



Office of the Mayor of the City of New York

Emmy Liss, Executive Director
Mayor's Office of Child Care and Early Childhood Education

Written Testimony regarding Int. 0684-2026

Thank you, Chair Dinowitz, Chair De La Rosa, and members of the Committees for the opportunity to submit written testimony regarding Introduction 0684-2026. The Mayor's Office of Child Care and Early Childhood Education (MOCCECE) is committed to ensuring that all children in New York City have access to high-quality early care and education programs and shares the Administration's commitment to equitable opportunity for all children, regardless of where they live, what language they speak, or their household income. The application process for the Gifted and Talent program is administered fully by New York City Public Schools, as is the Gifted and Talent program itself. MOCCECE does not have any role in this process and such a report as outlined in Int. 0684 would not be in the Office's purview.



**Mayor's Office for
People with Disabilities**

Zohran Kwame Mamdani
Mayor

Nisha Agarwal
Commissioner

Written Testimony
of
The Mayor's Office for People with Disabilities
before the
New York City Council
Committee on Education
Committee on Technology
on
Introduction 853-2026

June 24, 2026
City Council Chambers

Thank you, Chair De La Rosa, Chair Dinowitz, and members of the Committees for the opportunity to submit written testimony regarding Introduction 853-2026. The Mayor's Office for People with Disabilities supports the intent of this legislation and would like to discuss implementation details with Council. A report of this scale requires additional time, resources, and alignment with NYS Public Schools student data privacy protections. We look forward to continued conversation and collaboration.



**OFFICE OF TECHNOLOGY AND INNOVATION TESTIMONY BEFORE THE NEW
YORK CITY COUNCIL COMMITTEES ON TECHNOLOGY AND EDUCATION**

T2129-2026: Annual reporting on algorithmic tools approved for use in schools

T2130-2026: Quarterly reporting on data breaches of algorithmic tools in schools

JUNE 24, 2026

Good afternoon, Chair De La Rosa, Chair Dinowitz, and members of the City Council Committees on Technology and Education. Please accept this written testimony on behalf of the Office of Technology and Innovation (OTI) regarding Preconsidered Introductions T2129-2026 and T2130-2026. We share your interest in how technology can make New York City more effective and future ready, and for your partnership in leveraging technology to improve the lives of all New Yorkers.

T2129-2026

Preconsidered Introduction T2129-2026 would require the Chancellor of NYC Public Schools (NYCPS) to publish policies and procedures to approve an algorithmic tool, and to publish an annual report on approved tools. As the Committees may be aware, OTI oversees the implementation of Local Law 35 of 2022, which requires agencies to annually report their use of algorithmic tools with material public impact. For the most recent report, published in March of this year, NYCPS reported seven such tools. While we defer to NYCPS to provide further information on the feasibility of the detailed reporting laid out in this bill, we urge the Committees to consider how this proposed legislation could overlap or conflict with the existing reporting structure related to Local Law 35, as well as related state laws. We look forward to continuing the conversation with the Council and NYCPS to further transparency efforts in this space.

T2130-2026

Privacy protection is critical to the safety of all New Yorkers – and this includes our youngest residents. Preconsidered Introduction T2130-2026 would require the Chancellor of NYCPS to publish policies and procedures for conducting privacy audits of algorithmic tools, informing individuals affected by data breaches of these tools, and suspending or restricting the use of these tools following a data breach. The bill would also require the Chancellor to issue quarterly reports on data breaches of algorithmic tools used in schools.

The City of New York has a data breach notification law that lays out protocols involving OTI's Cyber Command and Office of Information Privacy that align with the New York State SHIELD Act. NYCPS would be able to speak more directly to how they align internal standards with data security and privacy best practices, select vendors, and vendors' compliance with all relevant laws. As with any new law proposed, it is critical to ensure alignment with these pre-existing laws to avoid conflict and maximize intended effect. We welcome the opportunity to work with Council and NYCPS in advancing student privacy protection.

We are happy to follow up with the Committees to further discuss the impact of this legislation.

###

NYC Council Joint Committee on Education and Technology
Hearing on T2026-2129 and T2026-2130
June 24, 2026

Good afternoon, Chair Dinowitz, Chair Restler, and members of the Committees on Education and Technology. My name is Matt Henning, and I am the Director of Government Affairs at Tech:NYC. Tech:NYC represents hundreds of companies — from global tech leaders to startups — that are deeply committed to innovation and the advancement of the technology sector in New York City, particularly as it relates to the preserving and strengthening of the City’s public schools and the students they serve. Tech:NYC is pleased to offer testimony in support of T2026-2129 and T2026-2130.

AI in New York City Schools: Enormous Promise, Real Responsibility

No matter one’s orientation toward new technology, the speed at which artificial intelligence is entering our schools can be disconcerting. Tech:NYC acknowledges that public sentiment, and we take it seriously. We do not believe our children should be treated as test subjects, and new technologies should not be deployed without proper oversight, clear policies, or meaningful transparency. However, we are equally concerned about the risk of failing to prepare the next generation for a world in which AI tools are pervasive. Without thoughtful guidance from trusted adults and accountable institutions, students will engage with AI entirely on their own terms — a situation not unlike what happened with social media, and one we should not repeat.

The answer to that tension is not to choose between adoption and prohibition. It is to build the kind of transparent, accountable framework that earns the confidence of families, educators, and the public. That is precisely why Tech:NYC supports these two bills.

Tech:NYC’s own Decoded Futures program has produced compelling examples of the benefits AI can have in the classroom or in educational settings. Through our AI training program for nonprofit leaders, All Star Code developed TA Dante, an AI teaching assistant that guides students through problems rather than simply providing answers, freeing up human coaches for deeper mentorship. The Bronx Children’s Museum built an AI-powered kiosk that allows children to create personalized bilingual storybooks while giving educators real-time insight into what families care about. LINC Literacy in Community built an AI platform that helps parents understand their child’s literacy scores and includes games that extend the teacher’s impact beyond the classroom and into the home.

NYC Public Schools’s FutureReadyNYC initiative, which Tech:NYC is a partner of, offers yet another example: a group of students recently used city-approved AI tools —

including Gemini and NotebookLM — to work through a complex real-world business problem during a microinternship at a New York based tech company. The goal was not to have AI produce an easy answer, but to help students organize information, test ideas, and communicate their reasoning. These are exactly the skills that will matter in a city where AI-related jobs grew 39 percent in a single year and where more than 2,000 AI companies call New York home.

These examples share a common thread: AI is not replacing teachers or students' human-generated work. It is creating more space for learning, more time for mentorship, and more access to opportunity. That is AI done right. And it is the kind of AI use that a robust, transparent accountability framework will help sustain and expand.

AI Transparency and Accountability is crucial

T2026-2129 and T2026-2130 are fundamentally transparency and accountability measures, which Tech:NYC supports the overall goals of, with recommendations for additional clarifications. The goal of these bills — to ensure that families, educators, and policymakers have clear, accessible information about the AI tools being used in New York City schools — is shared by Tech:NYC. Transparency builds trust, and trust is what responsible AI adoption requires.

T2026-2129 would require the Chancellor to publish NYC Public Schools's (NYCPS) policies and procedures for approving algorithmic tools and to submit an annual report detailing every approved AI tool, including its purpose, cost, scope of use, bias and privacy audit history, and disaggregated data on student adoption categorized by English language learner status, free and reduced price lunch eligibility, and special education status. This is the kind of information that families deserve and that policymakers need to do their jobs.

T2026-2130 would require the Chancellor to publish NYCPS's data safety policies and to issue quarterly reports on data breaches of algorithmic tools used in schools, including the type of data exposed, the number of individuals affected, and the status of any investigation. When something goes wrong, families and the public have a right to know. Timely, structured breach reporting is a reasonable and important accountability mechanism.

NYCPS's existing red-light, yellow-light, and green-light framework for AI tools is a strong starting point, and we are encouraged by the commitment to ongoing public input and review. These bills build on that foundation by institutionalizing the transparency that a framework of this scope demands. Parents are not thinking in policy categories — they are asking when AI is used, what role it plays, and how their children's data is protected. These bills help answer those questions.

Implementation Considerations

We offer a few recommendations on implementation for these bills as they are refined.

First, in T2026-2129, the definition of “algorithmic tool” — which covers any technology derived from machine learning, artificial intelligence, predictive analytics, or “other similar methods of data analysis” — is broad. We encourage the Committee to consider

whether additional definitional clarity would help DOE and vendors focus compliance resources on tools that genuinely implicate the concerns motivating these bills, rather than sweeping in lower-stakes applications of AI that present minimal risk to students.

Second, we note that both bills layer new DOE-specific requirements on top of the existing Office of Algorithmic Accountability and ERMA compliance frameworks. We encourage the Committee to ensure that implementation guidance makes clear how these reporting obligations coordinate with existing city infrastructure, to avoid duplicative processes that could strain DOE resources without adding meaningful protection.

Third, the quarterly breach reporting requirement in T2026-2130 includes a first deadline of October 31, 2026 — a fast-moving timeline. We encourage the Council to work with NYCPS to ensure that the infrastructure to track, verify, and report breach data is in place before that deadline, so that the reports are accurate and meaningful rather than rushed.

None of these considerations change our overall belief that AI safety, accountability and transparency in our schools is of the utmost importance. These bills are pursuing an important goal, and Tech:NYC is committed to working with the Council, NYC Public schools, and the broader ed-tech community to implement them well.

TESTIMONY

**NYC COUNCIL COMMITTEE ON EDUCATION
CHAIR, ERIC DINOWITZ**

&

**NYC COUNCIL COMMITTEE ON TECHNOLOGY
CHAIR, CARMEN DE LA ROSA**

Oversight - Artificial Intelligence, Student Data, and Privacy in NYC Public Schools

**Presented on
Wednesday, June 24, 2026**



**The Council of School Supervisors and Administrators
Henry Rubio, President
Dale Kelly, Executive Vice President
Stamo Karalazarides, First Vice President**

**40 Rector Street, 12th Floor
New York, NY 10006
(212) 823-2020
www.csa-nyc.org**

Good afternoon, Chair Dinowitz, Chair De La Rosa, and members of the Education and Technology Committees.

My name is Henry Rubio, President of the Council of School Supervisors and Administrators (CSA). We represent more than 17,000 in-service and retired principals, assistant principals, education administrators, supervisors, early childhood directors, and other school leaders serving students and families across New York City.

Thank you for the opportunity to offer testimony. We appreciate the Council's commitment to a thoughtful public conversation about artificial intelligence in education.

The timing of this hearing could not be better. Two months ago, NYCPS laid the foundation for how AI will be used in our schools. In March, the DOE released its guidance on AI. In that document, the DOE committed to developing more practical guidance, implementation tools, and operational resources to help schools navigate this rapidly changing technology. They opened a 45-day feedback window, and we are hopeful that the DOE will transparently share with the public all the feedback by stakeholder type.

The March release of the DOE's initial guidance has produced significant public discussion. Parents, educators, advocates, and elected officials have raised serious questions about student privacy, data security, screen time, academic integrity, cognitive development, creativity, bias, vendor oversight, and the role of technology in children's lives. Some parents and advocacy groups have called for a moratorium or pause on the use of AI in schools. Public discourse, including PEP meetings, have reflected strong concern from families and community members who want greater transparency and more time to understand how AI will be used with students. Recently, a large group of members of this city council signed a letter urging the city to pause the use of AI in schools while stronger safeguards are developed.

School leaders understand these concerns. AI is changing quicker than anyone could have imagined. Families are hearing alarming headlines about Big Tech, children's privacy, job displacement, and the future of learning. Many parents do not know yet what tools their children may be using, what data may be collected, or what safeguards are in place. They are right and entitled to ask those questions. They deserve to know how schools are ensuring that technology serves students rather than the other way around. We need to reserve the appropriate space for researchers and scientists to share their initial findings.

At the same time, we cannot ignore that AI is already part of the world our students and staff navigate. Students already encounter these tools outside of school. Educators are already forced to determine when AI can support instruction and when it may undermine learning. School leaders are already being asked to explain, manage, and respond to AI-related questions in their school communities.

That is why this hearing in AI comes at such an important moment in a long evolving process. The initial conversation that the DOE launched with its guidance in March focused on foundational principles. The next conversation, this summer and well beyond, must focus more on practical implementation.

With each initiative across our system, school leaders have always been responsible for making DOE policy real. CSA members are charged with communicating it, implementing it, training staff on it, answering questions from families, managing risks, solving problems, and ensuring that students ultimately benefit from it.

CSA's role has always been to provide policymakers with honest feedback from the school leaders responsible for implementing these decisions. CSA advocates for the resources, support, training, and guidance that school leaders need to successfully carry out the goals of the DOE in the best interest of students.

Despite pervasive fears, AI is no different. Over the past three years, school leaders have been navigating AI in real time. They have guided students experimenting with these tools before receiving any guidance from the DOE on how they should be used. They supervise teachers who are already determining when AI supports teaching and learning and when it creates challenges. School leaders already field questions from families who are excited, concerned, confused, or simply trying to understand how this technology is affecting their children. They deserve credit and commendation for doing so despite no guidance until three months ago.

One of the reasons that AI implementation has become uniquely difficult is that the phrase "artificial intelligence" has become so broad. When people hear "AI," they think about very different things. Some think about students using chatbots. Others think about lesson planning tools, translation services, adaptive learning platforms, and automated grading systems, while others think of data privacy concerns and workforce impacts. Some think about headlines they see on the future of work and society itself. It's no wonder that discussion about AI can quickly become emotional. Therefore, we believe the best way to address concerns is not through broad abstract statements; it is through clear policies, clear expectations, and clear communication about specific uses of specific AI tools in schools.

We believe the conversation around AI becomes much more productive when we move away from talking about it as one single thing and instead focus on the specific, practical ways these technologies are affecting our classrooms, buildings, and offices. Many debates about AI occur because people are talking about different uses of technology while using the same language. For that reason, CSA has organized its testimony around three distinct categories.

The first and most important is student-facing AI. This includes any situations where students are directly interacting with AI tools or where AI tools are being used in ways that affect students. Nothing is more important than student safety, student privacy, learning, and family trust.

The second category is AI and our education workforce. School leaders, teachers, and school staff are already using AI in different ways. These technologies may create opportunities to reduce administrative burdens and improve efficiency, but they also raise important questions about workload, professional judgment, staffing, training, and the future of work. As with any significant workplace change, CSA and labor unions must be part of these conversations.

The third category is future readiness across our public school system. School systems have a responsibility not only to respond to today's technology, but also to prepare students for the

world they will enter after graduation. AI is already changing higher education, careers, communication, and many aspects of daily life. Our students need to understand these technologies, use them responsibly, and develop uniquely human skills that will remain essential.

CSA and our members do not approach issues around AI from either fear or blind optimism. New York City school leaders can never afford to give into extremes. We do not believe that AI should be viewed as a cure-all for the challenges facing education. We also do not believe that schools can simply ignore a technology that students, families, educators, colleges, and employers are already using every day. Ultimately, for all its flaws and challenges, emerging and evolving technologies can potentially augment and empower our school leaders and their staff without replacing the human element.

School leaders and their staff deeply understand they have a responsibility to approach AI technologies thoughtfully, cautiously, and practically. However, they can only do so with the proper resources, guidance, support, and professional development.

Student-Facing AI

Student-facing AI should be every stakeholder's highest priority, including situations where students are directly interacting with AI tools, where AI is being used to support instruction, or where AI systems may influence a student's educational experience.

It is fitting and important that this city council hearing focuses not only on AI use but also data and privacy because those issues remain at the center of public concern. When parents hear that AI is entering schools, their first questions are: What information is collected about my child, who has access to it, and how is it being used?

Families have spent more than a decade watching technology reshape childhood. They have seen ongoing debates about social media, screen time, algorithmic recommendations, data collection, and the influence large technology companies have on the behavior of children and young adults. They want to know that schools are placing the interests of children ahead of commercial interests. They want to know that student information is protected. They want to know that new technologies are being introduced thoughtfully and responsibly.

School leaders share families' concerns. To the DOE's credit, we believe their foundational guidance recognizes this reality. The DOE consistently emphasizes privacy, governance, data protection, and risk management. The DOE's review and approval processes reflect an understanding that schools cannot simply adopt AI tools without careful evaluation. We fully support that approach, and our union and its members are ready and willing to collaborate with anyone with the same goal to protect our students.

However, school leaders cannot be expected to independently evaluate any AI vendor, investigate every privacy policy, assess every data-sharing agreement, or determine whether every emerging technology is safe for children. That work requires specialized expertise. The responsibility of school leaders is to implement policy, communicate expectations, support staff,

and ensure that students are protected. The responsibility of the system is to establish rigorous processes that determine which tools are appropriate for use in schools and why.

CSA strongly supports the DOE's robust review processes, clear approval systems, and strong privacy safeguards. However, mere tool approval from the DOE does not necessarily lead to successful implementation. As school leaders have reviewed the DOE's guidance and participated in conversations around its development, one concern has emerged repeatedly. The DOE has appropriately recognized that many student uses of AI exist in a gray area; in their guidance, they call it "yellow," as part of their "traffic light approach." The guidance reminds educators that some uses of DOE tools may support learning, some may undermine it, some may be appropriate in certain contexts but not others.

The challenge for school leaders is what happens next. If a tool has been approved for use in schools, but certain uses of that tool are educationally appropriate and others are not, how are principals and teachers expected to make those distinctions consistently?

School leaders exercise professional judgment every day and do not object to that responsibility. What they need is the knowledge, training, guidance, and examples necessary to exercise that judgment effectively. At present, many school leaders feel they are being asked to make decisions about student-facing AI without sufficient guidance from NYCPS on what effective implementation looks like.

The result of the DOE's guidance without more guardrails and best practices is not simply uncertainty, but also inequity. One school may develop thoughtful and effective practices. Another school may become overly restrictive out of caution. A third may permit uses that create unintended consequences. Differences in implementation will not reflect differences in leadership quality, but rather differences in familiarity with a rapidly evolving technology. Students in New York City should never have dramatically different experiences, opportunities, protections, or expectations that leaders have different levels of knowledge about AI.

School leaders believe the next phase of the DOE's work is critically important. We need practical guidance with examples, case studies, and appropriate age recommendations. We need clearer distinctions between appropriate and inappropriate uses. We need ongoing professional development that helps school leaders understand not only what tools have been approved, but why they have been approved, what risks they present, what safeguards exist, and what educational purposes they are intended to serve.

Beyond privacy and data concerns, school leaders also pay close attention to a broader set of questions involving learning itself. Parents, educators, and researchers are increasingly asking how AI may affect critical thinking, creativity, writing, problem solving, attention, and other cognitive skills. We all have the same fears: no one knows all the long-term effects AI technologies will have on students.

At the same time, we should remember that schools have always adapted to technologies that changed how people learn and work. Search engines changed research. Digital communication changed writing. Online resources changed access to information.

The question is not whether AI will influence how students learn. The question is whether the DOE, schools, and educators will help ensure that these tools are used in ways that strengthen learning rather than replace it. School leaders do not want students using AI to avoid thinking. Educators do not want technology to replace creativity, judgment, persistence, or intellectual effort. We do, however, see potential value in tools that support brainstorming, provide feedback, improve accessibility, assist multilingual learners, encourage revision, and help students engage more deeply with ideas when used age-appropriately.

Ultimately, what school leaders need from the DOE is clarity, consistency, and support. They need practical guidance on how those tools should and should not be used. They need ongoing professional learning as technologies evolve. And they need a system that recognizes that successful implementation depends on more than approving technology. It depends on helping educators and school leaders understand how to use that technology in ways that protect students, support learning, and maintain the trust of families.

AI and the Education Workforce

School leaders, teachers, counselors, paraprofessionals, clerical staff, central staff, and other employees throughout the school system are already using AI in different ways. Some are using it to draft communications. Some are using it to support planning and organization. Some are using it to analyze information more efficiently. Others are experimenting with instructional applications or administrative uses.

School leaders are never opposed to safe technologies that make work more efficient in their buildings and offices. In fact, our union and its members have not only welcomed but encouraged and celebrated opportunities to reduce administrative burden and spend more time focused on students, staff, and instructional leadership.

The challenge is that AI does not simply introduce new tools: it changes expectations. Over time, tasks that once required significant effort may become easier. New tasks may emerge. Workflows may change. Accountability structures may evolve. Decisions that were once made entirely by humans may increasingly be informed by technology.

The worst-case scenario relates to attrition of our lifelong school leaders, and our system's failure to retain those who have dedicated decades to serving our families. If the DOE fails to maintain the same numbers of educators, they will fail our students. Subtle changes in our educational workforce cannot happen by accident and should be rejected by all.

As with any significant workplace change, labor organizations must be active partners in AI implementation. School leaders agree with the DOE that AI should augment professional judgment, not replace it. The role of educators is not to generate and deliver content. The role of educators is to exercise judgment to build relationships, motivate students, respond to individual student needs, and create learning environments where all students can succeed. It is to apply expertise, context, and experience to complex human situations.

Educators' responsibilities can never be automated. School leaders are therefore concerned when discussions about AI focus exclusively on efficiency while ignoring professional judgment, human relationships, and workforce capacity.

Throughout our discussions with members, one theme emerges repeatedly: school leaders are expected to make decisions about AI implementation in their buildings without having received substantial training on how AI is changing professional work. Just as educational leaders cannot be expected to become experts in data governance and AI safety, they cannot be expected to become experts in every emerging workforce application of AI.

What tasks are appropriate for AI assistance? What tasks require direct human review? How should AI-generated work be disclosed? What expectations should exist around accuracy, accountability, and professional responsibility? How should school leaders supervise staff use of AI? How should central offices support schools as these practices evolve?

Implementation questions must be answered by NYCPS. Without clear guidance, implementation becomes inconsistent across the system. Some will develop thoughtful and effective practices. Others will struggle. Some will receive significant support and training. Others will receive very little.

If AI is going to change how work is performed, it must always augment and never replace the human interaction of school leaders and require training on how to lead through that change. They need examples of effective practice and opportunities to learn from one another. And labor organizations must remain active partners in shaping how AI affects the work of educators and school leaders.

Ultimately, school leaders do not view AI as a workforce threat or a workforce solution; they simply view it as a workforce reality that can potentially improve administration efficiently. The question is whether that reality will be shaped intentionally through training, guidance, labor engagement, and thoughtful implementation. If not, schools will be left to navigate a major transformation without the support necessary to do it well.

Future Readiness

While much of the focus rightfully remains on the impact of AI on students and educators in classrooms and school buildings today, we must also think about what these technologies mean for the students who will graduate from our schools tomorrow.

Students graduating from New York City public schools today are entering colleges, training programs, and workplaces where AI tools are increasingly becoming part of everyday life. Employers are beginning to expect workers to understand these technologies, use them responsibly, and exercise sound judgment when working alongside them. The pace of change has been extraordinary. The tools that exist today may look very different in five years. The jobs our youngest students eventually enter may look very different in ten or fifteen years.

Public schools have always had a responsibility to prepare students for the future. Every generation of educators has had to adapt to economic, technological, and societal change. Schools cannot prepare students for a single technology or a single platform. We must prepare them to adapt to continuous change.

School leaders believe that AI literacy has already become an important part of future readiness. Students should understand what these technologies are, how they work, what their limitations are, and how to evaluate the information they produce. They should understand issues of privacy, bias, reliability, and responsible use.

While AI influences education at all levels, schools must continue to emphasize the skills that remain essential regardless of how technology evolves. Regardless of what the future brings, graduates must be able to think critically, communicate effectively, evaluate information, solve problems, collaborate with others, and exercise independent judgment. These are not new educational goals; they are simply life goals regardless of any technological innovation. However, they become increasingly important in a world where information is increasingly abundant and technology is increasingly capable.

Students should be prepared to use emerging technologies effectively, but they should also understand their limitations. Schools should embrace innovation, but they should also preserve the human skills and judgment that will always remain at the heart of education and life itself. Ultimately, future readiness is not about predicting exactly what AI will become. Our future relies on ensuring that New York City's students are always prepared to succeed in a world that is constantly and consistently being transformed by technology.

As always, our union and its members, the school leaders of New York City, stand ready to lead and collaborate on these critical matters that have the power and potential to impact all NYC educators and the families we serve.

Sincerely,

Henry D. Rubio

**United Federation of Teachers Testimony Before the New York City
Council Committees on Education and Technology**
**Joint Oversight Hearing on Artificial Intelligence, Student Data and Privacy
in New York City Public Schools**

June 2026

My name is Mary Vaccaro, United Federation of Teachers (UFT) vice president for education. On behalf of the union's members, I thank the Committees on Education and Technology for holding today's hearing on artificial intelligence, student data and privacy in New York City Public Schools.

The UFT supports the legislative package on AI in NYCPS before the Council today. Taken together, these two bills (T2026-2129 and T2026-2130) move the Department of Education toward the kind of transparency and accountability that educators have been asking for as AI tools enter our schools.

Algorithmic Tool Transparency and Data Breach Reporting

We are particularly supportive of T2026-2129, which would require the chancellor to publish DOE's policies and procedures for approving algorithmic tools and to issue an annual report on each tool's purpose, use restrictions, bias and accuracy review, privacy compliance, cost and adoption. This bill is a direct legislative answer to a core value of the AFT's Commonsense Guardrails for Using Advanced Technology in Schools: that "no pedagogical application should ever be allowed to jeopardize students or educators."¹ Educators cannot evaluate, in their professional judgment, whether a tool is safe and effective for their students if they do not know which tools exist, what they do or how they have been vetted.

We are equally supportive of T2026-2130, which would require quarterly reporting on data breaches of algorithmic tools, including the type of information exposed, the number of individuals affected, and the status of any investigation. The AFT's guardrails state plainly that "[i]n the event of a data breach, [school authorities should] immediately follow policies and protocol to protect students, educators and parents," and that "regulatory authorities at the state and federal levels must mandate data privacy protections."² This bill would help bring city law into line with that standard. It responds directly to findings in the NYS Comptroller's April 2026 audit, which found that NYCPS delayed, by up to 460 days, reporting 48 percent of data breaches to the State Education Department, and that the DOE does not maintain a comprehensive inventory of the more than 70 student information system applications that some schools reported

¹AFT, Commonsense Guardrails for Using Advanced Technology in Schools, Version 2, p. 6 (Core Value 1).

²AFT, Commonsense Guardrails for Using Advanced Technology in Schools, Version 2, p. 7 (Core Value 1, §3, "Shared Responsibility for Data Privacy and Protection").

using outside the two central systems.³ Addressing these data security gaps is a prerequisite to further AI tool expansion, not an afterthought.

Our Deep Concern: Cognitive Offloading and the Need for Real Limits

Our support for this legislative package comes with a deep and urgent concern that transparency and breach reporting, while necessary, are not sufficient. They tell us what tools exist and whether data has been compromised. They do not address what AI use is doing to how our students think.

AFT President Randi Weingarten named this risk directly in her recent address: “AI is increasing so-called cognitive offloading; rather than working through a challenge, students can turn to an AI chatbot for an effortless answer.”⁴ We share the belief that cognitive offloading is not a secondary concern to be addressed in an undefined future timeline. It is the central question every teacher in the system is navigating alone — and the lack of guidance is producing exactly the chaos that policy is meant to prevent.

This is why the UFT urges the Council to look beyond reporting requirements and toward the concrete limits on student-facing AI and screens that President Weingarten laid out in the AFT’s 10-point plan for boosting teaching and learning in the AI era. That plan calls for:

- 1. No screens (including online assessments) for students in prekindergarten through 2nd grade, unless there is a compelling reason, such as to most effectively support a student with special needs.*
- 2. No student-facing AI in elementary schools — not only to prevent harm, but to build children’s skills like relationship-building and persistence. All other student-facing AI, including digital literacy efforts, must be supervised by educators. And until at least age 16, there should be a total ban on so-called “social companion” chatbots, computer programs that simulate human relationships.*
- 3. Redesign schooling so active learning, including project-based, experiential and career-connected learning, is the norm across all grade levels. That means redesigning accountability as well.*
- 4. Ensure students have a solid foundation in literacy, numeracy and civic engagement.*
- 5. Focus on well-being, so that students and their families have their basic needs met and students are prepared to learn, as community schools do so successfully.*
- 6. Protect intellectual property and academic freedom, and support educators to understand, effectively use and make classroom-based decisions about technology integration.*
- 7. Establish a new gold standard for safety and privacy for the use of AI in schools. Providers that cannot meet these requirements should not be eligible to serve the K–12 education sector.*

³United Federation of Teachers, UFT Feedback on the NYCPS Guidance on Artificial Intelligence (May 2026), p. 2, citing NYS Office of the State Comptroller, Privacy and Security of Student Data: New York City Public Schools, Report 2023-N-6 (April 23, 2026).

⁴Weingarten, “Devices down, eyes up, hands-on,” May 27, 2026.

8. Establish an independent research consortium to build a strong knowledge base for effective practices for education that can be sustained and scaled. The research should include the effects of AI, screens and technology on students, and should not be paid for by the industries whose products are being researched.

9. Ensure adequate funding of education by states and the federal government. This means reversing the trend of disinvestment since the Great Recession and targeting funding to level the playing field and promote opportunity for all students — and not letting AI and vouchers further defund public education.

*10. A “tech tax” on Big Tech’s earnings and on some business operations, to ensure they pay their fair share for the adverse and disruptive consequences of this technology on American families, such as workers being displaced by AI.*⁵

As President Weingarten put it, “active learning is the antidote to cognitive offloading — that is, outsourcing thinking to AI.”⁶ Reporting on which tools are approved will mean little if students are nonetheless using those tools, unsupervised, to bypass the thinking those tools were meant to support.

These concerns are not abstract for our members. We have found that the most common concern among educators who responded was student data privacy and security, followed closely by AI’s impact on student mental health and the risk of AI doing the cognitive work students need to do themselves. Our members have also told us that the current guidance leaves the youngest and most vulnerable students least protected, and that the absence of grade-band-specific rules makes it harder, not easier, for teachers to know when AI use crosses the line from support into substitution for student thinking.

Conclusion

The UFT supports T2026-2129 and T2026-2130 as necessary steps toward the transparency and accountability our members have long called for. These bills are consistent with, and could help enforce, much-needed standards for AI use in schools by giving the Council and the public the data needed to know whether DOE-approved tools and vendors are actually meeting the requirements that are designed to keep our students safe.

But transparency about which tools are in use and accountability for data breaches must be paired with professional learning for teachers about AI and real, enforceable limits on student-facing AI and screen use, consistent with the AFT’s 10-point plan and Commonsense Guardrails, so that AI strengthens rather than substitutes for our students’ thinking. The UFT points the Council toward the AFT’s National Academy for AI Instruction, based here in New York City, as a model for how the safeguards in this testimony can be implemented in practice. The Academy is a training hub designed and run by educators, grounded in trust, safety and people-first technology, and built directly

⁵Weingarten, “Devices down, eyes up, hands-on,” May 27, 2026, Point 2.

⁶Weingarten, “Devices down, eyes up, hands-on,” May 27, 2026 (“Active learning is the antidote to cognitive offloading—that is, outsourcing thinking to AI.”).

on the AFT's Commonsense Guardrails. In less than a year, the Academy has already provided professional learning on AI to 2,000 educators in-person and 11,000 educators virtually. Educator-led AI initiatives, including the Academy for AI Instruction, already demonstrate that responsible implementation works best when teachers are collaborators in design and evaluation rather than passive recipients of externally developed tools and mandates.

As NYCPS works to implement T2026-2129 and T2026-2130, we urge the Council and the DOE to draw on the Academy's educator-led model and its emerging vendor standards, both for the sustained, school-day educator training our members need and for evaluating whether DOE's AI vendors meet a genuine safety and privacy bar. We ask the Council to build those limits into its ongoing work on this issue, and we look forward to continuing to work with the Council and the DOE to get this right for our students and educators.

Thank you again for today's hearing.



The United Federation of Teachers represents nearly 200,000 employees including teachers, paraprofessionals, school secretaries, attendance teachers, guidance counselors, psychologists, social workers, adult education teachers, administrative law judges, nurses, speech therapists, laboratory technicians and 70,000 retired members. We also represent teachers and other employees at a number of private educational institutions and some charter schools.

Committee on Education

Int. 0684-2026 (Zhuang): Requiring a study on how language access needs and geographic location affect access to early elementary gifted and talented programs

Summary of Legislation

This bill requires the Mayor's Office of Child Care and Early Childhood Education, in consultation with the Department of Education and community-based early childhood organizations, to study how language access needs and geographic location affect preschool-age children's access to early elementary gifted and talented programs. A public report with findings and recommendations to improve equitable access would be issued within six months.

Statement of Support

The United Federation of Teachers (UFT) supports Int. 0684-2026, which would require a study on how language access needs and geographic location affect access to early elementary gifted and talented programs. Although there are children who would benefit from gifted and talented programs in every community, these programs are not equitably distributed throughout the five boroughs.

The UFT has been focused on expanding these programs to increase access for students who have been historically underenrolled in them, specifically English language learners (ELLs). Our union has been clear that expansion efforts must include both the creation of new seats in neighborhoods without programs and developmentally appropriate admission criteria based on multiple measures, especially for students in pre-school or elementary school and ELLs. A clear understanding of the current gifted and talented landscape, particularly as it relates to language needs and geographic location, would bolster this work, making it easier to address any disparities in access to gifted and talented programs throughout our city.

FOR THE ABOVE-MENTIONED REASONS, THE UNITED FEDERATION OF TEACHERS SUPPORTS THE PASSAGE OF THIS LEGISLATION.





The United Federation of Teachers represents nearly 200,000 employees including teachers, paraprofessionals, school secretaries, attendance teachers, guidance counselors, psychologists, social workers, adult education teachers, administrative law judges, nurses, speech therapists, laboratory technicians and 70,000 retired members. We also represent teachers and other employees at a number of private educational institutions and some charter schools.

Committee on Education

Int. 0853-2026 (Zhuang): Requiring a study on how language access needs, income, and geographic location affect access to special education programs and services

Summary of Legislation

This bill requires the Mayor's Office for People with Disabilities, in consultation with the Department of Education and community-based early childhood organizations, to study how language access needs, income, and geographic location affect students' access to special education programs and services. A public report with findings and recommendations to improve equitable access must be issued within 6 months.

Statement of Support

The United Federation of Teachers (UFT) supports Int. 0853-2026, which would require a study on how language access needs, income and geographic location affect access to special education programs and services. As educators we see every day that these factors create real disparities in who receives timely and appropriate special education support. The recent increase in English language learners (ELLs) in our schools has made especially clear the role that language plays in this.

ELLs are often both over- and under-represented for special education services. When ELLs enter the New York City public school system and experience difficulties, it can be hard to tell if these difficulties are due to language proficiency or an underlying learning disability, since the two can present in similar ways. If scaffolds are not in place to support language acquisition and content learning, students cannot make progress and schools may incorrectly assume they need special education services.

At the same time, many ELLs are under-identified for special education programs because there has been a persistent myth that they cannot be evaluated for a set time after entering New York City schools. Many ELLs are forced to wait one to three years before receiving an evaluation, even though this is against regulation and policy. This delay is far too long for a student with a learning disability to go without services and often results in significant academic setbacks.

Additionally, families who speak a language other than English may face barriers when trying to communicate with schools and advocate for their children. Without





SUPPORTS



The United Federation of Teachers represents nearly 200,000 employees including teachers, paraprofessionals, school secretaries, attendance teachers, guidance counselors, psychologists, social workers, adult education teachers, administrative law judges, nurses, speech therapists, laboratory technicians and 70,000 retired members. We also represent teachers and other employees at a number of private educational institutions and some charter schools.

multilingual outreach and consistent access to translators, parents are placed at a real disadvantage.

A study such as the one proposed in this legislation is essential to quantifying and addressing these inequities. Identifying clear, actionable policy solutions is critical to ensuring that all students, regardless of language spoken at home, income or neighborhood, have equitable access to the special education services they need.

FOR THE ABOVE-MENTIONED REASONS, THE UNITED FEDERATION OF TEACHERS SUPPORTS THE PASSAGE OF THIS LEGISLATION.





Advocates for Children of New York

Protecting every child's right to learn

Testimony to be submitted to the New York City Council Committee on Education

Re: Int. No. 853

June 26, 2026

Advocates for Children of New York (AFC) appreciates the opportunity to submit testimony regarding Intro No. 853, which would require the Mayor's Office for People with Disabilities (MOPD), in consultation with the Department of Education (DOE) and community-based organizations, to conduct a study on how language access needs, income, and geographic location affect access to special education programs and services.

For more than 50 years, AFC has worked to ensure a high-quality education for New York students who face barriers to academic success, focusing on students from low-income backgrounds. We advocate for students whose needs are often overlooked, including students with disabilities, students from immigrant families, and students experiencing homelessness. Each year, we hear from thousands of parents struggling to obtain the special education evaluations, programs, and services their children need and have a legal right to receive.

As such, we appreciate the Council's goal of identifying disparities in students' ability to access to special education programs and related services in a timely manner, as well as ways the City can potentially address such disparities. We want to ensure that any entity tasked with carrying out a comprehensive study of the type described in Intro 853 has the expertise, resources, and capacity required to do so. This includes, for example, access to relevant student-level data; a deep understanding of the complexities of the City's special education system and of past policy changes and reform efforts; and the time and capacity to meaningfully engage with a wide array of stakeholders, including students, parents and caregivers, advocates, and educators. A study that relies on surface-level analysis, lacks historical perspective, or fails to consider the knowledge and perspectives of New Yorkers with lived experience will be of limited utility.

We have several recommendations for strengthening the bill, which are described below. Suggested language for incorporating such changes can be found in the attached redlined version of Intro 853.

Board of Directors
Kimberley D. Harris, *President*
Jessica A. Davis, *Treasurer*
Eric F. Grossman, *President Emeritus*
Carmita Alonso
Matt Berke
Whitney Chatterjee
Matt Darnall
Jamie A. Levitt, *past president*
Maura K. Monaghan
Jon H. Oram
Jonathan D. Polkes
Victoria Reese
Ashish Shah
Misti Ushio
Veronica M. Wissel

Executive Director
Maria M. Odom

Chief Operating Officer
Melkis Alvarez-Baez

Deputy Director
Matthew Lenaghan



Ensure the study examines both preschool and school-age special education.

We urge the Council to amend Intro 853 to specify that the study should examine both preschool (ages 3–5) and school-age (ages 5–22) special education, as we are concerned that the bill could otherwise be interpreted as only applicable to programs and services for students with disabilities in grades K–12. We appreciate the Council's past efforts to draw attention to—and push New York City Public Schools (NYCPS) to address—the shortage of seats in preschool special education classes and the consistently large number of 3- and 4-year-olds not receiving their mandated services. While the City has taken important steps in recent years to address these systemic violations of preschoolers' legal rights, preschoolers continue to experience delays in accessing their legally mandated services. Moreover, if the study is to offer well-informed recommendations for addressing disparities in access to evaluations and services, it is critical that it consider a child's full educational career and the entire special education system. For example, a recommendation promoting the creation of incentives for speech therapists to take jobs in public elementary schools could inadvertently exacerbate provider shortages for preschoolers if existing speech therapists leave jobs working with preschoolers to take such positions.

Add housing status as a measure of economic disadvantage and ensure the study considers the intersection of economic need, home language, and geography.

We encourage the Council to expand the economic factors examined in the study to include housing status, not just family income. More than 100,000 New York City students experience homelessness each year, and these students face educational barriers above and beyond those experienced by permanently housed students from low-income families. In 2024–25, for example, 11% of K–12 students with IEPs in temporary housing did not fully receive their mandated special education instruction, compared to 6% of students with IEPs in permanent housing.

We further recommend adding language to specify that the study should examine the *intersection* of the factors (language access needs, economic need, geographic location) laid out in the bill, not just disparities by each factor on its own; as written, it is unclear whether Intro 853 requires as much. Students often fall into more than one of these categories of analysis, and it would be helpful to tease out the implications of these intersections before developing recommendations for targeted outreach, resources, and support. For example, low-income families who speak a language other than English face different obstacles than low-income families who are fluent in English.

Include all stages of the special education process.

The first stage of the special education process is the referral for evaluation, *not* the evaluation itself. While the law includes requirements related to referring a child suspected of having a disability for evaluation, AFC has worked with many families of students who were not appropriately and timely identified, despite clear evidence that they were struggling and in need of additional support. We therefore recommend modifying both the definition of “access” (Section 1(a)) and the list of stages during which families may encounter barriers (Section 1(c)(2)) to include identification.



Require analysis of access to specific programs and services known to have limited availability and capacity.

Section 1(c)(1) of Intro 853 would be strengthened by specifying that the study's analysis of the availability, capacity, and geographic distribution of special education programs and services should include:

- Each of the City's specialized programs, including ASD Nest/Horizon and AIMS, which serve autistic students; PATH, which serves students who need intensive behavioral support; the Academics, Career, and Essential Skills (ACES) program, which serves students with intellectual disabilities in District 1-32 schools; and IREAD, an inclusive program for students with dyslexia and other reading challenges;
- Bilingual special education classes and related services;
- District 75 programs and services, including District 75 inclusion; and
- Outside service providers (such as speech and occupational therapists) whom the City pays to fill gaps in the system.

AFC frequently works with families who have encountered barriers in accessing each of the above programs and services. For example, we have heard from parents who thought the Nest or Horizon program would be a perfect fit for their child, but who were turned away due to the limited number of available seats; from immigrant families for whom the closest bilingual special education class was a long bus ride away; and from parents who called dozens of service providers but were unable to find anyone in their neighborhood who had availability to work with their child and was willing to accept NYCPS' Related Service Authorization (RSA) rate.

Thank you for the opportunity to submit testimony. If you have any questions or would like additional information, please contact Sarah Part, AFC's Senior Policy Analyst, at spart@advocatesforchildren.org.

By Council Members Zhuang, Morano, Banks, Brooks-Powers, Dinowitz, Wong, Epstein, Ung, Louis, Gutiérrez, Cabán, Maloney and Schulman

A Local Law in relation to requiring a study on how language access needs, income, and geographic location affect access to special education programs and services

Be it enacted by the Council as follows:

Section 1. a. Definitions. For purposes of this local law, the following terms have the following meanings:

504 plan. The term “504 plan” has the same meaning as set forth in section 21-955 of the administrative code of the city of New York.

Access. The term “access” means the timely and equitable ability to identify preschool and school-age students with disabilities and obtain special education evaluations, programs, and related services.

Individualized education program. The term “individualized education program” has the same meaning as set forth in section 21-955 of the administrative code of the city of New York.

Language access needs. The term “language access needs” means the need for translation, interpretation, bilingual services or instruction, or other communication supports for families and students with limited English proficiency.

Office. The term “office” means the mayor’s office for people with disabilities established pursuant to executive order number 73, dated July 27, 2021, or any successor entity.

Special education programs and related services. The term “special education programs and related services” means evaluations, instruction, placements, transportation, accommodations, and any other educational program or service intended to meet the needs of a preschool or school-age child with special educational needs.

1 Student. The term “student” has the same meaning as set forth in section 21-955 of the
2 administrative code of the city of New York.

3 Student with special education needs. The term “student with special education needs”
4 means a child between the ages of 3 and 22 who is eligible for, seeking, or may reasonably require
5 special education programs and related services, including but not limited to students with
6 individualized education ~~plans~~programs and students with 504 plans.

7 b. Required study. The office, in consultation with the department of education, and with
8 relevant community-based organizations, parents, students, educators, service providers, and
9 advocates, as determined by the office, shall conduct a study examining the degree to which
10 students with special education needs have access to special education evaluations, programs, and
11 related services. The study shall focus on determining the extent to which language access needs,
12 family income, housing status, and geographic location within the city, ~~including borough, council~~
13 ~~district, and school district,~~ affect access to special education evaluations, programs, and related
14 services.

15 c. Study components. Such study shall include, but need not be limited to, an examination
16 of:

17 1. The availability, capacity, and geographic distribution of preschool and school-age
18 special education evaluations, programs, and related services, including an analysis of the
19 availability, capacity, and geographic distribution of department of education specialized
20 programs, District 75 programs and services, bilingual special education programs and services,
21 and service providers employed by, contracted with, or otherwise paid by the department of
22 education to serve students with special education needs;

2. Barriers to timely identification, evaluation, eligibility determination, placement, and service delivery for special education programs and related services;

3. Disparities in access to special education evaluations, programs, and related services by borough, zip code, and community school district, including analysis of whether children residing outside of Manhattan or in zip codes with one or fewer subway stations within their boundaries face increased or unique obstacles;

4. Disparities in access to special education evaluations, programs, and related services based on language spoken at home, including an analysis of the availability of interpretation and translation services, bilingual evaluations, bilingual special education programs, and bilingual related services;

5. Disparities in access to special education evaluations, programs, and related services based on family income, housing status, and related economic barriers;

6. Disparities in access to special education evaluations, programs, and related services based on the intersection of language access needs, family income, housing status, and geographic location, including the extent to which children affected by more than one of these factors face increased or unique obstacles;

7. Information about any other disparities identified through the study that impact equitable access to special education identification, evaluation, eligibility determination, placement, and service delivery; and

68. Recommendations to address barriers to timely identification, evaluation, eligibility determination, placement, and service delivery and ensure ~~expand~~ equitable access to preschool and school-age special education, including strategies tailored to multilingual households, low-income households, students in temporary housing, and any geographically underserved areas that

1 are identified. Such recommendations should include strategies, including policy, administrative,
2 and operational reforms, to reduce identified disparities and improve access.

3 d. Reporting. No later than 6 months after the effective date of this local law, the office
4 shall submit to the mayor and the speaker of the council, and post on the office's website, a report
5 providing the findings and recommendations described in subdivision c of this section.

6 § 2. This local law takes effect immediately.

AC
LS #21885
4/9/2026 1:00 PM



NYC Artists, Writers, and Creatives Call for a Moratorium on AI in Public Schools

Dear Mayor Mamdani,

As writers, musicians, visual artists, filmmakers, photographers, actors, directors, designers, comedians, and allied tradespeople, we're writing to demand **a two-year moratorium on generative AI in NYC schools**, from 2K through 12th grade.

Generative AI is built on theft, having stolen the work of countless creatives who made New York the world's capital of art and culture. Now the AI industry has [invaded the city's classrooms](#), eager to [gather fresh material for its products](#), [harvest data for third parties](#), and [capture an entire generation of dependent customers](#).

We're calling on you to stand up for the children of this city—the natural-born creatives, the innate innovators, tomorrow's leaders—whose future is being sacrificed only to further enrich the planet's wealthiest people. [Numerous studies](#) have documented AI's harms to children, including reduced cognition, diminished mental health, and stunted social-emotional skills, while no independent study has demonstrated a durable benefit from AI in K–12 classrooms.

On a societal level, AI is an inequity machine that [subjects communities of color to surveillance](#), [amplifies racial and gender biases](#), [raises the utility bills of struggling families](#), and [endangers everyone](#) by [exacerbating pollution](#), [drought](#), and [planet-warming carbon emissions](#).

As artists, we stand with our fellow New Yorkers calling for [a moratorium](#) on AI in New York's public schools. We refuse to let our city's children be robbed of their right to a quality education and a habitable environment simply for a reckless experiment that's designed to confine them—and us—to a permanent underclass.

You ran for office on a promise to be the people's mayor. Please protect New York City's creative future and set an example for school systems across the country. Protect its most vulnerable residents: our children. Pause AI in schools NOW.

Signatures

Ilana Glazer, Comedian, Actor & Writer

Cynthia Nixon, Actor/director

Mark Ruffalo, Actor



Elliot Page, Actor/producer

Xochitl Gonzalez, Writer

Jacqueline Woodson, Writer

Abbi Jacobson, Writer, actor, director

Amber Tamblyn, Writer

David Cross, Actor/comedian

Marlon James, Author

Sarita Choudhury, Actor

Nan Goldin, Artist

Vijay Iyer, Musician

Ashley Connor, Cinematographer

Greg Pak, Comic book writer and photographer

Emily St. John Mandel, Author

Matt Wolf, Filmmaker

Paul W Downs, Actor

Wendy Xu, Author/illustrator

Alexander Chee, Novelist and critic

Diane Ravitch, Writer

Jonathan Dinklage, Concertmaster of Hamilton on Broadway

Molly Crabapple, Artist and author

Jim McKay, Filmmaker

Bess Kalb, Author

Amanda Petrusich, Writer

Liana Finck, Cartoonist

Johanna Fateman, Writer, art critic, musician

Sarah Ruhl, Playwright

Angela Flournoy, Writer



Mike Scollins, TV/Film writer

Jerry Saltz, Senior Art Critic

Barbara Kennedy Epler, Publishing

Erik Parker, Artist

Laurie Simmons, Artist

Carroll Dunham, Artist

Kaitlyn Greenidge, Writer

Jordan Carlos, Comedian/Writer

Alex Edelman, Comedian

David Zirin, Journalist

Audrey Watters, Writer

Lance Rubin, YA/MG Author

Kate Zambreno, Writer

Mira Jacob, Author

Jen Statsky, Writer/Producer

Lucia Aniello, Writer and director

Loryn Brantz, Author/Illustrator

Isle McElroy, Author

Rhina Valentin, Television host /producer/actor/activist

Paola Mendoza, Filmmaker/Author

Kevin Dugan Writer

Rachel Chavkin, Director, theatre and film

Sarah McBride, Media Producer

Jessica Ralli, Author

Joseph Stankus, Filmmaker

Lisa Anchin, Author/illustrator

Elizabeth Bidwell Goetz, Educator, writer



Ayelet Leibovitch, Video editor / writer/ animator

Sylvain Souklaye, Artist

Martha Siegel, Cello teacher and performer

Samer Cohen, Filmmaker

Dedalus Wainwright, Visual artist and set designer

Christine Norrie, Artist

Anya Kamenetz, Writer

Richard Douek, Author

Elisabeth Donnelly, Journalist

Rachel Bonds, Playwright and Screenwriter

Hilary Kong, Textile graphic designer

Evan Brock, Musician/creative director/designer

Ethan Sacks, Journalist/comic book writer

Joseph Illidge, Writer/Editor

Maira Duarte, Choreographer

Koby Brown, Musician and music educator

Ronit Granot, Ronit and the Invisible Strings

Johanna Heldebro, Artist

Julio Anta, Author

Erin Boyle, Writer

Laura Dillon, Lighting designer, writer

Julia MacGoy, Theatre performer

Michael Clemow, Musician

Aaron Moore Ellis, Professor and artist

Sam Balzac, Actor/writer

Margaret Metzger, Artist

Charlotte Raffi Lippai, Video and photo producer



Kirstin Calister-Kuhi, Songwriter/actor

Danielle, Filmmaker

Kathryn Jepsen, Editor

Christopher Sotomayor, Illustrator/ artist

Asher Arnold, Painter, humanist, craftsman

Sarah Cameron Sunde, Artist

Peter Gurski, Set Decorator

Raisa Frayhayt, Actress

Elyssa East, Author/editor/educator

Emily Brooks, Author, historian

Dennis Chan, Filmmaker

James Wilson, Architect, writer

Sarah Hughes, Theater director

Nora Maddis, Filmmaker

Valerie Veatch, Director

Drew Powers, Architect

Craig Garrett, editor & writer

Selda Sahin, Lyricist/Bookwriter/Songwriter

Anna Alfredson, Visual Artist & Art Educator

Kasey O'Brien, Filmmaker

Ronin Wood, Graphic designer & organizer

Jackson Segars, Filmmaker

Kelly Clancy, Writer and editor

Hannah Lillith Assadi, Author

Talia Barrett, Film editor

Edward Gormley, Musician-Architect

Peter Lerangis, Author



Stella Kim, Actor and film AD

Kate Yourke, STEAM Educator, artist

Olive Dawley, Illustrator

Catia Harrington, Therapist

rebekah maysles, Filmmaker

Kimberlae Saul, Architect

Erica Baum, Artist

Lauren Sharpe, Performing artist, director, and educator

Laura Coxson, filmmaker

Jussara Lee, Fashion

Laura Joviala, Voice teacher/writer

Annie Levin, Writer/performer

Vered Snear, Artist

Hannah Bos, Screenwriter/playwright/actor

Anooj Bhandari, Artist

Sara Sahin, Artist

Molly Bryck, Potter & art educator

Katie Schorr Rubin, Writer and actor

Polly Lee, Actor

Mina Jameson, Writer

Laura McLaws Helms, Writer

Irene Papaefthemiou, Artist

Toni Lamberti, Artist

Joseph Therrien. Puppeteer, teaching artist

Danielle Staubitz, Teacher

Claire Gohorel, Artist and art teacher-in-training

Amy Konen, Educator/artist



Harley Spiller, Artist

Kayleigh Reichman, Actor

Coral Dawley, Musician, student

Ali Osborn, Visual artist

Tyler Roberts, Actor

Gabriela Salazar, Artist

Julie Ann Nagle, Artist

Jim Baker, Tour Guide, Trivia Writer

Hilary Harnischfeger, Artist

Jesi Cook, Choreographer

Lisa Jaeggi, Musician, artist

Ariel Lewiton, Writer

Michael Siporin Levine, Artist and teacher

Dana Bell, Artist

Lisa Rogal, Poet

Esther Crow, Musician

Carey Pietsch, Cartoonist

Marie Lloyd Paspé, Choreographer/dancer

Sugar Vendil, Composer, pianist, interdisciplinary artist

Elizabeth Hart, Musician, dancer

Azadeh Nia, Visual artist

Trevor Gureckis, Composer

Nicole Cardoni, Actor/ mother

kamaneh akhlagh, Designer

Heather Cousins, Manager (and musician/artist)

Morgan Bouchard, Artist

Sarah DeLappe, Playwright



Courtney Gooch, Graphic Designer

Missy Peregrym, Actress, producer

Tamar Glezerman, Filmmaker, writer and political organizer

Wendy Coyle, Educator. writer

Megan Brennan, Cartoonist

Melinda Faylor, Musician

Sam Fleischner, Founder, Rockaway Film Festival

Guy Richards Smit, Artist/cartoonist

Loryn Hatch, Clinical Psychologist/Psychoanalyst

Stephane Krzywoglowy, Advertising

Charles Wallace, Creative director

Anna Della Subin, Writer

Rebecca Mock, Graduate professor

Sarah King, Actor and singer

Deb JJ Lee, Illustrator/author

Sabrina Chap, Musician

Claire Dufournier, Artist

Amanda LaPergola-Bernhard, Actor/writer

Avi Amon, Composer & sound artist

Julie Katzenberger, Textile artist

Jeannie Kim, Jewelry designer

Karen Malpede, Playwright/writer/director

Simone Fabricius, Designer

Nicolette Dixon, Theatre artist

Allison Spitzer, Pediatric orthopaedic surgeon

Meehan Crist, Author

Ryan Sullivan, Artist



Jeffrey Kraus, Artist

Veronica Schanoes, Author/Professor

Bret Shirley, Artist

Steven Fisher, Musician

Matthew Volpe, Artist, painter, tradesman

trey lam, Musician

Mary Simpson, Artist

Anne Yuki Eastman, Artist

Dustin Schell, Developmental Editor

Chandra Bocci, Artist/Author/Illustrator

Silvina Arismendi, Artist

Rachel Brown, Actor/playwright

Matthew Sumrow, Musician

Tam Ochiai, Artist

Zenaida Mendez, Art gallery manager

Tamara Geisler, Actor

Bryony Romer, Artist and writer

Philip Leff, Graphic Designer

Carrie Ashley Hill, Musician & set designer & record label owner

Will Glass, Musician

Emily Casey, Actor and teaching artist

Bat-Sheva Guez, Filmmaker

Jared Manasek, Historian, songwriter

Ellis Rosen, Cartoonist

Arianna Rebolini, Author

Sylvie Rosokoff , Photographer

Hayley Phelan, Writer



Rachel Kambury, Editor

Lana Wilson, Filmmaker

Lisa Tozzi, COO MEDIA

Sebastian Steinberg, Musician

Jason Friedman, Musician/professor

Shayne Terry, Writer

Naomi Jackson, Writer

Dara Lazar, Musician

Martha Calcutt Powers, Artist

Caileigh Scott, Actor/Dancer

Ella Moon Light-Rogers, Artist/Teacher/Writer

Ali Fenwick, Artist manager

Shayne Terry, Writer

Naomi Jackson, Writer

Jessie Miller, Artist

Elaine Strutz, TV Editor

Hilary Pharr, Designer

Curtis Widem, Art Teacher/Artiste

Chandinie Francis, Artist

Frances Pharr, Designer, Educator

Ali Fenwick, Artist manager

Eleanore Everdell, Designer, musician

Yara Travieso, Artist

Justin DeCarlo, Writer

Leticia Perelstein, Community Art Educator

Jane Kim, Architect

Elizabeth Kadetsky, Author



Doug Latino, Writer/editor

Vito Delsante, Writer

charles fetherolf, Artist

Tracie Holder, Documentary Filmmaker

Jill Holder, Actor

Janine Sopp, Ceramic artist

Barbara Mendes, Artist

Sarah Grillo, Visual Journalist & Illustrator

Joe Dator, Cartoonist for *The New Yorker* magazine

Olivia Smith, Fine art dealer

Karen Green, Comics curator

Dean Haspiel, Cartoonist/playwright

Peter Kuper, Artist

B.A. Van Sise, Museum Curator

carolyn weaver, Writer

Michael Madden, Graphic designer

Patrick McAvena, Artist

Dylan Garity, Author/Editor

John Spain, Non-Profit Professional

Suzanne Biggan, Hospitality

Kahlil Goodwyn, Event production

Joyce Jacobson, Teacher

Margaret Vernon, none

Joe Pfister, Writer

Camille Simone Thomas, Playwright

Rebecca Duvall, Writer / illustrator

Oleh Zaychenko, Musician



Lisa, Actor, playwright

Jan S Emerson, Painter/poet

Heather, Gardener

Richard Lowell Parker, Writer/artist/educator

Gili Warsett, School librarian

Troy Ogilvie, Choreographer/performer

Julia Watt-Rosenfeld, Organizer

Laura Borgwardt, Actor & teaching artist

Ben Gassman, Playwright

Laura Borgwardt, Actor & teaching artist

Steve Brodner, Artist, journalist

Helaine Olen, Author

Munira Ahmed, Musician

Gordon Lee, All

Robert Sikoryak, Cartoonist

Rameen Aminzadeh, Film maker/editor

John Coffey, Musician

Jill Auckenthaler, Artist & nurse

Nat Buchbinder, Author

Julianne Hoffenberg, Producer

Monique Schubert, Artist/author

Alina Larson, Writer

Rachel Brown, Artist

Arin Lawrence, Musician + artist

Michael Mastro, Actor, director

Jody Drezner Alperin, Theatre maker

Grant McKeown, Actor



Molly Lambe, Artist and writer

Nancy Fiaschetti, Children's theater director

Leigh Ann Gann, Choreographer and writer

Olivia Lloyd, Musician

Lindsey B Maliekel, Arts administration/ teaching artist

Alejandro Bonilla Jr, Artist and Actor

Tia DeShazor, Writer and actor

daniel vigliano, Writer

Theresa Paquette, NYCPS teacher

kristin klosterman, Visual artist

Caridad De La Luz, Poet / executive Director

Elizabeth Yeampierre, Climate Justice Leader & Creative

Maria Sas, Artist and parent

Cristina & Jean St. Juste, Parents of a rising 5th grader

Nara Garber, Filmmaker

Alex Eben Meyer, Illustrator / artist

Dr. Megan Pamela Ruth Madison, Author

Sophia Valera Heinecke, Writer/admin

Stefanie Tocco, Education

Christiana Zenner, Author

Adam Feinberg, Education

Gillian Fox Orwoll, Musician/Composer/Playwright

Sophia Pettiford, Artist / Creative Production

Jennifer McClelland-Smith, Associate Director of Marketing

Louisa McMurray, Musician

Mary Jane Capili, Design

Jenny DePierre, Author/editor



Kori Krysh, Parent, doula

Jason Phillips, Artist

Harpreet Dhaliwal

Kailee Graham, Actor /singer

Anna Rose Holmer, Filmmaker

Jessica A., Educator

Jay Edidin, Writer & editor

Irina Filatova, Teacher

Dan Brenner, Writer

Fred Van Lente, Writer

kara lynch, Artist & educator

Hannah Newman, Production Designer for film/commercial

Beanbag Jolly-Amerika, Librarian / poet

Marc Aaron Schmied, Musician

Eskandar Rohani-Pangilinan, Author

David Speranza, Musician

Kjerstin, Filmmaker

Paula Weiman, Literary agent

Emma Eager, Artist

Wendy Brawer, Social sculptor

Tom Tomorrow Cartoonist

Joy Rich, Library director (retired)

Lily Hoyda, Cartoonist/Illustrator

Laura Curry, Artist / educator / consultant

Jeffrey Salerno, Sound designer

Laurel George, Writer, educator, anthropologist

Milo Deverson, Artist



Susan Slovak, Dancer

Judith Mizrachy, Filmmaker

Juliana Maurer, Artist/designer

Kenn Chen, Activist

Emma Worpole, Art therapist

rosza daniel lang/levitsky, cultural worker (theater, music, dance, writing, design)

Anthony Iannaccio, Writer

Zack Loran Clark, Author

William Hamlin, Artist

Ari Decherd, Musician/teacher

Jennifer Grunwald, Publishing

Jessica Kairé, Artist

José Carlos Casado, Artist

Max Temescu, Author/illustrator

Jess Worby, Artist

Jamie Courville, filmmaker/interdisciplinary artist

Arkan Zakharov, Photographer/Director

Spencer Brownstein, Writer

Ian Gerson, Artist

Jon Berger, Musician / educator

Ana Asensio, Filmmaker and actor

Vanessa America, Artist and owner of Tiny Arts Supply

Douglas Paisley, Artist

Linda DiLeva, Artist

Jens Rasmussen, Theatre maker

Julie Rendon Artist

Ben Kahan, Author



Gabriel Brownstein, Writer

James A. Reilly, Musician

Megan Piontkowski, Illustrator/decorative painter

Sam Wise, Musician/educator

Joanna Schubert, Musician

Diksha Basu, Writer

Victoria Edel, Writer

Paul Yee, Cinematographer

Noah Sharma, Editor

Priyanka Dasgupta, Artist + educator

Jeanne Bachelard, Producer

Lindsay Ross, Musician

Hunter Burrell, US head of "New York Filmed"

Nicole Haber, Design director

Amelia Merrill, Playwright, journalist

Adam Dreifus, Public school Teacher

Kristopher Mendoza, Artist

Anna Meyer, Author, Graphic Designer

Kelly Tunney, Copywriter

Emily Iannaccio, Teacher/ parent

Justin Peck, Director/choreographer

John Patrick Green, Author

Danielle Clegg, Funeral director

Shana Corey, Editor

Sammi Chan, Artist

Jennifer Fisher, Poet

Maya Priya Huq, Cartoonist



Maya, Artist

Anthony J. Piccione, Playwright, theatre producer & filmmaker

Rebecca La Fazia, Insurance professional

Nicole R. Bonasoro, Graphic designer

Violet Spann, Dancer

Ryan Dunlavey, Artist

Anna Gilchrist, Author

Meryl Ranzer, Artist

Savanah Knechel, Intimacy coordinator & playwright

Erika Hernandez, Parent

Steph Moon, Musician

Claire K. Henry, Art/film historian

Annie J. Howell, Filmmaker

Rebecca Layton, Artist/writer

Margaret Wilson, Nurse

Erica Flashman, School social worker

Samantha Deszczykiewicz, Actor and producer

Fontaine Capel, Teaching artist

Melissa Rivero, Writer

Yoseli Castillo Fuertes, Writer, producer, educator

Rachel Heng, Writer

Justin Paz, Artist/actor

Andrea Guzzetta, Artist

Grace Philips, Film director

Allison Lichter, Journalist/educator

Brennan Lowery, Actor



Nicole Parrott-Wilson, Marketing

Nadia Bowers, Actor/ writer

Vanessa M.M.A. Nowitzky, Writer / performing artist

Nat Towsen, Comedian, artist, DSA activist

Hayley Barnes, Writer

Carly Ransford, Artist

Cecelia Wheeler, Filmmaker

Jemimah Wei, Author

Margot, Art therapist/ artist

Ripley Ash, Illustrator

Ciara Kosior, Artist/Designer/Instructor

victoria lambino, Artist illustrator graphic designer

Adam Gidwitz, Author

Andrew Dona-Couch, Designer

Joshua Z Weinstein, Filmmaker

Anna Boden, Filmmaker

Elenora Morris, Musician and dancer

Sari Carel, Artist

John Vincler, Writer, curator

Heather Olson, Dancer

Chloe, Artist and Arts Administrator

Sarah Stansbury, Designer

Crystal Hana Kim, Writer

Loisse Lesres, Artist/Designer

Mary-Louise Foss, Creative director

David Crane, Curator

Kelly Britton, Creative producer



Andrew Deutsch, Musician

Mar Erazo Petroff, Artist

Alexander Jackson Gann. Artist

Priyanka Batra, Graphic Designer / Illustrator / Surface Pattern Designer

Catherine Smith, Artist/graphic designer

Tim Requarth, Writer/journalist

Lilly Wendel, VP of design

Caren Celine Morris, Stage manager

Tania Lili, Designer

Liza Gipsova, Filmmaker

Priscilla Grim, Writer

Annie Nocenti, Writer

Madison Zapatka, Creative

Andrea Alorro, Artist

t'ai freedom ford, educator

Izzy Bruschi, Musician

Jeff Kowalski, Educator

Anu Jindal, Writer

KJ Martinet, Cartoonist

Nora Daly, Theatre teacher

Debbie Fong, Author, cartoonist

Mieschelle Medina, Barista/College student

Zoe Helm, Musician/educator

Leah Koenig, Writer/author

Jessica Elefante, Author, Filmmaker

Brendan McCall, Performing artist & educator

Christian Pan, Author



Janelle Hince, Multidisciplinary artist

Lee Sunday Evans, Director

Chloe Nieves, Author

Anna Gabriel, Visual artist

Adam Masterson, Musician

Kelly Teaford, Actor, director, producer, stage manager, writer, and singer

Brit Schlude, Musician & music educator

Amanda Salchow, Artist

Elizabeth C. Adams, Composer

Diane Vadnal, Publicist

Jennifer Friede, Artist/ art therapist

Sabrina Esbitt, Artist

Jason Cady, Composer

Alex Schlechter, Artist

Rose Vincelli Gustine, Filmmaker and filmmakers' advocate

Teri Goldberg, Educator

Mandy Keifetz, Writer, CUNY professor

Michal Richardson, Writer

Shawn Setaro, Reporter

Dominique Doonquah, Teaching artist

Sean Mannion, Filmmaker

Saul Austerlitz, Writer

Nicole Solomon, Writer/filmmaker

Catherine Irvine, Artist/actor/musician

Anngilee Maile, Designer

Julie Subrin, Podcast producer/writer

Laura Sines, Fabric buyer



Elena Levi, Arts administrator

Jennifer Williams, Photographer

Carla Jerez, Actor/filmmaker

Jamilabelah Caraballo, Artist

Jamie Monahan, Director/actor

Veronica Lawlor, Artist

Elizabeth Courtney McManus, Occupational Therapist

Alanna Cabrero, Dietitian

Christopher Sbaratta, Psychologist -Dr.

Johanna Mendez Breton, Creators

Jasmine Francis, Social work

hande kirac, Engineer

Larry Krone, artist/entertainer



New York City Educator & Parent Testimony

This is what educators want you to know...

NYC parent: My first grade kid said her teacher asks kids for prompts to feed into a genai chatbot to make poems. These are kids with no understanding of the history of writing and poetry losing the opportunity to see themselves as creators.

My fourth grader said kids are being encouraged to use Writable, an hmh ai tool, but that it is so buggy that no one can use it and they waste time trying to troubleshoot.

We can do better than this. Kids need more social and emotional support and fewer screens. Let's not let public education be sold off to these tech companies when foundational learning is being put at risk.

Brooklyn HS teacher: AI ruptures relationships. Outside of the classroom, I have seen colleagues use AI to generate text for communication that *should* be reflective of our deeply-held values: think thank you notes, heritage month materials, and posters celebrating individual students' growth and achievement. This text was generated by algorithms that cannot know my students, their cultures, or the meaning of any of our contributions to our community. School workers are approaching burnout trying to perform the necessary functions of our job, and these tasks might seem like a relatively harmless place to cut corners; we need to establish the norm that communication expressing gratitude and appreciation within our communities is actually core to our mission as educators, and outsourced at our peril.

Lynda Brock, Occupational Therapist at PS110: I recently observed a 2nd grade student with an IEP using Amira in class. The student read what was on the screen correctly, but quickly. Amira prompted him to re-read it several times and then brought up a screen to sound out the word "cat", which is significantly below his reading abilities. Amira was not understanding his reading abilities or providing appropriate instruction which appeared frustrating for the student. It was a waste of this student's school instruction time.

Teacher at PS206: Another teacher ran my entire lesson plan, including slides, through Copilot AI to generate her “own” lesson for a formal observation. Teachers are using AI to write their parent contact messages. There is no accountability for violations of student privacy.

Teacher at PS770: A colleague of mine uses ChatGPT nearly every day for literature samples. On one particular occasion, she attempted to teach Theme and Mood using ChatGPT-written poems. It was February and there are thousands of poems by Black American poets (Michael is Afraid of the Storm by Gwendolyn Brooks comes to mind) that she could have used. The teacher asked “what do you think the poet was thinking?” And the students were at a loss. There was no poet. Also, teaching a poem without including the text feature of the attribution is not teaching writing properly. This continued for days as the students struggled to parse these computer generated poems. Over the course of the year, the teacher used many many ChatGPT-generated stories, poems, and passages. By the end of the year, she was just putting the ChatGPT lesson plan on the smart board unedited.

I'm a **teacher at PS197 in D22**, where specialists (gym, art, dance, etc) have had to devote a large portion of our Professional Development time to AI. However this has not been to receive any real training or even to go over the recently released DOE playbook. Our instructions were to figure out our own PD regarding AI and the subject area we teach. We are being pushed to integrate AI into the few subjects left where kids aren't yet stuck on a screen. There has been no dialogue regarding risk or even how to compare the quality and effectiveness of various AI tools, never mind actual PD on how to use it ourselves or how our elementary students should or should not be using it.

I am a **high school teacher in Manhattan**. I've taught for 13 years here in the city, and AI has forced me to rethink my pedagogy entirely: it has eroded trust between me and my students, caused them to lose confidence in themselves, and necessitated reorienting my writing instruction in a way that has undone some of the most important work we used to do in class (including, but not limited to, the art of revision). Given how negative this experience has been for myself, my colleagues, and many of my students, I am particularly concerned about what this might look like in our schools when instructors start to adopt AI tools. The kids are going to resent us. Consider, for example, the Gemini tool in Google Classroom that now offers to give feedback on my students' writing in Google Classroom. If I use that, as I'm sure some teachers will, my relationship with my students will be undermined and they will see it as a flagrant sign of disrespect for their work. It would also be against city policy, which says AI shouldn't be used to evaluate student work—but the tech is there, and no one told us it would be, nor has anyone communicated how to use it responsibly. It's almost June; guidance released now will not be read over the summer, and next fall will be a mess. The overriding attitude here in schools is one of fear, confusion, and frustration--among teachers and students alike. I have overheard, on several occasions, students

complaining about the hypocrisy of the teachers who tell them not to use AI when they use it themselves. Let's do right by them and put a pause on this so we can do it right. The stakes here are ridiculously high.

I am a **NYCDOE educator** that has had to fend off the encroachment of AI in almost every Professional Development session that I attend at my school. It's like AI for AI's sake. The presentations are riddled with errors, and the suggested activities violate the AI guidelines from the DOE. For example, one coach encouraged us to use Magic School AI (without disclosing that she was an educator ambassador for Magic School AI) to make a chat bot for students to interact with that would impersonate the (recently deceased) Jane Goodall. We should not be normalizing young people to see chatbots as something valid to interact with. There are far too many instances of children being encouraged to self-harm or to harm others through the use of chat GPT. There is also inappropriate romantic context that is coded in for children even under the age of 18. These programs are not appropriate for use inside of schools for any reason. Having children pretend to speak with someone who has recently deceased is not only confusing but also disingenuous. Is the child supposed to go home and say that they were talking to Jane Goodall? Children need support in discerning reality from fiction, and the use of AI chat bots to impersonate historical figures does nothing to serve their critical thinking and discernment. If anything, it normalizes the interaction with a chatbot over humans and allows for conversations with our students that we cannot monitor. A much better idea would be for a child to do research on Jane Goodall in a book and based on that research pretend to be her and answer classmate questions as Ms. Goodall. It's a real failure of the imagination, and a disappointing capitulation to these edtech companies that want nothing more than for students to develop dependency on them for any information or learning.

Chancellor Samuels and Mayor Mamdani, this is what parents want you to know...

Parent at PS110: My child's Kindergarten teacher informed us that the students were already using Amira, a voice-recording program designed to teach reading. Besides being age inappropriate for learning to read, introducing more screen time, and eating up valuable classroom time better suited for social-emotional growth, this program captures biometric data without proper consent. It also uses this child-created work product to train its model, in direct violation of DOE guidelines for classroom software. I am horrified and let down by the DOE. This lack of oversight must be corrected. A full AI moratorium for the next two years will prevent other parents and kids from being blindsided by dangerous, privacy violating programs such as this.

I am a **parent at Park Slope Collegiate** in D15. AI tools are readily available on their chromebooks. When my child's assistive tech device was being set up, they asked my child if they wanted some of the AI tools enabled. I was not asked.

I am a **parent and SLT member at PS31** in District 14. Last year I opted my son out of Amira after being told this was not an option by our superintendent. His teacher quietly allowed it. My son had severe hearing loss which led to speech issues, and Amira could not understand him whatsoever. His actual reading ability was not being assessed simply because the tech is not trained for students like him. (For the record, his iReady reading score has him in the 99th percentile). I had no idea he was even using this program until it was assigned for homework. I watched him become increasingly frustrated with the bot and the weird, disembodied mouth. I made my objections known to our school and CEC and was told that by continuing to “train” Amira my son would be helping other kids with speech issues in the future. I refuse to allow my child to train anything for these for-profit companies, nor do I think it is okay that students are using this without parental consent or knowledge.

District 13 parent and tech worker: As someone who works on the engineering side of these technologies, I want to leave a final perspective for the “what’s the harm / we don’t want them to fall behind” argument. The tech companies want us to think these apps are patient, brilliant tutors. But structurally, that is a complete illusion. Here is what is actually happening:

The apps don't “know” math or reading. AI doesn't have an internal logical number line, and it has no lived human experience. When an app solves a problem or parses a sentence, it isn't reasoning. It's running a hyper-advanced version of predictive autocomplete. It calculates what symbol or word statistically comes next based on a massive database. Because it has zero actual comprehension, it cannot diagnose why a child isn't understanding something. It can only spit out more text.

They are outsourcing our kids' cognitive architecture. True learning requires “productive struggle”—the literal, uncomfortable neural friction of figuring a hard thing out. These apps are designed by engineers to be highly addictive, gamified, and seamless to keep kids on the screen. By instantly stepping in to patch errors, provide hints, or make things “kid-friendly,” the app short-circuits the exact neurological process required to build working memory and deep problem-solving skills. The scores look great, but actual long-term learning drops.

The machine is completely blind to the child. A computer can't read the slump in a child's shoulders when they feel defeated, the furrow of their brow when they're confused, or the wild clicking that means they're feeling anxious. Human learning is an emotional, somatic process. Teachers and parents read these expressions and co-regulate a child's nervous system so they feel safe enough to keep trying. An app abandons them emotionally in the exact moments they need a human anchor to build resilience.

Our kids aren't going to “fall behind” by spending less time with a machine at age 4 or 5. The future is going to be completely saturated with automated, predictive tools. What will be rare and highly valued are human beings who possess deep critical thinking, emotional resilience, and the ability to solve problems without an algorithmic crutch. We don't prepare them for the future by turning them into tech-dependent

consumers in Pre-K; we prepare them by protecting the human interactions that actually wire a human brain.

District 6 parent: Last year my son came home from fifth grade upset because some of his classmates used ChatGPT on classroom computers to complete an assignment. They got the same grade he did, even though he'd worked hard to study the material and wrote his answers himself. As he put it, "What's the point of school if AI is just going to do things for you?" I think that's a really good question.

District 15 parent: My elementary aged child has consistently scored in the top 1% of State tests, gets all fours, he's on student council they love school, and are fortunate that they are able to demonstrate their success via typical measurements like tests. I bring this up because this is the experience of a child who likes a lot of traditional things in school like tests and homework that many children hate. They always have seen tests as a puzzle and have never had any anxiety about tests or homework until this year when the homework started to be given out on I ready and they started doing more of the scaling tests. They found the homework repetitive and boring, not challenging, they felt it was a waste of their time even given that the assessment supposedly scale up to meet your level. They also hated that it required being on a screen. We work and they have to do after school and they do not allow screens at after school, which is exactly what parents want so they are home at 5:30 or six, an elementary school kid and they still had more work to do, work that they found unengaging and unmotivating. It gave them less time to decompress to be with us as a family and to work on projects that genuinely interest them that also involve these skills, but are not on a screen and not driven by an algorithm. Luckily, my kids teacher took this feedback and switched to the paper homework. I know not all kids will be so lucky. On top of the State tests, they have also found the ready tests to be rife with distractions and technical issues, that waste enormous amounts of their time, the more these tests are online where my child is starting to not see them as puzzles and more like busy work. In addition because my kid is advanced, they have found themselves taking longer in the school day to complete them, and being introduced to concepts that are beyond the curriculum in a way that they cannot be taught in class, often leads them frustrated. This is not useful data because we're not skipping them several grades (nyc does not do leveling anyway) and additionally, they may be scoring far ahead on these iready tests, but they still need mom's help to figure out how to scale a recipe or budget to go to the grocery store, or figure out if a piece of furniture will fit through a doorway, so this isn't practical. Prior to Iready in the classroom, their teacher would individualize and give them paper homework or more creative project type assignments that they could work on alongside their classmates that helped them feel challenged and also seen. Having AI on the classroom means that my teachers have to spend more time learning how to use this stuff that is not evidence based, and in fact, the literature that we have shows that it is a detriment to the classroom, not an additive. They could be spending more time getting their actual work done or in improving their pedagogy and increasing joy in practice. Having iready in the classroom has been the first time my child ever disliked school.

D13 parent: My son's Pre-K center notified us that they were piloting a new app and we had to use it to communicate with the school. Information about my son was being input into the app daily– his eating habits, bathroom habits, mood, activities without my consent. The teachers admitted that they didn't even have access to this data nor know where it was going. It is clearly being used to train AI. When I checked the privacy policy on the app, I saw the typical notice that my child's personal data will be sold to third parties and shared with federal law enforcement, including ICE. I tried to opt out of using this app, but I can't sign my child in without it. Attending a public school should not mean parents and students waive their rights to privacy and informed consent.



**Testimony of the Alliance for Quality Education at the New York City
Council Committee on Education and Committee on Technology
Hearing
Wednesday, June 24, 2026**

Good afternoon, Chair De La Rosa, Chair Dinowitz, and members of the Education and Technology Committees. My name is Kaiser, and I am the community organizer for the Alliance for Quality Education (AQE). AQE organizes parents statewide who are pushing for quality public education for all children, regardless of zip code.

Thank you for the opportunity to testify on artificial intelligence, student data, and privacy in New York City public schools. AI is entering a school system already shaped by deep racial and economic inequities. Without clear limits backed by enforceable public oversight, opaque commercial tools could widen those gaps and place even more power in private hands. Information about a child's disability status, home language, how they are faring in school, or their behavior should never become raw material for a company's product.

AQE supports and urges the Council to strengthen Int. 853, and we oppose Int. 684. We support the annual reporting bill and the quarterly data breach reporting bill. We are calling for a two-year moratorium on generative AI in New York City Public Schools while the City establishes enforceable guardrails and protections and gives school communities meaningful power in deciding what belongs in public education.

REQUIRE TRANSPARENCY BEFORE AI DEEPENS INEQUITY

AQE supports the preconsidered annual reporting bill (T2026-2129). Families and school communities need a clear public picture of which tools NYCPS has approved, what they do, what information they collect, how much public money is being spent, and where the tools are being used. The report should publish the findings of reviews for bias, accuracy, privacy, security, and instructional effectiveness. **A checkbox stating that a review occurred is not enough.**

This transparency is especially urgent because NYCPS is preparing guidance that encourages broad AI use without a credible public process for examining its educational value or its impact on equity. These tools can directly shape the services a student receives and the decisions made about their education. Algorithmic tools may be used to draft IEPs, recommend services, translate family communications, screen applications, or influence placement and discipline. One inaccurate or biased output could change the education and support a student receives.

There is no data showing that AI learning tools are effective or safe, except claims provided by the profiteers. Yet the Chancellor has announced plans to “beta-test” these products on our children, including in D75. **Therefore, the bills should include public disclosure of evidence of efficacy.**

Algorithmic tools have been proven to have [racial and gender bias](#). Given how broad use of AI is by DOE educators and administrators, one inaccurate or biased output could change the education and support a student receives. **Therefore the bills must require assessments of bias and hallucinations in all AI tools in use.**

Our kids’ best interests, not profit, must be centered here. Therefore the bills should include **public disclosure of the number and positions of all DOE staff who have existing financial or other relationships with the companies that profit off of these products and those companies’ involvement in developing trainings and policy.**

Families must be able to understand how a decision was made and challenge it. They must know who is responsible when a system causes harm.

Lastly, in order to get ahead of the potential to deepen inequities, this bill must require an assessment of impact among student populations from different socioeconomic backgrounds.

REQUIRE ACTION WHEN STUDENT DATA IS EXPOSED

AQE supports the preconsidered quarterly data breach reporting bill (T2026-2130). Families have a right to know when a tool exposes student information and what was compromised. They must be told how many people were affected and whether NYCPS restricted the tool. Families should receive such information directly and quickly. Reporting must lead to an independent investigation and immediate restrictions on unsafe tools. When harm occurs, families and students need meaningful remedies.

TURN DISCLOSURE INTO ENFORCEABLE DATA PROTECTION

The annual report should identify every approved tool and the company behind it. It should explain how student information is collected, used, stored, and shared. The report must disclose whether families were informed or asked for consent. A private contract or nondisclosure agreement or the designation of a private company as a “school official” cannot override the public’s right to know what is happening in its schools.

New York’s student privacy law prohibits the commercial use of student data, including using that data to improve a company’s product. Privacy audits must therefore be independent and public. Vendors cannot be allowed to police themselves. Before approving a product, the City must examine whether it produces discriminatory outcomes or places particular communities under greater surveillance.

KEEP RESPONSIBILITY WITH NYCPS AND ITS VENDORS

The Department’s guidance asks educators to catch false or discriminatory AI output after a product has already entered the classroom. **Teachers should not be made responsible for correcting the predictable failures of tools selected by the school system.** When a product causes harm, NYCPS and the company that developed and sold it must answer for that harm.

Teachers already carry demanding workloads. Their time should be spent working with students and developing their practice. They need time to build relationships with students’ families. Technology purchases cannot substitute for investing in educators, language access, special education staff, school based mental health care, and smaller classes.

It was clear from NYCPS staff testimony that they are not aware of the extent of the tools in use. They claimed that biometric data collection and behavioral surveillance were prohibited, yet programs like Amira and Teaching Strategies Gold are actively collecting biometric data, and GoGuardian and SmartPass are contracted for surveillance purposes.

REMOVE BARRIERS IN SPECIAL EDUCATION AND REJECT EARLY TRACKING

These concerns are especially urgent when technology can shape access to special education services or advanced academic programs.

We support Int. 853 and its examination of how geography and family income interact with language access needs to shape access to special education services. Families already face major barriers when information is unavailable in a language they use or when services are concentrated in particular neighborhoods. The study should examine whether algorithmic or AI systems influence identification, placement, communication with families, or access to services. It should examine whether these systems reinforce racial and economic inequities.

We oppose Int. 684. Access to accelerated programs should not depend on a family's zip code or knowledge of a complicated admissions system, but this bill begins with the assumption that expanding early elementary gifted and talented programs would help students. The Council should instead study whether separating children in pre K through third grade benefits either the students placed in those programs or the broader school community. We lack evidence that children this young can be reliably identified as gifted or that separating them from their peers is educationally sound.

PAUSE UNTIL THE CITY CAN PROTECT ITS STUDENTS

Young people need time to form an idea, question it, revise it, and make it their own. That process involves effort and friction, along with learning in relationship with other people. Generative AI can bypass that process by producing polished language and images without building the knowledge or judgment underneath them.

Student-facing AI is just the tip of the iceberg. Currently, there are proprietary AI algorithms developed by private companies underpinning significant portions of instruction in schools, including curricula that is mandated for use in crossrooms across the city. These are not being [reported according to Local Law 35](#), because they do not make decisions about city policies, but they impact our children every day. It is irresponsible to structure kids' learning around technologies that are not proven to be safe or effective.

We urge the Council to call on the Mayor and Chancellor to enact a two-year moratorium on all AI in NYC public schools. More than 4,000 people have signed the AIM Coalition's petition. Families, educators, students, and community advocates are asking the City to act now. A moratorium would create time for independent evaluation and enforceable protections. It would give school communities meaningful power in deciding what belongs in their public schools.

PASS STRONG PROTECTIONS FOR STUDENTS AND FAMILIES

We urge the Council to support and strengthen Int. 853 and oppose Int. 684. The Council should pass the annual reporting bill and the quarterly data breach reporting bill. It should support a two-year moratorium and require full transparency around every AI product currently in use.

AQE is grateful that more than half of the Council has signed on to the call for a 2-year moratorium for all AI in schools. Right now, kids are losing access to the most essential kinds of learning, backed by extensive research: open-ended play, hands-on inquiry, and culturally responsive teaching differentiated by skilled human teachers to suit their specific population of students and their layered human stories. Parents don't know what companies have their kids' data, or what products are being used directly by their children, used to surveil them, or to shape their instruction. When they ask they are told DOE either doesn't know or can't say due to NDAs. These unproven, biased, and dangerous products are sucking up invaluable classroom time and public funding.

The bills being preconsidered today are a step towards the oversight we need as we continue to demand a moratorium.

Public schools must answer to the families and communities they serve, not to technology companies seeking access to children and public dollars. Children's data is not for sale and neither is the future of public education.

New York City Council
Joint Hearing of the Committees on Education and Technology
Oversight: Artificial Intelligence, Student Data, and Privacy in NYC Public Schools
June 24, 2026

Ayisha Irfan
Founder & CEO, Augmented Intelligence Advisory
augmentedintelligenceadvisory.com

Good afternoon, Chairs Dinowitz and De La Rosa. My name is Ayisha Irfan. I am a proud product of NYC public schools, a former Gale Brewer and Google AI policy staffer, and the founder of Augmented Intelligence Advisory, where we partner with schools to protect student cognition.

NYC parents, students, and elected officials are organizing en masse against AI in schools out of a very real fear: that untethered AI will cause students to lose the practice of thinking for themselves. They are not wrong to worry.

The evidence is piling up, and it comes from the technology sector itself. A 2025 study by Microsoft Research and Carnegie Mellon University surveyed 319 knowledge workers and found that greater confidence in generative AI was associated with reduced critical-thinking effort: the more a worker trusted the tool, the less they exercised their own judgment. A February 2026 study by Anthropic went further. When experienced software engineers were asked to learn an unfamiliar coding tool, both with and without AI assistance, the AI-assisted group came away with weaker conceptual understanding of what they were doing and weaker debugging skills, the ability to figure out why something didn't work.

If these are the effects on tenured professionals doing work they technically already know how to do, the risk for students still building their foundational skills is far more concerning. Researchers call it cognitive offloading: depending on AI to perform tasks and, over time, outsourcing the synthesis, application, and ultimately comprehension itself.

We are telling students they must master AI or be left behind. But as AI makes output easy to produce,, the most valuable skill in the future workforce will be cognition itself: the

capacity to think, evaluate, and decide what matters and why. That is exactly the capacity unguarded AI use erodes.

Most concerning is who bears that risk. Untethered AI use threatens to open a cognitive divide along socio-economic lines. In households close to the tech industry, adults model thoughtful use: they push children to interrogate what they already know before reaching for a chatbot, to refine prompts when answers don't look right, and to treat AI output as a first draft rather than a finished product. In households without that proximity, AI replaces the thinking entirely. And schools are the only institution positioned to close that gap rather than widen it.

The answer is not new tools, and it is not a blanket ban. It is pedagogy. I urge two concrete moves.

- 1. Deploy cognition-focused AI literacy in classrooms across the city, where students practice using AI tools under the guidance of teachers.** That means students forming their own hypotheses, interrogating what they know before reaching for a chatbot, and treating AI output as a draft to push against rather than a final answer. This is exactly the use pattern the Anthropic study found preserves learning. Teachers are the experts in the art and science of how learning happens. They know when a tool is building a student's reasoning and when it is not, often before any researcher does. That is why teachers, not vendors, must guide this work, in every classroom across the city.
- 2. Add a cognition check to how the city evaluates AI tools.** The city already reviews tools for safety and alignment. It should also ask whether a tool requires students to explain their reasoning, revise their work, and engage with the material, or whether it lets them skip those steps. The teachers who will use these tools should have a real voice in that review, with standing to recommend or reject a tool before it reaches their students. These additions can be made directly to T2I29. The bill already requires that each AI tool be assessed for bias, accuracy, and privacy, which is essential. But those measures guard against harm; they do not demonstrate benefit. The bill should also require evidence of a tool's effect on student reasoning and learning, with a formal sign-off from representative teachers in the procurement process.

The choice before this Council is whether to protect students' capacity to think, or to let AI quietly take it from them. We all have a role to play, and I look forward to working with the Council and the DOE in playing mine. Thank you for the opportunity to testify.

WORKS CITED

- Lee, Hao-Ping (Hank), Advait Sarkar, Lev Tankelevitch, Ian Drosos, Sean Rintel, Richard Banks, and Nicholas Wilson. “The Impact of Generative AI on Critical Thinking: Self-Reported Reductions in Cognitive Effort and Confidence Effects From a Survey of Knowledge Workers.” *Proceedings of the 2025 CHI Conference on Human Factors in Computing Systems*. Microsoft Research and Carnegie Mellon University, 2025.
- Shen, Judy Hanwen, and Alex Tamkin. *How AI Assistance Impacts the Formation of Coding Skills*. Anthropic, February 2026.
- Office of the New York State Comptroller. *New York City Public Schools: Privacy and Security of Student Data* (Report 2026-23N6). Albany, NY, April 2026.
- New York City Public Schools. *Guidance on Artificial Intelligence*. March 2026.
- New York City Council. Proposed Int. No. T2026-2129, *A Local Law in relation to reporting on algorithmic tools used by the Department of Education*. 2026.

Testimony of Maddy Dwyer
State Policy Analyst, Center for Democracy & Technology

For the New York City Council Committee on Education and Committee on Technology Joint
Hearing Entitled “Oversight: Artificial Intelligence, Student Data, and Privacy in NYC Public
Schools”

June 24, 2026

I. Introduction

Chairs and Members of the Committees: Thank you for the opportunity to testify on behalf of the Center for Democracy & Technology (CDT) regarding artificial intelligence (AI), student data, and privacy in New York City (NYC) Public Schools.

I am a State Policy Analyst at CDT, a 30-year old nonprofit, nonpartisan organization that works to protect people’s civil rights, civil liberties, and democratic values in the digital age. CDT works on many issues involving AI, including how AI companies should respect users’ privacy and access to information; the use of AI in consequential decisions such as employment, housing, and lending; and the government’s use of AI in public services and by law enforcement. Relevant to today’s hearing, we have a dedicated project focused on the evolving use of data and technology in K-12 education, and how to ensure it is used and deployed in responsible, rights-respecting ways. We produce original research, advise federal and state policymakers on legislation and regulations, develop resources for impacted communities such as school administrators, and advocate directly to companies to protect their users’ rights and interests.

K-12 schools across the country have rapidly adopted AI tools, which is reshaping how students, teachers, and school administrators learn, teach, and work. If deployed responsibly, AI may have the potential to enhance educational experiences, improve access to education, and support educators in meaningful ways. But without clear guardrails, transparency, and accountability, AI systems risk reinforcing existing inequalities, eroding students’ critical thinking skills, and shifting power further away from students, teachers, and families.

This heightened acceleration of AI use in classrooms, including in NYC Public Schools¹, has happened even amid growing recognition of the risks this technology poses to students. Our nationally representative polling research has uncovered four key risks of AI that all increase the more a school uses AI — data breaches and ransomware attacks; deepfake technology and

¹ Julian Shen-Berro, *Some NYC Teachers Experiment with AI-Powered Tools, While Education Department Develops Guidelines*, Chalkbeat New York (Oct. 18, 2024), <https://perma.cc/UF2C-Q3PL>; Julian Shen-Berro, *How 4 NYC High School Students Say AI-Powered Tools Are Changing Their Education*, Chalkbeat New York (Dec. 14, 2023), <https://perma.cc/YLR6-UD25>.

non-consensual intimate imagery (NCII); AI systems failing to work as intended; and troubling interactions between students and chatbots.²

The Council plays a critical role in addressing these risks, so that the potential beneficial uses of AI in NYC Public Schools can be realized. In particular, the Council can take action to address risk management, AI governance, and transparency, including conducting more research on how this technology impacts students; establishing transparency requirements for edtech AI vendors; and mandating creation of model procurement resources to guide AI purchasing decisions.

As the Council evaluates the potential benefits and risks of AI use in schools, it should, most importantly, provide formal avenues to engage parents and community members in decisions about whether and how to use AI in the classroom, and use this feedback to drive its policymaking. I will go further into detail on these policy priorities and interventions in the last section of my testimony.

II. AI in Education: Impacts on Students' Privacy, Safety, and Development

A. Expanding Use and Impact of AI in Schools

A. National landscape

AI use in K-12 education has reached record levels, and the federal government — from the White House's Office of the First Lady and the Office of Science and Technology Policy to the U.S. Department of Education — is dedicating unprecedented resources to accelerating its deployment in classrooms across the country.³ Schools are turning to edtech products that use AI for a range of purposes, from using generative AI to develop curriculum and instructional materials, to facial recognition software to proctor remote exams, to predictive tools that assess students' behavioral risks and potential academic trajectory, to student activity monitoring software that tracks and reports "red flags" from students' online browsing, messages, and documents.

For the past six years, CDT has conducted nationwide polling to ask students, parents, and teachers about their first-hand experiences with AI and how they feel about this technology, which informs much of my testimony today.⁴ Both CDT's and others' research shows that the use of AI in the classroom has never been higher — and that this innovation raises significant

² Elizabeth Laird, Maddy Dwyer & Hannah Quay-de la Vallee, *Hand in Hand: Schools' Embrace of AI Connected to Increased Risks to Students*, Center for Democracy & Technology (Oct. 8, 2025), <https://perma.cc/GT7F-WKS7>.

³ Kristin Woelfel & Elizabeth Laird, *Letter to U.S. Department of Education Regarding Responsible Integration of AI in K-12 Education*, Center for Democracy & Technology (Oct. 8, 2025), <https://perma.cc/8SPA-3YYQ>.

⁴ See *Original Research on EdTech, Student Privacy, & Civil Rights*, Center for Democracy & Technology, <https://perma.cc/E4VL-KMTW>.

questions about school readiness, appropriate guardrails and legal protections, and the need for greater transparency in how these tools are developed and used.

CDT's most recent polling shows that a significant majority of teachers and students (85% of teachers and 86% of students) report having used AI during the 2024-25 school year, with half of students reporting that they used AI for school-related reasons.⁵ Students are using generative AI to learn more about topics taught in class, for tutoring and feedback, and for college and career advice. At the same time, we see that AI use in the classroom is not without its drawbacks: half of students agreed that using AI in class makes them feel less connected to their teacher, and seven in ten teachers worried that AI weakens important skills that students need to learn.⁶

Our research also revealed significant geographic and income-based divides: parents and students in urban and suburban areas, and those from higher-income households, report substantially greater AI use than their peers in rural or lower-income communities⁷ — raising concerns about uneven exposure to both benefits and risks.

In particular, students with disabilities are a community acutely impacted by the growing use of AI in education. Licensed special education teachers are increasingly using AI to develop individualized education programs (IEP) and 504 plans. In CDT's survey, 57% reported using AI for this purpose during the 2024-25 school year, an 18 point increase from the previous school year.⁸ The majority of students with an IEP or 504 plan, as well as their parents, agree that it is a good idea to use AI in this way.⁹ However, this particular use of AI raises legal concerns, including compliance with disability rights laws like the Individuals with Disabilities Education Act (IDEA) and student privacy laws like the Family Educational Rights and Privacy Act (FERPA).¹⁰

B. The state of New York City's AI and data governance

NYC Public Schools are also seeing the myriad risks associated with AI play out. Across the City, important steps are being taken to address AI governance, responsible use, and privacy¹¹; however, recent reporting indicates that there is more work needed. In the most recent audit of New York City's AI governance practices conducted by the New York State Comptroller, the key finding was that the City “does not have an effective AI governance framework... [agencies' approaches] do not ensure that the City's use of AI is transparent, accurate, and unbiased and

⁵ Elizabeth Laird, Maddy Dwyer & Hannah Quay-de la Vallee, *Hand in Hand: Schools' Embrace of AI Connected to Increased Risks to Students*, Center for Democracy & Technology (Oct. 8, 2025), <https://perma.cc/GT7F-WKS7>.

⁶ *Id.*

⁷ *Id.*

⁸ *Id.*

⁹ *Id.*

¹⁰ Ariana Aboulafia, *From Personalized to Programmed: The Use of Generative AI to Develop Individualized Education Programs for Students with Disabilities*, Center for Democracy & Technology (Oct. 28, 2025), <https://perma.cc/3DM6-P6BT>.

¹¹ *Guidance on Artificial Intelligence (AI)*, New York City Public Schools (Mar. 2026), <https://perma.cc/ZH7X-X36C>.

avoids disparate impacts.”¹² Specific to the Department of Education, the audit found the Department “does not require any steps to determine whether the AI tools available to its schools have been evaluated to address potential bias.”¹³

Additionally, in May of this year the State’s Comptroller conducted an audit of NYC Public School’s data governance practices and found that the city “does not have a clear understanding of the data it collects or the risks it faces.”¹⁴ Some of the gaps and risks outlined in the report include policies missing fundamental areas related to privacy and security, inadequate data breach notifications, poor accounting of the edtech tools used across schools, and weaknesses in technical controls of information systems.¹⁵

All of these developments have contributed to the majority of members of this Council recommending that New York City pause the use of AI in schools.¹⁶ Regardless of whether the City enacts such a moratorium, policymakers and administrators can only address the risks associated with AI if they are explicitly named and attacked. Failing to do so will certainly lead to the risks of AI outweighing the potential benefits in the education context.

B. Key Risks of AI Uses in Schools

Four key risks of AI use in schools — some which have been raised through the aforementioned audits of New York City systems — warrant additional attention and discussion.

A. Data breaches and ransomware attacks

The education sector faces growing cyberthreats that can debilitate schools and their communities, highlighting the need to strengthen schools’ privacy and security protections. For example, earlier this year, the breach of the Canvas learning management platform not only disrupted essential learning activities for schools around the country, but exposed sensitive information of over 275 million users, including private messages that may contain deeply personal communications.¹⁷ The risk to schools is widespread: CDT’s research shows that 23% of teachers reported that their school experienced a large-scale data breach in the 2024-25

¹² *Artificial Intelligence Governance*, Office of the New York State Comptroller (Feb. 16, 2023), <https://perma.cc/2L4Z-5Y5C>.

¹³ *Id.*

¹⁴ Lizzie Walsh, *State Audit Slams NYC Schools for Lack of Student Data Privacy Oversight*, Chalkbeat New York (May 4, 2026), <https://perma.cc/F3FU-ADCU>.

¹⁵ *New York City Public Schools: Privacy and Security of Student Data*, Office of the New York State Comptroller (Apr. 2026), <https://perma.cc/6WBJ-7ZCF>.

¹⁶ Matthew Haag, *Majority of City Council Members Urge Mamdani to Pause A.I. in Schools*, The New York Times (Jun. 9, 2026), <https://perma.cc/QR54-QZGD>.

¹⁷ Jason Koebler, “*The Biggest Student Data Privacy Disaster in History*”: *Canvas Hack Shows the Danger of Centralized EdTech*, 404 Media (May 2026), <https://www.404media.co/the-biggest-student-data-privacy-disaster-in-history-canvas-hack-shows-the-danger-of-centralized-edtech/>.

school year.¹⁸ AI is only supercharging these risks, as K-12 teachers report an increase in large-scale data breaches the more ways their school uses AI.¹⁹

B. Deepfake technology and NCII

Deepfakes and NCII have emerged as a serious problem in schools, exacerbated by easy access to generative AI tools. Thirty-six percent of students report having heard of a deepfake²⁰ that depicts someone associated with their school, and this rises to 61% in schools that frequently use AI.²¹ Twelve percent of students report having heard of deepfake NCII that depicts someone associated with their school (this rises to 21% in schools that frequently use AI).²² To be clear, these students are not reporting having seen just any deepfake (such as viral images depicting celebrities online), but deepfake NCII depicting someone within their school community like a student, parent, or teacher.

Despite this prevalence, fewer than a quarter of teachers report that their schools have clear policies for responding to such incidents. Where responses exist, they often focus on discipline rather than prevention, reporting, and victim support, despite the severe and lasting harm this conduct can cause.²³

C. AI systems failing to work as intended

It is reasonable for educators and students to expect AI systems to work as described and treat students fairly; however, a growing number of teachers have reported that AI tools are falling short. Thirteen percent of teachers reported that an AI tool used in class failed to work in the way it was described (which rises to 23% of teachers at schools that use AI more often), and 10% of teachers said that the use of an AI system damaged the school's trust with the community (which rises to 17% of teachers at schools that use AI more often). Additionally, 10%

¹⁸ Elizabeth Laird, Maddy Dwyer & Hannah Quay-de la Vallee, *Hand in Hand: Schools' Embrace of AI Connected to Increased Risks to Students*, Center for Democracy & Technology (Oct. 8, 2025), <https://perma.cc/GT7F-WKS7>.

¹⁹ *Id.*

²⁰ Deepfakes are videos, photos, or audio recordings that seem real but have been digitally manipulated — or faked — to make it seem as though a person has said or done something they have not actually done. Deepfakes are created with AI and are incredibly realistic, making it difficult for humans to distinguish between real-life and fake content.

²¹ Elizabeth Laird, Maddy Dwyer & Hannah Quay-de la Vallee, *Hand in Hand: Schools' Embrace of AI Connected to Increased Risks to Students*, Center for Democracy & Technology (Oct. 8, 2025), <https://perma.cc/GT7F-WKS7>.

²² Sometimes referred to as “deepfake revenge porn” or “synthetic NCII,” deepfake NCII are videos, photos, or audio recordings that seem real but have been digitally manipulated — or faked — to show someone in a sexually explicit or intimate manner that they have not actually done. Deepfake NCII is shared without the consent of the person who is depicted and can be incredibly realistic.

²³ Elizabeth Laird, Maddy Dwyer & Hannah Quay-de la Vallee, *Hand in Hand: Schools' Embrace of AI Connected to Increased Risks to Students*, Center for Democracy & Technology (Oct. 8, 2025), <https://perma.cc/GT7F-WKS7>.

of teachers said that an AI system did not treat students fairly, which also rises to 17% of teachers at schools that use AI more often.²⁴

These findings follow recent anecdotes across the country of AI tools failing to live up to their promises in the education context and creating new challenges or issues for schools.²⁵ These failures, whether they be due to bias, ineffectiveness, lack of fitness for purpose, unintended consequences, privacy violations, or other causes, result in more harm than good, and can damage school communities, sap resources, create reputational harm, and place students at risk.

D. Troubling interactions between students and chatbots

The use of AI in K-12 schools is not only affecting students' relationships with their teachers, but also their parents and peers. In CDT's survey research about the 2024-25 school year, students reported that they (or a friend of theirs) have had back-and-forth conversations with AI in these ways:

- 42% to get mental health support
- 42% as friend or companion
- 19% to have a romantic relationship
- 42% as a way to escape from real life

Each of these uses increased among students whose school frequently uses AI. While nearly one-third of students report having personal conversations with AI using school-provided devices or platforms, very few teachers (only one in ten) report receiving training or information on how to respond if they suspect a student's AI use is detrimental to their well-being.

These dynamics raise urgent questions about how the use of AI in schools directly impacts students' emotional development, dependency, and safety — as well as the privacy protections for these tools that can now see so much of our children's digital lives.

C. Policy Interventions

There may be potential for AI to enhance the delivery of education in ways that improve student outcomes. However, this promise can only be realized if we recognize the novel risks that this technology introduces, and implement meaningful and robust policies and practices that minimize these harms.

State and local policymakers should enact laws that require guardrails and best practices for AI tools schools adopt for academic purposes (like personalized student learning and curriculum

²⁴ *Id.*

²⁵ Hannah Quay-de la Vallee, *A for Effort, Needs Improvement on Execution: Lessons Learned from Failures of AI EdTech Tools*, Center for Democracy & Technology (Aug. 19, 2025), <https://perma.cc/L34A-RSRB>.

and content development), as well as school safety and administration purposes (like facial recognition and student activity monitoring), and where necessary, provide the resources schools need to implement them. Policy interventions that the Council should consider include the following²⁶:

- **Risk Management**
 - Require the identification of high-risk AI uses and institute heightened protections for them.
 - Provide robust AI literacy training, guidance, and information to teachers, school administrators, and students.
 - Create and incentivize the adoption of a model AI policy that addresses risks related to AI like privacy and security, deepfake NCII, and discrimination.
 - Establish formal avenues to engage parents and community members in decisions about whether and how to use AI in the classroom.
 - Conduct ongoing research on the impact of AI on students.
 - **AI Governance**
 - Encourage the creation of model procurement resources to guide AI purchasing decisions.
 - For AI tools that triage safety alerts, require a documented response process.
 - **Transparency**
 - Establish transparency requirements for edtech AI vendors.
 - Require an AI inventory across NYC Public Schools.
 - Mandate notice and disclosure to students and parents when NYC Public Schools or their school considers or adopts a new AI tool.
- a. Require the identification of high-risk AI uses and institute heightened protections for them.

High-risk AI applications are already being deployed in the education context — including facial recognition, predictive analytics, and student activity monitoring software — and deserve heightened scrutiny and guardrails to mitigate their privacy, security, civil rights, safety, and trust risks.²⁷ It is first critical to identify a definition of high-risk AI tools in the education context and then institute heightened protections for them. This can include requiring vendors of these tools to conduct pre- and post-deployment assessments and requiring NYC Public Schools and individual schools to implement additional human oversight mechanisms.²⁸

- b. Provide robust AI literacy training, guidance, and information to teachers, school administrators, and students.

²⁶ Maddy Dwyer, *Advancing Responsible AI Adoption and Use in K-12 Education: Three Policy Priorities for State Legislation*, Center for Democracy & Technology (May 20, 2026), <https://perma.cc/AYH8-3XYG>.

²⁷ Elizabeth Laird, Maddy Dwyer & Hannah Quay-de la Vallee, *Hand in Hand: Schools' Embrace of AI Connected to Increased Risks to Students*, Center for Democracy & Technology (Oct. 8, 2025), <https://perma.cc/GT7F-WKS7>.

²⁸ Hannah Quay-de la Vallee & Kevin De Liban, *Rethinking the Loop: Encircling Public Benefits AI with Human Oversight*, Center for Democracy & Technology (Sep. 25 2025), <https://perma.cc/RUR3-N9G6>.

Efforts to develop AI literacy (the ability to understand, assess, and use AI systems effectively and responsibly) in schools have gained significant momentum, supercharged by policy directives and an influx of funding.²⁹ However, the education sector has not waited for this training and guidance to use AI — fewer than half of teachers and students report that they have received some training or information on AI use in class, well below the reported use of this technology.³⁰ When a school provides guidance or information on AI, approximately nine in 10 teachers and students say they found this guidance or information helpful, underscoring the demand for AI literacy.³¹

Moreover, parents, students, and teachers have different priorities when it comes to what AI guidance and training should cover. Teachers are more likely to prioritize training and guidance related to issues of academic integrity, like how to detect if a student used AI inappropriately and how to respond if they suspect a student cheated, whereas parents and students are more interested in receiving guidance about risks related to AI, such as what to do if they encounter issues with AI tools (e.g., bias, incorrect information) and how student privacy is protected.³²

Without AI literacy programs that address harms and how to mitigate them, schools risk leaving teachers, students, and parents unaware of the risks that can stem from AI use, and ill-prepared to handle failures of the technology. It is critical that the forthcoming AI literacy efforts from NYC Public Schools³³ cover the aforementioned topics and account for the needs and priorities of diverse stakeholders, all of whom seek guidance and information beyond what AI is capable of and how to engineer prompts.

- c. Create and incentivize the adoption of a model AI policy that addresses risks related to AI like privacy and security, deepfake NCII, and discrimination.

To have uniform governance of AI tools, it is critical for school districts and/or schools to adopt an AI policy that sets guardrails for responsible use and prioritizes privacy, security, safety, and civil rights. One important aspect of these policies is acknowledging and referencing the existing student privacy and civil rights laws that provide an important foundation for ensuring that data and technology practices in schools achieve their intended function without inadvertently

²⁹ Jocelyn Gecker, *Big Tech is Paying Millions to Train Teachers on AI, in a Push to Bring Chatbots into Classrooms*, Associated Press (Oct. 20, 2025), <https://perma.cc/X8CW-3FEB>; *AFT to Launch National Academy for AI Instruction with Microsoft, OpenAI, Anthropic and United Federation of Teachers*, American Federation of Teachers (Jul. 8, 2025), <https://perma.cc/E49J-VE9A>; Exec. Order No. 14277, 90 Fed. Reg. 17519 (Apr. 23, 2025), <https://perma.cc/ZDM2-K8DU>.

³⁰ Elizabeth Laird, Maddy Dwyer & Hannah Quay-de la Vallee, *Hand in Hand: Schools' Embrace of AI Connected to Increased Risks to Students*, Center for Democracy & Technology (Oct. 8, 2025), <https://perma.cc/GT7F-WKS7>.

³¹ *Id.*

³² *Id.*

³³ *Guidance on Artificial Intelligence (AI)*, New York City Public Schools (Mar. 2026), <https://perma.cc/ZH7X-X36C>.

violating student privacy or having discriminatory effects. Schools are legally responsible for protecting student privacy and the civil rights of their students, including when deploying AI.³⁴

Another critical aspect of AI policies is addressing the growing harms of deepfake NCII. The current status of school policies and guidance on this topic leaves much to be desired.³⁵ Schools and teachers need more robust guidance on issues such as how the school or school district's discipline policy applies to students who share deepfake NCII depicting another student; who to tell within the school or school district if a student receives or views such content; how to protect the privacy of a student who was depicted; and how to communicate with students' families. Currently, only one in ten teachers reports having received information on these foundational topics, which are essential to supporting students if this occurs.³⁶

Although addressing NCII requires a long-term, multistakeholder approach, existing resources can bolster schools' efforts to create a learning environment that is free from bullying and sexual harassment. For example, CDT convened a taskforce of diverse stakeholders and advocates to create a Model NCII Policy for K-12 schools as a first step toward filling these gaps, addressing topics like the school's role in circumstances where deepfake NCII has been shared by or of a member of the school community, reporting mechanisms, and supportive measures for those impacted by deepfake NCII.³⁷ Additionally, the Future of Privacy Forum published another helpful resource in the form of an infographic and deepfakes readiness checklist to help schools better understand and prepare for the risks posed by this conduct.³⁸

Because NCII is not a new issue, CDT also created an infographic to connect victims with resources that currently exist and of which schools should avail themselves to prevent, respond to, and support victims.³⁹ These include those provided by the National Center for Missing and Exploited Children (NCMEC), Rape Abuse and Incest National Network (RAINN), Cyber Civil Rights Initiative, and the National Center for Victims of Crime.

The Council should encourage incorporating deepfake NCII into NYC Public School's AI policy⁴⁰, building on existing requirements in civil rights laws like Title IX aimed at preventing sexual harassment. This is a crucial first step toward helping New York City schools maintain a learning environment free from sexual harassment and bullying, including deepfake NCII.

³⁴ Kristin Woelfel, Ariana Aboulafia, Sydney Brinker & Elizabeth Laird, *Late Applications: Protecting Students' Civil Rights in the Digital Age*, Center for Democracy & Technology (Sep. 2023), <https://perma.cc/X5UF-B6YB>.

³⁵ Elizabeth Laird, Maddy Dwyer & Hannah Quay-de la Vallee, *Hand in Hand: Schools' Embrace of AI Connected to Increased Risks to Students*, Center for Democracy & Technology (Oct. 8, 2025), <https://perma.cc/GT7F-WKS7>.

³⁶ *Id.*

³⁷ Kristin Woelfel, *Model Policy and Infographic: Non-Consensual Intimate Imagery (NCII) for K-12 Schools*, Center for Democracy & Technology (Jul. 9, 2025), <https://perma.cc/7W4X-FSTH>.

³⁸ *Deepfakes in School: Risks and Readiness*, Future of Privacy Forum (Mar. 31, 2025), <https://perma.cc/CU6B-MMV2>.

³⁹ Kristin Woelfel, *Understanding Deepfake Non-Consensual Intimate Imagery (NCII)*, Center for Democracy & Technology (Jul. 9 2025), <https://perma.cc/RED6-DHQL>.

⁴⁰ *Guidance on Artificial Intelligence (AI)*, New York City Public Schools (Mar. 2026), <https://perma.cc/ZH7X-X36C>.

- d. Establish formal avenues to engage parents and community members in decisions about whether and how to use AI in the classroom.

As mentioned earlier in my testimony, half of students agree that using AI in class makes them feel less connected to their teacher.⁴¹ Additionally, half of parents and students agree that a teacher who uses AI is not adequately doing their job. Both of these findings underscore the necessity for schools to engage community members in charting their course with AI use, or risk significant backlash.⁴² This community pushback is currently playing out in New York City⁴³, making the need for formal engagement mechanisms urgent.

In the same way that the Office of Management and Budget currently requires that federal agencies “consult and incorporate feedback from end users and the public” on their AI uses, school districts and schools should also be required to engage parents and community members in “the design, development, and use of the AI and use such feedback to inform agency decision-making regarding the AI.”⁴⁴ This would not only hold state and local agencies to the same standard as federal agencies, but would benefit schools and communities.⁴⁵ The Council should encourage NYC Public Schools to bolster and promptly move forward with their proposed stakeholder engagement activation.⁴⁶

- e. Conduct ongoing research on the impact of AI on students.

As previously discussed, AI has already been widely deployed in schools across the country, including in New York City. However, there is little research on the impact of AI in schools, and particularly how it impacts students. The Council should charge NYC Public Schools with enabling research on the impact of AI in schools, answering questions related to the erosion of critical thinking, potential of personalized learning, facilitation of risky personal relationships with technology, exacerbation of cybersecurity threats, and preparation of students for success in the workforce.

⁴¹ Elizabeth Laird, Maddy Dwyer & Hannah Quay-de la Vallee, *Hand in Hand: Schools’ Embrace of AI Connected to Increased Risks to Students*, Center for Democracy & Technology (Oct. 8, 2025), <https://perma.cc/GT7F-WKS7>.

⁴² *Id.*

⁴³ Matt Stieb, *Help! My Kindergarten Is All In on AI.*, New York Magazine (May 12, 2026), <https://nymag.com/intelligencer/article/parents-arent-happy-as-nyc-kindergartens-go-all-in-on-ai.html>; Lizzie Walsh, *Manhattan Proposal for NYC’s First AI-Focused Public High School Sparks Pushback*, Chalkbeat New York (Mar. 12, 2026), <https://perma.cc/GK9V-JLW2>.

⁴⁴ M-25-21: Memorandum for the Heads of Executive Departments and Agencies re: Accelerating Federal Use of AI through Innovation, Governance, and Public Trust, Office of Management and Budget (Apr. 3, 2025), <https://perma.cc/EC5R-L9M5>.

⁴⁵ Elizabeth Laird & Hugh Grant-Chapman, *Report – Sharing Student Data Across Public Sectors: Importance of Community Engagement to Support Responsible and Equitable Use*, Center for Democracy & Technology (Dec. 2, 2021), <https://perma.cc/N6J2-9R3K>.

⁴⁶ *Guidance on Artificial Intelligence (AI)*, New York City Public Schools (Mar. 2026), <https://perma.cc/ZH7X-X36C>.

- f. Encourage the creation of model procurement resources to guide AI purchasing decisions.

The increasing number of AI tool offerings and marketing pitches from vendors has made it extremely difficult for superintendents, educators, and other school staff to know what tools are worth the investment for their districts and schools.⁴⁷ General guidance, specific questions to ask edtech AI vendors, and model contract language from state and/or local education agencies can help these school stakeholders procure tools that are worth taxpayer dollars, protect student privacy, and enhance students educational experiences.

- g. For AI tools that triage safety alerts, require a documented response process.

AI-driven tools like student activity monitoring software and facial recognition are often deployed in schools for safety reasons, generating alerts for school staff and teachers that a student is in mental distress, exhibiting violent behavior, or alerting that an unauthorized person is on the school's campus. It is critical for school districts and/or schools to have a documented review and response process to mitigate the risks of using this technology, including false alerts and increasing student contact with law enforcement.

Take student activity monitoring as an example. Typically framed as a tool to help protect students' safety, teachers and students confirm that these tools are often used for discipline, and can catalyze behavior issues and increase students' interactions with law enforcement.⁴⁸ Teachers whose schools use this technology report the following consequences as a result of student activity monitoring:

- 51% know of a student who got in trouble
- 27% know of a student who got in trouble for how they reacted when a teacher, principal, or other adult at the school confronted them about something found through student activity monitoring
- 25% know of a student who was contacted by law enforcement (e.g., a police officer or school resource officer)
- 6% know of a student who was contacted by immigration enforcement (e.g., Immigration and Customs Enforcement)

Prior years of CDT research reveal additional troubling outcomes. In interview-based research CDT conducted in 2023, multiple parents recounted incidents where the police were alerted outside of school hours by the monitoring software, only to conclude students' online activity was permissible.⁴⁹ Moreover, CDT's most detailed exploration of this technology, based on the

⁴⁷ Lily Altavena, *The Ed Tech Email Flood*, Chalkbeat (Apr. 29, 2026), <https://perma.cc/T4YQ-Z636>.

⁴⁸ Elizabeth Laird, Maddy Dwyer & Hannah Quay-de la Vallee, *Hand in Hand: Schools' Embrace of AI Connected to Increased Risks to Students*, Center for Democracy & Technology (Oct. 8, 2025), <https://perma.cc/GT7F-WKS7>.

⁴⁹ Dhanaraj Thakur & Elizabeth Laird, *Report – Beyond the Screen: Parents' Experiences with Student Activity Monitoring in K-12 Schools*, Center for Democracy & Technology (Jul. 31, 2025), <https://perma.cc/8SCH-3UMP>.

2021-22 school year, revealed that protected classes of students disproportionately experience harms of this technology.⁵⁰

h. Establish transparency requirements for edtech AI vendors.

A key area in which schools are adopting AI is through the use of third-party edtech tools, and there are many open questions about how well these systems work, whether they are worth the investment, whether they introduce bias or other harms, and more.⁵¹

One commonly recommended, broadly endorsed approach to support the responsible use of third-party edtech products is greater public transparency from the developers and designers of these systems. Improved transparency can help school administrators choose systems with the functionality they need, ensure those systems are suited for their contexts, identify risks and ways to mitigate them, and push the field at large towards improved development practices and educational outcomes. Recognizing these potential benefits, different edtech industry associations have begun pushing their members to commit to transparency about the use of AI in their products.⁵²

However, little guidance is available about what constitutes meaningful transparency in this context. CDT has developed an eight-part rubric, based on best practices in AI governance across sectors, to define what robust and meaningful public transparency looks like.⁵³ It includes foundational elements like what the product is intended to do, how the company protects student privacy, and whether there are any limitations to how the product should be appropriately used.

Using this rubric, CDT recently evaluated over 100 edtech products that incorporate AI to assess the current state of transparency about these tools.⁵⁴ Unfortunately, we found that edtech companies currently offer little public transparency about their products, particularly related to how they have been tested and evaluated for efficacy and other key performance indicators, and whether the product has been adapted to work well in K-12 schools. This leaves school administrators making high-stakes procurement decisions with little information — and is an area in which clear progress can and should be made. The Council can encourage NYC

⁵⁰ Elizabeth Laird, Hugh Grant-Chapman, Cody Venzke & Hannah Quay-de la Vallee, *Hidden Harms - The Misleading Promise of Monitoring Students Online*, Center for Democracy & Technology (Aug. 2022), <https://perma.cc/8DPG-GFH3>.

⁵¹ Hannah Quay-de la Vallee, *A for Effort, Needs Improvement on Execution: Lessons Learned from Failures of AI EdTech Tools*, Center for Democracy & Technology (Aug. 19, 2025), <https://perma.cc/7V5B-NX3K>.

⁵² S.A.F.E. Benchmarks, EDSAFE AI, <https://perma.cc/LM2A-CVEV>; SIIA Releases Principles for the Future of AI in Education, Software & Information Industry Association (Oct. 2023), <https://perma.cc/2UEA-SSGA>.

⁵³ Hannah Quay-de la Vallee, Morgan Badurak & Dhanaraj Thakur, *Opening the Book: A Rubric to Support Effective Transparency for EdTech Products that Incorporate AI*, Center for Democracy & Technology (Nov. 4, 2025), <https://perma.cc/28YV-F72W>.

⁵⁴ *Id.*

Public Schools to incorporate the information domains included in CDT's framework⁵⁵ into their forthcoming AI Tool Evidence-Based Scorecard to ensure that procured AI systems meet critical transparency standards.⁵⁶

- i. Require an AI inventory across NYC Public Schools.

An important transparency mechanism that state and local governments (and federal agencies) are increasingly mandating and using are AI use case inventories that detail when, how, and why public agencies — including state and local education agencies — develop, acquire, and use AI systems.⁵⁷ Typically, AI use case inventories take the form of a regularly maintained, often annual, report or repository of information about the purpose and use of each AI tool an agency uses, the types of data used to train and deploy a system, how a system is tested, and other information about the development and acquisition of a tool. These inventories should be publicly available, regularly updated, easily accessible, and standardized across school systems. The Council should ensure that NYC Public Schools forthcoming AI Tool Inventory⁵⁸ follows these best practices to ensure maximum transparency for NYC students, families, and other community members.

- j. Mandate notice and disclosure to students and parents when NYC Public Schools or their school considers or adopts a new AI tool.

Another vital transparency and accountability mechanism is providing advanced notice and disclosure to students and their families about when their school district or school is considering or adopting a new AI system. Students and their guardians deserve to know how AI will show up in their educational experiences and understand its impacts on their learning, data, and well-being. This also allows students, parents, and other community members to provide more informed feedback on areas of promise and their concerns about the use of this technology. The Council should encourage NYC Public Schools to incorporate notice and disclosure requirements for students and their guardians into their AI policy.⁵⁹

III. Conclusion

AI is already transforming the education system. As my testimony has outlined, these changes bring promise, but also real and measurable risks to privacy, security, civil rights, safety, and trust.

⁵⁵ *Id.*

⁵⁶ *Guidance on Artificial Intelligence (AI)*, New York City Public Schools (Mar. 2026), <https://perma.cc/ZH7X-X36C>.

⁵⁷ Quinn Anex-Ries, *Best Practices for Public Sector AI Use Case Inventories*, Center for Democracy & Technology (Jul. 21, 2025), <https://perma.cc/9KQF-VSWT>.

⁵⁸ *Guidance on Artificial Intelligence (AI)*, New York City Public Schools (Mar. 2026), <https://perma.cc/ZH7X-X36C>.

⁵⁹ *Id.*

It is well-documented that AI is being deployed in classrooms across the country in high-risk ways that affect student's access to a quality education, privacy, safety, and trust in their schools. This acceleration of AI in the education sector is being done with little transparency, limited oversight, and insufficient input from the people most affected by these tools — students, teachers, and families. NYC Public Schools and districts across America must make intentional policy decisions that ensure AI systems are secure, protect student privacy, add value to student learning, and are trustworthy.

The Council plays a critical role in helping NYC Public Schools set these guardrails for AI systems — by ensuring there are appropriate risk management mechanisms in place, robust AI governance structures, transparency from vendors, and transparency with NYC community members. With the right safeguards in place, AI can improve teaching and learning, support teachers, and prepare students for future careers. Without them, it risks deepening privacy and safety risks, discrimination, and eroding trust.

At the Center for Democracy & Technology, we remain ready and available to offer our expertise to the Council to help ensure that AI is deployed in responsible, right-respecting ways in New York City's schools.

Protections Against AI Usage in Schools, and in Support of Int 412 and 853, T2026-2129, and T2026-2130

June 24, 2026

To the Committees on Education and on Technology:

My name is Molly Senack, and I am testifying today on behalf of the Center for Independence of the Disabled, New York (CIDNY) as their Education and Employment Community Organizer. This testimony is supported by Sharon McLennon Wier, Ph.D., MEd., CRC, LMHC, Executive Director of CIDNY.

Advancements in digital technology have provided critical access for people with disabilities to spaces that were previously far less accessible. Digital access has enabled them to participate in certain activities remotely, allowed more consistent use of assistive technology, and provided the immediate availability of practically infinite information. All of these things that can be, and are, incredibly valuable in an educational setting. However, digital technology has also made it easier to harass people, to perpetuate bias, to steal personal information, to generate or spread misinformation, and to erode many skills (e.g., critical thinking) that schools are supposed to build.

Over the last few years, New York has struggled to retroactively set up guardrails inside the classroom for technology that has already had the chance to become ubiquitous outside the classroom: they have implemented a cellphone ban in schools; they have tried to restrict social media usage for children and teens. Now, a new technology, Artificial Intelligence (AI), is developing so rapidly that decisionmakers everywhere are rushing to incorporate its usage for fear of being left behind, without necessarily considering how they might be able to get ahead of it and avoid being in the position they found themselves with when it came to cellphones and social media. The fact remains that AI is developing so rapidly that we do not know enough about it, or about the impact of its long-term usage on our students (especially our students with disabilities), to begin incorporating it into our schools without doing our due diligence. While we cannot necessarily protect students outside the classroom, it remains our responsibility to protect them as best we can within it.

To begin the conversation, parents, students, teachers, advocates, and legislators all need to be on the same page regarding what we mean when we discuss AI in the classroom- whether we are referring to Large Language Models (LLMs), search engines, chatbots, AI that summarizes and organizes information versus AI that generates it, general ed-tech, or assistive technology. These terms get conflated despite meaning very different things, and despite having very different potential risks and benefits to children in a learning environment. We should not be experimenting on students with the practical usage of AI while we are still struggling to navigate even the conversation.

Aside from attempting to understand the technology itself (which, again, continues to change and develop at a rapid pace and so demands great in-depth and continuous study), AI usage raises a

multitude of potential issues which deserve analysis and none of which have yet received it in a scientifically substantial way. These concerns include:

- **Impact on critical thinking:** According to the October 2025 [Center for Democracy & Technology Report on Emerging Risks of AI in Schools](#), 71% of teachers and 60% of parents report concern that students will believe and not question the accuracy of information provided by AI. According to a [December 2025 Pew Research Center Study on Teens and Social Media](#), approximately 64% of teens say they use AI chatbots, with 30% of teens saying they use AI chatbots every day. According to a June 2026 [NPR report](#), 54% of polled teachers said that AI is making it harder for their students to learn critical thinking skills.
- **Bias:** If the information AI draws from is biased, whether through user error or through existing systemic source bias, the result will also be biased. The [University of Washington](#), the [United Nations](#), the [National Academy of Social Insurance](#), the [International Labour Organization](#), the [Human Rights Law Review](#), and [several other research groups](#) have all reported that AI usage in employment processes poses a significant threat to the disabled community by inadvertently filtering out job applications that mention disability or anything disability related. AI has also been shown to change its [disciplinary recommendations](#) and [academic feedback](#) based on race and gender.
- **Misinformation:** A systematic review of [generative AI and health misinformation](#) that found that "generative AI represents a significant disruptive force within the health misinformation apparatus." A Stanford Institute for Human-Centered Artificial Intelligence (HAI) study found that [over 1 in 6 answers to legal queries](#) were subject to AI hallucinations.
- **Mental Health:** According to the above Center for Democracy & Technology report, 42% of students report they or a friend use AI for mental health support, 43% of teachers and 46% of parents report concern that AI will push students to engage in harmful activities, 42% of students report they or a friend use AI as a friend or companion, and there have been devastating stories of [AI encouraging students to harm themselves](#).
- **Trust Erosion:** According to the October 2025 report, 38% of students report they find it easier to talk to AI than talk to their parents and 38% of students report they would rather work with AI than with a teacher if they don't understand something

These are just some of the many concerns, not even touching the issues of privacy and security breaches, surveillance, cheating, career readiness, the impact of racial and income disparities, accessibility of the technology, whether it can work as assistive technology or whether it masks critical symptoms and delays potential diagnoses (and therefore, other supports), and what kind of learning struggles continued usage can cause over time.

There are also the teachers to consider. AI has been posited as a time-saving solution for teachers, however, the NPR report above found that the savings for most teachers amount to less than two hours per week. And that time saved is then countered by the requirements that accompany asking teachers to become experts in something that it is acknowledged there are not yet experts in (there are only a handful of existing longitudinal causal studies on the use of AI in academic settings). For the hour or two that gets saved, teachers must navigate complicated privacy laws, consistently monitor students to prevent AI usage for "unapproved" purposes, check and recheck work (the

students' and their own) for signs of bias, misinformation, or plagiarism, in addition to all of their existing duties and responsibilities.

The NYC Public School system is rushing to embrace something whose ramifications are not yet possible to understand. The rush has the potential to harm students- especially those with disabilities, who are already more than twice as likely (10.7% vs 4.7%) to drop out of high school as their nondisabled peers (according to a 2021 report from the National Center for Education Statistics). The possible conflation of assistive technology with AI means students with disabilities might ultimately end up receiving fewer protections from the risks, framed as receiving more "exemptions" from the restrictions, without any studies on the impact it will have on their learning.

To address this, NYC leaders must **continue to engage in conversations** with parents, advocates, and students, and must invest in **studying the potential long-term impact of AI-usage**. Additionally, it is necessary to continue to invest in **reducing the teacher shortage**: AI that buys teachers a few extra hours a week does not change the core reason teachers are overworked, which is that there aren't enough teachers. **Expand investments in school-based mental health clinics** and other mental health resources and supports **(including baselining \$5 million for the Mental Health Continuum)** to prepare the for the developing mental health crisis our students are facing. And while we continue to have conversations, and conduct studies, and make investments to set up protections and supports for our students, **we urge you to enact a two year moratorium on AI (particularly generative AI) in NYC classrooms.**

To continue to address bias and enforce critical technological protections, we also strongly support the passage of Int 412 (which requires the disclosure of school admissions policies and procedures in plain language) and **Int 853** (which requires a study on how language access needs, income, and geographic location affect access to special education programs and services), **T2026-2129** (which requires annual reporting on algorithmic tools approved for use in schools), and **T2026-2130** (which requires quarterly reporting on data breaches of algorithmic tools in schools).

We thank the Council for their time and effort, for their continued investment in equitable education for disabled students, and ask that they please take these recommendations into serious consideration.

Sincerely,

Molly Senack (She/Her)
Education and Employment Community Organizer
Center for Independence of the Disabled, New York
Email: msenack@cidny.org Phone: (917)415-3154

June 11, 2026
New York City Council

Re: BioBus Testimony for New York City Budget Hearing on Elementary and Secondary Education

Dear Finance Chair, Linda Lee and Education Chair, Eric Dinowitz, Education Committee,

It's my pleasure to submit testimony on behalf of BioBus. BioBus began in 2008 with a mission to help K-12 and college students discover, explore, and pursue science. We focus on students excluded from the scientific community due to factors such as race, gender, economic status, and physical access. Through this work, we envision a world where all people have the opportunity to reach their full scientific potential.

BioBus just launched a new all-electric Mobile Lab and is reaching 20-25% more students this year. We expect to reach over 40,000 students by the end of the 2025-26 school year. Yet, we need to continue growing to meet the overwhelming demand of schools in your district for laboratory science education and for science career pathways for young people. I hope you will join the many private funders who have recently increased their support for BioBus. **I respectfully request \$250,000 in operating support for BioBus in the FY27 New York City Budget** to help 55,000 students engage in hands-on science and critical thinking next year.

BioBus was grateful to receive a total of \$289,400 in operating support from New York City Council Members, including a **\$100,000 allocation from the Speaker's initiative** last year. Along with annual support from the State, this award supported growing our annual operating budget from \$3.3M to \$5.3M. We are proud to have raised additional private support that means **every dollar you allocate is matched four times** by private funding sources.

Increased funding will also leverage previous NYC and State capital investments in our new mobile labs, increase private investment, and help to meet the increasing need for high-level, experience-based science education for K-12 and college students. This level of support in the City budget and through discretionary funding will help to **enable another 20%-25% increase in Mobile Lab Programs across New York City next year.** \$250,000 in operating support will help us to fully utilize City, State, and private capital investments in our LES, Harlem, and Bronx brick and mortar neighborhood labs.

Fueled by their natural curiosity, BioBus students work with professional scientists to use science to explore questions about their world. Young scientists, inspired aboard the mobile lab, sign-up for after school and summer programs in BioBus neighborhood science lab, and move into BioBus paid research internships. After BioBus, students are ready to join and diversify the rapidly growing STEM workforce in New York. BioBus alumni are currently working at Pfizer, in



research labs at Columbia, NYU, and Mount Sinai, training to become science teachers, and pursuing Ph.D.'s at top universities.

BioBus brings our students into the scientific community, a community they have often been excluded from, and prepares them for life-changing academic and career opportunities. Over 450,000 students have done science on a BioBus mobile lab, and 99% of teachers want a return visit! A seventh grade student at a public school recently told us:

"Your visit made science feel more fun and comfortable. Because of BioBus I feel more excited to learn more about science and its magic. This experience helped me think about being more of a astronomer one day. And I appreciate how you took the time to teach us about cells and show us the little water creatures."

This year, with an operating budget of \$5.3M, we will work with more than 40,000 students! BioBus brings exciting, hands-on science programs to students throughout the New York City area. We reach students in every corner of Harlem and the Lower East Side, where our proven pathway empowers young scientists from their initial excitement to paid internships. In 2024, launched BioBus Bronx, hiring a dedicated Director of Community Science to expand our work in the borough. Now, just one year into our strategic plan, we have developed the infrastructure to reach over 400,000 students in five years and establish new neighborhood science teams. New York is ready for more science, and we are ready to deliver. Our students will become the next generation of great thinkers and leaders - they are already using science to [develop alternative energy sources](#) derived from bacteria, find ways to [mitigate the effects of rising sea levels on coastlines](#), [investigate the safety of drinking water](#) in their DOE schools, [study how heatwaves impact air quality](#) in their own NYC neighborhoods, and [explore how rain gardens can help fight increased flooding](#).

The need for proven science programs like BioBus is dramatic. NYC's biotech and life sciences industries continue to grow, offer high-paying jobs, and look towards our young people to fill those jobs. We have to turn away hundreds of schools and high school internship applicants every year due to lack of capacity. NYC EDC recognizes the importance of BioBus programs and invested \$1.1M to build BioBus Bronx. **At a time when Federal support for science education is dwindling rapidly, we need your help to ensure young people have the skills to address pressing local and global challenges, innovate, and think critically about the world around them.**

BioBus's research-grade laboratory experiences led by masters- and Ph.D.-level scientists give students of all races, ethnicities, and genders, including those underrepresented in STEM careers, the opportunity to start their scientific path and excel. BioBus community scientists empower students to investigate problems close to home, such as testing the toxicity levels in neighborhood community gardens and researching the impact of microplastics on the ecosystems of the Hudson River. Our students bring their family, their friends, and their neighbors along and create a constant, constructive dialogue with their community as it merges with the scientific community.



BioBus was founded in NYC in 2008, when our Executive Director, Ben Dubin-Thaler, bought a 1974 public transit bus on Craigslist and converted it into a research-grade science lab on wheels. Now with two mobile labs and two more launching this year, BioBus visits one or two different schools every day. School's request a visit through our website or a BioBus community scientist reaches out to offer a visit. Most schools pay only a nominal fee - as little as 6% of the cost to run the program - based on a sliding scale. Two community scientists with research experience invite an entire class and their teacher onboard the bus during a normal 45 minute school period. Community scientists lead classes in ecology, anatomy, adaptation, evolution, and cell biology, all using science relevant to students and their immediate surroundings. Using microscopes, students gain an immediate sense of how science relates to their lives. BioBus offers curriculum for all ages and students, working with schools to pick the best curriculum for their students and regularly teaching ESL classes with a large number of BioBus staff fluent or proficient in Spanish.

At brick-and-mortar BioBase neighborhood labs, onsite at schools, and in community centers, BioBus offers in-depth after school, weekend, and summer programs for students in upper elementary school and above. BioBus scientists lead students in project-based scientific exploration, exploring air and water quality in their neighborhoods, learning about the impact of plants on temperature and food insecurity, learning from nature through biomimicry, studying technology from solar cars to block coding, among other topics. High school and college students can be paid Junior Scientist interns, mentoring younger students and gaining in-depth research science experience, an uncommon experience that research shows is a primary factor in supercharging a young person's career in science.

The requested funding will help us to purchase lab supplies, and re-fuel and re-charge our mobile labs, and hire new BioBus community scientists and program coordinators. The heart of BioBus is a team of highly committed, innovative, and experienced scientists who work tirelessly with NYS students as they prepare to lead a more diverse scientific community that will deliver for all New Yorkers.

New York is ready for more, and we are ready to deliver. **With your help, BioBus will grow towards reaching every student in New York City.** Those students will become the next generation of great thinkers and leaders - they are already using science to fight climate change and food insecurity, identify disease before it spreads to humans, and study degenerative eye diseases and addiction. **I respectfully request that you support BioBus' \$250,000 request to fund city-wide programs.** These students will join BioBus' Science Pathway, become tomorrow's scientists, leaders, and critical thinkers, and fill the high-quality jobs in the city's growing biotech and life sciences industries.

Thank you for your continued support of BioBus and for considering this request. I look forward to discussing how we can inspire the next generation of scientists from your district and across New York City.

Sincerely,

Jocelyn Curran
Government and Communications Lead



Students aboard one of the new BioBus Mobile Labs, which will soon visit a different school every day



Testimony on the DOE's flawed privacy policies and practices and the need to institute a moratorium on the use of AI in our schools

June 24, 2026

Thank you Chair Dinowitz and Chair de la Rosa for holding this important hearing today. My name is Leonie Haimson, and I'm the Executive Director of Class Size Matters and a co-chair of a national organization called Parent Coalition for Student Privacy, which was founded by parents and advocates throughout the country concerned about the lack of privacy protections for student data in 2014.

As a result of the Gates Foundation plan to collect personal student data from nine states and districts and hand it off to a corporation called inBloom Inc., which in turn planned to provide it to ed tech companies without parent knowledge or consent, public school parents realized for the first time that the federal law called FERPA no longer worked to protect their children's privacy or safety. As a result, in 2014, 110 bills were introduced in 36 states to protect student data privacy and 24 were signed into law. In 2015, more than 180 student privacy bills were introduced, of which 28 became laws.¹

Among them was the NY State Student Privacy law, or Ed law 2d, which passed in 2014 and is one of the strongest privacy laws of any state. Unfortunately, Ed law 2D has not been consistently enforced or complied with by the NYC Department of Education.

State Comptroller's audit

On May 4, 2026, the State Comptroller's office confirmed our long-standing concerns, when they released a scathing [audit](#) finding that DOE had no written policies for data classification, risk assessment, or backup and recovery, as required by the NIST data security framework specified by Ed Law 2D.

¹ <https://studentprivacymatters.org/state-legislation/>

The auditors also documented at least 141 breaches of NYC personal student data between January 5, 2023, and February 27, 2025. In nearly half of these cases, the DOE reported the breaches to NYSED after the 10-day legal deadline. At least 11% of the time, the DOE also missed the 60-day deadline to inform parents that their children's data had been compromised.

In the case of the massive Illuminate breach, which exposed the data of more than a million current and former NYC students, 380,000 families were not informed until May 2024, more than two years after the breach, and seven months after the company had informed DOE of the additional students involved, according to [the DOE website](#). Delays in informing families can have devastating consequences, because children are a top target for identity theft, since they don't yet have credit ratings. And yet when the DOE waits so long to inform families, it makes it impossible for them to sign up for credit monitoring and identity theft insurance in a timely manner, policies that are often provided by the vendor at fault for free.

The audit also found that DOE maintains no central records of which vendors and other third parties have access to student personal information. In the DOE's response to the audit, officials claimed this was false, saying they are "able to determine which Student Information Systems or other applications that collect student data are in use by a given school or office." Yet the DOE subsequently confirmed the audit's findings, by sending out [a survey](#) to principals one week after its release, asking them which software products they use in their schools.

The DOE's note accompanying the survey from the Principals Weekly said it was similar to a survey last sent in 2022. This seems to indicate that four years had passed before the DOE even tried to determine which software and ed-tech products principals were in use, many of which share students' personal data in ways that could threaten their privacy, and which in fact must have strict privacy and data security protections, according to state law.

The emails sent to principals also asked them to report "free and donated" software products, as well as "non-contracted school-based purchases." Yet the law forbids districts from allowing any vendor or third party to access student data without a contract establishing specific data privacy and security protections.

Lack of data minimization and deletion

One of the most important provisions of Ed Law 2d is that districts must ensure vendors are minimizing their collection of data and deleting it when it's no longer necessary. Yet in both the Illuminate and the PowerSchool breaches, the data of many thousands of former NYC students was exposed, long after they had left the system.

Failure to enforce parent rights when it comes to transparency

Ed Law 2D also provides parents with the right to know which vendors and other third parties have access to their children's personal information, and that they have the right to be provided with a copy of that data within 45 days of their request. Yet we hear from parents that this right is chronically violated.

In one case, when a parent asked for the names of vendors with access to her child's data, the principal failed to provide her with the name of Kiddle even though she knew her child was assigned to use that program in school. [Commonsense Media finds that Kiddle](#) processes student data in numerous ways that would violate Ed Law 2D:

- Personalized advertising is displayed.
- Data are collected by third parties for their own purposes.
- User's information is used to track and target advertisements on other third-party websites or services.
- Data profiles are created and used for personalized advertisements.)

Yet when this parent emailed the DOE privacy office about this omission, they responded that Kiddle's use of her child's personal information was not covered by Ed Law 2D, since it receives the data directly from her child and not from the school or DOE – a bizarre and blatant misinterpretation of the law.

In late 2024, Power School's Student Information System was hacked, leading to the exposure of personal data belonging to millions of students nationwide, including thousands of current and former students in NYC. Yet DOE officials refused to post the names of the affected schools on the DOE website, even though the NY state education department advised districts to do this, as a way of letting former students know their data was hacked. Moreover they only informed affected families in April 2025, even though the DOE learned about the hack in January.

More recently, PowerSchool has agreed to a [court settlement](#) for \$17.25 million, after parent plaintiffs alleged that one of its programs, Naviance, had shared a large amount of their children's personal information, including their demographic data and their conversations with teachers and advisers with several unauthorized companies, including Google, Microsoft, and a company called Heap, in violation of several state privacy laws as well as federal wiretapping statutes.

Naviance is used by many NYC high schools, and families of NYC students who used the platform between August 18, 2021, and January 23, 2026, are eligible to apply for a portion of the court settlement. However, DOE has refused to notify families of this suspected breach and/or inform them about the court settlement, which is worth as much as \$50 per student.

Failure to ensure that vendors comply with basic security protections

In the PowerSchool breach, it was determined that the company failed to utilize the most basic security protections required by law, including double authentication. As a result, the company has been sued by many plaintiffs, including states and districts throughout the country. Yet DOE continues to allow schools to use as many as 15 other PowerSchool products, including Naviance.

This is especially unacceptable, given how the privacy statement still [posted](#) on the DOE website, PowerSchool essentially admits they will only comply with federal and state privacy laws or their own DOE contract when doing so is “commercially reasonable.”²

In November 2024, Google Workspace for Education team announced publicly that the company would no longer comply with NY state student privacy law Ed Law 2D as of March 2025, when it would begin using the personal data of students who visited YouTube for commercial purposes, including targeted advertising and the like.

Shortly thereafter, the NY State Education Department [sent a letter](#) to all districts in the state, saying that that YouTube should be disabled on Chromebooks and within students’ Google accounts. And yet the DOE continues to allow NYC teachers to assign YouTube videos to students. When asked about this a number of weeks ago, Dennis Doyle, the DOE’s Chief Privacy Officer, [respond that he was “still looking into this” issue](#), nearly two years after the state contacted the DOE about this explicit violation of student privacy.³

All these problems compounded by use of AI

All the fundamental weaknesses with DOE’s privacy policies and practices become even more troubling, given how AI collects and processes personal data for commercial purposes. According to Ed Law 2D, this is illegal to do with personal student data. And yet the DOE has refused to strengthen any of their privacy processes even as AI tools are expanding rapidly throughout the system.

Since 2022, regulators and courts have imposed over \$3.5 billion in fines and settlements on seven major AI companies, with 90% of these cases centered on using training data

² Here is the exact quote: “Processor will: Review its data security and privacy policy and practices to ensure they are in conformance with all applicable federal, state, and local laws and the terms of this DSPP [Data Security and Privacy Plan]. In the event Processor’s policy and practices are not in conformance, Processor will implement commercially reasonable efforts to ensure such compliance.”

³ In the same email, Dennis Doyle insisted that assigning YouTube videos was acceptable as long as students were not logged into their school accounts, even though Google admits that a user’s personal data, including their IP addresses and behavior across the internet, is collected for commercial and marketing purposes which violates state law -- whether or not the user is logged in to their school account.

without proper consent or legal basis — including in some cases, biometric data such as facial images and voice recordings.⁴

And yet parents have reported that some teachers are assigning students to use off-the-shelf AI programs like ChatGPT, which openly collects their personal information for commercial use and product development. In fact, Open AI [admits](#) that its products have “the potential to be used [...] to identify private individuals when augmented with outside data.”

More than a month ago, I shared one of [these homework assignments](#) with DOE officials, and asked them to send a directive to principals and teachers not to assign any off-the-shelf AI products to students, but they did not respond and to our knowledge, never sent out any directive.

Recommendations to improve privacy process from AI Working Group ignored

Given AI’s heightened privacy risks and the poor record of the DOE’s vetting process (ERMA), which mainly consists of a checklist for vendors to fill out, members of an AI Working Group appointed by the Chancellor Ramos in July recommended specific improvements to this process. I was a member of this Working Group, and among our recommendations were requirements for independent privacy-impact assessments, regular data-security audits, and tests for algorithmic bias, which is a known flaw with many AI tools. Yet the DOE refused to accept any one of these recommendations.

Moreover, DOE officials repeatedly promised the AI Working Group that its members would have a chance to provide input on their AI Guidance before it was released, and yet we were not given that opportunity. According to our understanding, the only group that did provide input to the guidance was the chancellor’s Data Privacy Advisory Council, composed of top DOE officials and representatives from ed-tech companies. [In an email](#) sent to the Citywide Council on High Schools, the DOE said that the process of preparing the guidance received “philanthropic support from organizations like the Salesforce Foundation and Google.org.”

Lack of transparency in the use of AI

Local Law 35, passed in 2021, requires every city agency to submit an annual report on all the algorithmic tools it is using. Generative AI relies on deep learning algorithms, yet in the [latest such report](#), released in March 2026, the DOE reported only seven such tools, omitting most of the AI products employed in schools.

⁴ <https://surfshark.com/research/chart/ai-related-fines>

When the AI Working Group asked for a list of AI products and their privacy policies, but Tara Carrozza, the official briefing the Working Group, refused, saying she was unable to do so because of Non-Disclosure Agreements between the DOE and these vendors.

Contradictory comments and ambiguities in the proposed AI Guidance

There are fundamental flaws and contradictions in the draft of the AI guidance that need to be addressed. For example, while it states that AI cannot be used for high stakes decision-making in the cases of “eligibility, promotion, graduation, and program access,” it also says that “Every student has full access to advanced coursework. Any algorithmic pathway can be overridden by educators, leaders, or students..” Being able to override algorithmic pathways and access to advanced coursework assumes that these decisions can indeed be made by AI, contradicting the previous statement.

Moreover, there are no assurances in the document as to how students will be alerted to which decisions have been made by AI and which by human beings, so how will they know which decisions or placements could be overridden.

Some of the statements in the proposed AI guidance appear factually incorrect. For example, the claim is made that “Behavioral monitoring and student surveillance are prohibited.” But as recently reported, more than 150 NYC public schools are [using SmartPass](#), a digital program that employs AI to track the actions of students when they go to the bathroom and analyzes the data in conjunction with the behavior of other students to see if they may be meeting up. Moreover, many NYC schools have used “[Go Guardian](#)” since 2017, a program that surveils students through their computers, providing teachers with a way to view student online activity during class.

AI has also been shown to undermine student cognitive development, critical thinking, creativity and mental health.

The DOE AI guidance was supposed to be revised on public feedback and also strengthened by addressing the many serious issues which the initial version omitted, including examining whether the use of AI has any “instructional effectiveness” rather than undermining students’ cognitive development, critical thinking and creativity as many research articles have shown. And yet we have yet to see if and how the guidance will be improved.

In January of this year, Brookings Institution [released a report](#) saying that After interviews, focus groups, and consultations with over 500 students, teachers, parents, education leaders, and technologists across 50 countries, a close review of over 400 studies...we find that at this point in its trajectory, the risks of utilizing generative AI in children’s education overshadow its benefits”

In April, Fairplay, a national group focused on children's online safety, [released a letter in April](#) signed by more than 200 organizations, privacy experts, and medical professionals calling for a five-year moratorium on the use of AI in PK–12 education.

Many AI products feature several serious and common flaws, including pervasive racial and gender bias. Large Language Models (LLMs) are also notoriously prone to error, which the industry calls “hallucination.” Some studies show error rates [as high as 45%](#). Other [research](#) even indicates that LLMs become less reliable over time.

There is also a well-known tendency of Gen AI chatbots to exhibit sycophancy – or agreeing with everything the user believes believing or is leaning towards – no matter how dangerous or deluded. In some cases, this has led to teen suicide, according to many unhappy parents and [wrongful death lawsuits](#).⁵

This week, an [independent analysis](#) found that Google Gemini, that has been promoted and approved by DOE to be used in classrooms throughout the city, is among the most dangerous chatbots for kids, related to its risks to their psychological, social, sexual, and physical safety, learning development and privacy.

All these unresolved risks and issues lead to the unmistakable conclusion that any further use of AI should be halted until DOE has better analyzed the risks and has established rigorous guardrails to ensure that student learning, privacy, mental health will not be severely undermined by its use.

Comments on the AI bills introduced by the Council

The two AI bills recently proposed would both be helpful in providing more transparency and hopefully might trigger more responsible DOE practices. T2026-2129 would require the Chancellor to publish DOE's policies and procedures to approve an algorithmic tool for use by DOE (or in schools, I would assume), and to publish an annual report on the algorithmic tools that the Chancellor has approved for use. This report would include the name of each algorithmic tool; a description and purpose of the tool; any use restrictions, including whether and under what circumstances students may use the tool; whether the tool is cloud-based and whether it has been assessed for bias, accuracy, and compliance with privacy laws.⁶

I would suggest that the reporting include what specific personal information the AI tool collects, whether this includes biometric data, which schools, grades and subjects in it is employed, and whether it has undergone any independent privacy impact assessments or data security audits. If so, the DOE should report the results of those analyses. Finally, the annual report should also

⁵ The Legislature has passed a bill, [S9051B](#), prohibiting certain features in AI chatbots targeting users under 18, including features that simulate human companionship, blur the line between machines and humans, or engage in sycophantic flattery. This law goes into effect in January 2027.

⁶ <https://legistar.council.nyc.gov/LegislationDetail.aspx?ID=8073278&GUID=B5815159-45A0-4A5D-90ED-BAEBF61D9759>

include citations to any peer-reviewed, independent research to assess whether these tools have had any positive result in terms of improving learning or other student outcomes.

The other bill, T2026-2130, would also be very helpful, requiring DOE to issue quarterly reports on breaches, but this bill should be amended to cover ALL student and teacher data breaches ,not just ones related to algorithmic capabilities .⁷ This bill would also require the Chancellor to post on the DOE website their policies and procedures for conducting privacy audits of algorithmic tools, informing individuals affected by data breaches of these tools, and suspending or restricting the use of these tools following a data breach.

These reports would include the number of data breaches associated with each algorithmic tool approved for use by DOE, whether the Chancellor has suspended or restricted the use of a tool due to a data breach, and the date of the most recent privacy audit of the tool. I would suggest that the bill should require not just a privacy audit, but also a data security audit. Additionally, these reports would identify each data breach that occurred during the past quarter, when the breach occurred, the type of information that was exposed, the number of individuals affected by the breach, and the status of any investigation.

Additionally, I would suggest that it should also specify which schools suffered the breach, how many students were affected at each school, and when their families were informed of the breach and what lessons have been learned or measures adopted as a result to prevent future breaches as a result. When we asked the DOE whether they undertook any privacy autopsies after major breaches, as is common among most large companies or agencies, they did not say.

Finally, the bill should also require that the report include the number of former students who had their data breached at each of these schools, and why the data for those former students had not been deleted when they had left the school or system. It is simply unacceptable that many thousands of former students in both the Illuminate and PowerSchool breaches had their data exposed in recent years, when these vendors should have long deleted their data – as Ed Law 2D requires.

⁷ <https://legistar.council.nyc.gov/LegislationDetail.aspx?ID=8073279&GUID=2CAE8FCE-0DBC-4C57-A2C0-38177CDF331B>



**The New York City Council's Committee on Education and Committee on Technology
Oversight Hearing on Artificial Intelligence, Student Data, and Privacy in NYC Public Schools
Honorable Chair Dinowitz & Honorable Chair De La Rosa**

June 24th, 2026

**NYC Must End Surveillance and Carceral Public School System Now
Testimony of the Dignity in Schools Campaign - NY**

Good afternoon, and thank you Chair De La Rosa, Chair Dinowitz, and members of the New York City Council Committees on Education and Technology. My name is Andrea Ortiz, and I am the Director of the Dignity in Schools Campaign–New York (DSC-NY), a coalition of 29 member organizations working to create safe and supportive learning environments in NYC Public Schools. We organize with students, parents, educators, and advocates to expand restorative justice, increase mental health access, and strengthen protections for immigrant communities, while working to eliminate police, surveillance, and punitive discipline in schools. We are here today because we want the city to prioritize students' privacy and safety and redirect all funding currently going to education technologies that surveil and criminalize students into proven safety infrastructure, including restorative justice, mental health access, and immigrant protections.

Public schools should be places where young people feel safe, supported, and able to learn. But constant surveillance and policing create barriers to learning¹ and undermine students' physical² and emotional³ wellbeing, particularly for Black, Brown, immigrant, transgender and gender non-conforming (TGNC) students and students with disabilities, who are already targeted most harshly by school police.

Unfortunately, Mayor Mamdani's executive budget proposes cuts to restorative justice programs, the mental health continuum, and immigrant family communication and outreach initiatives. While we appreciate the proposed reductions to the school policing budget, the plan does not replace those positions with school climate coordinators, social workers, counselors, school aids, and other supportive staff needed to foster safe and welcoming school environments.

Equally concerning, the executive budget fails to address schools' continued reliance on scanning and surveillance technologies. Many students in our highest-needs schools face

¹ <https://steinhardt.nyu.edu/metrocenter/intended-consequences-and-explicit-bias-roots-racialized-disproportionality-nyc>

² <https://pmc.ncbi.nlm.nih.gov/articles/PMC10929984/>

³ <https://www.publichealth.columbia.edu/news/policing-may-play-role-youth-mental-health-crises>



significant barriers entering their school buildings because of these systems, which can create long delays and contribute to a punitive school climate. Without sufficient staffing and meaningful investments in supportive approaches, these barriers may only worsen in our highest need schools, making it inadvertently harder for our most marginalized students to access schools.

We are also deeply concerned there is a growing call from City Council leadership and principals to expand repressive school policing, scanning, and surveillance, in the name of safety, despite disparate impact. In 2025, Black students made up less than 20% of overall enrollment but received 45% of superintendent suspensions and 52% of police interventions. While the NYPD refuses to follow local law to report on where metal detectors are deployed, investigations estimate that while 33% of high school students go through metal detectors each day, 48% of those subjected to metal detectors are Black high school students.⁴ Additionally, an investigation by The 74 revealed that police across the country are increasingly tapping school district security cameras to assist President Donald Trump's mass immigration enforcement campaign.

Similarly troubling is the growing use of artificial intelligence technologies in schools, which raises serious concerns about student privacy, data security, and surveillance. [Numerous studies](#) have documented AI's harms to children, including reduced cognition, diminished mental health, and stunted social-emotional skills, while no independent study has demonstrated a durable benefit from AI in K–12 classrooms. On a societal level, AI is an inequity machine that [subjects communities of color to surveillance](#), [amplifies racial and gender biases](#), [raises the utility bills of struggling families](#), and [endangers everyone](#) by [exacerbating pollution](#), [drought](#), and [planet-warming carbon emissions](#).

Many AI-powered educational tools rely on extensive data collection practices, gathering, analyzing, and potentially selling students' personal information, online activity, academic work, behavioral patterns, and other sensitive data, which could be particularly unsafe for immigrant students under the Trump administration. This information is used not only to provide services but also to train and improve commercial products and algorithms.

Immigration and Customs Enforcement and other Department of Homeland Security Agencies are also increasing the use and business partnerships with artificial intelligence companies. ICE has contracted with many [powerful AI companies that have tools](#) that pull data from IRS records, Social Security files, passports, license-plate readers, and other sensitive data sets. According to Micaela McConnell and Steven Hubbard from the American Immigration Council, "These systems often operate without transparency or oversight and can disproportionately impact immigrant

⁴ <https://project.wnyc.org/metal-detectors/>



communities. There are growing concerns that AI-driven surveillance could be used to track migrants, refugees and asylum seekers who engage with public services, including [school enrollment](#). AI is already being used to track and revoke the visas of international students across the United States.”⁵

These practices erode students’ privacy rights and create significant risks, especially since families and schools have limited transparency into how data is collected, stored, shared, or retained. New York’s student privacy law, Education Law 2-D, was enacted to protect students from the misuse of their personal information and to ensure that student data is used only for legitimate educational purposes. Any use of AI tools that collects, processes, or repurposes student information beyond those educational purposes raises serious questions about compliance with both the letter and spirit of these protections. Rather than exposing students to additional privacy and surveillance risks, schools should prioritize supportive staff, systems, and practices that safeguard student rights, promote transparency, and maintain strong accountability for how student data is used.

Therefore, DSC-NY calls on the City Council to pass a budget that:

- Does not add funding to acquire new or to replace existing student surveillance and scanning equipment.
- Transitions schools away from surveillance technologies that capitalize on criminalizing students and creates a comprehensive plan to use funds shifted from surveillance and policing to institute a Student Support Staff to Student ratio of no greater than 1:100.
- Freezes hiring for school police and cuts all open vacancies. This would create nearly \$90 million in savings in the first year. Recognizing that the city is currently struggling with a budget deficit, the City Council and Mayor can use that \$90 million dollars to expand school-based restorative justice, mental health supports, and immigrant protections, including investing \$80 million in hiring School Climate Coordinators in 500 schools.
- Enacts a two-year moratorium on generative AI use in NYC public schools.

Thank you for the opportunity to testify.

Submitted by:

Andrea Ortiz, Director
Dignity in Schools Campaign - NY

⁵See Micaela McConnell and Steven Hubbard’s *Learning in the Shadows: How Immigration Enforcement Harms Students and Schools*
<https://www.americanimmigrationcouncil.org/blog/immigration-enforcement-harms-students-schools/>

NEW YORK CITY COUNCIL
Committee on Education and Committee on Technology

Wednesday, June 24, 2026, 1:00 pm

TESTIMONY OF FAIRPLAY
DAVID MONAHAN, CAMPAIGN DIRECTOR

**Re: Oversight - Artificial Intelligence, Student Data, and Privacy in
NYC Public Schools**

I am David Monahan, Campaign Director at Fairplay. We are a national nonprofit organization that works to enhance children's well-being by eliminating the exploitative and harmful business practices of marketers and Big Tech. We submit this testimony on behalf of the thousands of our organization's supporters who reside in New York City. I myself live in Massachusetts, but I am a native of Sheepshead Bay, Brooklyn, and a proud product of the New York City school system.

As the Education and Technology Committees consider the role of AI in education in New York City schools, we urge you to hear the voices that are rising among parents, caretakers, families, and experts urging caution, and asking our education leaders to not use children as guinea pigs to test out unproven and unexamined technologies.

In April, Fairplay and our Screen Time Action Network led over 260 organizations and experts in calling for a five-year pause on generative AI products for students in preK-12 schools, saying those products pose "significant harm to children." We announced a [position statement calling for the five-year pause](#).

The signers include Meta whistleblower Kelly Stonelake, Fordham Law Professor Zephyr Teachout, neuroscientist Jared Cooney Horvath, and author Emily Cherkin.

The position statement says:

The rapid expansion of generative AI products into schools without oversight, community input, or evaluation of implications is not inevitable. A five-year pause on all products using generative AI that impact children in preK-12 schools would allow time for school communities, including students, educators, administrators, and parents, to learn about the implications and uses of generative AI products in education, to ask questions, and to provide feedback.

The statement says that during the pause, school officials should ensure that GenAI products meet five requirements, and if they don't, those products "should not be used in preK-12 schools."

The five requirements are:

1. Improve learning outcomes without causing cognitive offloading or impeding human relationships.
2. Demonstrate absolute safety for students. That means addressing issues like addiction, data and privacy risks, exposure to harmful content, mental health, and more.
3. Not be used for cheating, academic dishonesty, plagiarism, or other unauthorized purposes.
4. Sufficiently consider and prioritize privacy, civil rights, ethics, justice, and climate impacts.
5. Never be used in place of teachers, especially for vulnerable populations like neurodivergent students, at-risk students, and students of low socio-economic status.

We encourage the Committee members to take a close look at the position statement and the authorities cited in support of this position, and note the respected organizations and experts supporting it.

As you are no doubt aware, earlier this month, a majority of members of the City Council signed [a letter](#) to Mayor Mamdani and Schools Chancellor Samuels, calling for a two-year moratorium on AI in New York City schools, and noted:

We urge you to hold off and pause the use of AI in our schools except for education on the multiple risks in employing the technology until rigorous guardrails can be developed with public and expert input, to prevent serious damage to NYC children and their future.

Generative AI is threatening many things vital to education: the accuracy of learning materials, the special role of teachers, and, worst of all, the ability to spark engagement and intellectual curiosity in young people. Please heed the opinion of the experts, who say AI does not belong in schools until it is established that AI actually improves learning outcomes without cognitive offloading. And until we are 100% sure chatbots aren't going to tell our kids to harm themselves or others, undermine their privacy, cause emotional dependence, or expose children to harmful content. And until we solve the cheating and misinformation problems. And until we are sure that AI isn't furthering discrimination or environmental degradation. And until we can guarantee that AI will never be used in place of teachers, especially for vulnerable populations.

We urge the Committees to support a pause on student-facing generative AI in New York schools. We would be happy to provide further testimony or consultation should that be helpful to the members of the Committee. Thank you.

Coalition of Organizations and Experts Calls for Pause on Generative AI in PreK-12 schools

April 16, 2026

As generative AI products¹ proliferate in educational spaces, they are posing risk of significant harm to children. **We, the undersigned, call for a five-year pause on all student-facing generative AI products in PreK-12 schools.** Currently, these products threaten:

- a) *Student and educator privacy and autonomy;*
- b) *Skill development, including cognition, critical thinking, analytic reasoning, decision-making, emotion regulation, and relationship-building;*
- c) *Mental health, fairness, safety, and the right to a high-quality education;*
- d) *Educators' role as professionals;*
- e) *Academic integrity;*
- f) *The environment.*

WHAT WE KNOW

1. **“Artificial intelligence” (AI) is a marketing term** for the automation of human activities.^{2 3} Children require human relationships for learning. There is currently

¹ Generative AI (e.g., ChatGPT, DALL-E, Claude) systems are complex statistical models that can generate text, images, video, and audio based on data from large training sets.

Screen Time Action Network at Fairplay. (2025). *What AI Can and Cannot Do*.

<https://fairplayforkids.org/wp-content/uploads/2025/01/9-AIEducation.pdf>; see also Bender, E.M. (2023, October 1). *Opening remarks on “AI in the Workplace: New Crisis or Longstanding Challenge.”* Medium. <https://medium.com/@emilymenonbender/opening-remarks-on-ai-in-the-workplace-new-crisis-or-longstanding-challenge-eb81d1bee9f>; International Organization for Standardization (ISO). (n.d.). *What is artificial intelligence (AI)?* Retrieved February 26, 2026, from <https://www.iso.org/artificial-intelligence/what-is-ai#:~:text=change%20our%20world%3F-.What%20is%20artificial%20intelligence%3F,%2FIEC%2022989%3A2022%5D>.

² As defined in 15 U.S.C. § 9401(3) (2021), “artificial intelligence” refers to “a machine-based system that can, for a given set of human-defined objectives, make predictions, recommendations or decisions influencing real or virtual environments.”

³ Linguistics professor Emily M. Bender explains that artificial intelligence (AI) “is a marketing term. It’s a way to make certain kinds of automation sound sophisticated, powerful, or magical and as such it’s a way to dodge accountability by making the machines sound like autonomous thinking entities rather than tools that are created and used by people and companies” (Bender, 2023).

no regulatory strategy for protecting children from experimentation by EdTech companies in schools. In schools, students and educators are being forced to use generative AI products⁴ for multiple purposes.^{5 6}

2. **Tech industry marketing⁷ and lobbying⁸ encourages schools to use products incorporating generative AI.** This occurs despite technology company terms of use and disclaimers stating that generative AI products are not suitable for use by children.⁹ For instance, Anthropic's own Terms of Use prohibit

⁴ Examples of AI products used in schools: PowerBuddy, MagicSchool AI, Amira, Khanmigo, Gemini, ChatGPT, and ChatGPT study mode. Some are standalone; some are incorporated into existing EdTech products. Williamson, B., Molnar, A., & Boninger, F. (2024, March). *Time for a Pause: Without Effective Public Oversight, AI in Schools Will Do More Harm Than Good*. National Education Policy Center. <https://nepc.colorado.edu/publication/ai>

⁵ Boninger, F. & Nichols, T.P. (2025, September 25). *Fit for Purpose? How Today's Commercial Digital Platforms Subvert Key Goals of Public Education*. National Education Policy Center. <https://nepc.colorado.edu/publication/digital-platforms>

⁶ For example, Amira, which claims to be a "learning agent for reading growth," is collecting student vocal data to train its models. Amira Learning. (n.d.). Retrieved February 27, 2026, from <https://amiralearning.com/>

⁷ One market projection estimates the US EdTech market is projected to reach a value of \$73.22 billion by 2028, up from \$36.66 billion in 2022. Business Wire. (2023, December 11). *United States Edtech Market Insights Report 2023-2028: A \$73.22 Billion Featuring Key Vendors - McGraw Hill, Pearson, Chegg, Bright Horizons, Skillsoft - ResearchAndMarkets.com*. <https://www.businesswire.com/news/home/20231211468745/en/United-States-Edtech-Market-Insights-Report-2023-2028-A-%2473.22-Billion-Featuring-Key-Vendors---McGraw-Hill-Pearson-Chegg-Bright-Horizons-Skillsoft---ResearchAndMarkets.com>. Another projection is that the AI in Education market will surpass USD 136.79 billion by 2035. Precedence Research. (2026, February 25). *AI in Education Market Size to Surpass USD 136.79 Billion by 2035 Amid Rapid EdTech Expansion and AI Adoption*. <https://finance.yahoo.com/news/ai-education-market-size-surpass-095500912.html>

⁸ Katzenberger, T., & Mui, C. (2025, August 26). *Meta to launch California super PAC focused on AI*. Politico. <https://www.politico.com/news/2025/08/26/exclusive-meta-to-launch-california-super-pac-focused-on-ai-0524989>

⁹ As recently as 2023, [Character.AI](#) was touted as a transformative classroom learning tool. Adame, D. (2023, September 21). *AI is taking off in classrooms. Here's how one Boston teacher is using it*. GBH. (<https://www.wgbh.org/news/education-news/2023-09-21/how-one-teacher-uses-artificial-intelligence-in-his-boston-classroom>); Melas-Kyriazi, C., Co, A., & Crowe, L. (2024, June 27). *MagicSchool's AI-Powered Software Is Ushering in the Future of K-12 Teaching*. BCV (Bain Capital Ventures). <https://baincapitalventures.com/insight/magicschools-ai-powered-software-is-ushering-in-the-future-of-k-12-teaching/>. But then Character.AI started getting sued for inducing suicides. Yang, A. (2025, October 30). *Mom who sued Character.AI over son's suicide says the platform's new teen policy comes 'too late.'* NBC News. <https://www.nbcnews.com/tech/tech-news/characterai-bans-minors-response-megan-garcia-parent-suing-company-rcna240985>.

the use of their product by users under age 18.¹⁰ But MagicSchool AI, a common K-12, AI-based EdTech platform, is built on Anthropic's data models.¹¹

3. Generative AI products and platforms threaten children's cognitive, social, and emotional development:

a. Generative AI undermines and erodes cognitive development.¹²

Generative AI products encourage cognitive offloading and impede effortful processing, reasoning, mistake-making, creativity, critical thinking, research skills, reading and writing mastery, and problem-solving skills that are critical to children's development.^{13 14 15 16}

b. Generative AI impedes social and emotional development. Through interactions with other humans, children learn to regulate emotions, attend to others, build perspective, and enrich imagination. This is especially true of neurodivergent children,¹⁷ who face additional risk when relying on

¹⁰ Anthropic. (2024, May 10). *Updating our Usage Policy*.

<https://www.anthropic.com/news/updating-our-usage-policy>

¹¹ Melas-Kyriazi, C., Co, A., & Crowe, L. (2024).

¹² Burns, M., Winthrop, R., Luther, N., Venetis, E., & Karim, R. (2026, January). *A new direction for students in an AI world: Prosper, Prepare, Protect*. Center for Universal Education at Brookings.

<https://www.brookings.edu/articles/a-new-direction-for-students-in-an-ai-world-prosper-prepare-protect/>

¹³ Jose, B., Cherian, J., Verghis, A. M., Varghise, S. M., Mumthas, S., & Joseph, S. (2025). The cognitive paradox of AI in education: between enhancement and erosion. *Frontiers in Psychology*, 16, 1550621.

<https://doi.org/10.3389/fpsyg.2025.1550621>

¹⁴ Kosmyna, N., Hauptmann, E., Yuan, Y. T., Situ, J., Liao, X., Beresnitzky, A. V., Braunstein, I., & Maes, P. (2025). Your Brain on ChatGPT: Accumulation of Cognitive Debt when Using an AI Assistant for Essay Writing Task. *arXiv*. 2506.08872. <https://doi.org/10.48550/arXiv.2506.08872>

¹⁵ Hulscher, N. (n.d.). *MIT Study Finds Artificial Intelligence Use Reprograms the Brain, Leading to Cognitive Decline*. Science, Public Health Policy and the Law.

<https://publichealthpolicyjournal.com/mit-study-finds-artificial-intelligence-use-reprograms-the-brain-leading-to-cognitive-decline/>

¹⁶ Bender, E. M. (2024, November 5). *Information literacy and chatbots as search*. Mystery AI Hype Theater 3000: The Newsletter.

<https://buttondown.com/maiht3k/archive/information-literacy-and-chatbots-as-search/>; Jaźwińska, K., & Chandrasekar, A. (2025, March 6). *AI Search Has a Citation Problem*. Columbia Journalism Review.

https://www.cjr.org/tow_center/we-compared-eight-ai-search-engines-theyre-all-bad-at-citing-news.php

¹⁷ Yizengaw, S. S. (2022). Effect of social skills training on interpersonal interactions of children with autism: an interventional research. *International Journal of Developmental Disabilities*, 68(6), 858–866.

<https://doi.org/10.1080/20473869.2021.1902730>

chatbots for social skill development.¹⁸ Depriving children of human interaction impedes healthy development.¹⁹

- c. **Generative AI erodes children's autonomy and agency.** Generative AI products prevent children from building skills and self-confidence by automating normal human cognitive and emotional activities and encouraging dependence.²⁰
- d. **Generative AI threatens children's mental health.** Children are easily influenced by chatbots posing as friends, tutors, or mentors.²¹ Some generative AI chatbots have induced children to harm themselves and their family members²² or to commit suicide.²³

- 4. **Some schools have provided generative AI products to students without notifying or consulting parents.**²⁴ Some parents who request to opt their children out are met with refusal or retaliation.²⁵ Generative AI products can use interaction data to build intimate profiles of students and manipulate their

¹⁸ Gibson, C. (2023, December 11). *AI Chatbots May Hinder Social Skills in Neurodiverse Individuals*. Neuroscience News.

<https://neurosciencenews.com/chatbots-ai-neurodiversity-social-25347/?scribybrkr=087d3028#:~:text=Summary:%20Researchers%20raised%20concerns%20about.What%20is%20this>

¹⁹ Kurian, N. (2023). AI's empathy gap: The risks of conversational Artificial Intelligence for young children's well-being and key ethical considerations for early childhood education and care. *Contemporary Issues in Early Childhood* 26(1), 132-139. <https://doi.org/10.1177/14639491231206004>

²⁰ Burns, M., Winthrop, R., Luther, N., Venetis, E., & Karim, R. (2026); Roe, J., & Perkins, M. (2024). Generative AI and Agency in Education: A Critical Scoping Review and Thematic Analysis. *arXiv*. 2411.00631. <https://doi.org/10.48550/arXiv.2411.00631>

²¹ American Psychological Association. (2025). *Artificial intelligence and adolescent well-being: An APA health advisory*. Retrieved February 11, 2026, from

<https://www.apa.org/topics/artificial-intelligence-machine-learning/health-advisory-ai-adolescent-well-being>; Kim, P., Xie, Y., & Yang, S. (2025). "I am here for you": How relational conversational AI appeals to

adolescents, especially those who are socially and emotionally vulnerable. *arXiv*. 2512.15117.

<https://doi.org/10.48550/arXiv.2512.15117>.

²² Allyn, B. (2024, December 10). *Lawsuit: A chatbot hinted a kid should kill his parents over screen time limits*. NPR. <https://www.npr.org/2024/12/10/nx-s1-5222574/kids-character-ai-lawsuit>

²³ Lincoln, M. (2025, November 25). *It's Time to Pull the Plug on ChatGPT at Cal State*.

<https://www.insidehighered.com/opinion/views/2025/11/25/chatgpt-poses-risk-student-mental-health-opinion>; Roose, K. (2024, October 24). *Can A.I. Be Blamed for a Teen's Suicide?* The New York Times.

<https://www.nytimes.com/2024/10/23/technology/characterai-lawsuit-teen-suicide.html>

²⁴ Jones, M. L. (2025, July 30). *AI is the Latest Threat to Parental Rights in Education*. Institute for Family Studies. <https://ifstudies.org/blog/ai-is-the-latest-threat-to-parental-rights-in-education>

²⁵ Kingkade, T. (2026, February 16). *Parents are opting kids out of school laptops, returning them to pen and paper*. NBC News.

<https://www.nbcnews.com/tech/tech-news/parents-opt-kids-school-laptops-ask-pen-paper-rcna257158>

behavior to increase time on device, and to train their models, which may be in violation of state and federal law when done without consent.

5. Generative AI products threaten the integrity of children's education:

- a. **Generative AI products impede student learning.** Students who study with chatbots *think* they do better on tests but actually do worse than their peers who lack access to generative AI tutors – even when the generative AI tutor has been programmed not to provide answers.^{26 27}
- b. **Generative AI products degrade relationships between students and teachers.** Learning happens in the context of human relationships.²⁸ Relying on generative AI platforms erodes trust between teachers and students, as well as trust that families have in their schools.²⁹
- c. **Generative AI products corrupt curricula with misinformation.** Because large language models are designed to produce authoritative-sounding combinations of words rather than facts, generative AI products regularly produce false information.^{30 31} The vast amount and unpredictability of generative AI products' output make it virtually impossible for teachers to identify, correct for, or prevent their students' receipt of misinformation from products used by schools. Children can be misled to trust robots instead of their teachers.³² User agreements for

²⁶ OECD. (2025). *OECD Digital Education Outlook 2026: Exploring Effective Uses of Generative AI in Education*. <https://doi.org/10.1787/062a7394-en>

²⁷ Barshay, J. (The Hechinger Report). (2024, September 11). *Kids who use ChatGPT as a study assistant do worse on tests*. Popular Science.

<https://www.popsoci.com/technology/kids-who-use-chatgpt-as-a-study-assistant-do-worse-on-tests/>

²⁸ Dewey, J. (1900). *The School and Society: Being Three Lectures*. The University of Chicago Press.

<https://www.gutenberg.org/ebooks/53910>

²⁹ Laird, E., Dwyer, M., & Quay-de la Vallee, H. (2025, October 8). *Hand in Hand: Schools' Embrace of AI Connected to Increased Risks to Students*. Center for Democracy & Technology.

<https://cdt.org/insights/hand-in-hand-schools-embrace-of-ai-connected-to-increased-risks-to-students/>

³⁰ Angwin, J. (2023, January 28). *Decoding the Hype About AI*. The Markup.

<https://themarkup.org/hello-world/2023/01/28/decoding-the-hype-about-ai>

³¹ Maiberg, E. (2026, February 17). *'Students Are Being Treated Like Guinea Pigs:' Inside an AI-Powered Private School*. 404 Media.

<https://www.404media.co/students-are-being-treated-like-guinea-pigs-inside-an-ai-powered-private-school/>

³²

Stower, R., Kappas, A., & Sommer, K. (2024). When is it right for a robot to be wrong? Children trust a robot over a human in a selective trust task. *Computers in Human Behavior*, 157.

<https://doi.org/10.1016/j.chb.2024.108229>

EdTech products, including those incorporating AI, regularly disclaim responsibility for the accuracy or completeness of their materials.³³

- d. **Generative AI products undermine educators’ ability to make professional judgments, devalue subject matter expertise, constrain and limit human classroom interactions, and set aside subjective knowledge of a given child, class, or social setting.** Despite marketing emphasizing “personalization,” generative AI products’ reliance on data-based numerical profiles forces schools to accept a narrow, mechanistic form of learning and rejects child-centered understandings of learning.^{34 35}
- e. **Generative AI products bias decisions about student performance and reduce transparency and accountability.** Generative AI products prevent teachers from seeing or controlling the programming that determines how generative AI makes decisions.³⁶
- f. **Generative AI products deepen inequities.**³⁷ Generative AI use can perpetuate existing gaps in access, digital literacy, and data privacy.³⁸ Schools with fewer resources get less safe versions of generative AI products³⁹ and are more likely to be forced to rely on generative AI “tutors.” Students at well-resourced schools have human teachers.⁴⁰ Additionally, because the datasets used to train generative AI models

³³ See, for example, Edia Learning’s user agreement, which states: “WE MAKE NO REPRESENTATIONS OR WARRANTIES ABOUT THE ACCURACY OR COMPLETENESS OF THE CONTENT AND MATERIALS AVAILABLE VIA THE SITE OR THE CONTENT OF ANY THIRD PARTY WEBSITES OR ADVERTISERS.” Edia Learning, Inc. (2025, July 29). *Terms of Service*. Retrieved February 27, 2026, from <https://edia.app/terms>

³⁴ Williamson, B., Molnar, A., & Boninger, F. (2024).

³⁵ Meyer, D. (2024, February 28). *Khanmigo Doesn’t Love Kids*. Mathworlds. https://open.substack.com/pub/danmeyer/p/khanmigo-doesnt-love-kids?utm_campaign=post-expanded-share&utm_medium=web

³⁶ Williamson, B., Molnar, A., & Boninger, F. (2024).

³⁷ Burns, M., Winthrop, R., Luther, N., Venetis, E., & Karim, R. (2026).

³⁸ EdTrust. (2026, January 21). *Parents Divided as AI Rapidly Reshapes Massachusetts Classrooms*.

<https://edtrust.org/press-room/parents-divided-as-ai-rapidly-reshapes-massachusetts-classrooms/>

³⁹ Burns, M., Winthrop, R., Luther, N., Venetis, E., & Karim, R. (2026); EdTech Law Center. (2024). *EdTech Exposed*. <https://edtech.law/wp-content/uploads/2024/06/edtech-exposed.pdf>; LeVasseur, L. (2024, February 6). *2022 K-12 EdTech Safety Benchmark Findings Report 3: Demographic Analysis of App Safety, Website Safety, and School Technology Behaviors in US K-12 Schools*. Internet Safety Labs. <https://internetsafetylabs.org/resources/reports/2022-k-12-edtech-safety-benchmark-findings-report-3/>;

Turner, C. (2026, January 14). *The risks of AI in schools outweigh the benefits, report says*.

<https://www.npr.org/2026/01/14/nx-s1-5674741/ai-schools-education#>

⁴⁰ Hillman, V. (2025, September 1).

<https://www.theguardian.com/commentisfree/2025/sep/01/big-tech-classroom-parents-education>

contain examples of historical bias and discrimination, these AI products are likely to reproduce and amplify existing forms of inequity in education.⁴¹

6. **Generative AI products exacerbate violations of student privacy and increase surveillance.** AI-based platforms collect⁴² and aggregate data, thus normalizing digital surveillance and privacy invasions in school. Surveillance erodes trust.⁴³ Data systems are vulnerable to breaches.⁴⁴
7. **Generative AI products have no uniform code of ethics.** Educators, teachers, mental health professionals, and therapists follow a code of ethics, maintain licensure, and continue professional development in order to work with children. Such requirements do not exist for generative AI products. In fact, generative AI platforms have been found to violate ethical standards in providing mental health support.⁴⁵
8. **Generative AI products facilitate cheating and academic dishonesty.** Some products explicitly encourage cheating⁴⁶ and others enable it by incorporating “guardrails” that students can easily circumvent.⁴⁷ Sixty percent of teenagers say that students at their school use chatbots to cheat “very often” or “somewhat often.”⁴⁸

⁴¹ This is likely to occur in ways unidentifiable by users. Williamson, B., Molnar, A., & Boninger, F. (2024).

⁴² Key, K. (2025, November 19). *ChatGPT, Copilot, DeepSeek, or Gemini: Which AI Chatbot Collects the Least of Your Data?* PCMag.

https://www.pcmag.com/explainers/chatgpt-copilot-deepseek-gemini-which-ai-chatbot-collects-the-least-data?test_uid=04lpBmWGZleS0l0J3epvMrC&test_variant=A

⁴³ ACLU. (2023, October 2). *Digital Dystopia: The Danger in Buying What the EdTech Surveillance Industry is Selling.*

<https://www.aclu.org/publications/digital-dystopia-the-danger-in-buying-what-the-edtech-surveillance-industry-is-selling>

⁴⁴ Sourwine, A. (2026, February 13). *Cyber Attacks on Schools Plateaued in 2025, but More Records Exposed.* Government Technology.

<https://www.govtech.com/education/cyber-attacks-on-schools-plateaued-in-2025-but-more-records-exposed>

⁴⁵ Iftikhar, Z., Xiao, A., Ransom, S., Huang, J., & Suresh, H. (2025). How LLM Counselors Violate Ethical Standards in Mental Health Practice: A Practitioner-Informed Framework. *Proceedings of the AAAI/ACM Conference on AI, Ethics, and Society* 8(2). <https://doi.org/10.1609/aies.v8i2.36632>

⁴⁶ <https://companion.ai/einstein>

⁴⁷ OpenAI. (2025, July 29). *Introducing study mode.* Retrieved February 27, 2026, from <https://openai.com/index/chatgpt-study-mode/>

⁴⁸ McClain, C. Anderson, M., Sidoti, O., & Bishop, W. (2026, February 24). *How Teens Use and View AI.* Pew Research Center. <https://www.pewresearch.org/internet/2026/02/24/how-teens-use-and-view-ai/>

9. **Generative AI products are resource-intensive.** Generative AI needs vast amounts of computer power, which require the use of data centers that consume huge quantities of fossil fuels. These facilities cause substantial environmental harms, including increased demand for electricity and water consumption.⁴⁹ Generative AI data centers are already playing a significant role in increased electricity in electricity prices.⁵⁰

WHAT WE DON'T KNOW

1. **The benefits of generative AI use for education.** Generative AI is marketed to schools based on a hypothetical “potential” to enhance learning, targeting educators and administrators who already struggle with limited resources and underfunding. But “potential,” by definition, is only a theory. Generative AI is often described as “poised” to offer certain benefits.⁵¹ For example, some research has found chatbots to be “promising” for multi-language learners in some areas while failing them in other areas.⁵² Generative AI companies are incentivized to exploit existing funding challenges and attempt to place their products in schools based on “potential” alone, without being able to demonstrate learning outcomes.
2. **The extent of the harms of generative AI use in school.** Giving children untested generative AI products based on *future* potential is dangerous. Until such potential is proven through rigorous vetting, generative AI platforms should not be used by children. *Before* children use generative AI products, the

⁴⁹ Climate Families NYC and Artificial Intelligence (AI). (n.d.). Retrieved February 27, 2026, from <https://docs.google.com/document/d/1OwUUh7KfSjXewvEF58lhTYaF0dEuXj3hJo-vk6j5o84/edit?tab=t.0>; Perkins, T. (2025, October 4). *Advocates raise alarm over Pfas pollution from datacenters amid AI boom*. The Guardian. <https://www.theguardian.com/environment/2025/oct/04/pfas-pollution-data-centers-ai>; Zewe, A. (2025, January 17). *Explained: Generative AI's environmental impact*. MIT News.

<https://news.mit.edu/2025/explained-generative-ai-environmental-impact-0117>
⁵⁰ Forlini, E. (2025, July 11). *Shocked by Your Electric Bill? AI Is Spiking Prices 20% in These 13 States*. PCMag. <https://www.pcmag.com/news/shocked-by-your-electric-bill-ai-fueled-shortage-to-hike-prices-20-in-these>; Penn, I., & Weise, K. (2025, August 14). *Big Tech's A.I. Data Centers Are Driving Up Electricity Bills for Everyone*. The New York Times.

<https://www.nytimes.com/2025/08/14/business/energy-environment/ai-data-centers-electricity-costs.html>
⁵¹ Piñón, L. (2024, March). *AI as a Tool for Inclusive Bilingual Education*. Intercultural Development Research Association. <https://www.idra.org/resource-center/ai-as-a-tool-for-inclusive-bilingual-education/>

⁵² Wiboolyasarín, W., Wiboolyasarín, K., Tiranant, P., Jinowat, N., & Boonyakitanont, P. (2025). AI-driven chatbots in second language education: A systematic review of their efficacy and pedagogical implications. *Ampersand*, 14. 100224. <https://doi.org/10.1016/j.amper.2025.100224>

precautionary principle must be employed, and proactive rather than reactive choices made about the implementation of such products in education.

3. **The long-term impact of spending time with generative AI products instead of spending time with humans.** Because children's use of generative AI products is new, long-term effects on cognitive and social-emotional development during this critical time are a mystery.⁵³
4. **The risks of using generative AI products to teach children social skills.** Children use chatbots for social skill building and learning support. While *all* children face risks when interacting with chatbots, neurodivergent children face greater risks⁵⁴ since social challenges could be reinforced and lead to dependency on chatbots, negatively impacting their ability to develop relationships in the real world. Long-term research on these impacts is needed.
5. **How student data will be used.** We know that chatbots are programmed to learn users' intimate preferences and vulnerabilities; according to the American Psychological Association, chatbot data can provide insights into mental states and cognitive processes and use it for targeted marketing that exploits immature brain development.⁵⁵ But we don't know how companies use or plan to use this data. There are no guarantees for future ethical use. The FTC is seeking information from leading AI companies about their practices affecting children, including how they use or share personal information obtained through users' conversations.⁵⁶ Currently, the only sure way to protect this data is not to use chatbots.
6. **Who is accountable for the harms caused to children by use of generative AI products.** There is no adequate regulatory framework to ensure the transparency, oversight, or accountability of generative AI products. We now

⁵³ Laird, E., Dwyer, M., & Quay-de la Vallee, H. (2025).

⁵⁴ Franze, A., Galanis, C., & King, D. L. (2023). Social chatbot use (e.g., ChatGPT) among individuals with social deficits: Risks and opportunities. *Journal of Behavioral Addictions*, 12(4), 871-872.
<https://doi.org/10.1556/2006.2023.00057>

⁵⁵ American Psychological Association. (2025).

⁵⁶ Federal Trade Commission. (2025, September 11). *FTC Launches Inquiry into AI Chatbots Acting as Companions*.
<https://www.ftc.gov/news-events/news/press-releases/2025/09/ftc-launches-inquiry-ai-chatbots-acting-companions>

know that the addictive algorithms and persuasive design techniques used in social media platforms facilitate self-harm, suicidal ideation, loneliness, depression, anxiety, exploitation, and harassment;⁵⁷ but current legal cases⁵⁸ against social media companies indicate disagreement about who is responsible for these harms. It is foolish and dangerous for schools to expose children to unproven, unvetted, and untested AI technologies.

CALL FOR FIVE-YEAR PAUSE

The rapid expansion of generative AI products into schools without oversight, community input, or evaluation of implications is not inevitable. A five-year pause on all products using generative AI that impact children in pre-K-12 schools would allow time for school communities, including students, educators, administrators, and parents, to learn about the implications and uses of generative AI products in education, to ask questions, and to provide feedback.

In particular, it would give time for schools to train staff and ensure that any generative AI products used will:

- *Improve learning outcomes without cognitive offloading or impeding human relationships;*
- *Demonstrate absolute safety for use by students (addressing issues of addiction, persuasive design, data and privacy risks, exposure to harmful content, mental health, parasocial relationships, cyberbullying, etc);*
- *Not be used for non-authorized purposes such as cheating, academic dishonesty, or plagiarism;*
- *Sufficiently consider and prioritize privacy, civil rights, ethics, justice, and climate impacts of generative AI products;*
- *Never be used in place of teachers, especially for vulnerable populations such as neurodivergent students, at-risk students, and students of low socio-economic status.*

⁵⁷ Anonymous. (2026, February 23). *I am a 15-year-old girl. Let me show you the vile misogyny that confronts me on social media every day.* The Guardian.
<https://www.theguardian.com/commentisfree/2026/feb/23/15-year-old-girl-misogyny-social-media-online-a-buse>

⁵⁸ Ortutay, B. (2026, February 20). *Social media companies face legal reckoning over mental health harms to children.* The Associated Press.
<https://apnews.com/article/social-media-trials-meta-zuckerberg-youtube-tiktok-addiction-85c4d813c42845aeb3f913ec8f2f3e86>

Until and unless the above can be shown (or there is evidence to support all of the above), **generative AI products should not be used in pre-K-12 schools.**

Further, state and provincial governments and education departments, and federal, state, and provincial regulators should use this pause to develop and implement:

- *An audit of existing generative AI platforms for efficacy, safety, and legality, performed by neutral, independent third parties;*
- *A registry of generative AI products currently in use, including the location of collected data, especially the intellectual property of students and teachers;*
- *A vetting process for new generative AI products prior to their introduction into pre-K-12 schools.*
- *A framework for culturally-responsive, relational approaches to communication that provides opportunities for technology-free, play-based learning spaces;*
- *Transparent, thoughtful, protective, and rigorous protections governing the use of generative AI products in schools, independently vetted by neutral third parties;*
- *Sufficient policies to protect student data, eliminate any advertising or marketing, prohibit addictive algorithms and gamification, and forbid products that maximize engagement or profit off student data.*

Written by members of the Screen Time Action Network's Screens in Schools Work Group: Emily Cherkin, MEd, Faith Boninger, PhD, Shaleen Title, MS, JD, Denise Champney, MS, CCC-SLP, and Kelly Clancy, PhD. No generative AI was used to produce this document.

SIGNATORIES

ORGANIZATIONS

Fairplay

Screen Time Action Network at Fairplay

Screens in Schools Work Group, Screen Time Action Network at Fairplay

Active Healthy Kids Global Alliance

Fairplay
89 South Street, Suite 603
Boston, MA 02111
fairplayforkids.org



All Girls Allowed

AI Psychological Research Coalition

Alexander Neville Foundation

Alliance for Quality Education

Ameera Foundation

The American Association for the Child's Right to Play (IPA USA)

America's Future, Inc.

ANew Life International

American Youth Association (AYA)

Apple Blossom Village

The Autism Project

BCBTherapy

Becca Schmill Foundation

Breaking Generational Cycles

Bridging The Gap-Oregon

Buckets Over Bullying / Bronstein Family Foundation

Center for Digital Democracy

Center for Online Safety

Center for Responsible Technology

Central Valley Justice Coalition

Chasing Hope Foundation

Fairplay
89 South Street, Suite 603
Boston, MA 02111
fairplayforkids.org



Child Online Africa (COA)

Children First Canada

Children's Justice International Inc.

Class Size Matters

Close Screens Open Minds

Coalition for an AI Moratorium in New York City Public Schools (AIM Coalition)

Coalition for Healthy School Food

Cognitive Resonance

Dance Awareness: No Child Exploited (DA:NCE)

Defending the Early Years

Devin J Norring Foundation

Digital Health and Education Network -Kenya (DHEN-K)

Distraction-Free Schools Policy Project - California

Distraction-Free Schools Policy Project - Colorado

Distraction-Free Schools Policy Project - Illinois

Distraction-Free Schools Policy Project - Indiana

Distraction Free Schools Policy Project - Minnesota

Distraction Free Schools Policy Project - New York

Distraction-Free Schools Policy Project - U.S.

Distraction Free Schools Policy Project - Virginia

Distraction Free Schools Policy Project - Washington



DMV Unplugged

EdTech Law Center PLLC

Emmy's Champions

Enough Is Enough

Erik's Cause

Everyschool.org

ExPOSE

Fight to End Exploitation

Four Norms

Free NOLA, Inc

Grace McComas Memorial

Health Professionals for Safer Screens

Healthy Screen Habits

HeartDance Foundation

Human Change Foundation

Human Trafficking Abolitionists

Illinois Families for Public Schools

Inner Compass Counseling

Insight Counseling Group

Issue One

Justice Society

Fairplay
89 South Street, Suite 603
Boston, MA 02111
fairplayforkids.org



Lynn's Warriors

Matthew E. Minor Awareness Foundation

The McKenna Way

Montgomery County Council of PTAs, Technology Committee

National Alliance to Advance Adolescent Health

National Center on Sexual Exploitation (NCOSE)

NC Stop Human Trafficking

NH Traffick-Free Coalition

New Leaf Speech Therapy LLC

One More Child, Inc.

OR Unplugged

PA Unplugged

Parabola Center for Law and Policy

Paradigm Shift Training and Consulting

Parent Coalition for Student Privacy

Parents for AI Caution in Educational Spaces

Paving the Way Foundation

Phone-Free Schools Movement

Phone-Free Schools Movement Canada

Project STAND

Protect Young Eyes



Racially Justice Public Schools (RJPS)

Raising Awareness About Digital Dangers (RAADD.)

Reconnect Malden

reConnect Morton

Reflection Ministries of TX

Reflective Spaces Ministry, Corp

Reset Summer Camp

Resilient Ones

Schools Beyond Screens

Scrolling 2 Death

Seattle Families for Intentional Technology

Share Save Spend, LLC

Smartphone Free Childhood US

Speaking of Social

The Stop Trafficking Project®

Strategic Training Initiative for the Prevention of Eating Disorders

Sudbury For Digital Balance

Swimming UpScreen

Take Me Outside

Tame Your Tech

Tech Safe Learning Coalition



Turning Life On

Unite for Safe Social Media

Uprising

Victims2SurvivorsUS

Virginia Unplugged

Waldorf Early Childhood Association of North America

Walker's Mission

WealthManagementMinstries-Prevention Works Joint Task Force and Coalition

Well Wired

WithAll

Yellowstone Human Trafficking Task Force

Zoe Ministries of Delaware

INDIVIDUALS (affiliations listed for identification purposes only)

Bette Alkazian

LMFT; Parenting Specialist

Jane Allen,

MA; Research Public Health Analyst, Center for Media Impact and Consumer Behavior
Research, RTI International

Rep. Angela Arsenault

Vermont House of Representatives

Jennifer Bass

MD; Pediatrician

Fairplay
89 South Street, Suite 603
Boston, MA 02111
fairplayforkids.org



Max Bean

Math teacher, Concord Academy

Emily M. Bender

Professor of Linguistics, University of Washington; author of The AI Con

Criscillia Benford

Ph.D.; Co-author of Sensory Metrics of Neuromechanical Trust and Buying to Belong

Gaia Bernstein

Seton Hall University School of Law; JD, LL.M. JSD; Author of Unwired: Gaining Control over Addictive Technologies

Mark Bertin

MD; Developmental pediatrician; Author of How Children Thrive

Senator Liz Boldon

Minnesota State Senator

Faith Boninger

Ph.D.; Research Professor, University of Colorado, Co-Director, Commercialism in Education Research Unit

Carrie Bonnett

MAT; Executive Function coach

Kate Broadman

MD; Board-certified pediatrician

Andrew Cantarutti

M.A., B.Ed., B.A. Hons; Teacher; Author of The Walled Garden Education

Nancy Carlsson-Paige

Professor Emerita, Lesley University

Kailan Carr

M.Ed; Co-Chair Early Childhood Work Group at Screen Time Action Network of Fairplay

Kelly Ceglarz

Private practice therapist at Kelly Ceglarz; LMFT, BCBA

Fairplay
89 South Street, Suite 603
Boston, MA 02111
fairplayforkids.org



Denise Champney

MS CCC/SLP; Creator of The Educational Technology Industrial Complex Timeline

Emily Cherkin

M.Ed.; Faculty at the University of Washington Evans School of Public Policy; Author of The Screentime Solution: A Judgment-Free Guide to Becoming a Tech-Intentional Family

Cathy Cho

M.S., CCC-SLP

Kelly Clancy

Ph.D., Political Science

Joe Clement

Co-author of Screen Schooled; Public school teacher

Lisa Cline

Co-founder Student Data Privacy Project; Member Fairplay Screens in Schools work group; Founder of The Screens Between Us: A Workshop for Parents

Casey Collins

BA psychology

Kelly Cotton

Teacher, Wichita Public Schools, School Librarian; B.S. Elementary Education Friends University, MS Curriculum and Instruction/ESOL Newman University

Tracy Cutchlow

Author of Zero to Five: 70 Parenting Tips Based on Science

Anne Daggett

FNP-BC

Brittney Dane

MC; Professional Counselor Associate

Sharon Davisson

MA; Senior Adjunct faculty emerita, Pacific Oaks College

Fairplay
89 South Street, Suite 603
Boston, MA 02111
fairplayforkids.org



Dr. Annemarie De Villiers
Ed.D., Ed.S., BCCS, Affiliate Member AAP (SODBP)

Carlene Deits-Lebehn
Ph.D.; Clinical Psychologist

Laura Derrendinger
BSN, RN, MIA; Public Health Nurse

Lori Dorfman
DrPH, MPH; Adjunct professor, Community Health Sciences, School of Public Health,
University of California, Berkeley

Gayle L Doshier
LMFT

Anne-lise Ducanda
Child Development Specialist; Author of Les tout-petits face aux écrans

Victoria Duncley
MD; Integrative child psychiatrist at Centre for Life; Author of Reset Your Child's Brain;
contributing textbook, and Internet Addiction in Children and Adolescents

Nathan Dungan
Author of Prodigal Sons and Material Girls: How Not to Be Your Child's ATM

Lori Emerson
Ph.D., Professor of Media Studies, CU Boulder; Author of Other Networks: A Radical
Technology Sourcebook

Mariel Emanuel
Georgetown University Law Center, JD; Head of Responsible AI & Wellbeing Strategy

Faith English
PhD, MPH

Laura Erny
ReConnect Western MA

Fairplay
89 South Street, Suite 603
Boston, MA 02111
fairplayforkids.org



Damian Fagon

Parabola Center for Law and Policy

Debbie Farr

Ph.D. in Human Development and Family Science, Author of E.N.R.I.C.H. Your Relationship With Your Child, and co-author of Family Life Coaching Handbook; owner of Flourishing Families

Anne Lutz Fernandez

Author of Schooled: Ordinary, Extraordinary Teaching in an Age of Change; MAT, Secondary English, Boston College

Robert Flahive

M.S. Psychology; California Credentialed K-12 Educator

Richard Formica

Psychologist Ph.D.; Parenting expert

Rachel Franz,

M.Ed.; Early Childhood Specialist; Co-author of AI Under 6: The Harms of Child-Targeted Artificial Intelligence

Richard Freed

Ph.D.; psychologist; Author of Better Than Real Life

Randal Freiman

MSED, Science Dept. Chair and Union President (Ret), Education Consultant

Julie Frumin

LMFT

Megan Gath

Ph.D., Senior Lecturer (Associate Professor), University of Canterbury; Author of Digital media in early childhood: Risk factors for online harm and psychosocial correlates and Longitudinal associations between screen time and children's language, early educational skills, and peer social functioning

Julie Gazmararian

Ph.D., MPH; Professor, Department of Epidemiology, Rollins School of Public Health,

Fairplay
89 South Street, Suite 603
Boston, MA 02111
fairplayforkids.org



Emory University

Audrey Gibson
Teacher

Emily Gillard
M. Ed., LPC

Pam Gillet
Psychotherapist-MA; MAAT, LPC

Laura Groshong
MSW, LICSW; Director of Policy and Practice, Clinical Social Work Association; Author
of Clinical Social Work Practice and Regulation: An Overview

Amanda Grothouse
LCSW, MSW; Licensed school social worker

Michelle Gustafson
School Counselor, MN State Lead for Distraction Free Schools

Christine Harrison
LMFT

Melissa Herrmann
Counselor; Ordained Minister

Jessica Hills
Senior Mental Health Lead; Advisor in Raising Children In The Digital Age by Damian
McBeath

Patricia Hinchey
Professor Emerita of Education, Penn State

Melinda Holohan
MA, CFLE; Faculty, Family Science & Human Development, Western Michigan
University; Co-author Screen-Aware Early Childhood: A Realistic Approach to Helping
Young Children Thrive in a Digitally Complex World

Fairplay
89 South Street, Suite 603
Boston, MA 02111
fairplayforkids.org



Adeline Holter

Psychotherapist; Founder of Viewpoint Therapy; LCSW, PMH-C

Jared Cooney Horvath

Ph.D., MEd; Neuroscientist, Educator; Author of The Digital Delusion: How Classroom Technology Harms Our Kids' Learning -- And How To Help Them Thrive Again

Natalie Houston

MS, LPC; Clinical Mental Health Counselor

Christine R. Hughes

Ph.D., IMH-E®; Executive Director, Florida Association for Infant Mental Health

Stephanie Hull

DNP, MSN, APRN, FNP-C; Family Nurse Practitioner

Elizabeth Hunter

MA, Staff writer at Seattle's Child magazine; Childhood independence advocate; Member of Seattle Families for Intentional Technology and the Fairplay Screens in Schools work group

John Hutton

MD MS FAAP; Associate Professor of Pediatrics, University of Texas Southwestern Medical Center; Author of Associations Between Screen-Based Media Use and Brain White Matter Integrity in Preschool-Aged Children (JAMA Pediatrics), and Baby Unplugged children's book series

Debby Jones

Co-Founder of T2T Connection a social and emotional literacy program

Meg Leta Jones

JD, Ph.D.; Professor of family technology policy in Communication, Culture, & Technology; founding faculty of the Center for Digital Ethics, Georgetown University

Celia Kaechele

JD, Middle and High School Social Studies Teacher

Diana Kamin

Ph.D.; Senior Lecturer in Communication and Media Studies, Fordham University

Fairplay
89 South Street, Suite 603
Boston, MA 02111
fairplayforkids.org



Margot E. Kaminski

Professor of Law, Colorado Law School, University of Colorado, Boulder; Author of
Regulating the Risk of AI

Sarah Kingham

Early Years Advocate, Educator and Consultant; Founder of Readit2

Kelly Kneece

MA; LPC Mental Health Counselor

Alfie Kohn

Author of Unconditional Parenting; Punished by Rewards

Lauren A.R. Koslow

MLIS

Wendy Laakmann

Ph.D.; Pediatric Neuropsychologist

Rick Lane

Technology Policy Expert & Child Safety Advocate; Author of The Hidden National
Security Risk in AI: Children as Training Data

Susan Linn

Ed.D., Author of Who's Raising the Kids? Bid Tech, Big Business, and the Lives of
Children

Lea Lockwood

Ph.D. in psychology; MSW

Charles Logan

Ph.D.; Post-Doctoral Research Fellow at the Center for Responsible Technology, Policy,
and Public Dialogue; Northwestern University

Jenifer Joy Madden

Author, How to Be a Durable Human

Jaimie Manns

Respiratory Care Practitioner

Fairplay
89 South Street, Suite 603
Boston, MA 02111
fairplayforkids.org



Senator Erin Maye Quade
Minnesota State Senator

Tracy McDonald
Psychiatric Mental Health Nurse Practitioner

Meredith McGee
MPH Yale School of Public Health

Chris McKenna
Founder, CEO, Protect Young Eyes; Author of 5 Habits of The Tech-Ready Family

Michael McLeod
MA, CCC-SLP TSSLD; Adhd and executive function specialist; Best selling author

Robert Meeder
BSc, MSc, MD, FRCPC (pediatrics); Co-Founder Canadian Early Relational Health Network

Diana Marshall Mei
Author, Rudolf Steiner College, Why are Parent Child Classes so Vital to the Health of a Waldorf School, Waldorf Research Bulletin

Dr Rafaela da Silva Melo
Clare College, University of Cambridge

MaryAnn Michaelis
LCSW, CSAT, CPTT (Ph.D. Candidate)

Matt Miles
M.Ed., educator; Author of Screen Schooled: Two Veteran Teachers Expose How Technology Overuse Is Making Our Kids Dumber

Alex Molnar
Research Professor, University of Colorado Boulder; Director, National Education Policy Center

Jewl Muela
BA in Business; Children's Teacher, LifeSong

Fairplay
89 South Street, Suite 603
Boston, MA 02111
fairplayforkids.org



Tiffany Munzer

MD; Assistant Professor of Pediatrics, University of Michigan

Dipesh Navsaria

MPH, MSLIS, MD; Professor of Pediatrics and Human Development & Family Studies,
University of Wisconsin–Madison

T. Philip Nichols

Ph.D.; Associate Professor of English Education, Moody School of Education, Baylor
University; author of Building the Innovation School: Infrastructures for Equity in Today's
Classrooms

Molly O'Shea

Pediatrician (MD); Fellow of the American Academy of Pediatrics; Ambassador for the
Center of Excellence on Youth Mental Health and Social Media; Co-author of
upcoming policy statement from the AAP on Children, Parenting and AI

Jae Oh

Lived Experience Consultant/Advocate; End OSEAC Survivors' Council

Jajaira Overton

Health Science Instructor; BSN, RN

Sveta Aranha Pais

A.M.I., CAEP®, M.Ed.; Director of Admission and Enrollment Management at Austin
Montessori School in Austin, Texas

Kelsey Pederson

LCSW

Daniel Pederson

Board Certified Family Medicine Physician

Michele Pelletier

LMHC; Educational Psychologist

Ellen Pepin-Cato

MPA, Evans School of Public Policy & Governance, University of Washington

Fairplay
89 South Street, Suite 603
Boston, MA 02111
fairplayforkids.org



Jillian Perez

MS, CCC-SLP; Speech Language Pathologist; University of Rhode Island

Olesia Plokhii

Director of research communications, national health non profit

Kristen Poppert

MS Clinical Psychology; Owner of therapy practice Thriving Families

Arianna Puls

MA CCC-SLP

Hilary Redden

MD; Neonatal-Perinatal Medicine

Carly Reid

Public Health, B.S.

John Ricottone

CEC President D20, Brooklyn New York

Benjamin Riley

Founder of Cognitive Resonance

Cris Rowan

BScOT, BScBi, SIPT; Creator Reconnect Webinars and Moving to Learn; author of Virtual Child -The terrifying truth about what technology is doing to children

Joshua Sariñana

Ph.D.; Affiliate, Massachusetts Institute of Technology; Relevant Research: Neural Synchrony of Minds and Machines: Hippocampal Mechanisms to Advance AI and Virtual Networks

Janice Saucedo

M.Ed

Mehak Sawhney

Ph.D. Communication Studies

Fairplay
89 South Street, Suite 603
Boston, MA 02111
fairplayforkids.org



Jody Scheer

MD; Pediatrician

Anita Scott

B.A English, Minor in Psychology, MS Educational Leadership with
Concentration in Urban Studies; Policy Director for statewide advocacy organization

Gretchen Shanahan

Digitally Wise Consultant

Alison Sorenson

M.C., LPC

Alexia Spanos

Ph.D. in Clinical Psychology

Kelly Stonelake

Former Meta Director and Kids Safety Advocate; Author of Overturned

Lynn St Pierre

MFA; Early Childhood Teacher Educator

Leda Swick

Licensed Clinical Social Worker

Peter Swick

LCSW, CADC III

Jenny Taylor

Ph.D. Education; Pedagogical Director and Student Support Coordinator Mulberry
Waldorf School

Zephyr Teachout

Fordham Law Professor

Tammy Toney-Butler

Lived Experience Expert; Healing Evangelist; Author of Ensuring Humanity Is Not Lost in
An AI Generative Society: A Christian's Guide to Artificial Intelligence: Written by a Real
Human, and Parenting and Child Safety Artificial Intelligence Resource Guide: Written
By a Real Human.

Fairplay
89 South Street, Suite 603
Boston, MA 02111
fairplayforkids.org



Sherry Turkle

Ph.D., Professor at MIT; Author of Alone Together, Reclaiming Conversation

Kim Vastine

Counselor

Michelle Winner

Speech Language Pathologist; MA, CCC; CEO and President of www.socialthinking.com

Amy Warren

Wichita Public Schools, Board of Education

Caroline Wolf

MCoun, LPC, NCC

Matt Womer

Principal Engineer at National Grid, formerly of the World Wide Web Consortium at MIT

Sara Yablon-Smith

MA Child Development; Infant and Early Childhood Mental Health Professional

Alison Yeung

MD; Family Physician



TRAVIS PROULX
Vice President for External Affairs
tproulx@fordham.edu

**Testimony on Oversight of Artificial Intelligence, Student Data, and Privacy in Public Schools
New York City Council Committees on Education and Technology**

Chairperson Dinowitz and Chairperson De La Rosa, Members of the Committees on Education and Technology, Council staff, and community colleagues, thank you for the opportunity to discuss the importance of creating safeguards that protect students.

This hearing tackles critical operational questions for the City. Our testimony is focused on the more specific question: when AI *is* in use, how can we ensure it is applied ethically, responsibly, and with end-users trained to use AI with humanity, discernment, and emotional intelligence.

We must teach students to ask better questions, not simply generate better answers.

It is important to note that the conversation we are having – about the opportunities, challenges, and concerns of AI – is one machine technology cannot replicate. That is both our power and our blueprint. There is a global reckoning happening with AI. Just weeks ago, Pope Leo XIV proclaimed that the dignity of the person must always be present in our technology, saying *“We can embrace AI for alleviating suffering and unlocking new possibilities so long as we do not abandon the very essence of our humanity...”*

It is not by accident that the dignity of the person has not always been present. In recent years, careers in social work, teaching, ministry, and the arts have frequently been deprioritized amidst a push for youth and young adults to pursue opportunities in STEM. These fields were understandably deemed a national priority, driven by the need for economic competitiveness.

But in some corners, the humanities were outright stigmatized. That lack of balance is why we need this important conversation now. It is also why Fordham has been invited to join the Global AI Alliance; our Philosophy Department is at the center of this discourse because there has never been a more urgent need to join the humanities with STEM.

As New York’s Jesuit University – an institution celebrating its 185th year and which proudly counts Chairperson De La Rosa among our distinguished alumni – Fordham is guided by the mission of Cura Personalis, “care for the whole person.” At Fordham, we believe that education exists to develop human beings, not simply optimize performance.

We appreciate the opportunity to share some of our guiding principles on the use of AI in education and offer our partnership and recommendations for your consideration.

AI For the Greater Good

Fordham’s approach prioritizes ethical and responsible AI education, empowering New Yorkers to:

- 1) Understand the foundations of AI;
- 2) Discern ethical vs. unethical content and uses;
- 3) Augment, not replace, work product; and
- 4) Recognize when the use of AI is not appropriate.



TRAVIS PROULX
Vice President for External Affairs
tproulx@fordham.edu

Fordham is operationalizing these values with the construction and launch of an ethical AI hub designed to convene education, business, and community partners. Our purpose is AI democratization, embedding emotional intelligence in AI use so that the power of the technology rests with the applied know-how and imagination of the person who is using it.

A City-Wide Training Strategy

Between now and the launch of the Fordham AI Business Hub, we are developing programming that supports three key community audiences:

- 1) K-12 students, teachers, and administrators – by empowering them as creators, critical thinkers, and ethically-driven innovators;
- 2) Small businesses and nonprofits – who are often capacity and resource-strained – by helping them gain practical knowledge that may benefit their business operations; and
- 3) Public servants – by workshopping tools and guardrails that protect against bias, privacy breaches, and misuse.

Fordham's approach is backed by national data showing that more than 80% of people care about ethical use of AI, but many don't know how to implement tech ethics in their lives and businesses.

Closer to home, through Fordham's own extraordinary network of local partners, community feedback has provided us an initial roadmap to implement a responsible and ethical AI training strategy. Some takeaways:

- 1) In October 2025, more than 125 schools, nonprofits, small businesses, health care organizations, and public agencies responded to Fordham's first citywide AI needs assessment. The vast majority of respondents noted it was the first time they had been asked about their views on AI. Further:
 - a. People expressed a mix of enthusiasm and concern about data ethics, and a lack of resources on how to utilize AI effectively beyond basic Google and ChatGPT, and
 - b. They have a strong desire for hands-on training and "AI 101" style sessions.
- 2) In November 2025, our Bronx Research Institute for Community Solutions (BRICS) released research surveying 100+ Bronx nonprofits. The results similarly affirmed strong interest in AI and widespread skepticism rooted in concerns about bias and extractive data practices.
 - a. Respondents reinforced a desire for a "digital practice hub" offering practical skill-building in data storytelling, visualization, and AI for professional and personal usage.

In closing, our Fordham community acknowledges the difficulties of this conversation.

Emotional intelligence. Collaboration. Discernment. These are skills AI cannot and will not replicate. AI must be a tool we intentionally use, not a substitute for human judgment or moral reasoning.

We encourage the Council to consider policies that empower students to use AI ethically and responsibly, and hope that you will view Fordham University and institutions that excel in the humanities as your partners as you chart a path forward.



**Testimony from Eman Gad, Policy & Advocacy Manager at Girls for Gender Equity (GGE) before the New York City Council Committee on Education and Committee on Technology
June 24, 2026**

Good afternoon, Chair De La Rosa, Chair Dinowitz and Members of the Committees. My name is Eman Gad, and I am the Policy & Advocacy Manager at Girls for Gender Equity (GGE). GGE is a Black feminist, intergenerational Brooklyn-based organization, reshaping culture and policy through advocacy, youth-centered programming, and narrative shift.

At a time when technology and AI are moving at an unprecedented pace, we are here today to urge the city to prioritize the education, privacy and safety of our students by redirecting all funds currently going to tech companies and surveillance tools towards organizations that are doing the work to support young people's tech literacy and towards proven safety infrastructure, such as restorative justice, mental health access, and immigrant protections.

Last November, the Alliance on Gender Equity, our youth-led organizing base, held a Town Hall to inform the School G*rls Demand Campaign, a campaign with the purpose of uplifting the voices of young people and giving them the opportunity to ask their city for what they need. AI and technology were hot topics in that room of 70 students from schools across the five boroughs. Students expressed grievances that included the need for best practices for utilizing AI in learning environments, the racial disparities in AI access and education, climate conscious ways to use AI, the desire to learn about data privacy, their digital footprint and methods to protect themselves.

As young people from our youth programs reflected on their time in programs and the lessons they walked away with, one student said,

"I (also) feel like another way that I can achieve social justice is telling my friends and family about consentful tech. I feel like that's very important to me now that AI is taking over. Making sure that you're using apps and devices that ask for consent before they just take the information that you're giving to them."

Keeping our youth tech-literate and informed about the importance of data privacy was a high priority for this year's program curriculum to meet the moment and heed the call of our youth.

While small organizations are doing the work to keep young people protected, the city needs to support these efforts by funding programming and safety infrastructures in schools. This is why we call on the city to fund our Alliance on Gender Equity (AGE) in the amount of \$300,000 to continue equipping young Black girls, queer and gender-expansive youth to fight for a NYC that is resilient against harmful national forces working against them, and to continue to fund our Young Women's Advisory Council program funded by Young Women's Leadership Development Initiative (YWLD) for political education and empowerment in the amount of \$350,000.

Within schools, we urge the city to listen to the true needs of students and adopt tech practices and policies that support students and protect their data and privacy. As schools teach our students how to navigate this new age of AI and technology, the DOE must lead by example and implement those best practices themselves to model what responsible use of AI looks like. This is why we stand in support of a two-year moratorium on generative AI use in NYC public schools.

Instead of investing in profiteering tech companies, we must continue to holistically invest in the wellbeing and protection of our students through fully funding restorative justice, mental health, and immigrant protections in schools . Specifically, we call on the New York City Council to move money away from surveillance and policing, including ceasing all NYPD recruitment, hiring and training of school police

and stopping funding for all scanning and surveillance technologies. Simply by not hiring any more school police, NYC could save up to \$90M in one fiscal year-and instead expand school-based restorative justice and mental health access, including investing \$80 million in hiring School Climate Coordinators in 500 schools.

As we stand at the crossroads of a critical moment in our digital age, we hope the Council prioritizes our students and funds the initiatives that support their growth. Thank you for the opportunity to testify today.

Good afternoon Chair Dinowitz and members of the Education Committee,

My name is Julie Zhang. I am a Program Assistant at Homecrest Community Services' Multi-Social Services Center. I am also a mother of two daughters in New York City public schools. Thank you for the opportunity to testify in support of Int. 684 and Int. 853, the Education for All bills introduced by Council Member Susan Zhuang.

Homecrest Community Services serves low-income, immigrant, and limited-English-proficient families across Southern Brooklyn.

Many parents in our community care deeply about their children's education. But they do not always have equal access to clear information. They may not know about gifted and talented programs, special education services, eligibility rules, application timelines, evaluations, and where to go for help.

Int. 684 would require the City to study how language needs and location affect access to early elementary gifted and talented programs.

Int. 853 would require the City to study how language needs, income, and location affect access to special education programs and services.

A child's opportunity should not depend on whether a parent speaks English fluently, understands the school system, or lives in a neighborhood with more resources.

In outer-borough neighborhoods like Homecrest in Brooklyn, families face many barriers. These include limited outreach, lack of translated materials, transportation challenges, and uneven

program availability. These barriers can affect whether a child gets the same educational opportunities as other children, or receives the special education support they need.

Homecrest Community Services strongly supports Int. 684 and Int. 853. These bills will help the City to identify gaps and take steps to improve equitable access. Every child should have a fair chance to get the education, services, and support they need to thrive.

Thank you for the opportunity to testify.

IMANI HOUSE, INC

Submission Statement for NY City Council Hearing June 24, 2026

More than a Contract: Imani House Calls on New York City and DYCD to Reinstate and Fund the Imani House Afterschool Program at PS282 in Brooklyn

Longstanding Brooklyn afterschool provider urges City leaders to reconsider COMPASS contract decisions that have eliminated the Imani House programs for children and families

BROOKLYN, NY – June 24, 2026 – Imani House, a Brooklyn-based nonprofit that has served children and families for more than 30 years, is calling on New York City Council officials, Mayor Mamdani and the Department of Youth and Community Development (DYCD) to reconsider recent COMPASS afterschool contract decisions that will displace our longstanding community-based program and disrupt critical development services for students and families at Public School 282 in Park Slope.

The changes stem from the City's first major rebidding of COMPASS afterschool contracts in years. Despite receiving a strong evaluation score, Imani House was not selected to continue operating the program it has led for 22 years, and has received little explanation for the decision. Parents, staff, and children in the program are deeply concerned that the process failed to adequately consider proven program performance, community impact, and the voices of school leaders, families, and students.

Imani House and the parents in our program urge Mayor Zohran Mamdani, and his DYCD appointee, Commissioner Sandra Escamilla-Davis to:

- Prioritize the educational, social, and emotional well-being of students and families in future contracting decisions.
- Explain why NY EDGE, a mega corporate-sized nonprofit, was awarded the Imani House after-school program site based on a six-point difference in scores.
- And examine closely why the NY Junior Tennis League (NYJTL), the founder of NY EDGE (formerly Sports and Arts), is allowed to monopolize this current DYCD Bid? NY EDGE is awarded 74 sites, and NYJTL is awarded 29 sites for a collective total of 103 sites. This is not a level playing ground. When Imani House had one site.
- Ensure the continuity of services for children and families who rely on established afterschool programs. Consider feedback from stakeholders and DYCD evaluations as valuable indicators of continued success. Conduct a transparent review of contract awards affecting longstanding community-based providers and add this to the weighted decision.
- Consider the destabilizing factors of the most vulnerable youth, families, and staff served by the COMPASS traditional CBO's as a meaningful component of who loses in this indiscriminate shuffling of programs. As Imani House, a neighborhood organization, and other similar programs are being replaced by groups that are not from the communities they seek to serve.
- Provide organizations with a fair opportunity to have protests heard and reviewed, and discontinue sending out cookie-cutter replies to the press and nonprofits aimed at curtailing protest.

Imani House is one of approximately 250 local organizations affected by the rebidding process. The outcome has generated significant confusion, frustration and uncertainty across school communities. On June 15, representatives from Imani House joined City Council Speaker Julie Menin, nonprofit leaders, parents, and advocates on the steps of City Hall to call for immediate action and greater transparency from the City.

“For more than two decades, Imani House has operated a successful afterschool program at PS 282, providing students with a safe, nurturing, diverse, and enriching environment beyond the school day. Bisi Ideraabdullah, Founder and Executive Director of Imani House, stated, “We believe decisions about afterschool services must prioritize the needs of children, the families, and the feedback of schools that know their communities best. We call on Mayor Mamdani and DYCD to take immediate action in the best interests of families.”

Imani House provides a wide range of enrichment opportunities, including academic support, leadership development, visual and performing arts, athletics, environmental education, archery, steel pan band, African drumming, dance, cheerleading, filmmaking, sewing, STEM education and individualized tutoring for students in kindergarten through fifth grade.

The organization warns that this decision will have consequences far beyond a change in provider. Students may lose trusted relationships with staff, families face uncertainty about future programming, schools will experience disruption, and dedicated community-based employees may face job loss.

Imani House has formally protested the decision and requested a hearing to present its concerns. With the end of the school year imminent, Imani House is calling for immediate action before the new contracts are implemented.

About Imani House

Imani House is a Brooklyn, NY-based multi-service non-profit organization known for its free innovative youth and family support services. Our mission is “To assist marginalized youth, families, and immigrants to create vibrant neighborhoods where residents are decision makers who take responsibility for the improvement of their lives and surroundings.” Imani House believes that everyone can succeed if they are motivated and have access to appropriate skills, information, and opportunities. For over 33 years, Imani House has worked proactively in grassroots communities in Brooklyn and West Africa to foster this process and provide services to approximately 10,000 community members between both locations. www.imanihouse.org.

Media Contact

Bisi Ideraabdullah
Executive Director
Imani House, Inc.
76A Fifth Avenue
Brooklyn, NY 11217
Tel: (718) 638-2059
imani@imanihouse.org



June 23, 2026

New York City Council
Committee on Education and Eric Dinowitz, Chair
Committee on Technology and Carmen N. De La Rosa, Chair

Re: Artificial Intelligence, Student Data, and Privacy in NYC Public Schools

Dear Chair De La Rosa, Chair Dinowitz, and esteemed Members of the Committee,

Thank you for the opportunity to address the Committee. My name is Tony Mazzocchi, and I serve as President & CEO of **Kaufman Music Center**—home to Special Music School, the nation’s only K–12 public school to make music, like math, science, and history, an indispensable part of every student’s daily education. The questions this Committee is examining today—how artificial intelligence is being used in our schools, whose data it collects, how it shapes learning, and who bears the risks—are important and deserving of rigorous oversight and strong protections for students and families. But I am here today to raise an additional question that I believe is equally urgent: **what are we doing, with equal seriousness, to develop the uniquely human capacities that artificial intelligence cannot replicate?**

Artificial intelligence is already reshaping the labor market our students will enter, and in doing so it is forcing us to revisit one of education’s oldest questions: **what does it mean to develop a human being?** For decades, schools have been organized around the transmission of knowledge, the mastery of content, and the performance of cognitive tasks that could be measured, standardized, and assessed. Those things still matter. But, as AI becomes increasingly capable of retrieving information, generating content, and performing certain forms of analysis, the capacities that will distinguish young people will not be more processing power, faster recall, or greater access to information. **They will be creativity, judgment, collaboration, empathy, communication, resilience, and the ability to find meaning and connection in a rapidly changing world.** These are not soft skills. They are the human capacities that life, work, and citizenship will increasingly demand.

Music education provides one of the most powerful environments in which those capacities can be developed. When a child learns to play an instrument, sing in an ensemble, compose an original work, or rehearse with peers toward a shared performance, they are doing far more than acquiring musical skill. They are learning how to listen deeply, how to respond in real time, how to persist through frustration, how to contribute to something larger than themselves, and how to balance discipline with imagination. They are building self-management, resilience, empathy, and confidence—capacities that shape relationships, leadership, and learning in every domain of life. Research bears this out: a report from the *University of Chicago Consortium on School Research* found broad evidence that arts education settings foster self-management, discipline, interpersonal skills, and self-expression—qualities that matter in school and far beyond it. Other studies have found strong correlations between sustained music study and academic outcomes

across subjects, including English, math, and science. Those findings matter, but I would argue they are not the most important part of the story. The deeper value of music education is that it cultivates human excellence. It develops the person, not just the student.

At Special Music School, we have spent nearly three decades testing a simple premise: **what happens when music is treated not as an enrichment activity, but as an essential part of a child's education?** The answer has been extraordinary; at our school—where the Economic Need Index is 32%—100% of students in grades 3 through 8 achieve proficiency on statewide English and math exams, compared to 56% citywide. Our seniors have achieved 100% graduation and college acceptance rates for nine consecutive years. Graduates go on to Columbia, Yale, Juilliard, Eastman, and institutions across every discipline. Some become professional musicians—many do not. They become doctors, engineers, teachers, entrepreneurs, and civic leaders. What they share is not a career path, but a foundation: discipline, creativity, self-knowledge, and an unshakeable sense of their own capacity.

Building on that model, Kaufman Music Center launched *SoTru Music School* at P.S. 149 in Harlem—the first expansion of Special Music School's arts-integrated curriculum since 2013–14, developed in close partnership with New York City Public Schools. Together, these initiatives point to a larger possibility. As artificial intelligence reshapes the world our students will inherit, the question facing education is not simply how to teach students to use new technologies. It is how to **ensure that their humanity develops alongside them**. Music education is not the only answer to that challenge, but it is one of the most powerful tools we possess. It asks students to listen, collaborate, create, persevere, and connect—capacities that remain profoundly human regardless of how sophisticated our technologies become.

In New York City—the cultural capital of our nation—we have an opportunity not only to lead in technological innovation, but also to lead in developing the human capacities that technology cannot replace. As the Council considers the future of artificial intelligence in our schools, I hope it will consider an equally important question: **how do we ensure that the development of our students' humanity keeps pace with the advancement of our technology?**

Kaufman Music Center stands ready to be a resource and partner in that work.

Sincerely,

A handwritten signature in black ink, appearing to read 'Tony Mazzocchi'.

Tony Mazzocchi
President and CEO

INVITED TESTIMONY

NYC Council Committees on Education and Technology

Re: Opposition to the Expansion of School Surveillance and
Perimeter Policing Infrastructure in NYC Public Schools

Legal Defense Fund
40 Rector Street,
5th Floor
New York, NY 10006

June 24, 2026

Dear Speaker Menin, Chairperson Dinowitz, Chairperson De La Rosa, and Councilmembers of the Education and Technology Committees:

The NAACP Legal Defense and Educational Fund, Inc. (LDF) thanks the Committee for this opportunity to provide testimony regarding New York City's use of surveillance technology and artificial intelligence (AI) in schools. Since our founding, LDF has worked to challenge racial discrimination in schools, protect constitutional rights, and combat systems of surveillance and policing that disproportionately harm Black students and communities. Through our work to dismantle the school-to-prison pipeline, challenge discriminatory law enforcement practices, defend students' civil rights, and protect First Amendment freedoms, LDF has seen how surveillance and criminalization often undermine, rather than promote, school safety and student success.

As the organization that litigated *Brown v. Board of Education*,¹ LDF is deeply concerned about the potential discriminatory uses of technology and artificial intelligence for the nearly one million students served by New York City Public Schools (NYCPS). In fact, LDF has numerous concerns about the expanded and unaccountable use of AI and technology in schools, including the improper supplanting of trained educators. This testimony focuses on proposed school surveillance policies and practices, and its potential to criminalize Black students, exacerbate racial inequality, and deny equal access to education for K-12 students.

1. AI use in schools may threaten students' civil rights and hinder student achievement.

Federal constitutional law guarantees Black students and other students of color access to equal educational opportunities.² Moreover, Title VI of the Civil Rights Act of 1964 bars recipients of federal financial assistance from discriminating on the basis of race, color or national origin, whether intentional or in effect.³ Consistent with that right, state and local educational agencies must utilize practices that result in positive school climates for all students. Achieving safe and supportive learning environments requires investment in students, not increased surveillance, policing, and punitive practices. Schools are strongest when they foster belonging, healing, democratic participation, and student voice, not heightened monitoring and law enforcement presence.

Unfortunately, the rapid expansion of technology and artificial intelligence, automated decision-making (e.g., threat assessments and predictive policing), and biometric surveillance technologies in educational settings places students, especially Black students, at significant risk of harm. Nationwide, Black students are more than four times more likely than white students to attend a school with the highest level of surveillance.⁴ With declining graduation rates for the

¹ *Brown v. Board of Education*, 347 U.S. 483 (1954).

² *Id.*

³ 42 U.S.C. § 2000d.

⁴ Sarah D. Sparks, 'High-Surveillance' Schools Lead to More Suspensions, Lower Achievement, Educ. Wk. (Apr. 21, 2021), <https://www.edweek.org/leadership/high-surveillance-schools-lead-to-more-suspensions-lower-achievement/2021/04>.

district's most vulnerable students,⁵ NYCPS must severely scrutinize proposals that will embed AI and other surveillance technology in district policies and practices and consequently hinder the ability to improve student academic performance.

The use of technology, and artificial intelligence in particular, can run afoul of a host of federal anti-discrimination protections for students. For example, facial recognition technology has been found to misidentify Black and East Asian faces at higher rates than white faces.⁶ Reliance on facial recognition technology for school surveillance and punitive discipline, therefore, could lead to Black students experiencing unlawful disparate harms.⁷ Similarly, schools could be violating federal civil rights laws when using AI-enabled predictive software that categorically flags Black students more often for risk assessment.⁸ In fact, the U.S. Department of Education's Office for Civil Rights issued guidance in November 2024 to outline numerous ways in which the use of artificial intelligence in schools could raise civil rights concerns.⁹

This Committee has received thousands of public comments and calls for a two-year moratorium on AI use in schools, indicating widespread opposition in the most impacted communities. NYCPS recently issued guidance committing to not utilize AI for school discipline decisions. However, that purported commitment is inconsistent with the school system's continued reliance on the New York Police Department for school safety measures.¹⁰ Since 2011, the NYPD has used facial recognition technology to investigate alleged criminal activity. The NYPD also uses facial recognition to aid in the identification of persons unable to identify themselves.¹¹ In addition to this, the NYPD has piloted AI technology developed by Truleo.¹² Advocates and elected officials have highlighted the lack of transparency regarding its usage of this and similar technologies in compliance with the POST Act.¹³ The negative impacts of adopting technology in schools without proper vetting and oversight are clear in communities nationwide. To protect students' civil rights and privacy, LDF cautions NYCPS against expanding technology and AI use in schools without meaningful community input and sufficient

⁵ Alex Zimmerman, *NYC 2025 Graduation Rate Dips, Fueled by Declines Among Students with Disabilities and English Learners*, Chalkbeat N.Y. (Mar. 9, 2026), <https://www.chalkbeat.org/newyork/2026/03/09/2025-nyc-graduation-rates-drop-english-learners-students-with-disabilities/>.

⁶ Bobby Allyn, *'The Computer Got It Wrong': How Facial Recognition Led to False Arrest of Black Man*, NPR (June 24, 2020), <https://www.npr.org/2020/06/24/882683463/the-computer-got-it-wrong-how-facial-recognition-led-to-a-false-arrest-in-michig>.

⁷ 34 C.F.R. § 100.3(b)(2).

⁸ U.S. Dep't of Educ., Office for Civil Rights, *Avoiding the Discriminatory Use of Artificial Intelligence* (Nov. 2024, revised Jan. 2025) (rescinded), <https://www.ed.gov/media/document/avoiding-discriminatory-use-of-artificial-intelligence-112274.pdf>.

⁹ *Id.*

¹⁰ N.Y.C. Pub. Schs., Guidance on Artificial Intelligence, <https://www.schools.nyc.gov/about-us/vision-and-mission/artificial-intelligence/guidance-on-artificial-intelligence> (last visited June 23, 2026).

¹¹ NYPD FACIAL RECOGNITION: IMPACT AND USE POLICY, https://www.nyc.gov/assets/nypd/downloads/pdf/public_information/post-final/Facial-Recognition-NYPD-Impact-and-Use-Policy-2.4.26-FINAL.pdf

¹² Benedetta Tommaselli, Fitzwilliam Anderson, Ashley Castillo & Lauren Rapp, *Entering the AI Era, NYPD Faces Scrutiny Over Lack of Transparency* (unpublished) (CUNY Graduate School of Journalism, 2024), https://academicworks.cuny.edu/gj_etds/742.

¹³ *Id.*

guardrails. In addition, LDF strongly condemns any law enforcement involvement in school safety matters and opposes the adoption of school surveillance tools.

As NYCPS considers investments in school safety, it must reject approaches rooted in surveillance and criminalization. LDF urges this body to strictly adhere to federal anti-discrimination mandates and invest in restorative justice, mental health supports, immigrant protections, and other evidence-based interventions that address the root causes of harm.

2. School surveillance and policing infrastructure divert resources from proven safety measures and harm the students they purport to protect.

School should be a place where young people feel safe, are supported, and can learn in an environment free from discrimination. Yet, far too often, New York City relies on surveillance, policing, and other punitive measures that make students—particularly Black, brown and immigrant students—feel less safe, less welcome, and more heavily scrutinized. Adopting technology that makes surveillance more prevalent and robust will only expand these harms. Through decades of work challenging discriminatory policing and surveillance practices, including the court monitorship of the NYPD in *Davis v. City of New York*¹⁴ and our advocacy to dismantle the NYPD Criminal Group Database,¹⁵ LDF knows first-hand how systems of surveillance and enforcement disproportionately target marginalized communities while failing to address the underlying reasons for the surveillance.

Achieving true safety requires investment, not criminalization. LDF's Framework for Public Safety¹⁶ outlines a vision of public safety rooted in restorative justice, community-based services that meet people's urgent needs, and trauma-informed interventions rather than surveillance and punishment. Likewise, schools that serve Black and brown youth should support students to thrive rather than rely on discriminatory systems of punishment.¹⁷ Students experiencing conflict, trauma, or crisis need counselors, social workers, restorative justice coordinators, and other trained, supportive staff—not more cameras, AI-enabled surveillance programs, scanners, data sharing with law enforcement entities, and policing.

In light of these known and research-backed methods of establishing true community safety, LDF is deeply concerned that Mayor Mamdani's preliminary budget threatens cuts to restorative justice programs, supports for the mental health continuum, and immigrant family communications and outreach initiatives, even if it simultaneously proposes reductions to school policing.¹⁸ Notably, these reductions are not paired with a meaningful strategy to replace school policing officers with the supportive personnel students actually need. At the same time, the City continues to rely on a costly scanning and surveillance infrastructure that creates barriers to

¹⁴ *Davis v. City of New York*, 902 F. Supp. 2d 405 (S.D.N.Y. 2012).

¹⁵ *Rice v. City of New York*, 25-cv-2397 (E.D.N.Y. filed 2025).

¹⁶ NAACP Legal Def. & Educ. Fund, *Framework for Public Safety*, Justice in Pub. Safety Project, <https://www.naacpldf.org/framework-for-public-safety/> (last visited June 23, 2026).

¹⁷ Sean Darling-Hammond & Eric Ho, *No Matter How You Slice It, Black Students Are Punished More*, 10 Am. Educ. Rsch. Ass'n Open 1 (2024), <https://journals.sagepub.com/doi/full/10.1177/23328584241293411>.

¹⁸ Annie McDonough & Sahalie Donaldson, *Mamdani Proposes \$124.7B Executive Budget — Without Raiding Reserves*, City & State N.Y. (May 12, 2026), <https://www.cityandstateny.com/politics/2026/05/mamdani-proposes-1247b-executive-budget-no-gap/413486/>.

education, particularly in many of the City schools with the highest needs.¹⁹ Students already face long lines, invasive screening procedures, and heightened monitoring simply to enter their school buildings.²⁰ Expanding or maintaining these systems—while reducing supportive services—endangers students’ genuine safety.

Other recent policy proposals also seek to scale back restorative justice efforts while doubling down on school policing, scanning, and surveillance. For example, Int. 660 would require the Commissioner of Youth and Community Development, in collaboration with the Director of the Mayor’s Office for Neighborhood Safety and the Prevention of Gun Violence, to study and issue a report about in-person altercations among individuals under 24 years of age who attend programs funded by the Department of Youth and Community Development. The report must include details of each altercation, any relevant activity on online platforms that led to the altercation, and whether a city agency responded to the altercation. The report must also include strategies the City can use to monitor the online activity of individuals under 24 years of age and counsel their online activity in order to prevent these kinds of altercations.²¹ This bill exemplifies the City’s surveillance-first approach, while ignoring what students, educators, advocates, and researchers know all too well: when young people are met with policing instead of support, the result is often greater trauma, deeper mistrust, and increased contact with disciplinary systems. New York City has an opportunity to lead by investing in approaches that support young people rather than criminalize them.

These concerns are amplified by the increasing use of artificial intelligence and AI-enabled surveillance technologies in educational settings. Numerous studies have documented risks associated with AI use among children and young people, including impacts on cognitive development, mental health, and social-emotional growth.²² More broadly, AI systems frequently reproduce and amplify existing racial and gender biases,²³ subject communities of color to heightened surveillance, and create significant privacy concerns.²⁴

Particularly troubling is the threat these technologies pose to student privacy. Many AI-enabled educational tools rely on extensive data collection practices that gather, retain, and analyze students’ personal information for product development and commercial purposes. These systems normalize surveillance, erode student privacy, and risk exposing sensitive information

¹⁹ Jessica Gould, *New Digital Hall Passes Track Bathroom Breaks, Gather Data in NYC Schools*, Gothamist (Mar. 24, 2026), <https://gothamist.com/news/new-digital-hall-passes-track-bathroom-breaks-gather-data-in-nyc-schools>.

²⁰ Cecilia Reyes, *100,000 NYC School Children Face Airport-Style Security Screening Every Day*, ProPublica (Jan. 12, 2016), <https://www.propublica.org/article/nyc-school-children-face-airport-style-security-screening-every-day>.

²¹ N.Y.C. Council, Int. No. 660 (2026).

²² Jinrui Tian & Ronghua Zhang, *Learners’ AI Dependence and Critical Thinking: The Psychological Mechanism of Fatigue and the Social Buffering Role of AI Literacy*, 260 *Acta Psychologica* 105725 (2025), <https://doi.org/10.1016/j.actpsy.2025.105725>.

²³ Norah Rami, *AI Teacher Tools Display Racial Bias When Generating Student Behavior Plans, Study Finds*, Chalkbeat (Aug. 6, 2025), <https://www.chalkbeat.org/2025/08/06/ai-teacher-assistants-promote-racial-bias-study-finds/>.

²⁴ Sharon Lurye, *Students have been called to the office – and even arrested – for AI surveillance false alarms.*, Associated Press (Aug. 8, 2025), <https://apnews.com/article/ai-school-surveillance-gaggle-goguardian-bark-8c531cde8f9ace0b1ef06cfce109724a>.

about young people without meaningful transparency, accountability, or consent.²⁵ At a time when immigrant communities, student activists, and marginalized students already face heightened scrutiny,²⁶ the expansion of AI-powered monitoring systems in schools raises serious civil rights concerns.

Instead of investing in surveillance technologies and policing infrastructure, New York City should redirect those resources toward proven safety measures. LDF urges the City to cease funding for new scanning and surveillance technologies; end the recruitment and hiring of additional School Safety Agents; and eliminate vacant School Safety Agent positions. By simply not hiring additional school police personnel, the City could save up to \$90 million annually.²⁷ The funds earmarked for additional School Safety Agents should instead be invested in an expansion of restorative justice and mental health supports, such as school-based staff who help build positive school cultures and respond to conflict through healing-centered approaches. For example, the City should spend \$80 million to hire School Climate Coordinators in 500 schools, as well as investing in other forms of restorative justice programs, mental health supports, immigrant protections, and student privacy safeguards so schools have the resources necessary to address harm in safe, trauma-informed, and non-punitive ways. These investments strengthen school communities, protect students' rights, and create conditions for genuine safety, belonging, and educational opportunity.

LDF also stands with its partners at the Dignity in Schools Campaign in demanding the full abolition of the NYPD's Criminal Group Database, 99% of which is comprised of Black and brown New Yorkers and youth as young as 11 years old, in a City with a public school system where 84% of students are students of color.²⁸ In fact, on multiple occasions over the past decade, LDF has urged the City Council to eliminate the Criminal Group Database due to these extreme racial disparities and recently filed a federal lawsuit—along with co-counsel The Legal Aid Society, LatinoJustice PRLDEF, The Bronx Defenders, and the law firm Ballard Spahr LLP—on behalf of Black and brown New Yorkers who have suffered serious harms from this unwarranted gang labeling.²⁹ These demands reflect a shared understanding across students, families, and advocates: that safety is not achieved through surveillance, labeling, and criminalization, but instead through care, accountability, and the resources young people need to thrive.

3. School surveillance and expanded enforcement authority threaten students' First Amendment rights and enable retaliation for their protected expression.

²⁵Alexandra Shimalla, *AI in Higher Education: Protecting Student Data Privacy*, EdTech Mag. (Jan. 5, 2026), <https://edtechmagazine.com/higher/article/2026/01/ai-higher-education-protecting-student-data-privacy-perfcon>; Nat'l Educ. Ass'n, *Student and Educator Data Privacy* (June 20, 2025), <https://www.nea.org/professional-excellence/student-engagement/tools-tips/student-and-educator-data-privacy>.

²⁶ Sharon Lurye, *Students have been called to the office – and even arrested – for AI surveillance false alarms.*, Associated Press (Aug. 8, 2025), <https://apnews.com/article/ai-school-surveillance-gaggle-goguardian-bark-8c531cde8f9aee0b1ef06cfce109724a>.

²⁷ Dignity in Schools Campaign of New York, *Our Schools Our Futures: FY 2027 Demands* (Feb. 2026), <https://drive.google.com/file/d/1B8KK3ohlUIkmbLnMtwaUHCIGDY3cRGg/view>.

²⁸ N.Y.C. Pub. Schs., *NYCPS Data at a Glance*, <https://www.schools.nyc.gov/about-us/reports/nycps-data-at-a-glance> (last visited June 23, 2026).

²⁹ *Rice v. City of New York*, 25-cv-2397 (E.D.N.Y. filed 2025).

The expansion of school surveillance and perimeter enforcement raises serious First Amendment concerns and risks chilling students' speech, organizing, and protest activity in and around educational spaces. Schools should be places where young people are able to learn, question, and express themselves freely, not environments where heightened monitoring, police presence, and AI-enabled surveillance systems create fear of discipline, retaliation, or legal consequences for engaging in peaceful expression.³⁰ These risks are especially acute for Black, brown, immigrant, and other vulnerable students who are already disproportionately subject to disciplinary and law enforcement actions in educational settings.

At this current moment, when federal immigration enforcement is intensifying and communities are already experiencing heightened fear of surveillance and interaction with law enforcement, expanding the law enforcement infrastructure around schools and other educational facilities, including through the use of new technology, will only deepen the chilling effect on student expression. Immigrant students and families, in particular, may reasonably fear that participation in school-based organizing, demonstrations, or even everyday civic engagement might draw unwanted attention or exposure to immigration enforcement. This dynamic undermines not only student safety, but also the core democratic function of schools as spaces for civic development and participation.

These concerns are compounded when law enforcement's authority is overly broad and insufficiently tailored to the realities of different educational environments. For example, Int.175-B, a city council bill introduced by Councilmember Eric Dinowitz³¹, would expand NYPD power to push protests away from schools and other "educational" sites, setting a dangerous precedent for restricting where New Yorkers can gather and speak out. At a time when dissent is already under attack nationally, New Yorkers cannot allow that to take hold. Proposals like Int. 175-B illustrate this risk by applying a single, uniform approach to a wide range of institutions, from early childhood centers to institutions of higher education, without accounting for the distinct constitutional protections and academic freedom interests that attach to different settings.³² For example, in higher education, the First Amendment provides robust protection of speech, dissent, and protest, which is also a part of the school's academic mission.³³ Treating all educational settings with the same type of enforcement flattens these distinctions and threaten students' constitutional rights.

While Int. 175-B is not the sole focus of these concerns, it reflects a broader trend toward expanding perimeter control and enforcement discretion in the educational setting, with grave consequences for students' constitutional rights. Student protest activity in and around schools should be appropriately protected, not subjected to increased policing. It is imperative for

³⁰ Tyler Whittenberg & Maria Fernandez, *Ending Student Criminalization and the School-to-Prison Pipeline*, Educ. Justice Rsch. & Org. Collaborative, NYU Steinhardt Metro Ctr. (2020), <https://steinhardt.nyu.edu/metrocenter/ejroc/ending-student-criminalization-and-school-prison-pipeline>.

³¹ N.Y.C. Int. No. 175-B (2026).

³² Further legal concerns can be found in a letter opposing Intros. 001-B and 175-B signed by over 55 organizations, <https://www.nyclu.org/resources/policy/testimonies/55-group-letter-opposing-the-city-councils-proposals-to-establish-speech-free-zones>.

³³ Mary-Rose Papandrea, *The Free Speech Rights of University Students*, 101 Minn. L. Rev. 1801 (2017).

NYCPS to reject normalizing surveillance and police presence as default responses to student expression.

Taken together, these dynamics demonstrate how expanding surveillance and enforcement authority in and around educational spaces chills protected speech, enables discriminatory, selective enforcement, and undermines the role of schools as sites of democratic engagement and development. The use of new technology, including AI-enabled monitoring programs, exacerbates these concerns. New York City must, therefore, ensure that any policies governing educational facilities are narrowly tailored, constitutionally sound, and fully protective of students' First Amendment rights and their ability to participate in civic life.

4. Conclusion

For decades, LDF has fought to protect students' civil rights, and educational opportunities, from *Brown v. Board of Education* to our ongoing efforts to dismantle discriminatory policing and surveillance practices,³⁴ as well as censorship of student speech and curricula,³⁵ in schools and public spaces. LDF remains deeply committed to protecting the rights of young people to organize, advocate, and speak freely without fear of retaliation or excessive enforcement. This commitment is reflected in our support for policies—such as Int. 796, sponsored by Council Member Chi Ossé—which would place important restraints on the NYPD's response to First Amendment-protected activity, restrict harmful crowd-control tactics, and increase transparency around police deployment at demonstrations.

LDF urges the New York City Council and Mayor Zohran Mamdani to reject the continued expansion of school surveillance and perimeter policing, which has repeatedly proven to deepen the criminalization and harm for Black, brown, immigrant, and other vulnerable young people without meaningfully improving their safety. These proposals risk further subjecting young people to heightened monitoring and increased discipline rather than providing the support they need to thrive.

As stated in the landmark *Brown* decision, education is the “principal instrument in awakening the child to cultural values”³⁶ and the “foundation of good citizenship.”³⁷ Students do not shed their constitutional rights when attending school, and New York City must protect those rights by refusing to expand surveillance and policing in schools. In alignment with the Dignity in Schools NYC coalition and other partners, LDF urges the City instead to advance a rights-based vision of student safety that is grounded in privacy, dignity, and restorative justice, with respect for the constitutional protections for all young people.

Thank you for considering our testimony. LDF remains committed to working with New York City to ensure Black students and other students of color are provided equitable educational

³⁴ *Rice v. City of New York*, 25-cv-2397 (E.D.N.Y. filed 2025).

³⁵ *Simon v. Ivey*, No. 2:25-cv-00067 (N.D. Ala. filed Jan. 14, 2025) (challenging Alabama censorship law); *S.C. State Conf. of the NAACP v. Weaver*, No. 25-2216 (4th Cir. filed Oct. 8, 2025) (challenging South Carolina censorship law); and *NAACP v. U.S. Dep't of Educ.*, 779 F. Supp. 3d 53 (D.D.C. 2025).

³⁶ *Brown*, 347 U.S. at 493.

³⁷ *Id.*

opportunities in learning environments free from racial discrimination and undue police interference. If you have any questions, please contact Hamida Labi via email at hlabi@naacpldf.org or Obi Afriyie at oafridyie@naacpldf.org.

Respectfully submitted,

Hamida S. Labi
Senior Policy Counsel
NAACP Legal Defense and Educational Fund, Inc.

Obi Afriyie
Community Organizer, Criminal Justice
NAACP Legal Defense and Educational Fund, Inc.

Ray Li
Policy Counsel
NAACP Legal Defense and Educational Fund, Inc.

Testimony of the New York Civil Liberties Union¹
Before the New York City Council Committees on Education and Technology
Oversight - Artificial Intelligence, Student Data, and Privacy in NYC Public Schools
June 24, 2026

I. INTRODUCTION

The NYCLU, the New York State affiliate of the American Civil Liberties Union, is a nonprofit, nonpartisan organization with eight offices and more than 90,000 members and supporters across the state. The NYCLU’s mission is to defend and promote the fundamental principles, rights and values embodied in the Bill of Rights of the U.S. Constitution and the Constitution of the State of New York. Protecting and expanding students’ rights is a core component of our mission, and through our Education Policy Center, the NYCLU advocates for healthy school climate and equitable access to quality education for all students.

This spring has been marked by fast-moving grassroots “massive backlash”² against Education Technology (“EdTech”), advanced in very large part by intense outrage among families—so far, seven community education councils representing hundreds of thousands of students have advanced resolutions calling for regulation on AI. Entry points to growing community opposition to EdTech include a diversity of intersecting education equity issues, all refusing to accept EdTech industry logic that AI is the remedy to systemic failures to meet the needs of young people.

The NYCLU submits these comments to encourage Council oversight of AI-enhanced student surveillance technologies deployed in New York City Public Schools (“DOE/NYCPS”), given the uniquely snowballing reach, harms,³ fiscal impact, and potential for waste⁴ in this sector.

In the multi-billion-dollar global EdTech industry in particular, “AI” now represents an imprecise and obscure blanket term leveraged for marketing purposes; this has made it increasingly difficult to be discerning about the AI systems that have now been embedded, most often without notice or consent, in New York City classrooms, sensitive locations like school bathrooms, and on school-issued devices. What’s more, there has been a deliberate refusal of EdTech companies to explain and describe how their AI systems were built, how they work, what they actually do, and

¹ Contact the Education Policy Center at schools@nyclu.org.

² Citing to comments of Chancellor Kamar Samuels before the Chancellor’s Parent Advisory Council. (2026, May 14). @01:36:30. Accessed from <https://youtu.be/ogxataCpSMM?t=5787>. (“We need to as a system get to a point where we are valuing and respecting our communities enough to have a more nuanced conversation right, and so, and that’s all happening within the context of a massive backlash against a lot of the tech companies that are out there.”)

³ Extensive research literature finds that students attending “high surveillance” schools are less likely to stay engaged in school and more likely to face exclusionary discipline and school pushout. (See, Juan Del Toro, Dylan B. Jackson, and Ming-Te Wang, “The Policing Paradox: Police Stops Predict Youth’s School Disengagement Via Elevated Psychological Distress,” *Developmental Psychology* (April 2022), <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9465843/>; See also, Odis Johnson and Jason Jabbari, “Infrastructure of social control: A multi-level counterfactual analysis of surveillance and Black education,” *Journal of Criminal Justice*, (September 2022), <https://hub.jhu.edu/2022/09/21/school-surveillance-security/>.)

⁴ For an overview of the EdTech surveillance industry’s deceptive marketing practices, see American Civil Liberties Union. (2023). ACLU Research Report. Digital Dystopia: the Danger in Buying What the EdTech Surveillance Industry is Selling. Accessed from https://assets.aclu.org/live/uploads/publications/digital_dystopia_report_aclu.pdf.



125 Broad Street
19th Floor
New York NY 10004
(212) 607-3300
nyclu.org

Donna Lieberman
Executive Director

Wendy Stryker
President

what they intend to do long term.⁵ This imprecision protects vendors from public scrutiny and has enabled AI and big data systems that claim to do one thing to accomplish another thing—accumulation of student information and public money.

New York City schools are testing grounds for tech companies to sell powerful AI surveillance tools: systems that can track students’ web searches, physical movements, social connections, and personal data spanning across years. Some companies even claim their AI systems can measure and track student emotions like “aggression” or generate mental health “wellness” scores. NYCPS—both individual schools and the central office—routinely procures controversial EdTech from these for-profit, third-party vendors without adequately scrutinizing these systems’ negative impact on teaching and learning, student privacy, or democratic engagement in public schools, or their ethical, legal, or technical implications.

We urge the Council to take a critical approach here:

- Ensure NYCPS incorporates AI-enabled surveillance products when setting AI policy and auditing AI products;
- Closely monitor NYPD School Safety Division and School Construction Authority impending AI product procurement;
- Champion EdTech opt-out options for students and families;
- Strengthen Introduction T2026-2129 to require comprehensive vendor transparency and more robust reporting by NYCPS that reflects their recent public commitments.

II. THE NYCPS GUIDANCE ON ARTIFICIAL INTELLIGENCE

In the time spanning the former-Chancellor’s announcement of an impending “AI Playbook” to the present, little to no information has been offered to the public about the authors behind NYCPS AI policy development—outside of references to advisers within “EdTech companies.”⁶ We urge the Council to leverage its oversight role to disclose the membership of the “external AI Advisory Council” (referred to in the “Guidance on Artificial Intelligence (AI)” as “External experts informing NYCPS AI governance”⁷ and in operation dating back to October 2024) and the authors, including any contracted consultants, of the forthcoming “Playbook.” The public has the right to know if industry insiders are writing policy for schools that directly benefits the industry.

The NYCLU is concerned by the Chancellor’s recent remarks that NYCPS will be “beta-testing” with “some pilots of some AI tools.”⁸ This is especially concerning given that NYCPS has been forthcoming that it is not yet prepared to assess algorithmic bias, equity impacts, and surveillance harms of AI-enhanced technologies

⁵ See Williams, R.M. *Disabling Intelligences: Legacies of Eugenics and How We Are Wrong about AI*. Palgrave MacMillan. 2025. Citing Bender, E.M, and Hanna, A. (2025). *The AI Con: How to Fight Big Tech’s Hype and Create the Future We Want*. Harper Collins.

⁶ Citing to Comments of Chancellor Melissa Aviles-Ramos before the Chancellor’s Parent Advisory Council. (2025, November 14). @01:46:57. Accessed from https://youtu.be/_dU81cpqRVA?t=6417.

⁷ New York City Public Schools. (March 2026). “Guidance on Artificial Intelligence (AI).” Accessed from <https://www.schools.nyc.gov/about-us/vision-and-mission/artificial-intelligence/guidance-on-artificial-intelligence-full>.

⁸ CPAC Membership Meeting June (2026, June 11) @2:02:11 Accessed from <https://www.youtube.com/watch?v=rypEvU4hMgg>



125 Broad Street
19th Floor
New York NY 10004
(212) 607-3300
nyclu.org

Donna Lieberman
Executive Director

Wendy Stryker
President

already in schools today.⁹ The NYCLU has urged NYCPS to (a) ensure AI-enabled surveillance products are included in AI policy and product auditing, and (b) clarify their role in AI product procurement by the NYPD School Safety Division or in School Construction Authority “Safety and Security” capital spending plans. We urge the Council to do the same.

a. NYCPS Must Not Exempt AI-Enabled Surveillance Products from the “Playbook” or “AI Tool Inventory”

The use of AI-enabled products for student surveillance and behavior monitoring—a product ecosystem past ripe for public accountability—is carved out from the NYCPS Guidance and explicitly said to be “beyond [its] scope.”¹⁰ However, where the Guidance notes “AI will never be allowed” for “behavioral monitoring,” this does not reflect our current reality where AI is already rampantly deployed for this very use.¹¹ Meanwhile there is no definition offered for products that qualify for this prohibition, or mechanism provided for removing such products said to violate the Guidance.¹²

In an increasingly competitive vendor marketplace, student behavior monitoring capabilities are a marketing tool. They are already embedded within AI-enabled apps, software, and other platforms being sold as “teacher-facing” “educational” software.

The Guidance promises an “AI Tool Inventory” planned for June 2026. We call on the Council to ensure NYCPS account for *all* AI products, including surveillance products and “unapproved” products currently in use. It is a complete dereliction of the City’s duty to young people to allow surveillance and invasion of their privacy simply because a for-profit market is selling it. The harm that may be perpetuated on students in this unregulated space is too enormous to be overlooked.

b. NYCPS Must Clarify Their Role in Overseeing Policing Infrastructure Purchased by the NYPD and School Construction Authority

We strongly urge the Council to leverage budget oversight to prevent the creep of AI-enhanced school policing technology, and to protect taxpayer money from the tech industry’s cash grab.

The Guidance notes that some AI use is “beyond NYCPS authority,” for example technology used in “criminal justice,” but those lines are not so clear cut as NYCPS would like them to be. NYCPS invites the NYPD to operate in its buildings pursuant to a Memorandum of Understanding between the agencies—not on a carte blanche basis. It is a betrayal of NYCPS’s duty to families and children to allow the NYPD—an agency with a well-documented history of spying on New Yorkers of color—to run rampant with technology in schools.

⁹ New York City Public Schools, *supra* note 6.

¹⁰ *Id.*

¹¹ NYCPS promotes behavioral monitoring products such as GoGuardian, Hapara, Securly, Gaggle, and Lightspeed. See <https://sites.google.com/nycspocs.org/nycdoe-resource-site/tools-websites-and-plugins>; See also, Securly “Aware” is an “AI wellness monitoring” product that “analyses student activity across social media, email, documents, conversational AI, and web browsing on any school device to detect any signs of distress and assigns wellness levels in real-time.” Accessed from <https://www.securly.com/aware>.

¹² New York City Public Schools, *supra* note 6.

This threat is not imaginary and has likely already resulted in waste of precious education dollars. In 2022, for example, Mayor Adams was exploring the use of AI-enabled scanning technology in schools to replace walk-through metal detectors.¹³ Shortly after, the Federal Trade Commission found that the company under consideration misled school districts about the technology in an investigation into “AI washing”—where companies leverage unfounded claims about the capabilities or efficacy of AI to sell their products.¹⁴

More recently, an “AI Defense” company selling a “seamless defense ecosystem” of “AI Surveillance” appeared before the Council Public Safety Committee to advocate for further school hardening measures.¹⁵ Similar invasive policing software, such as software that collects data at scales previously unthinkable, has led to false alarms, and discriminatory and dangerous consequences for young people.¹⁶ As the available infrastructure of AI-enhanced police surveillance continues to be aggressively marketed to public school systems, NYCPS and the Council must be prepared to safeguard the rights of students and families.

III. LANDSCAPE OF AI SCHOOL SURVEILLANCE TECHNOLOGY

With “AI” now a synonym for “innovation” and capital opportunity, surveillance products are being quickly rebranded as vendors compete for lucrative public contracts.¹⁷ This marketplace is vast, spanning video surveillance cameras, object and facial detection, behavior detection and monitoring, device and communication monitoring software, recording devices, and online monitoring and web filtering.

Features of AI-enabled tools such as predictive policing, performance prediction algorithms, geolocation and social connection tracking, and student device monitoring have the capacity to turn students’ digital footprints into punitive discipline and police interventions—opening the door to what some now call a new “digitalized school-to-prison pipeline.”¹⁸ The harms are not evenly shared, as the research shows that these tools disproportionately target and push out Black youth, youth with disabilities, immigrant youth, and LGBTQ+ youth.¹⁹

a. *Student Location and Movement Monitoring EdTech*

¹³ NYC Mayor’s Office. “Mayor Adams Commits to Connect Every Young Person On Probation with a Credible Message Mentor.” (“As soon as we get the stamp of approval from the attorneys.”) @59:22. Accessed from <https://youtu.be/0r8UFO4aAS8?t=3562>.

¹⁴ Federal Trade Commission, “FTC Takes Action Against Evolv Technologies for Deceiving Users About its AI-Powered Security Screening Systems”, (November 26, 2024), <https://www.ftc.gov/news-events/news/press-releases/2024/11/ftc-takes-action-against-evolv-technologies-deceiving-users-about-its-ai-powered-security-screening>.

¹⁵ The New York City Council Committee on Public Safety (2026, June 10). Hearing Recording @02:53:27 Accessed from <https://councilnyc.viebit.com/watch?hash=3axGgxEXX5WLaosr>; See also Strix Defense. “Intelligent Protection for Schools and Colleges.” Accessed from <https://strixdefense.net/schools-and-colleges/>.

¹⁶ For example, in October 2025 an AI security system installed at a school in Baltimore County wrongly flagged a student’s bag of Doritos, leading police to descend upon, draw a weapon upon, detain, and handcuff a sixteen-year-old. See “Student handcuffed after Doritos bag mistaken for a gun by school’s AI security system.” (2025, October 25), CNN, Accessed from <https://www.cnn.com/2025/10/25/us/baltimore-student-chips-ai-gun-detection-hnk>.

¹⁷ Whittaker, M. (2021) *The Steep Cost of Capture*. SSRN Scholarly Paper. Rochester, NY: Social Science Research Network. Accessed from <https://papers.ssrn.com/abstract=4135581>.

¹⁸ See Clarence Okoh. (2023, November 21). “AI is supercharging child surveillance and the school-to-prison pipeline.” The Hill. Accessed from <https://thehill.com/opinion/technology/4319035-ai-is-supercharging-child-surveillance-and-the-school-to-prison-pipeline/>.

¹⁹ *Id.*; See, also, Johnson, O., Jabbari, J. (2022) “Infrastructure of social control: A multi-level counterfactual analysis of surveillance and Black education.” Journal of Criminal Justice, Volume 83. Accessed from <https://doi.org/10.1016/j.jcrimjus.2022.101983>.



125 Broad Street
19th Floor
New York NY 10004
(212) 607-3300
nyclu.org

Donna Lieberman
Executive Director

Wendy Stryker
President

One popular area of school surveillance technology is location and attendance monitoring through geolocation or AI-powered outreach tracking.²⁰ One attendance surveillance AI product in use across NYCPS claims to leverage AI to “surface patterns you’d never catch manually” including “subtle tells in parent responses that signal deeper issues.”²¹ In other words, this technology is being used to analyze the word choice and text communication styles of parents whose children are absent from school, and may flag families for intervention by ACS, a dangerous premise that threatens to erode trust and replicate racial disparities in the family policing system.²²

Individual schools are increasingly contracting for electronic hall pass products²³ that monitor, track, and store data on student movement within the school building, constrain student bathroom use, and surveil and scrutinize student friend groups in the name of “encounter prevention” by utilizing “AI-powered detected encounters.”²⁴ Strictly monitored limits on time spent out of the classroom mean that some students suffer unnecessary discipline consequences for missing class, being late, and other code infractions. Among other concerns, NYCLU has spoken with the New York City Human Rights Commission about the potential discriminatory impact of this product on students with disabilities.

In the example of one vendor, SmartPass, owned by Raptor Technologies—the school security vendor found to have massive data exposure of highly sensitive school safety documents, threat assessments, and student medical records²⁵—AI products generate new digital terrains in which student movements produce floods of new data for private harvesting and processing. Notably, in response to public attention to these purchases, NYCPS claimed “No school is required to adopt this tool, and supervisory discretion at the school level allows for individual locations to choose to procure and implement approved software that meets their needs.”²⁶ Once again, this hands-off approach by NYCPS is totally inappropriate. A core part of this business model requires companies to manufacture their own market, proposing “AI” as a solution to a problem, and normalizing new layers of previously unheard-of digital management. Individual principals have neither the expertise, nor the time, to adequately vet these products while NYCPS looks the other way. The Council must demand stricter oversight to protect public funds and students themselves.

Another rapidly expanding EdTech market is vape detectors.²⁷ As vendors compete for settlement funds set aside for youth vaping enforcement—\$15 million of which

²⁰ Weinstein, M. (2020). School Surveillance: The Students' Rights Implications of Artificial Intelligence as K-12 School Security, 98 N.C. L. REV. 438. Accessed from <https://scholarship.law.unc.edu/nclr/vol98/iss2/12>

²¹ See Edia. “The #1 AI-Powered Attendance Solution.” Accessed from <https://edia.app/attendance>; See also Mumtaz, K. (2026, April 21). “Commentary: Using AI to address school absenteeism must include guardrails.” Times Union. Accessed from <https://www.timesunion.com/opinion/article/using-ai-address-school-absenteeism-include-22216085.php>.

²² See Pangrazio, L. (2024). Data Harms: The Evidence Against Education Data. Postdigital Science and Education. 6. <https://doi.org/10.1007/s42438-024-00468-2>.

²³ See NYCPS contracts for: SmartPass, Securly, Minga, Raptor, GoGuardian, and Navigate360.

²⁴ See SmartPass, “Encounter Prevention: Prevent two or more students from being in the hallways at the same time,” <https://articles.smartpass.app/en/articles/6856238-encounter-prevention>.

²⁵ See New York State Education Department. (2024). Order on Consent and Administrative Settlement. Accessed from <https://www.nysed.gov/sites/default/files/programs/data-privacy-security/raptor-technologies-ooc.pdf>.

²⁶ Steinberg, B., and Pohl, M. (2026, March 25). “NYC schools drop more than \$350K on ‘creepy’ new digital hall pass scheme—that tracks kids’ toilet trips and more.” New York Post. Accessed from <https://nypost.com/2026/03/25/tech/nyc-school-students-advocates-push-back-on-new-digital-hall-pass-scheme/>.

²⁷ See NYCPS contracts for: Triton Sensors, Zeptive, and IPVideo Corporation.

recently went to NYCPS,²⁸ this market has exploded. This tech is known for flooding admin with erroneous alerts, whereby school police are nonetheless deployed to patrol bathrooms and locker rooms, escalating conflict while neglecting to address the root causes of why students vape.²⁹ Alarming, competition within this market means vendors are expanding their dubious claims to include AI-enhancements,³⁰ “aggression” and “bullying” detection, listening devices, and, with the advent of bell-to-bell phone bans, cellphone detection capabilities.³¹ Analysis into these systems finds they generate false positives, misidentify students, and attribute behaviors that are not grounded in empirical reality.³² Schools that choose AI surveillance may be buying into systems that sacrifice students’ privacy and civil rights in exchange for technologies that fail to deliver the outcomes they promise.³³

b. Student Communications Monitoring EdTech

In another area of the student surveillance sector, online surveillance companies sell services including social media monitoring (e.g. browsing and posting), communications monitoring (e.g. email, documents, direct messages), and online monitoring (e.g. web browsing). Surveilling students in this way is rife with potential harm, including false positives, loss of privacy, infringement on students’ First Amendment rights, and even discipline of students researching issues relating to mental and physical health.³⁴

These products, by design, collect extensive details about students’ lives, exposing the most intimate details to NYCPS and commercial vendors in suspect ways.³⁵ Third-party databases bring with them the possibility for data breaches of sensitive information³⁶ and invasive surveillance by law enforcement.³⁷ This intense, constant surveillance can impede students’ learning, development, and mental health.³⁸

²⁸ NYC Office of the Mayor. (2024, June 12). “Transcript: Mayor Adams, Attorney General James Announce \$27 Million Coming To New York City To Combat Youth Vaping Epidemic.” Accessed from <https://www.nyc.gov/mayors-office/news/2024/06/transcript-mayor-adams-attorney-general-james-27-million-coming-new-york-city-to>.

²⁹ See, for example, Richman, T. (2025, September 17). “MCPS vape sensors bombarded administrators with false alarms.” The Baltimore Banner. Accessed from <https://www.thebanner.com/education/k-12-schools/mcps-vape-sensors-IEAWKY067FCJZIR4DMSLNANWEU/>.

³⁰ See, for example, *FlySense* by *Soter Technologies* markets an “AI-powered vape and bullying detector”, <https://www.sotertechnologies.com/flysense-fs300/>.

³¹ See, for example, *Triton Sensors* alleges “patented sensor to detect cell phone use and policy evasion”, <https://www.tritonsensors.com/cell-phone-detection>.

³² Byrum, G. (2025, November 17). “Selling School Safety: Corporate Marketing of AI-Powered Vape Detectors as Educational Technology.” Present Moment. Accessed from <https://www.presentmoment.tech/post/selling-safety-assessing-corporate-promotion-of-ai-powered-vape-detectors-in-school-bathrooms>; See also, Whitney, T., Wu, YH., Byrum, G., Gabadou, E., Okoh, C., Pfefferkorn, M. (2025, October 16). “Unproven Vape Detection Tech Expands Surveillance in Schools, Threatening Privacy.” Tech Policy Press. Accessed from <https://www.techpolicy.press/unproven-vape-detection-tech-expands-surveillance-in-schools-threatening-privacy/>.

³³ See Sharma, K. (2025, August 25). “Public Schools, Private Eyes: How EdTech Monitoring Is Reshaping Public Schools.” New America. Accessed from <https://www.newamerica.org/insights/how-edtech-monitoring-is-reshaping-public-schools/>.

³⁴ O’Daffer A, Liu W, Bloss CS. (2025). “School-Based Online Surveillance of Youth: Systematic Search and Content Analysis of Surveillance Company Websites” J Med Internet Res. Accessed from <https://doi.org/10.2196/71998>.

³⁵ Chad Marlow, Emily Greytak, Katie Duarte, et. al. *supra* note 3.

³⁶ See, for example, “Data Security Incidents with PowerSchool and Illuminate Education”, <https://www.schools.nyc.gov/about-us/policies/data-privacy-and-security-policies/data-security-incidents>; See also, Order on Consent and Administrative Settlement (New York State Education Department Enforcement Action against *Raptor Technologies*), <https://www.nysed.gov/sites/default/files/programs/data-privacy-security/raptor-technologies-ooc.pdf>.

³⁷ See, for example, Keierleber, M. (2026, February 10). “ICE Taps into School Security Cameras to Aid Trump’s Immigration Crackdown, 74 Investigation Finds.” The 74. Accessed from <https://www.the74million.org/article/ice-taps-into-school-security-cameras-to-aid-trumps-immigration-crackdown-74-investigation-shows/>.

³⁸ Citron, DK. (2024). The surveilled student. *Stanford Law Rev.* 76(7):1439-1472. Accessed from <https://review.law.stanford.edu/wpcontent/uploads/sites/3/2024/10/Citron-76-Stan.-L.-Rev.-1439.pdf>



125 Broad Street
19th Floor
New York NY 10004
(212) 607-3300
nyclu.org

Donna Lieberman
Executive Director

Wendy Stryker
President

The sensitivity of the topic area, an opaque market, and the growing sophistication of data extraction and analysis are concerning. It is unclear to what extent students, parents, and families are aware of schools' use of surveillance technology. It is challenging to access detailed, clear information about these companies and their products, making it difficult for anyone—educators, parents and families, or students themselves—to make informed decisions. More attention must be paid to transparency, oversight of enormous public contracts, and crafting opt-out options for students and families.

Lastly, of growing concern to young people is the weaponization of “AI Detectors” meant to prevent students from earning credit for assignments. These products have been shown to disproportionately and inaccurately classify English Language Learners (ELLs) and neurodivergent students as cheating.³⁹ These systems are built on human-generated categories imbued with historic and contemporary biases.⁴⁰ These findings should compel people to doubt, contest, and contradict the system output when making real-life decisions that impact students' educational futures.

Given the alarming and largely unknown capabilities of software at play, we urge the Council to shine a light on NYCPS policy and procurement decisions—particularly by encouraging NYCPS to articulate the defined needs that schools are looking to the private surveillance sector to solve, by examining research and testing of the products, improving transparency, and pushing NYCPS to enact better guardrails for student privacy.

IV. TRANSPARENCY RECOMMENDATIONS

Much of this AI surveillance infrastructure is obtained through procurement processes that lack meaningful community engagement or oversight. Not only is it difficult for school community members to decipher or access the rooms where purchasing decisions are made, but they are forced to play catch-up as they arrive at school to encounter invasive products already in use. Often even the principals and IT staff making the purchasing recommendations have an incomplete understanding of the products and services they buy.

NYCPS currently directs students and parents to contact their school principal if they would like to know which vendor(s) the school uses or partners with.⁴¹ In recent tests of this process, those making requests were met with hostility, questioned, and received incomplete and disjointed responses. The opportunity is ripe for the Council to advance transparency in EdTech, meeting the growing calls from the people of New York for more and better information.

a. Introduction T2026-2129

³⁹ Williams, R.M., *supra* note 4. *Chapter 2: A taxonomy of AI.*

⁴⁰ *Id.*

⁴¹ Referencing “Supplemental Information for Parents About DOE Agreements With Outside Entities”, <https://www.schools.nyc.gov/about-us/policies/data-privacy-and-security-policies/supplemental-information-for-parents-about-doe-agreements-with-outside-entities/vendors-a-h>.

We strongly support Council efforts to advance a comprehensive public audit of AI tools currently in use as a step towards providing families and students with accessible information and opportunities to question or opt out of these systems.

i. Require Comprehensive Vendor Transparency

The business model characteristic of EdTech companies involves constant founding, folding, merging, and dissolving.⁴² For example, *GoGuardian*, which sells surveillance software products of many commercial names, was originally founded as *Liminex Inc.*, later acquired by Sumeru Equity Partners, later acquiring *Pear Deck*, *EduLastic*, and *TutorMe*.⁴³ Similarly, “HALO Smart Sensors” were created by *IPVideo Corporation*, later acquired by *Motorola Solutions*, today sold by third parties, one example being *Avigilon* to integrate “HALO’s capabilities with Motorola Solutions’ AI-powered video management software, *Avigilon Unity Video*.”⁴⁴

For these reasons, to § 21-1018(a)(1), § 21-1018(e)(1)(f), and § 21-1018(e)(2)(d) “name or commercial name” we recommend disaggregating each product by “name or commercial name, vendor legal business name, and assumed or registered business name if differs from official legal business name.”

ii. Broaden the Annual Report to Include Algorithmic Products Beyond Those “Approved by the Chancellor”

It is unclear what EdTech products would be captured within the umbrella of “algorithmic tool approved by the chancellor for use by the department,” “for use by such school,” “for use by such program,” or “for use by students” and we encourage the Council to broaden the report well beyond products approved by the Chancellor.⁴⁵ Many contracts for student monitoring products, including those with the potential for serious harm, are pursued directly by an individual school administrator.⁴⁶

As shared in a May edition of *Principals Digest*, schools are being asked by DOE Central to complete a survey to confirm all software that they use, including non-contracted school-based purchases. The survey is collecting “all” software, including free or donated software, meaning the DOE will be able to report products to the Council regardless of who approved, provided, or funded the acquisition of the product.

⁴² See Williams, R.M., *supra* note 4. Chapter 3: The Broken Promises of AI in Everyday Life; Citing Mejias, U.A. and Couldry, N. (2024). *Data Grab: The New Colonialism of Big Tech and How to Fight Back*. University of Chicago Press.

⁴³ See “GoGuardian Newsroom,” Accessed from <https://www.goguardian.com/newsroom>.

⁴⁴ See “Motorola Solutions Acquires IPVideo, Creator of the HALO Smart Sensor.” (2023, December 18). Accessed from <https://www.motorolasolutions.com/newsroom/press-releases/motorola-solutions-acquires-halo-smart-sensor-creator-ipvideo.html>; See also, “HALO Vape Sensor Fact Sheet.” Accessed from <https://www.avigilon.com/fs/documents/Halo-Sensor-Fact-Sheet-1.pdf>.

⁴⁵ Note, if “approved by the Chancellor” indicates products reviewed through Enterprise Request Management Application (ERMA), one complaint from school community members is that commercial GenAI tools are being used by school communities outside of formal Chancellor approval.

⁴⁶ Note, of the exemptions from PEP contract approval authority is where the contract is made directly by an individual school. See NYC Department of Education, *supra* note 17 (Section 2-08 Panel for Educational Policy Approval); See also, The Special Commissioner of Investigation for the New York City School District, “Re: SCI Review of DOE School-Level Procurement Procedures Rules Violations SCI Case #: 2024-05956”, (December 30, 2025), https://nycsci.org/wp-content/uploads/2026/01/202405956_Procurement.pdf. (According to the Special Commissioner of Investigation’s review of school-level procurement procedures rules violations, procurement by DOE/NYCPS at the school level totaled \$386 million for Fiscal Year 2025).



125 Broad Street
19th Floor
New York NY 10004
(212) 607-3300
nyclu.org

Donna Lieberman
Executive Director

Wendy Stryker
President

We therefore recommend § 21-1018(e)(1)(e) and § 21-1018(e)(2)(c) read instead: “The amount of funds received or expended by the school to use an algorithmic tool ~~approved by the chancellor for use by such school~~. Where the algorithmic tool was procured at no cost or funded by an outside entity, such procurement method should be specified.”

iii. Strengthen “Brief Description of the Purpose” Reporting

Although many third-party agreements are named on schools.nyc.gov, details are significantly lacking and the little information provided often leverages grandiose marketing terms to prevent the public from ascertaining the true purpose or capabilities of the product. As of December 4, 2024, vendors are required to adhere to additional AI-related standards, including that any AI technologies must be disclosed to NYCPS/DOE.⁴⁷ As the Guidance now claims “all AI tools must serve a clearly defined educational purpose,” we ask that § 21-1018(3) be amended to include “a brief description of the purpose, defined educational purpose, and approved use...”

iv. Expand Approval Policies Reporting to Reflect NYCPS Promises

Lastly, we recommend § 21-1017(a) include “procedures for approving an algorithmic tool for use by the department, including review for algorithmic bias, equity impact, and instructional effectiveness...” as the March 2026 Guidance claims “NYCPS is actively building centralized capacity” to assess these areas.⁴⁸

V. CONCLUSION

Without question, the absence of transparency and accountability has enabled secretive decision-making, irresponsible contracting, and the de facto exclusion of parent and student participation AI governance. What’s more, schools are increasingly turning to surveillance EdTech as a false solution based on claims of salespeople, often with little evidence, oversight, or efficacy. Schools should be places where students feel safe to learn and try new things, and they should be places where public dollars and the public trust are guarded carefully, not places where every moment is tracked and every data point stored and monetized.

We are encouraged by the Council’s call for oversight on the issue of AI, student data, and privacy in New York City schools, and urge the Council to exercise its influence through both its budget oversight role and through advancing transparency legislation to bring harmful and misguided technologies and city spending to light and support students, families, and educators looking for real answers from decision makers.

⁴⁷ Referencing “Data Privacy and Security Compliance Process”, <https://infohub.nyced.org/in-our-schools/policies/data-privacy-and-security-compliance-process#aipolicies>.

⁴⁸ New York City Public Schools, *supra* note 6.a

WRITTEN TESTIMONY
New York City Council
Committee on Education
jointly with the
Committee on Technology

Int 853 — A Local Law Requiring a Study on How Language Access Needs,
Income, and Geographic Location Affect Access to Special Education

Wednesday, June 24, 2026
Council Chambers, City Hall, 1:00 p.m.

Submitted by:
Paula Magnus
President
Northside Center for Child Development, Inc.
1475 Park Avenue, New York, NY 10029

Chair Dinowitz, Chair De La Rosa, and distinguished Members of the Committees: thank you for the opportunity to submit testimony in support of Int 853. My name is Paula Magnus, and I am the President of Northside Center for Child Development, a New York State Article 31 licensed nonprofit outpatient mental health clinic founded in Harlem in 1946. We serve more than 6,500 children and families each year across Harlem, the Bronx, and Brooklyn through our main clinic in East Harlem, mental health services embedded in 23 New York City public schools, a Therapeutic Early Childhood Center serving 72 students with disabilities, and three Head Start and Early Head Start sites serving 181 children.

The question at the center of Int 853, whether a child's language, income, or zip code determines whether they receive the special education services they are entitled to by law, is not abstract to us. We see the answer every day.

Language Access

Our Director of Special Education Services, Carolina Laise-Chong, who has worked with children with disabilities and their families for more than twenty years, has observed firsthand that families who speak languages other than English face cascading delays at every stage of the special education process. Referrals are misunderstood. Evaluations are not clearly explained. IEP meetings proceed without genuine comprehension. Consent forms are signed, or not signed, without informed consent in any meaningful sense. At Northside, our multilingual staff and Multidisciplinary Evaluation (MDE) team work to close these gaps for the families we serve. Yet the families that specialized community providers like us cannot reach are precisely the ones this bill is designed to find.

Timelines and the Pipeline of Delay

A child who needs services but does not receive them on time does not simply wait; they fall further behind. We recommend that the study called for by Int 853 measure the full pipeline: from referral to evaluation, evaluation to IEP meeting, and IEP recommendation to actual service delivery. Each interval is a place where a child can be lost. We also recommend that the study examine whether children in communities with lower incomes or higher concentrations of families whose home language is not English experience systematically longer intervals at each stage, and whether delays in transportation, provider availability, bilingual services, or related services compound over time.

Geographic and Income Disparities

At intake in our Therapeutic Early Childhood Center, we see children waiting, and a system with no clear accounting for how long, at which stage, or why. That is precisely what Int 853 is designed to change. Int 853 asks the City to look at this honestly. We support that ask, and we recommend that the study draw directly from providers, families, evaluators, related service staff, and community-based organizations working in these neighborhoods, not only from administrative data.

Artificial Intelligence and Student Data

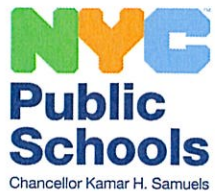
The joint hearing with the Committee on Technology reflects a timely recognition that AI and data systems are entering the special education pipeline. When used responsibly, these tools can support earlier identification of students who may need evaluations, interventions, or related services. When deployed carelessly, they will replicate and scale the inequities already embedded in the system. Any deployment of AI in this context is answerable to a clear standard: does it improve access, reduce delays, protect student privacy, and strengthen accountability? Professional judgment, parent input, teacher observation, and clinical review are not replaceable. We commend this Council for working with the City to study and implement technology that opens doors for every student who needs special education services.

Northside Center for Child Development supports Int 853 and stands ready to contribute our experience, our data, and the voices of the families we serve to the work it sets in motion. Every child in New York City is entitled to a free and appropriate public education. This bill is a step toward making that promise real.

Respectfully submitted,

Paula Magnus

President, Northside Center for Child Development, Inc.



Testimony of NYC Public Schools Before the NYC Council Committees on Education and Technology on Artificial Intelligence, Student Data, and Privacy in NYC Public Schools

June 24, 2026

Testimony of First Deputy Chancellor Danielle Giunta

Introduction

Thank you Chair Dinowitz, Chair De La Rosa, and members of the Committees on Education and Technology.

My name is Danielle Giunta, and I am the First Deputy Chancellor of New York City Public Schools, serving under the leadership of Chancellor Kamar Samuels. Prior to this role, I was a teacher, principal, network leader, superintendent, and most recently, Chief of School Leadership Development. I now oversee superintendents and key offices, including Academics & Instruction, District Planning, Enrollment, New School Development & Design, Policy & Evaluation, and Student Pathways.

I'm joined today by Supervising Superintendents Dr. Alan Cheng and Dr. Maribel Hulla, who work directly with our superintendents and their school communities across the city. Because AI spans multiple divisions and areas of expertise, I am also joined by colleagues from Data Privacy, the Division of Instructional and Information Technology (DIIT), Early Childhood Education, and the Division of Inclusive and Accessible Learning—underscoring our commitment to a coordinated and responsible approach to this work.

Over the past few months, the Chancellor and I have been speaking regularly with our communities about AI and screen time in the classroom. Those conversations have made clear that families, educators, and students are thoughtfully considering how these developments are shaping teaching and learning for students.

I appreciate this opportunity to engage with you about artificial intelligence, student data privacy, and the role of technology in our schools.

We know this conversation is urgent. We recognize that the rapid evolution of AI requires careful judgment, clear safeguards, and meaningful dialogue with the communities we serve. Families, advocates, labor partners, school communities, and members of this Council have pushed us to think more deeply about the role of AI and screen-based technology in schools. We are grateful for that engagement, including the letter sent to the Mayor and Chancellor by 29 members of this Council. The concerns raised by Council members and school communities have helped shape

our approach and reinforced the need for clear guardrails, transparency, and ongoing engagement.

Our Process

When Chancellor Samuels assumed his role in January, NYCPS was completing AI guidance that had been initiated under the prior administration. On March 25, NYCPS published that guidance, launched an AI landing page on our website, opened a 45-day feedback window, and began collecting input from educators, families, students, and community members across the city. This process was designed to be iterative from the start, reflecting our commitment to establish initial guardrails while continuing to listen, learn, and work with the stakeholders most affected by these decisions.

The March guidance laid an important foundation for our protections. This guidance requires AI tools that use student data go through NYCPS' privacy and security review process; prohibits student data from being used to train AI models; requires human review of AI outputs; and makes clear that AI cannot replace student thinking, educator judgment, or qualified human decision-making in high-stakes decisions about students. It also makes clear that any student use of AI requires educator guidance, critical evaluation of outputs, and age-appropriate context.

During the 45-day feedback period, which ended May 8, we received 6,491 survey responses from educators, families, students, and community members across our city. We also gathered feedback through engagement with students, families, parent leaders, community and citywide education councils, the Chancellor's advisory councils, the Panel for Educational Policy, and other stakeholders.

There were many key takeaways from the feedback. Many respondents said they clearly or mostly understood the framework, and we heard recognition that AI and technology may have benefits when used thoughtfully and with appropriate safeguards. Students, in particular, reflected both interest in AI literacy and concern about overreliance. Educators and staff also drew an important distinction between teacher-facing uses and student-facing uses.

But the feedback also made clear that our next set of policies must be strong, practical, and developmentally specific. The top concerns that surfaced were the impact of AI on children's cognitive development; mental health and social-emotional well-being; and data privacy and security. Families and educators shared that they want stronger guardrails, clearer expectations, and greater transparency.

Families and educators have also raised questions about screen-based technology more broadly—how technology is being used and whether it is supporting active, meaningful engagement.

From this feedback, we understand that our current guidance needs to be strengthened to better protect students and respond to community input.

Our Design Principles

While we are still shaping our next set of policies, let me speak to the values that are driving what comes next.

First: We need to center developmental appropriateness.

Across all grades, students need opportunities to read, write, problem-solve, discuss ideas, and work through challenging tasks with teachers and peers. We are mindful of cognitive offloading, when technology does the work that students need to do themselves. AI should not short-circuit those learning experiences or allow students to bypass the work that learning requires.

We also recognize that the developmental and instructional needs of students vary greatly from pre-K through high school, and our policies should reflect those distinctions. As we build on the March guidance, we are looking carefully at how expectations should differ by age and grade level, how to prevent unstructured technology use, and how to prepare older students for a world in which AI is already present—without allowing AI to replace their own thinking.

Second: We are focused on distinguishing between different kinds of tools and uses.

Not all technology use is the same. The clearest risk is unstructured student-facing AI that allows students to bypass the thinking, writing, reasoning, and problem-solving they need to do themselves. That is very different from a carefully reviewed tool designed for a specific instructional purpose, used under educator supervision, with clear limits and a clear role for the teacher.

It is also different from assistive technology or software, like text-to-speech, required by a student's IEP or 504 plan; a language-access support for a multilingual learner; or a teacher-facing planning tool. Those uses raise different legal, instructional, and equity considerations—ones we are factoring into our next set of policies.

Third: The safety of our students is essential. Privacy, security, and instructional review must all work together when we evaluate technological tools.

NYCPS has an existing privacy and security review process through the Enterprise Request Management Application, or ERMA. Software that has not been reviewed through ERMA is not approved for use with student or staff data. In December 2024, NYCPS added AI-specific standards requiring vendors to disclose AI capabilities, prohibiting the use of student data to train AI models, and setting transparency requirements.

This review is essential, but families and educators are also asking broader questions about instructional purpose, accessibility, bias, and how tools affect the student experience.

As we enter the next phase of our work, we are working to establish a more comprehensive framework—one that responds to the ongoing evolution of this rapidly changing technology and factors in student protections, instructional quality, and more.

Finally: Community voice must be part of the NYCPS technology governance structure.

Families want more transparency. Educators need clearer guidance. Students need a voice in decisions about the tools shaping their learning. We are committed to engaging with each of these groups, and others, to ensure our approach to AI and technology reflects their continued input.

Conclusion

In summary, our March guidance established a foundation. The feedback we received since then, from our surveys, from parent groups, and from our students, has made clear that we need to build more detail and specificity on that foundation. Any technology use must be developmentally appropriate, carefully reviewed, transparent to families, and in service of learning—not a substitute for it. We are finalizing a stronger approach for the school year ahead, so that educators and school communities will have clarity before the new year begins, and will continue engagement around our updated guidance.

I would now like to turn to the proposed legislation:

Preconsidered Intro 2026-2129 requires NYC Public Schools to report on algorithmic tools approved for use in schools. We support the goal of the proposed legislation and, pursuant to Local 35, NYCPS annually reports information on algorithmic tools in use at schools. We look forward to working with the council and the NYC Office of Technology and Innovation to ensure that any new reporting requirements align with existing legislation and our reporting systems.

Preconsidered Intro 2026-2130 relates to quarterly reporting on data breaches involving algorithmic tools in schools.

Protecting student and staff data is of the utmost importance and is required by law. We take any data breach seriously and follow all required procedures in the event of an incident. We support the overall goals of the proposed legislation.

With that said, New York City Public Schools already maintains policies regarding privacy audits of third-party tools that process student data, including algorithmic tools. These policies are publicly available on our websites. (schools.nyc.gov/studentprivacy, schools.nyc.gov/ai, and <https://infohub.nyced.org/in-our-schools/policies/data-privacy-and-security-compliance-process>).

Moreover, NYCPS reports all data breaches to the State in accordance with New York State Education Law § 2-d. We also share information about recent data security incidents on our website. (<https://www.schools.nyc.gov/about-us/policies/data-privacy-and-security-policies/data-security-incidents>).

We welcome continued dialogue with the Council regarding the proposed legislation.

Intro No. 412 requires NYCPS to disclose information regarding school admissions policies and procedures. We support the underlying intent of the proposed legislation to ensure that school admissions processes are accessible, transparent, and well understood by families and the public.

As written, we believe the bill references information that is already publicly available, including:

- Each school's MySchools directory page, which conveys priority structures, selection criteria, and prior-year application and offer rates by priority group.
- The same directory data is also published in spreadsheet form on the NYCPS InfoHub for multiple years.
- Comprehensive admissions process guides on the NYCPS website explaining evaluation methods, including auditions, and other assessments.
- Reporting required under Local Law 72 providing detailed admissions outcomes for each school.

We welcome the opportunity to work with the Council to explore how this existing information may be further clarified or made more accessible to families.

Thank you, and I welcome your questions.

Testimony of Julia Stoyanovich

Committee on Education jointly with the Committee on Technology

June 24, 2026

Thank you, Chairs and members of the Committees on Education and on Technology, for the opportunity to testify. My name is Julia Stoyanovich. I'm a professor of computer science and data science at NYU and the founding director of the Center for Responsible AI. I've worked on AI governance in this city for nearly a decade, and I'm a parent of an NYC public middle school student.

I have four recommendations today that share a single principle: **The city should not run AI systems on our children that no one outside the vendors can see, check, or hold to account.**

Position: Neither Hype nor a Moratorium

Let me begin with what I am *not* asking for. As these tools spread, many thoughtful people, especially parents, are calling for a moratorium: pause AI in schools until we can be sure it is safe. I understand the impulse, and I share the concerns behind it. But I do not support a ban. The task in front of us is not to keep AI out of our children's education, it is to learn, and urgently, how to govern these tools and how to let the people it most directly affects, students and teachers, use them productively: capturing the benefits while controlling the risks. That is hard work, and it is exactly the work a moratorium lets us avoid. A ban is not a decision; it is a deferral. Meanwhile, the tools are already in our classrooms, so the real question is not *whether* AI enters our schools, but whether it does so on terms the public sets, or on terms the vendors set for us, and whether the students and teachers using these tools have the guidance they need to benefit from them safely.

The harder, better path is to bite the bullet: set the standards now, in public, and hold every tool to them. At NYU, facing the same choice in our own classrooms, we chose discipline-grounded guidance over blanket prohibition, with clear rules about when AI is prohibited, permitted with disclosure, or required, so that students learn both to use these tools and to question them, under guidance rather than on their own. A public school student deserves the same. The answer to a hard problem is to solve it, not to postpone it.

What does that solution look like? It comes down to four things, and these are my recommendations to you today: prove these systems work, keep children's data at home, open the systems to public scrutiny, and decide with families, not for them.

Recommendation 1: Prove the AI Works

AI tutors and coaches are entering classrooms faster than anyone can evaluate them, and

fastest in the schools serving low-income students, where they promise to do more with less. Today the vendors grade their own homework: they self-attest that their tools are tested, equitable, and safe, and there is no shared, independent yardstick to check them. The city's own vetting process, the Enterprise Request Management Application (ERMA), screens for data privacy and security but, by the city's own account, does not yet review whether a tool is instructionally effective or whether it is biased.¹ That is the gap that matters most. One in three NYC third-graders cannot read proficiently; an AI tutor that is quietly less accurate for multilingual learners or students with disabilities scales that failure across thousands of children at once, widening the very gap it was meant to close.

So my first recommendation is concrete. Before a tool reaches a classroom, require it to meet an independent efficacy-and-equity standard: does it measurably improve learning, and does it work as well for English-language learners and students with disabilities as for everyone else? "Meets the standard" should be a precondition for procurement, not a box checked after deployment.

Recommendation 2: Keep the Data at Home

These same tools record, in detail, how children think, struggle, and learn; this is some of the most sensitive data we collect on a young person. Today that data routinely flows out through vendor APIs to models running on private platforms, where it can be retained and reused with little transparency and little recourse. When I testified before Congress on DeepSeek, I called this a loss of *data sovereignty*: the moment data leaves your control and falls under someone else's rules, you can no longer say who sees it, where it is stored, or how it is used.² The same risk applies, with even higher stakes, to a child's learning record.

My second recommendation is that these systems should run on infrastructure the city controls, hosted in-house, with clear data-protection requirements and an approved-tools list, not piped out to platforms the city cannot audit. If we cannot say where a child's data lives and who can see it, the tool is not ready for a classroom.

The City Council already has a vehicle for part of this. *Int. No. 708* would require notice and consent before a resident's personal data is used to train or develop AI models, and would give people the right to learn which third parties their data was disclosed to, to revoke that consent, and to delete it.³ The bill has not moved. Children's educational records are a prime reason it should: there is no more sensitive data, and no group less able to consent for itself, than a

¹

<https://www.schools.nyc.gov/about-us/vision-and-mission/artificial-intelligence/guidance-on-artificial-intelligence>

² "DeepSeek: A Deep Dive," hearing of the Committee on Science, Space, and Technology of the U.S. House of Representatives, Research and Technology Subcommittee, April 8, 2025, available at <https://science.house.gov/2025/4/deepseek-a-deep-dive>

³

<https://legistar.council.nyc.gov/LegislationDetail.aspx?ID=7927478&GUID=61BB212E-B5AA-4368-AD20-CB129C7EE190&Options=Advanced&Search=>

classroom of kids.

Recommendation 3: Open the Data

Let me be precise here, because this sounds like the opposite of my second recommendation and is in fact its other half. Transparency and data protection are not in conflict; they are mutually reinforcing. We lock down a child's individual data so it cannot be misused, and we open the system's outcomes to scrutiny so it can be held accountable. I am not asking the city to publish anything about any individual child, only the outcomes of its algorithms, anonymized and aggregated, broken down by district and student group.

Consider the public-school match, one of the largest algorithms affecting children in this city. Today the Department of Education publishes only headline averages. In our ongoing work studying this system, the outcome data we needed was not public, so we had to simulate students just to see how it behaves. No one should have to fake the data to audit a public system. And the averages hide what matters most. A single reform can raise the citywide match rate, making the system look better on paper, while actually leaving some children worse off. Among the children with the worst lottery luck, the share who get one of their top three choices can fall by nearly half. And who absorbs that loss is uneven: students in some boroughs are hit far harder than others. You cannot oversee what you cannot see.

My third recommendation is: release outcome data, in a form that protects every student and allows researchers, advocates, and parents to check who the system helps and who it leaves behind.

Recommendation 4: Decide with Families, Not for Them

My recommendations so far are about what the city should require. This last point is about how those decisions get made, and right now they are made top-down. Private companies and the city decide; students, teachers, and parents learn about it afterward, if at all. In focus groups my colleagues and I conducted for a study on AI in the classroom, parents described being looped in only after a tool had already been chosen.⁴ As one put it, "I think the decision has been made already before onboarding the parents." They were clear about what they wanted instead: to be partners in shaping how AI is used in their children's schools, not informed after the fact.

The city's own March 2026 guidance illustrates the gap.⁵ It sorts AI uses into green, yellow, and red, but applies the same rules to every grade, subject, and group, without asking who is affected or in what context. As one parent coalition noted, it makes no attempt to address many of the concerns parents and educators actually raise. Yet context is exactly what matters: the

⁴ "Would You Want an AI Tutor: Understanding Stakeholder Perceptions of LLM-based Systems in the Classroom," Fuligni et al., 2026, available at <https://arxiv.org/abs/2503.02885>

⁵ <https://www.schools.nyc.gov/about-us/vision-and-mission/artificial-intelligence/guidance-on-artificial-intelligence>

same tool is one thing in a third-grade reading class and another in a high-school elective, and different again for a multilingual learner or a child with a disability, the groups too often left out of the conversation entirely.

So my fourth recommendation is structural: build stakeholder input into procurement and oversight from the start. At NYU, we treat students as participants in our AI strategy, not merely its subjects; they help shape not only the policies but also what we choose to measure. The city should do the same with the families it serves.

Conclusion: We Must Be Explicit about Data and AI Governance

These recommendations, and the way I want them decided, are really one idea. Earlier this month I testified before the Commission on Government Efficiency that the city has promised responsible AI for eight years, through task forces, roadmaps, and executive orders, and keeps going in circles, because none of it is written down anywhere that lasts.⁶ The same is true here. We will not get efficacy, data protection, oversight, or genuine stakeholder voice from good intentions alone. The city has to be explicit about data and AI governance: write the rules down, and write them where they survive a change of administration.

So: prove these systems work, keep children's data at home, open the systems to scrutiny, and decide with families, not for them. No AI on our children that the public cannot see and cannot check.

Thank you. I look forward to your questions.

⁶ Testimony of Julia Stoyanovich, Commission on Government Efficiency, Brooklyn Hearing 1: Modernizing Government and Streamlining Government Technology, June 11, 2026. Available at <https://r-ai.co/coge>.

THE BRONX DEFENDERS

New York City Council

**Committee on Education Jointly
With the Committee on Technology**

**Written Testimony of The Bronx Defenders
By Mary Merkel
Staff Attorney, Education Defense Project**

Introduction

The Bronx Defenders is a public defender non-profit that is radically transforming how low-income people in the Bronx are represented in the legal system, and, in doing so, is transforming the system itself. Our staff of over 450 includes interdisciplinary teams made up of criminal, civil, immigration, and family defense attorneys, as well as social workers, benefits specialists, legal advocates, parent advocates, investigators, and team administrators, who collaborate to provide holistic advocacy to address the causes and consequences of legal system involvement. Through this integrated, collaborative structure, we have pioneered a groundbreaking, nationally recognized model of representation called holistic defense that achieves better outcomes for our clients. Each year, we defend more than 20,000 low-income Bronx residents in criminal, civil, child welfare, and immigration cases, and reach thousands more through our community intake, youth mentoring, and outreach programs. Through impact litigation, policy advocacy, and community organizing, we push for systemic reform at the local, state, and national level. We take what we learn from the clients and communities that we serve and launch innovative initiatives designed to bring about real and lasting change.

Our Education Defense Project (EDP) is a specialized interdisciplinary team of attorneys and advocates that work at the intersection of our Immigration, Family, Civil, and Criminal Defense practices. We represent students and families whose educational rights are threatened by systemic barriers that too often lead to exclusion, family instability, and deeper involvement with the legal system.

EDP provides direct advocacy for students with disabilities and their families throughout the special education process, including Individualized Education Program (IEP) meetings, Manifestation Determination Reviews (MDRs), due process matters, and securing appropriate educational placements and services. We also represent students facing school discipline, including suspension and expulsion proceedings, and advocate against exclusionary practices that push young people out of school and into the juvenile and criminal legal systems.

THE BRONX DEFENDERS

Our testimony is informed not only by policy analysis but by the lived experiences of the children and families we represent every day. Through both individual representation and systemic advocacy, we work to dismantle the school-to-prison pipeline and ensure that every young person has meaningful access to a safe, supportive, and equitable education.

Understanding Barriers to Special Education Is Essential to Achieving Educational Equity

For too many families, access to special education depends not on a child's needs, but on where they live, the language they speak, or their ability to navigate a complex and under-resourced system. Int. 0853-2026 would provide the data needed to better understand and address these inequities. By examining how structural factors shape access to special education, the City can better target interventions that ensure all students, regardless of where they live, the language they speak, or their family's income, have meaningful access to the services they need. Greater awareness of inequities in special education services enhances our ability to advocate for clients by revealing the obstacles that prevent children and families from accessing critical support needed to thrive. Understanding barriers will allow our Education Defense Project to better connect our clients to educational support services that address their individual needs and help avoid future system involvement.

The Impact of Inequitable Access to Special Education

In our work with clients, we see the disproportionate impact that school suspensions have on students with disabilities and students from low-income families. The proposed study is particularly important because these are the same populations that face significant barriers to accessing special education services. Special education services are intended to provide students with disabilities the support and accommodations they need to succeed in school through a supportive, individualized approach rather than a punitive one. When these needs go unaddressed, students may instead face exclusionary discipline, which can further erode their trust in schools as safe environments and undermine their confidence in institutions as fair and reliable. Research has shown that suspensions, especially when they are repeated or perceived as unfair, can negatively affect students' long-term educational attainment and increase their likelihood of future system involvement.¹

Our work, along with research on exclusionary discipline, has consistently shown that students with disabilities are suspended at a higher rate than general education students. Across New York state, students with disabilities were suspended 87% more often. In New York City,

¹ Fabelo, T., Thompson, M., Plotkin, M., Carmichael, D., Marchbanks, M., & Booth, E., *Breaking Schools' Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement*, Council of State Governments Justice Center & Public Policy Research Institute (July 19, 2011)

THE BRONX DEFENDERS

students with disabilities account for almost 40% of suspensions despite making up about 20% of the school system.

Additionally, economically disadvantaged students are suspended at higher rates than students who are not economically disadvantaged. Research shows that students impacted by intergenerational poverty are 1.78 times more likely to receive exclusionary discipline.² The Center for Court Innovation found that in New York City schools, students who once faced discipline were more likely to face further discipline or justice-system involvement if they were male, Black, Hispanic, disabled, or poor.³

We regularly meet our young clients at the end of the school to prison pipeline. Almost all of our incarcerated young clients were suspended while they were in community school, and reviewing their educational records almost always reveals missed opportunities to support their needs through special education services instead of punitive school discipline practices. For example, one of our clients received inadequate special education supports and was bounced from school to school throughout elementary and middle school. For high school, he was placed at JM Rapport, a segregated school where all students have an IEP, with a majority classified as students with emotional disabilities. As you may be aware, JM Rapport has extremely low attendance and a high rate of student altercations. Nathan felt unsafe there, so he received a safety transfer to Manhattan High School, the segregated District 75 high school in Manhattan. While there, he was suspended for fighting. We represented him at his suspension hearing, where the evidence actually showed he was being bullied and assaulted. The suspension was dismissed and he was granted a safety transfer to a new school. However, the only options available to him were two other District 75 high schools extremely far away from where he lives in the Bronx. Together with his parent, we pushed for him to be reevaluated and placed in an appropriate and supportive school setting. Unfortunately, due to multiple mistakes by his home school, this process took an extremely long time. During that time, he stopped attending school, lost valuable instructional time, and was arrested. While he is now attending a specialized non-public school, he faces the possibility of being incarcerated. This could have been avoided, had he been given the necessary and appropriate special education supports from the beginning of his education.

A study on the impact of language needs on special education programs access is particularly crucial as we've witnessed the compounding challenges that non-English speaking families face when trying to access special education programs and services. Families worry that school staff don't speak their language, resulting in misunderstandings about their concerns and their

² Shooter, W., Hernandez, J., Mackay, D., & McIlvenna, M., [*The Relationship of Intergenerational Poverty and Exclusionary School Discipline*](#), *Psychology in the Schools*, 60, 1760–1780 (2023)

³ National Institute of Justice, [*Student Suspensions Have Negative Consequences, According to NYC Study*](#) (Nov. 12, 2021)

THE BRONX DEFENDERS

children's needs. Although New York City schools are mandated to provide interpreters, turnaround times vary by district, while delays in accessing IEP evaluations and bilingual assessments persist due to staffing shortages. Many families who face these language barriers are also immigrant families. In the state of the current federal administration's aggressive immigration regime, immigrant families are often concerned about contacting schools to access educational services due to their potential mixed statuses, creating further obstacles to obtaining the special educational services that all New York City school students are entitled to.

We have worked with young people who lost the special education services they needed and were legally entitled to because information was not provided to their parents in their home language, and the school did not communicate clearly with their parent about the process. We have worked with parents who had no idea what services their children were receiving and whether or not they were effectively addressing their children's needs because, again, information was not provided in their home language, and the process was not explained to them. Language barriers should not cause barriers to special education services and student success.

Conclusion

We thank the Council for the consideration of this written testimony. Int. 0853-2026 represents an important step towards ensuring that each of our clients has equitable access to the special education services they need to succeed regardless of language access, income, or geography. We urge the Council to pass this legislation and reaffirm its commitment to ensuring that all New York City students have access to the support, services, and educational opportunities they deserve.



**Testimony by Senior Researcher
Tenaya Nasser-Frederick of the
Collaborative Research Center for Resilience**

**To the Committee on Technology of the
New York City Council
Chair Eric Dinowitz**

**On June 24, 2026
Regarding Why New York Communities Need
Greater Transparency from the DOE in the
Context of the Increasing Use of AI
in NYCPS**

Submitted Written Testimony on June 26, 2026

The Collaborative Research Center for Resilience (CRCR) conducts investigative and community-centered research to ensure that government use of technology advances the public good and democracy. We investigate and conduct community-centered action research to support key interested and affected groups who are often left in the dark (e.g., workers, impacted community members, elected officials). We do so with the intention to elevate meaningful participation in governance across areas with profound impact on our daily lives. I'm also speaking today as a member of the AI Moratorium Coalition.

We testify in general support of both introductions 2129 and 2130, calling for annual reporting on algorithmic tools approved for use in schools and quarterly reporting on data breaches of algorithmic tools used in schools. Such bills seem appropriate and urgent especially considering the NYS Comptroller's audit of the DOE's handling of the privacy and security of student data, released in April, which said that the DOE "doesn't have a clear understanding of the data being collected or the risks it poses,"ⁱⁱ and also considering that, while the DOE pauses the development of their AI "playbook" that was intended for release this month, NYC schools continue to integrate AI across K–12 classrooms in NYC.

We also make the following recommendations: 1) that the DOE and every school in NYCPS be required to make the contents of data privacy agreements between vendors and New York City public schools readily available to public officials and advocates; 2) that the DOE expand its privacy and security review of classroom tools to meaningfully include an assessment of ongoing data collection, potential for mission creep, and whether a tool is fit for purpose. An expanded evaluation process should also address concerns for cognitive offloading and the creation of vulnerable data sets; and 3) that the DOE be required to take transparency measures that would make the ERMA status of every AI-enabled or algorithmic tool visible to parents. Otherwise, parents do not have a way of verifying whether a vendor has undergone an ERMA approval process. For example, we don't know whether HMH's AI add-ons, Writable and Amira, are ERMA-approved or if they are considered approved based on HMH's pre-existing approval.

During his testimony, the DOE's Data Privacy Officer Dennis Doyle mentioned that schools have the right to share student data with "school officials" but he neglected to mention that many education technology vendors in NYCPS are designated as "school officials." Vendors with such designation include the mandated curriculum provider HMH, which hosts the AI-enabled reading coach Amira and products like Writable and Waggle, as well as the company Curriculum Associates, which provides the assessment product i-Ready. The Council should understand that most of these FERPA-exempt vendors maintain third-party sharing stipulations in their privacy policies.

HMH's AI tool Writable and the AI reading coach Amira collect student writing samples and voice recordings, respectively, to improve their models, despite the DOE prohibiting this practice in their preliminary AI guidelines. Ed tech providers adding features to their products, whether AI or otherwise, complicates the boundaries of data compliance, and contributes to the disablement of oversight.ⁱⁱ When students open external applications alongside Google Classroom, for example, they lose the privacy protection provided by Google Classroom and their data becomes harvestable.ⁱⁱⁱ The introduction of AI even more drastically transforms the data protection environment and raises the stakes of security.^{iv} With AI, the re-identification of

de-identified data through cross-referencing datasets becomes highly more probable. Furthermore, data becomes irretrievable when it enters AI training pipelines, such that the victims of data breaches face potential consequences for the rest of their lives.

The explosion of ed tech procurement after the Covid-19 pandemic, together with invasive AI products already being utilized in classrooms, renders the jobs of Data Protection Officers virtually impossible and functionally symbolic. In such a chaotic and uncertain environment, HMH's decision to quietly slip AI-integration into a curriculum that schools are mandated to adopt is aggressively undemocratic, and takes advantage of parents, children, and educators who feel they have no choice but to accept it.

Another issue that's important to raise here is how deeply entrenched vendors threaten community engagement in local governance. For example, Curriculum Associates, the company behind the diagnostic screener i-Ready, is currently facing a class action lawsuit alleging their mishandling of student data.^v With the mandated expansion of i-Ready under former-Mayor Eric Adams' NYC Reads initiative, and its further expansion under the Mamdani administration,^{vi} NYC public schools are currently facing vendor lock-in; even were there an overwhelming community mobilization against i-Ready, most districts are too dependent on the product to cancel their contract with the vendor. Similarly, this week, Charlotte-Mecklenburg Schools Board of Education declined to eliminate the i-Ready screener in their district, despite widespread dissatisfaction with the product, by reasoning that a bad screener is better than no screener.^{vii}

An additional key concern around AI in schools is private equity- and venture capital-backed consolidations around private solutions for public education. In 1998, Lehman Brothers VP Michael Moe wrote a white paper entitled “Dawn of the Age of Knowledge” where he suggested that private equity should exercise the same aggressive consolidation and profit extraction in the education sector that had already ravaged the healthcare sector.^{viii} Today Michael Moe is best known as the founder of Global Silicon Valley Capital or GSV, a private equity firm focused on identifying, investing in, and promoting what he has termed “weapons of mass instruction.”^{ix} The ASU + GSV conference is today one of the largest annual education technology conferences in the world, where Silicon Valley entrepreneurs, Wall Street investors, and venture capitalists deliberate how to demolish the “entrenched status quo of public education” that impedes the scalability and profitability of their private solutions for public schools.

Through the quiet integration of AI into their products and data processing capacities, corporate vendors have revealed themselves as primarily concerned with establishing an ecosystem that creates and collects the data that AI needs to generate returns on investment, returns that have not yet materialized, and which shouldn't ever materialize on the backs of kids. Beyond siphoning public spending for the profit of these companies, a district's dependence on a vendor is a threat to democracy and to the kind of community engagement that the DOE claims to value. Once the district establishes a relationship of dependency with a vendor, the vendor increases its power over the district and, because it becomes indispensable, is more able to operate with impunity.

ⁱ Office of the New York State Comptroller: Thomas P. DiNapoli, State Comptroller, *New York City Public Schools: Privacy and Security of Student Data*, Report 2023-N-6, Division of State Government Accountability, April 2026, <https://www.nyc.gov/mayors-office/news/2026/05/mayor-mamdani-and-chancellor-samuelsannounce-expansion-of-nyc-so>

ⁱⁱ Hooper, L., [Livingstone, S.](#), and Pothong, K., *Problems with data governance in UK schools: the cases of Google Classroom and ClassDojo*. Digital Futures Commission, Rights Foundation, 2022

ⁱⁱⁱ Sonia Livingstone, Kruakae Pothong, Ayça Atabey, Louise Hooper, Emma Day, "The Googlization of the classroom: Is the UK effective in protecting children's data and rights," *Computers and Education Open*, Volume 7, 2024, <https://www.sciencedirect.com/science/article/pii/S2666557324000351?via%3Dihub>

^{iv} Danai Nhando, "Unmasking EdTech's Surveillance Infrastructure in the Age of AI," TechPolicy.press, February 6, 2026, <https://www.techpolicy.press/unmasking-edtechs-surveillance-infrastructure-in-the-age-of-ai/>

^v EdTech Law Center, Active Cases, updated: 04.06.2026, <https://edtech.law/cases/m-c-v-curriculum-associates/>

^{vi} NYC Mayor's Office, "Mayor Mamdani and Chancellor Samuels Announce Expansion of NYC Solves and NYC Reads," May 21, 2026, <https://www.nyc.gov/mayors-office/news/2026/05/mayor-mamdani-and-chancellor-samuelsannounce-expansion-of-nyc-so>

^{vii} James Farrell, "After a tense hearing, Charlotte-Mecklenburg Schools approves digital learning platform," WFAE, June 24, 2026, <https://www.wfae.org/education/2026-06-24/after-a-tense-hearing-charlotte-mecklenburg-schools-approves-digital-learning-platform>

^{viii} Cromwell Schubarth, Michael Moe, fresh from raising \$225M for education-focused SPAC, set for another free Startup Botcamp," *Silicon Valley Business Journal*, January 19, 2021, <https://www.bizjournals.com/sanjose/news/2021/01/19/michael-moe-set-for-startup-school-after-225m-ipo.html>

^{ix} Chris Riback, "Podcast: Michael Moe, GSV—Ideas and Investments," *Working Capital Review*, 2023, <https://workingcapitalreview.com/2018/07/podcast-michael-moe-gsv-ideas-and-investments/>

TESTIMONY
The Legal Aid Society
to
The New York City Council
Committee on Education

English Language Learners:
Access to Gifted and Talented Programs and Special Education Services

Int. 0412-2026
Int. 0684-2026

June 24, 2026

Prepared by:
Melinda Andra
Assisted by Megi Alikaj and Jane Forman
Education Advocacy Project
Legal Aid Society, Juvenile Rights Practice
40 Worth St.
New York, NY 10013

I. Background

The Legal Aid Society welcomes the opportunity to testify and thanks Chair Dinowitz, along with the Committee on Education for their leadership on crucial education issues affecting young people in New York City. We especially thank the committee for focusing today on how language access needs, income, and geographic location affect access to special education services and programs citywide.

The Legal Aid Society is the nation's largest and oldest provider of legal services to low-income families and individuals. Throughout our 150-year history, The Legal Aid Society (LAS) has been a tireless advocate for those least able to advocate for themselves. The Legal Aid Society is built on one simple but powerful belief: that no New Yorker should be denied the right to equal justice. From offices in all five boroughs, the Society annually provides legal assistance to low-income families and individuals in nearly 200,000 legal matters each year, including education advocacy for school-age children and youth. We seek to be a beacon of hope for New Yorkers who feel neglected – regardless of who they are, where they come from, or how they identify. Our practice encompasses three practice areas: the Criminal Defense Practice (“CDP”), the Civil Practice (“CP”) and the Juvenile Rights Practice (“JRP”).

The Criminal Defense Practice is the premier public defender program in the country, handling 125,000 criminal matters in a typical year. Our victories in and out of the courtroom protect the constitutional rights of our clients and strive for greater humanity in the criminal legal system. Many Legal Aid clients with criminal cases in Criminal Court and Supreme Court are school-age teenagers and young adults who need and are legally entitled to receive educational services and many of them are parents with children who also require educational services.

The Civil Practice provides specialized, comprehensive, legal assistance across a range of civil legal practice areas that assists more than 135,000 New Yorkers each year. Through our efforts, we secure essentials of life such as ensuring our clients have stable housing, family law assistance, access to health care, life-changing immigration law assistance, and public benefits so our clients can effectively care for themselves and their families. Through the Immigration Law Unit (ILU) the Legal Aid Society provides comprehensive immigration legal assistance to low-income individuals, including representation in court, applications for visas, asylum, DACA, and advocacy for detained immigrants. Many clients of the Civil Practice are parents of children who attend New York City Public Schools.

The Juvenile Rights Practice provides comprehensive representation as attorneys for children who appear in New York City's Family Court due to involvement with the family regulation system, the juvenile legal system, and other proceedings affecting children's rights and welfare. The JRP staff typically represents a total of more than 30,000 children each year. Our work with these most vulnerable New Yorkers keeps them safe and makes our city's families and communities stronger.

Our Civil, Juvenile Rights, and Criminal Defense Practices engage in educational advocacy for our clients, in the areas of special education, school discipline, and school placement and programming through the Education Advocacy Project in the Juvenile Rights and Criminal Defense Practices and the Education Law Project in the Civil Practice. In addition to representing these children each year in administrative hearings, appeals, and court proceedings, we also pursue impact litigation and other law reform initiatives on behalf of our clients. Many Legal Aid Society clients in all three practice areas speak languages other than English as their primary language and may be English Language Learners ("ELLs"), or parents of ELLs.

Our perspective comes from our daily contacts with children, youths, and their families as well as our frequent interactions with courts, social service providers, and NYC agencies, including the New York City Public Schools (“NYCPS”), the Department of Health and Mental Hygiene (“DOHMH”), and the Administration for Children’s Services (ACS) and their contract agencies.

II. Introduction

New York City is hyper-diverse, serving as a melting pot for global food, culture, and especially language. This is best exemplified by the over 700 languages and dialects spoken across neighborhoods, institutions, and schools.¹ Approximately 49% of New Yorkers speak a language at home other than English.² In the NYCPS system, 16.8% of students were ELLs during the 2024-2025 school year, and 22.4% were students with disabilities.³ As educational advocates at Legal Aid, we have witnessed the rise of conflicting crises in our special education system for bilingual students. On the one hand, ELL students are overrepresented in high-incident categories, specifically speech and language disorders. Contemporaneously, ELL students are denied access to the programs and related services they require to succeed, if they are identified at all. We submit this testimony to show our support for the legislation introduced before this committee: **Int 0684-2026 and Int 0853-2026**. To ensure every student, regardless of their home language, has access to a high quality education, including gifted and talented programs and a Free Appropriate Public Education (“FAPE”) for students with disabilities, we exhort the city to study how language access

¹ *Language Map of NYC*, LANGUAGES OF NYC, <https://languagemap.nyc/Info/About> (last visited Jun. 23, 2026).

² *A Diverse, Global City*, NYC INTERNATIONAL BUSINESS, <https://www.nyc.gov/site/internationalbusiness/why-nyc/a-diverse-global-city.page> (last visited Jun. 23, 2026).

³ NYCPS Data at a Glance, New York City Public Schools, <https://www.schools.nyc.gov/about-us/reports/nycps-data-at-a-glance> (last visited Jun. 23, 2026).

needs, income, and geographic location affect access to special education services and early elementary gifted and talented programs.

III. Special Education Report

The City’s 2024-2025 school year “Annual Special Education Report” sheds light on the disparities in access between ELL and non-ELL students.⁴ We hope that more research will be conducted to dig deeper, exposing opportunities for the City to develop programs, hire qualified staff, and expand service offerings to these students. NYCPS offers Bilingual Special Education (“BSE”) for students who require Integrated Co-Teaching (“ICT”) or a Special Class (“SC”) with a language of instruction other than English. This program offers students support in the language they feel most comfortable using. However, only 47% of students with the recommendation of Spanish instruction fully receive special education services.⁵ In total, ELL students were 8% less likely to fully receive their recommended special education program than their non-ELL peers.⁶ Based on the students’ primary IEP recommendation for bilingual programming, 45% fully received ICT services, 40% fully received SC placements, and 73% fully received SETSS.⁷ Based on students’ related services recommendations, 80% of students experienced full encounters with bilingual counseling services, and 83% of students experienced full encounters with Bilingual Speech-Language Therapy.⁸ If students are not receiving the full breadth of their recommended

⁴ *Annual Special Education Reports*, NYC PUBLIC SCHOOLS INFOHUB, <https://infohub.nyced.org/reports/government-reports/special-education-reports> (last visited Jun. 23, 2026).

⁵ *Report 14 – Special Education Reports, 2024-2025*, NYC PUBLIC SCHOOLS INFOHUB, <https://infohub.nyced.org/reports/government-reports/special-education-reports> (last visited Jun. 23, 2026). In contrast, 95% of non-ELL students fully received their special education service.

⁶ *Id.*

⁷ *Report 14a – Special Education Reports, 2024-2025*, NYC PUBLIC SCHOOLS INFOHUB, <https://infohub.nyced.org/reports/government-reports/special-education-reports> (last visited Jun. 23, 2026).

⁸ *Report 15-Special Education Report, 2024-2025*, NYC PUBLIC SCHOOLS INFOHUB, <https://infohub.nyced.org/reports/government-reports/special-education-reports> (last visited Jun. 23, 2026). In

services, how can we expect them to appropriately progress and ultimately succeed? In conclusion, the data shows that there is a critical lack of services provided to students, which is in part caused by the shortage of bilingual services providers. These providers must be both linguistically capable and culturally sensitive, meeting students where they are to accurately assess their current capacity and need for support.

IV. Potential Consequences of Services Gaps

Special education referrals for ELL students present an interesting dichotomy of both overrepresentation and underrepresentation. Depending on a student's location, ELL students may be referred for special education services due to a teacher's misguided belief that the student is falling behind due to a disability, when in reality, the student just needs academic instruction in their native language and extra supports to learn English. This problem has been documented in Newark, New Jersey, where evaluators saw a surge in referrals for students with disabilities.⁹ When Rutgers University analyzed the data, it found that the surge in referrals began when there was an influx of new students in the district who did not speak English.¹⁰ The study also found "barriers affecting accurate evaluations of students who came from homes where English wasn't the primary language, such as an overreliance on speech-language test scores when testing may not have happened in a student's primary language, time constraints for evaluations, and communication gaps."¹¹ The same phenomenon documented in Newark is likely to be occurring

contrast, 94% of students fully encounter monolingual (English) counseling services, and 91% fully encounter monolingual (English) speech-language therapy.

⁹ Jessie Gómez, *Something Felt Off About Newark Public Schools' Special Education Numbers, So Officials Asked Rutgers For Help*, CHALKBEAT NEWARK (Apr. 30, 2026), <https://www.chalkbeat.org/newark/2026/04/30/something-was-off-special-education-numbers-officials-asked-rutgers-for-help/>.

¹⁰ *Id.*

¹¹ *Id.*

in NYC as well, as both school districts are culturally diverse and educate many ELL students. Bill 0853 is critical for NYCPS to gather the same data, ultimately moving students who do not truly need the full gamut of special education services to integrated settings with their non-ELL peers.

The lack of Bilingual Special Education services is detrimental to ELL students. Without necessary services such as formal evaluations, educational interventions, or mental health counseling in their native language, students will disengage from their education, increasing the chance that they won't graduate. Per NYCPS data for the 2024-2025 school year, 37.5% of ELL of all grades were chronically absent.¹² Consequently, there was a significant gap in graduation rates between ELL students and NYC's overall average. In 2025, graduation rates were 81% for all students who graduated in four years compared to 59% of students with disabilities and 52% of ELL--down by 3 percentage points.¹³ With the passage of Bill 0853, we could gain clarity on the availability, capacity, and geographic distribution of BSE. Taking a holistic approach, the City could take steps to address these disparities and make actionable recommendations, so the City could address where there is true need and expand programs, saving both money and students' futures.

On the other hand, New York City also has a problem of under-referring ELL students for special education services. Parents may not be familiar with the referral process and may not have had access to similar services in their home countries. Even if students do end up being approved for special education services, with the lack of bilingual special education service providers, ELL

¹² *End-of-Year Attendance and Chronic Absenteeism Data*, NYC PUBLIC SCHOOLS INFOHUB, <https://infohub.nyced.org/reports/students-and-schools/school-quality/information-and-data-overview/end-of-year-attendance-and-chronic-absenteeism-data> (last visited Jun. 23, 2026).

¹³ Alex Zimmerman, *NYC 2025 Graduation Rate Dips, Fueled By Declines Among Students With Disabilities And English Learners*, CHALKBEAT NEW YORK (Mar. 9, 2026), <https://www.chalkbeat.org/newyork/2026/03/09/2025-nyc-graduation-rates-drop-english-learners-students-with-disabilities/>.

students are left without the resources they require. It is likewise very important for evaluators to not just have the linguistic fluency, but the cultural familiarity with the ELL student they are working with. Take for example, an evaluation that requires a student to identify a photo of apple pie and verbally articulate it. While apple pie is a staple of American desserts, a student from another country may not be as familiar. In such instances, evaluators should adapt their examples to an item that the student is familiar with from their home country. Anecdotally, we know that under-referrals and lack of access are a critical problem for ELL students. The passage of Bill 0853 would give us the much-needed data to understand how widespread the problem is and what the City can do to remedy the issue.

V. Early Elementary Gifted and Talented Programs

ELL students also lack access to Gifted and Talented Programs (G&T programs). G&T programs offer accelerated instruction to eligible elementary school students in NYC. The City overhauled the program for the 2021-2022 school year, transitioning from a testing system to a universal screening system for preschoolers.¹⁴ If a caregiver adds a G&T program to their student's Kindergarten application, the application will be reviewed by their current teacher. Teachers are supposed to take a holistic approach while reviewing the student's application. Inevitably, where there is greater room for subjectivity, there is the potential for greater disparity between ELL and non-ELL students. Though universal screening has led to a more diverse pool of applicants, ELL students might be overlooked by their teachers due to their limited English proficiency. G&T programs are also only available in certain schools, which can make accessibility difficult if the

¹⁴ Office of the Mayor, *Mayor Adams, Chancellor Banks Announce Expansion of Gifted and Talented Programs Citywide*, CITY OF NEW YORK (Apr. 14, 2022), <https://www.nyc.gov/mayors-office/news/2022/04/mayor-adams-chancellor-banks-expansion-gifted-talented-programs-citywide>.

program is located far from the child's school. It's crucial to study how language access needs and geographic location affect early elementary G&T programs to ensure universal screening works for students who have varying levels of English proficiency. All students deserve to be included based on their cognitive abilities rather than their immediate language skills, which can be rapidly improved with additional services in place.

VI. Geographic Location and Special Education Programs

In September 2025, the NYC Comptroller's Office published an audit that found DOE was out of compliance with its own policies and New York regulations regarding the services and supports to which ELLs are entitled.¹⁵ Because of DOE's failure to identify students, provide sufficient services, maintain records, or appropriately place students in programs, ELL students did not receive appropriate services in an equal or timely manner, if at all. Based on the sample of records used for the report, auditors found that DOE did not provide a significant portion of ELL students with required courses, instruction time, or qualified teachers.¹⁶ The report also showed that DOE did not implement required bilingual programs in 17 districts in Brooklyn, Queens, The Bronx, and Staten Island. DOE is required to develop BSE if there are 15 or more ELL students K-8 who speak the same home language besides English.¹⁷ Districts may request one-year exemptions for low-incident languages for no more than five years - termed "noncompliant waivers." To qualify for these waivers, districts must demonstrate efforts to recruit qualified teachers, intensify recruiting efforts, and provide at-home language support for bilingual students.

¹⁵ Maura Hayes-Chaffe, *Audit Report on the Department of Education's Compliance With Regulations Regarding English Language Learners Audit*, OFFICE OF THE COMPTROLLER (Sep. 8, 2025), <https://comptroller.nyc.gov/reports/audit-report-on-the-department-of-educations-compliance-with-regulations-regarding-english-language-learners-audit/>. (Information on this section is all cited from this report.)

¹⁶ *Id.*

¹⁷ *Id.*

Throughout the 2024-2025 school year, DOE requested 146 sixth-year waivers, with 54.1% of noncompliant waivers located in South Brooklyn.¹⁸

The auditors also found that the number of requests for these waivers and ELL students significantly increased between the 2022-2023 and 2024-2025 school years. While the number of students impacted by these policies grew by 65.1%, there was only a small increase in the number of available bilingual education programs.¹⁹ This trend has harmful consequences for students across the city who are not receiving the services they need because of where they live. This report exemplifies the urgent need for reporting on and analysis of the relation between geographic location and access to special education programs. Furthermore, the auditors conclude that the city's teacher recruiting efforts are unsuccessful, and new efforts must be made to ensure equal access to education for ELL students of all backgrounds.

VII. Conclusion

We are in support of the bill that would require the Mayor's Office of Child Care and Early Childhood Education, in consultation with the DOE and community-based early childhood organizations, to study how language access needs and geographic location affect preschool-age children's access to early elementary G&T and special education programs. We currently only have anecdotal stories of how our ELL clients are impacted by such programs. With the qualitative and quantitative data that this study would provide, we would gain a better understanding of the barriers families with limited English proficiency face in learning about, preparing for, and enrolling in these programs, as well as gaining a better understanding of the availability of translation, interpretation, and outreach supports.

¹⁸ *Id.*

¹⁹ *Id.*

June 24: Edu Hearing on AI and Student Data Privacy

Good afternoon Chair Dinowitz, Chair De La Rosa, and members of the Committees.

Thank you for the opportunity to submit this public comment and for your unwavering support in the Urban Assembly and the affinity network. My name is Lizbeth Lucero. I am the Deputy Director of Advancement and Communications at The Urban Assembly. I am here speaking on behalf of our Chief Executive Officer, David Adams, who is delivering the commencement address at the Urban Assembly New York Harbor School.

We appreciate the Council's focus on AI, student data, and privacy in our public schools. At The Urban Assembly, we believe AI has the potential to expand opportunities for students and educators, particularly in areas such as college and career advising and instructional support. At the same time, we agree that AI must be implemented thoughtfully, with strong safeguards to protect students and ensure responsible use.

Our experience has taught us a simple lesson: AI works best when it is human-guided. These tools can help educators and students access information more efficiently, but they cannot replace the relationships and expertise of our counselors, teachers, and school leaders.

We also believe that student privacy is **non-negotiable** and our tools reflect this philosophy which is why our schools have been recognized by the EdSAFE AI Alliance for demonstrating responsible and ethical AI practices. These safeguards are essential, and they help ensure that innovation and accountability go hand in hand.

At the same time, a focus on risk should not prevent us from pursuing opportunity. Our work with AI-supported instructional feedback has led to measurable improvements in teaching quality, including a 41% increase in use of respectful language in the classroom and a 20% increase in lesson previews. We have also seen students increase participation through a 14% increase in student talk time, alongside a 14% decrease in classroom silence which indicates a more engaging and inclusive learning environment.

Behind these numbers are real students and teachers making a real impact in our schools. As AI becomes more common, the question is not about AI being good or bad, but it's about the problems it can enable us to solve for our students. We urge the city council to join us in pursuing solutions and innovations in public education while safeguarding what matters.

Thank you for your leadership on this issue and for the opportunity to share our perspective.

Written Testimony to the New York City Council

Joint Hearing of the Committees on Education and Technology

On Student Privacy and Artificial Intelligence in NYC Public Schools

June 24, 2026

Submitted by Abbas Manjee

Former NYC public school math teacher

Co-Founder and Chief Academic Officer, Kiddom

Chairs and members of the Committees,

My name is Abbas Manjee and I'm a proud New Yorker. Before I co-founded an education technology company, I taught high school math in New York City Public Schools (NYCPS) for several years. My students were over-age and under-credited, the young people this system had already failed at least once. They were the test bed for the "adaptive learning" products families and communities are revolting against today. I watched those up close and will testify that most did not work.

I come to you as a builder sympathetic to the people asking you to hit pause. Their concerns are real, and I share many. **But the fight in front of you, AI versus no AI, screens versus no screens, is the wrong one and New York City has a rare chance to win the right one.**

The question is not whether AI belongs in NYCPS classrooms. It is who the technology is built for, and how it is guardrailed. I saw it this past school year, in the Bronx.

At P.S. 83 in District 11, teachers facilitate math classes that barely require a device until the final minutes. Teachers whip around the room pushing student thinking and students argue through problems together and show their work on paper. Then they pick up a device for a quick end-of-class check. We're five minutes or less here.

In those five minutes, the results arrive on the teacher's dashboard, one by one. No stack of paper to grade alone that night. The teacher already knows who got it, who did not, and where each kid got stuck. They know what tomorrow has to be.

The layer doing that work is called Kiddom Atlas. We built it on top of the rigorous math curriculum District 11 already uses through NYC Solves, in partnership with Achievement Network and Teaching Lab. Its safety mechanisms exceed the

Chancellor's AI guidelines. But the tool is not the point. The point is what it handed teachers: time, and information early enough to act on. Those are the two things every teacher lacks, and what you need to catch a child before they fall behind.

The early numbers are worth your attention. Across nearly 5,700 students and 179 teachers, our analysis found that classrooms using these daily checks most consistently outscored lighter-usage classrooms on end-of-unit assessments. **In seventh grade, the gap reached about 16 percent, nearly six additional months of learning in a year.**

We also measured District 11 against a similar district on the same curriculum, without the tool. Same materials, comparable students. District 11 came out ahead by 11 to 13 points in sixth and seventh grade. This is our own analysis, not an independent study, so I hold it accordingly. The pattern held across grades, and senior city schools officials and family advocates have come to the Bronx to watch it work.

Notice what is missing: the children are not on screens all day nor are they conversing with some chatbot built by a consumer technology company. They spend class talking, reasoning, and writing. Technology served the teaching and finished the paperwork.

Now let me be direct with the coalition asking for a two-year AI moratorium. They are not wrong about the harm. The city's public school system needs better guardrails and a higher bar to qualify in order to enter the teacher's toolbelt. Families are right to be furious about classrooms offloading instruction to an unchecked chatbot.

But a curriculum-bound tool in a teacher's hands is not that. Same glass, different machine. One is built for the general consumer and the other is built to help a teacher teach for understanding and build fluency. A moratorium that cannot tell them apart would freeze the work closing gaps in the Bronx. We must tell consumer AI apart from curriculum products that layer AI with intention and care, so NYCPS can deliver on its promise and offer a stellar public education in every classroom, in every building.

NYCPS is the largest school district in the country. What you define, the world will watch and likely adopt. We can outright ban technology or we can ask technologists to do better by setting a high bar: what kind of city do we want to be? You can draw the line the moratorium is reaching for. Just draw it precisely.

I offer the Council five standards to draw that line:

1. Distinguish instructional technology from attention-extractive consumer technology. Judge a product by who controls it and what for, not by whether it runs on a screen.
2. Adopt a "built for the teacher, not the child only" test. Tools that hand teachers time and information should be welcomed. Those built to maximize a child's screen time should not.
3. Require closed models for any AI that touches students or student work. No open-ended, student-facing chatbots in the classroom. No student data used to train commercial models.
4. Protect student data beyond the federal floor. No commercial use, full transparency for families, and clear rights to see and delete what is held.
5. Measure outcomes, not engagement. Stop accepting logins and minutes-on-platform as proof of value. Ask whether children learned more, not whether they clicked more.

I taught the students this system fails first. Heroics from individual teachers working 50- and 60-hour weeks do not scale.

I have watched a Bronx district close gaps that would normally take a Herculean effort, through great curriculum and AI built as infrastructure for it. That is not some distant future. It happened this school year.

I implore you to use this moment to first find pockets of success within NYC Public Schools and use those to define what good should like, so the technologies that serve kids and educators survive and soon thrive (Knicks in five!).

Thank you for the opportunity to submit testimony.

Respectfully submitted,

A handwritten signature in black ink that reads "Abbas Manjee". The signature is written in a cursive, flowing style.

Abbas Manjee

Proud New Yorker

Former NYC public school math teacher

Co-Founder and Chief Academic Officer, Kiddom

From: [Abby Brody](#)
To: [District2](#)
Cc: [Speaker Menin](#); [Testimony](#); ACCO@dycd.nyc.gov
Subject: [EXTERNAL] Constituent request — pause DYCD COMPASS / SONYC transitions until transparency and school transition plans are public
Date: Monday, June 22, 2026 2:24:46 PM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to [REDACTED] as an attachment.

Dear Council Member,

I'm your constituent and a parent at Salk . I'm asking you to publicly demand that DYCD pause the 2026 COMPASS / SONYC provider transitions at displaced schools until DYCD releases, in writing:

1. The scoring sheets and award rationale for each displaced school.
2. The old-to-new provider crosswalk citywide.
3. A school-specific transition plan covering staffing, programming, late pickup, and disability access.
4. A 30-day appeal window with documented family and SLT input.
5. Comptroller contract-registration status for each award.

Families found out about provider changes after awards were already announced. We were never consulted. Six-year, public-money contracts affecting more than 100,000 NYC children should not move forward this way.

How this affects my family:

This is a transitional year for our youngest child.and we had such great experiences with Manhattan Youth for our older child in middle school we were dismayed to learn we may lose their wonderful after school programming. Please parent, staff member, teacher and principal we have ever engaged with also appreciates MY and supports keeping Manhattan Youth for all schools in district 2 that already have a harmonious connection to their after school programming.

Please reply in writing.

Abby Brody

[REDACTED]

School: Salk

June 26, 2026

Dear City Council Members,

My name is Aileen Fadgen. I'm a parent and committee member on community education council 8.

A technology that inspires cognitive surrender should have no place in a curriculum that is supposed to foster the next generation of skilled critical thinkers that societies depend on. If we fail to educate our children and they become dependent on hallucinating large language models, how are they supposed to know whether or not the answer they have received is correct? Additionally, the sycophantic nature of many LLMs would not be good for the mental health of children. One of the most important functions of a school is teaching children how to cooperate socially. Even if none of this was the case, AI would still be a resource hogging environmental disaster.

I support a moratorium because every study that comes out is showing how AI degrades skills. It's one thing for an adult or teacher to get rusty. If they stop using AI, they can redevelop their former competence. For a child who was never given the chance to learn those capabilities in the first place, it would be an unrepairable disaster. If AI is to be present at all in high schools, teachers must emphasize that it should not be relied upon as their sole source of information. Turning students who cannot reason out into the world would be untenable. They would be vulnerable to any kind of manipulation.

Sincerely,
Aileen Fadgen

June 23, 2026

Dear City Council Members,

My name is Aimee Erika Mehiel. I'm parent of two young kids in District 14.

Research clearly shows that using AI diminishes cognitive development, critical and creative thinking skills and long format reading. Why would we want to handicap our youngest learners? It's not clear to me what we are solution we need- for reading and writing and problem solving? We need great teachers trained to do great work. Tech will never replace that. We need a moratorium on AI in NYC schools.

More research is needed to identify and outline non-detrimental ways to incorporate technology in education. We're not there yet. A pause to consider a best path forward is simply prudent.

What's the rush??

Sincerely,
Aimee Erika Mehiel

From: [Alexandra Cardasis](#)
To: [District2](#)
Cc: [Speaker Menin](#); [Testimony](#); ACCO@dycd.nyc.gov
Subject: [EXTERNAL] Constituent request — pause DYCD COMPASS / SONYC transitions until transparency and school transition plans are public
Date: Monday, June 22, 2026 2:08:26 PM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to [REDACTED] as an attachment.

Dear Council Member,

I'm your constituent and a parent at MS 104. I'm asking you to publicly demand that DYCD pause the 2026 COMPASS / SONYC provider transitions at displaced schools until DYCD releases, in writing:

1. The scoring sheets and award rationale for each displaced school.
2. The old-to-new provider crosswalk citywide.
3. A school-specific transition plan covering staffing, programming, late pickup, and disability access.
4. A 30-day appeal window with documented family and SLT input.
5. Comptroller contract-registration status for each award.

Families found out about provider changes after awards were already announced. We were never consulted. Six-year, public-money contracts affecting more than 100,000 NYC children should not move forward this way.

How this affects my family:

Manhattan Youth was one of the key reasons our family chose Baruch Middle School, and it has been a defining strength of the school community for years. At a time when DOE enrollment is declining citywide, it is especially important that parent input and community priorities are meaningfully considered in decisions like this. I respectfully ask that this decision be reconsidered given the lack of transparency in the process and the significant impact it will have on students and families.

Please reply in writing.

Alexandra Cardasis

[REDACTED]

School: MS 104

I am the parent of a 2025 graduate and future 2029 graduate of New York City Public Schools, both of whom have been in the system since kindergarten. I am also a Pulitzer Prize-winning author and critic who has had her work illegally fed into various AI platforms. My children have benefitted from New York's superlative arts options for middle and high school, attending New Voices (Theater/Music) and Edward R. Murrow (Theater) in Brooklyn and Frank Sinatra (Film) in Queens. Those schools have introduced them to the best of their respective art forms and given them the opportunity to develop their own practice, leading, hopefully, to fulfilling careers in their chosen art form.

AI in its current form seeks to undermine the careful steps required to learn creative skills and develop your own voice. It offers, in their stead, shortcuts and stolen, even hallucinated work. It also suffers from the prejudices of existing sources. I was horrified this year, while my child was rightly limited from using AI for his classwork, to find that his film teacher was using AI to offer comments on his work – feeding it to a chatbot that was then trained, without disclosure, on my child's words and identity – as well as using that chatbot as a resource which offered up a sexist response to the question, "Why aren't there more women directors?" That teacher was resistant to parental complaint but in truth, he should not have been allowed to use AI at all without much stricter regulation.

The answer isn't, "Let the kids use it too!" but, "Get AI out of the classroom." High schools kids are under tremendous pressure to excel, but in order to do that in a healthy way that will serve them in LIFE, they need to do the work. Arts work is no different than math, or science, or history: You need a strong foundation to do it well. You need to write by hand, you need to sketch on a piece of paper, you need to run around the city shooting your own footage. AI makes it easier but it also makes it meaningless and derivative. Here is a moment to draw a line and say: Learn how to do it the old-fashioned way FIRST. After that you know enough to make the algorithms work for you – and to decide whether or not to use them at all.

Alexis J. Kaloyanides



Jackson Heights, New York
11372

June 25, 2026

Honorable Chairperson Dinowitz, Honorable Chairperson De La Rosa, and Members of the City Council:

My name is Alexis Kaloyanides and I am a New York City resident, public school parent, advocate, and an elected member of the Community Education Council for District 30 in Queens; I offer this testimony in my personal capacity. I could not testify in person on June 24th, so I am sharing my testimony in writing to **voice my concern about the rollout of artificial intelligence in our schools** and to request that the City Council impose **a two-year moratorium on AI in NYCPS** at a minimum.

As the parent of two early elementary aged children (3K and First Grade) and an elected parent education leader, I am deeply concerned about the rapid expansion of AI ed tech products being used in our schools and classrooms, as AI has been shown to erode student privacy, cognitive development and skills, creativity, mental health and to accelerate the climate crisis. DOE's guidance is far too weak on privacy, offering nothing stronger than their existing ineffective checklist policies, despite the fact that AI holds a special threat. Furthermore, there is the potential for LGBTQ+ students to be outed via the data mining that occurs within AI platforms, or for students from vulnerable immigrant communities to have their or their families' status exposed. As a member of CEC30, I recently co-sponsored **Resolution 208: Resolution in Support of a Two-Year Moratorium on the Use of Artificial Intelligence in New York City Public Schools and Calling for Protections to Safeguard Student Privacy**. Our council has heard the complaints from the families we represent, and have joined at least six other Community Education Councils in passing resolutions calling for regulation on AI.

There are significant mental health effects to generative AI, including AI psychosis, addiction, depression, and suicide and the presence of AI in schools leads to documented increases in cyberbullying and sexual harassment. Interacting with chatbots such as Google Gemini increases sycophancy, parasocial relationships, and mental health risks. There is an emerging body of evidence that overreliance on screens is leading to generational cognitive declines, and this is the first generation in history to do worse on cognitive tests than their parents did before them because of screens in the classroom. These mental health effects are more pronounced among children who use AI for school sanctioned activities.

Furthermore, too many young children, including my rising second grader, have had their own personal iPads or Chromebooks since kindergarten. Students, as young as 4 years old, have full access to YouTube, Google Gemini, and other apps that are not appropriate for children. My child tells me that she does classwork on a Chromebook every single day and is encouraged to do i-Ready exercises as homework every night, in addition to daily worksheets. Our family opts

out of screen-based homework, replacing this time with 20 minutes of reading from paper books. As a parent leader in my community, I speak regularly with families across the district and regularly hear the same complaint: our children spend too much time in front of screens. I know of at least three families from my immediate neighborhood who have left their zoned public schools, opting instead to attend the Ella Baker School in Manhattan where learning to make things by hand and through experiences is prioritized over learning in front of a screen. Early elementary children need to learn how to hold a pencil and improve their dexterity and motor skills – they should not be replacing these critical skills with swipes of a screen.

I will close by sharing that I hold a Bachelor of Fine Arts in Computer Art in addition to a Master of Science in Interior Design, so I am hardly a Luddite. I utilize computer technology every day in my personal and professional life. However, without a foundational background in fine arts and applied design (drawing, painting, hand drafting), my technology skills would be meaningless. Tech is merely a tool that can enhance our own critical thinking and application of materials.

I urge the Council to hold further hearings and pass a resolution in support of a two-year moratorium on the use of AI, so that rigorous protections and guardrails can be developed with public and expert input to prevent serious harm to our students.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Alexis J. Kaloyanides". The signature is fluid and cursive, with the first name "Alexis" and last name "Kaloyanides" clearly distinguishable.

Alexis J. Kaloyanides

June 26, 2026

Dear City Council Members,

My name is Alina Lewis and I am a parent in District 20.

I don't want my kids using AI at home, and so I definitely don't want them using it at school. I would prefer they think and engage with other humans.

I want a citywide limit on screen time in all NYCPS.

Sincerely,

Alina Lewis

June 23, 2026

Dear City Council Members,

My name is Amanda Braatz. I am a parent at PS 10

While I am so excited about all my child is about to learn in their public school journey, I am also deeply concerned about the infiltration of AI into the school system and curriculum.

We already know that the cognitive impacts on learning children using these tools will significantly impede their ability to learn down the road. The technology and its implementation is happening so rapidly we are barely able to understand how it will affect our children, our schools, our teachers, and the public school system as a whole. This is aside from the rest of the concerns around the environmental impacts of this technology, surveillance and privacy concerns, the tech companies and ownership of it and the implication of that on public school systems, and more.

Until we understand more through research, studies on brain development and effects on school children, and the precise ways that implementation of AI tools could be utilized by schools without introducing them to and in front of children, I don't think they should be used at all.

I am calling for an audit of all ed tech products, options to opt-out of AI ed tech programs technology, transparency in each classroom when an AI tool is going to be introduced, reduced screen time, as much focus on tactical, written, skill-based learning as is possible (off-screens), full ban of AI in classroom usage with students.

Sincerely,

Amanda Braatz

June 25, 2026

Dear City Council Members,

My name is Amanda Soto-Hjalte. I am a parent of a soon-to-be Kindergarten student at PS 264.

AI is harmful to environments and communities. It is not always correct and has yet to have proper oversight. We need to invest in our teachers and schools.

The money being used for AI should be invested in our teachers instead - and school staffing.

Thank you,
Amanda Soto-Hjalte

I am testifying as a public school parent and former CEC member for an immediate moratorium on AI in NYC Public Schools. AI is not intelligence, it is large language models (LLM) trained by human biases and fabrications. Our children are not test subjects for unregulated technology and should not be used for profit by corporations.

LLMs have already begun showing detrimental effects to its users' cognitive, emotional, and behavioral well being. Further study, particularly on the long term impacts, is necessary before a discussion of its use on children can even begin.

Sincerely,
Amy Drakeman, LCSW

As far back as 2024, we saw edtech ads targeting teachers. In the wake of the pandemic, technology was exploding and educators were bombarded with the promise of technology as a time-saver and means of alleviating the instructional and grading workload. Students were struggling to complete assignments, finding new ways to cheat, and teachers were experiencing frustration with a lack of resources to address growing learning needs. It made sense that many would embrace AI technology. Unfortunately, this has become a labor issue. Now, administrators are using AI to write emails and newsletters. Superintendents mandate AI-embedded curriculum with no opt-out option. Testing practices use AI to generate questions, grade student answers, and create next steps for students, all with minimal teacher input. The UFT no longer offers professional development on differentiating instruction and evidence-based practices. Instead, we're repeatedly emailed offers for workshops on how to use AI to do our jobs. Many educators have become so dependent on AI that they can no longer write a lesson plan or unit of study without relying on technology to tell them what to say and do. The results are frightening. The lack of collaboration is depreciating our collective expertise. Instead of going to a veteran teacher with a question about how to tweak a lesson plan, teachers are now going to AI. Rather than craft thoughtful questions or design engaging projects, teachers are typing a prompt in an app and calling it a day. The problem is that AI doesn't know our students, or what we are capable of as pedagogues. AI cannot replicate real, human knowledge. It's no wonder our students continue to be disengaged, unmotivated, and defiant, and funny enough, despite the promises, our jobs haven't actually gotten any easier.

There are also major red flags in terms of student privacy and data collection that have yet to be addressed. AI is being used as a means of surveillance, tracking and recording students' reading, play, and bathroom habits. In this age of rapidly expanding tech, students deserve humanizing learning experiences. Schools, now more than ever, have a responsibility to provide it to them.

Once marketed as a pedagogical innovation, there is actually no evidence AI can meet students' needs better than teachers can. And yet, it's everywhere. There is no way to engage with curriculum without encountering AI. Students are faced with the temptation to use AI when writing, during reading and math lessons, even in simple google searches. I teach my students not use the AI overview but scroll to authentic sources of information, but they shouldn't have to constantly override the AI machine in order to get a simple answer to a curious question. Students are not crafting better essays, improving problem-solving skills, or becoming more competent readers because of AI. They are not more connected to their peers, more confident, or more enriched because of AI.

AI is a hack, a shortcut, a way out. Something this insidious, this untested, and this superfluous is not only not "inevitable" as those who stand to profit from it might

claim, it's completely avoidable, should we so decide. I urge city council, the chancellor, and the mayor to listen to teachers, parents, and students who say this is not the type of education they believe in, that we can, and must, offer better.

June 26, 2026

Dear City Council Members,

My name is Anna Ayala and I'm a parent at PS.748.

AI is not a necessity in schools and our children should not be a test ground for algorithm to learn further.

There is a clear lack of expertise in AI usage in terms of correct prompting and avoiding mistakes. There is also not enough legal control around AI use, no resources to teach professionals on how to use this technology effectively.

I do not want my child to see AI as everyday tool because of dangerous it poses to a young child with a not fully developed brain. Instead, we need to focus our time and resource to teach our children critical thinking skills. To have them practice using their brains instead of AI.

Even small things, like posters and images in school communications, that recently have been created using AI lack any originality or unique style, taking away from artistic expression in school.

Lastly, I have big concerns about privacy and how algorithms do with data they are fed daily. How will we make sure that our children are safe.

AI usage needs to be controlled with appropriate laws, guidelines and standards. People who fully understand the mechanism of its work and all dangers of its use, can use it. But not every single teacher or student without fully comprehending what they are doing.

Sincerely,
Anna Ayala

June 26, 2026

Dear City Council Members,

My name is Anne Koch. I am a parent and art teacher.

I oppose AI in schools. Grade levels going down, kids "zoning out" on their screens, not able to hold conversations with real people, or look in faces. We have seen hours of kids just immersed in games disguised as learning. We are turning kids into zombies / artificial people. Put down screens, pick up pencils.

No screens in Elementary Schools. Decreased screens in Middle Schools.

Sincerely,
Anne Koch

From: [Aparna Rao](#)
To: ACCO@dycd.nyc.gov; DycdAccessibility@dycd.nyc.gov
Cc: ocamailbox@comptroller.nyc.gov; [Testimony](#); [District3](#); [Speaker Menin](#); gethelp@advocate.nyc.gov; cec2@schools.nyc.gov
Subject: [EXTERNAL] Request — workforce, disability, and community impact reviews before COMPASS / SONYC contract registration
Date: Sunday, June 21, 2026 12:22:36 PM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to [REDACTED] as an attachment.

Hello,

Before the 2026 COMPASS / SONYC contracts are registered or implemented, please produce a workforce-impact review, disability-impact review, and community-impact review for affected schools, including LAB MIDDLE SCHOOL.

Please provide, in writing:

1. How many workers may lose jobs, hours, or school placements.
2. Whether incoming providers must interview or prioritize current site directors, group leaders, coaches, teaching artists, debate coaches, and club leaders.
3. Whether pay, hours, benefits, and seniority will be preserved.
4. A disability-impact review for students with IEPs, 504 plans, autism, ADHD, anxiety, and sensory needs.
5. Programs at risk: MSAL sports, theater, debate, fencing, clubs, late pickup, cross-school events.
6. A per-school community-impact review.
7. Comptroller contract-registration status for each award.

Afterschool staff are frontline workers. Children attach to people, not award lists. Six-year contracts should not move forward without these reviews on paper.

Aparna Rao

LAB MIDDLE SCHOOL · [REDACTED]

[REDACTED]

June 26, 2026

Dear City Council Members,

My name is Arthur Burkle and I am a parent at PS 102.

AI in schools, devices in schools for children, are awful for learning. No independent study shows any benefit for learning. Any hint of a benefit is not worth the clear, undeniable detriments to attention span, to learning. Adults should think back about how they learned— with paper and pencil. Considering the potential harms to children's privacy, that the AI teaches itself on our children's voices and input— no one with any shred of common sense would consider allowing AI in school, certainly not for little children. Use your common sense. The only reason anyone would support this intrusion is some personal benefit or greed from big tech.

AI elimination in schools. Strictly limit any devices, start them only at 5th grade. Why would children need to use devices in school? They already are saturated with them in life outside of school. Ban iReady. Go back to paper and pencil learning, and testing.

Sincerely,

Arthur Burkle

Testimony Submitted to the New York City Council

My name is Ashley Baez, and I am a proud New Yorker. I served for many years as a teacher and principal in Brooklyn, where I still live. I am now leading the implementation of Coursemojo, an AI-powered reading assistant, in New York City. My experiences in classrooms across the city over the last 10 years has strongly shaped my perspective on AI in schools.

This conversation matters deeply to me because it is about children. It is about whether every student in New York City has access to learning experiences that strengthen their thinking, improve literacy, and prepare them for the future - all while preserving the relationships between teachers and students that make learning possible.

New York Should Set a High Bar

I applaud leaders in New York City for working to develop a deliberate approach to AI implementation. Innovation should never come at the expense of student privacy, teacher expertise, or instructional quality. In this important discussion, the key distinction that needs to be made is between general-purpose AI models (like ChatGPT and Claude) and purpose-built education technology products like Coursemojo. There is increasing evidence that unmonitored access to core AI models makes it so easy for students to get answers that many are tempted to take this short-cut, and this does compromise the thinking they need to do for themselves. However, there is also increasing evidence that specialized education products can use AI to power a learning experience that is grounded in cognitive science and effective teaching - and, as a result, they increase the amount of productive thinking that students do.

We Should Measure AI by Outcomes, Not Features

Ultimately, AI should not be judged by how sophisticated it appears. It should be judged by whether students learn more. Our partnership with NYC Reads districts has produced encouraging early evidence that a human-directed approach can accelerate literacy outcomes while preserving teacher leadership. During the 2024–25 school year, the four District 11 schools using Coursemojo improved proficiency on the New York State ELA assessment at approximately twice the rate of district-wide gains. Several participating schools experienced gains ranging from approximately 15 to nearly 19 percentage points, compared with the district average increase of approximately 7 percentage points (which was already very impressive!).

Similarly, in District 18, Coursemojo schools saw an average 8.4 percentage point increase in students reading on or above grade level while also reducing the percentage of students reading more than two years below grade level by 9.8 percentage points as measured by mid-year iReady assessments. Beyond achievement data, teachers consistently report that Coursemojo strengthens curriculum implementation, helps them identify student misconceptions, and supports providing meaningful feedback without replacing teacher judgment. Students report greater confidence, increased classroom participation, and greater persistence when work becomes challenging. These are the outcomes we should care about. Not whether a product uses AI, but whether it improves literacy. Whether it strengthens instruction. Whether it increases student thinking. Whether it helps teachers teach.

Student Data Security is a Non-Negotiable Guardrail

Responsible AI begins with trust. Before Coursemojo was approved for use in NYC Public Schools, we completed the Department's Educational Record and Mobile Application (ERMA) review process. We believe rigorous review of every edtech product's privacy, security, and data governance is essential. Families deserve to know that student information is protected. Teachers deserve confidence that the technology placed in their classrooms has been carefully evaluated. Districts deserve partners who welcome accountability. Strong guardrails should not slow innovation, they should define it.

AI Should Help Students Think—Not Think For Them

As a former educator, I have a simple test for educational AI: Does it make students think more? Or does it simply make assignments easier to complete? Much of the conversation around AI assumes that the technology's role is to generate content—writing essays, summarizing texts, or producing answers. That is not how students develop lasting understanding. Learning happens when students retrieve information, wrestle with complex texts, revise their ideas, explain their thinking, and receive timely feedback that helps them improve— that belief is the foundation of Coursemojo's Human-Directed AI model.

Unlike many generative AI tools, Coursemojo never gives students answers. Teachers and curriculum experts define what excellent work looks like through a human-authored exemplar. Students read, write, and revise their own responses. Coursemojo asks scaffolded questions that push students to strengthen their own thinking and improve their own writing. The student remains the author, the teacher remains the instructional

expert and the AI serves as a coach. To me, this is the distinction that matters most. The key question should be whether AI helps students produce better thinking.

Teachers Must Remain the Experts

One of my greatest concerns about some AI products is that they unintentionally diminish teacher expertise. Teachers are not simply delivering information, they diagnose misconceptions, they know when to probe further, they know when to challenge, and they know when encouragement matters more than correction. Erin Mote describes the future role of educators as becoming "coaches, mentors, and facilitators of discovery... fostering metacognition, asking powerful questions, and critical thinking." That resonates deeply with me because it reflects the best teaching I have witnessed in New York City classrooms. AI should amplify that work—not replace it. Human expertise must always remain at the center of instruction.

Literacy Is Social

Reading is both cognitive and social. Students deepen comprehension by discussing complex texts with classmates, defending claims with evidence, listening to different perspectives, and revising their thinking. Technology should strengthen those human interactions—not isolate students from them. Coursemojo was intentionally designed to support these moments. Students engage with authentic grade-level texts aligned to the district curriculum. They receive individualized coaching on their own writing. Then they return to classroom discussion better prepared to contribute, explain their thinking, and engage meaningfully with peers. Technology should create more opportunities for discourse—not fewer.

As a New Yorker, former teacher, former principal, and someone who continues to partner with schools across this city, I believe artificial intelligence holds tremendous promise—but only when it remains grounded in the values that have always defined excellent teaching. Protect students, trust teachers, honor the science of learning, keep humans at the center, and measure success not by the sophistication of the technology, but by the growth of our children.

Thank you for your leadership and for your commitment to ensuring that New York City continues to lead the nation in thoughtful, responsible educational innovation.

June 24, 2025

Dear City Council Members,

My name is Ayelet Leibovitch and I am a Parent at PS58.

For most students there is very little/no research on the good and so much on the harm - in cognitive offloading, privacy violations, conflicts of interest with student data fueling company bottom lines, losing the friction necessary for learning, less opportunities for students to be creative, etc, etc, etc

I propose a two year AI moratorium for all grades and an honest justification for the use of all AI / Tech products for students - WHY is this being implemented? WHY is it better than a teacher or a book or a pen and paper to educate our kids and grow critical thinking skills that will always be needed? Where are the proven outcomes? Show us the research from non-industry aligned groups!

Sincerely,
Ayelet Leibovitch

From: [Benedicte Hanser](#)
To: ACCO@dycd.nyc.gov
Cc: [Testimony](#); [District5](#); [Speaker Menin](#); gethelp@advocate.nyc.gov
Subject: [EXTERNAL] Request — written transition plan for our school before fall 2026 COMPASS / SONYC change
Date: Sunday, June 21, 2026 9:08:30 AM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to [REDACTED] as an attachment.

Hello,

I'm a parent at Robert F wagner middle school. Our afterschool provider is changing fall 2026. We learned of this on May 2026.

Please send a written, school-specific transition plan covering:

1. Staff continuity — will the incoming provider interview current site directors, group leaders, coaches, teaching artists, and club leaders?
2. Programming continuity — sports (including MSAL), theater, debate, fencing, clubs, enrichment.
3. Late pickup and dismissal handoff.
4. A parent communication plan and a named contact at the new provider before fall 2026.
5. A documented way for families and the SLT to raise concerns and receive a written response.
6. Contract-registration status of the award affecting our school.

How my family is affected:

My family relies on available free programs for after-school/extracurricular activities.

Manhattan Youth is a well known and built program, offering a large variety of classes that meet my child needs. I am worried that removing this program from her school will affect my child next year.

Trusted adults and predictable routines are what makes afterschool work for children — not an extra to be sorted out after the contract starts.

Please confirm receipt and the date by which DYCD will provide the plan.

Benedicte Hanser

[REDACTED]

School: Robert F wagner middle school

June 26, 2026

Dear City Council Members,

My name is Bridget Kessler. I am a parent of three elementary age kids in East Flatbush, Brooklyn (ages 10, 7, and 4) and I am currently serving as President of Community Education Council for District 22. I am providing this testimony in my personal capacity as a parent.

I thank the City Council for its attention to this extremely important and urgent issue.

I am writing to express my strong support for a two-year moratorium on the use of all generative AI in classrooms and a cautionary approach to AI in general. A pause will allow for a much-needed period of deep, evidence-based study, transparency, public conversation, and genuine parent input.

My strong opposition stems from three main sources.

First, I have deep substantive concerns about the impact of AI on education and the cognitive functioning of our students and teachers. AI tools create cognitive shortcuts that impede learning and student confidence. Education is also centered on human connection. AI tools risk shattering the human relationships and connection that are the linchpin of learning and growth. AI tools are also shown to be biased, racist, error-prone, invade privacy, violate copyright laws, and have a devastating environmental impact. They are also not free. Rather, they are extremely expensive - the teaser rates being currently offered are not a reflection of the true costs of these technologies. What happens to our education budgets when teachers and students are hooked on these damaging and intentionally habit-forming products and the bill comes due?

Although I honestly started with more concern about student-facing AI, my concerns about teacher use of AI in particular are also growing daily. These are based on my own experiences and the stories I am hearing from students and parents across the system. Teachers set a powerful example for our students. However, if teachers openly and or discretely use AI, what message does that send to our students about academic integrity? How can teachers build trust and connection with students and families with automated and generic communications and feedback? I have heard disturbing stories of teachers providing AI-drafted assignments or emails that have errors or don't make sense. Mostly, I am concerned that widespread use of AI tools and unchecked proliferation of AI slop in the education system will diminish the overall quality of teaching and learning overtime. How can less-experienced or less-skilled teachers develop the skills they need if they rely on AI shortcuts in areas where they need to develop?

Second, as a parent who has had children in the system since before the pandemic, I have seen how the DOE's approach to technology over the last decade more generally has been extremely problematic. The DOE has long lacked a coherent and evidence-based approach to technology education and policies regarding technology use in schools. These failures leave me

with no faith that the DOE is equipped to responsibly handle the rollout of a novel and dangerous new technology like AI.

Disturbingly, the DOE seems to be all too willing to accept the dubious claims of for-profit technology companies at face value, without independent scientific support, critical engagement, or consideration of potential harms. Once a product like a laptop or a digital platform is in the hands of a student, technology companies can use these devices and applications like "trojan horses" to push out even more questionable marketing or content without appropriate vetting. The risks of the DOE's habit of elevating the claims of slick technology company marketing over science, parents, or common sense is only more concerning in the context of AI.

As but one example of these issues is the DOE's lack of policies and protections around platforms like YouTube. Despite its intentionally addictive design, embedded marketing, and privacy-invading algorithmic model, YouTube is widely available across the city to students, including elementary students, on 1:1 DOE-issued devices in school and at home. Parents are provided no guidance regarding the monitoring of these supposedly "educational" devices and do not have administrative privileges to set up parental controls. The DOE seems not to care about these widespread problems, leaving parents to scramble to protect our children from an exploitative platform like YouTube on our own.

Third, while maintaining a cozy relationship with technology companies and often accepting their talking points and shameless marketing pitches at face value, the DOE has failed to bring parents to the table and meaningfully involve them in decision-making related to AI and technology in schools. As a specific example, as an elected parent representative and CEC President, I have heard an overwhelming level of frustration and concern from a large number of parents across many diverse demographics about the DOE's use of technology and AI in particular. In accordance with my own personal concerns and what I was hearing from my constituents, I repeatedly requested the opportunity from this administration to have input into the so-called "AI Guidelines" before they were released to no avail. I simply cannot understand why the DOE would allow technology and AI companies with a clear mandate to maximize profits for their shareholders to have a seat at the table to develop the guidelines that are currently in place, while refusing to include parents who have only the best interests of our children at heart.

As a parent, I have seen this movie before, and it's time to fully press "pause" before we invite these technology companies even deeper into our children's daily educational lives.

For these reasons and many others, my view is that the only responsible way forward right now is a pause on the use of generative AI in schools. I simply do not trust the DOE to implement or enforce guidelines to keep our children safe short of a blanket pause.

The DOE should take several steps back, meaningfully bring parents to the table, and consult with independent unbiased scientists and experts to chart a new course forward. I would also

encourage the DOE to take the time and care to issue binding policies, rules, and regulations regarding these important issues, rather than non-binding, vague "guidelines" or a "playbook," that can and will easily be ignored or misinterpreted across such a large system

The DOE would benefit specifically from returning to square one and conducting a skills and knowledge-based analysis of the questions why and whether AI should be used in schools at all.

The DOE should consider that it may be possible for children to be effectively prepared to have the skills and knowledge they need for life, including to use the AI that may exist when they graduate (or have marketable skills that can get them non-AI centered jobs) without actually using AI in school for their basic education.

Some of these skills and knowledge would seem to include:

Strong base of general knowledge to be able to identify hallucinations and engage with AIs effectively;

Soft skills, emotional intelligence, and social skills to be able to do the human tasks and relationship-building that AI can't;

Strong fundamental writing and editing skills;

Strong critical thinking skills;

Strong reading comprehension and ability and focus to read whole books and dense, technical writing;

Strong writing and editing skills;

Leadership skills, initiative and self-confidence.

Aren't these the foundational skills the DOE should be teaching our children in school anyway and that have been taught in schools for generations without AI or extensive technology use? I have seen nothing yet that convinces me why children with sensitive developing brains might need to actually use AI in school (or have educators use AI) to develop these key skills. Rather, I have seen significant research that shows that AI use in school has a high risk of inhibiting the growth of the very foundational cognitive skills and knowledge our children will need the most to be successful in this changing world and, ironically, be prepared to use AI effectively, if they one day need to do so.

There are a lot of things that we expect adults to use and do in the workplace that we do not allow our children to do because it is not safe or necessary. Why would the inquiry around AI be any different?

In school, our children are developing the cognitive building blocks and general knowledge to thrive in their life - they are not mini adults. AI also has a lot of concerning impacts on adult cognition (teachers and administrators too) but our children's brains are even more malleable and thus even more at risk of manipulation and harm. Extreme caution is warranted.

Sincerely,
Bridget Kessler

June 24th, 2026

Re: Support for an AI Moratorium in New York City Public Schools

Dear Committees on Education and Technology,

My name is Camara Stokes Hudson. I am an education attorney with over a decade of experience in education law, policy and community organizing. I serve as the Public Advocate's appointee to the Citywide Council on High Schools. I submit this testimony in my personal capacity.

I urge your Committees to support a two year moratorium on the adoption and expansion of artificial intelligence platforms in New York City Public Schools.

As a high school student of the 2010s, my opposition to the current implementation of AI comes from personal experience. I was in classrooms when the first generation of Ed Tech rolled out. Coding classes, online modules, Chromebooks, and family communication software produced very few academic, social or professional gains for myself and my peers. Rather, they drained district budgets and increased screen time in school exponentially to our academic and social detriment. I hope that we can learn lessons from the last 15 years, and apply them moving forward. I support the moratorium because public schools should put students' safety, privacy, learning, and wellbeing ahead of pressure from EdTech companies and private investors.

1. The Governing Framework for District AI Use Remains Incomplete

NYCPS released preliminary AI guidance in March of 2026. This guidance was woefully inadequate. The Department's own AI and Data Privacy Working Groups (which have their own transparency issues) were not permitted to review the guidance before its release, despite assurances to the contrary.¹ When released, the guidance offered confusing and contradictory directions for teachers and deployed a vague "traffic light" metaphor that reduced most decisions to individual teacher judgement without clear standards. The guidance entirely failed to address documented risks to students' cognitive development, mental health, privacy, and exposure to algorithmic bias. The inadequacy was apparent enough that Chancellor Samuels subsequently acknowledged that the Department had "missed the mark" and had failed to show the community that it was "worthy of being trusted to protect young people."² Community opposition to the policy has been fierce – NYCPS received more than 6,000 public comments in the 45-day feedback period, 48 percent from educators and 42 percent from parents; and a petition calling for a two-year moratorium that currently has more than 4,000 signatures.

Deploying commercial AI platforms in classrooms before a policy framework exists asks students and families to bear the risk of inadequate governance. NYCPS should set clear rules before putting these tools into classrooms, especially when they collect student data, shape how teachers and students interact, and affect decisions that can influence a student's education and future opportunities.

¹ Class Size Matters/Student Privacy Matters. "Problems with the DOE's AI Guidance." (21 Apr. 2026) <https://classsizematters.org/wp-content/uploads/2026/04/one-pager-on-AI-guidance-4.21.26.pdf>

² Elsen-Rooney, Michael. "NYC Chancellor Kamar Samuels Pledges Stronger AI Guardrails: 'We Missed the Mark'" *Chalkbeat New York* (27 May 2026) <https://www.chalkbeat.org/newyork/2026/05/27/samuels-signals-strong-ai-guardrails-amid-tech-backlash/>

2. NYCPS Has Not Demonstrated That It Can Protect Student Data Under Its Existing Obligations – Let Alone Under AI Platform Expansion

New York Education Law §2-d, the Commissioner’s Regulations 8 NYCRR 121, and Chancellor’s Regulation A-820 set rules for how third-party vendors handle students’ personal information. Those protections matter because students cannot meaningfully consent to how companies use their data, and because school records can include some of the most sensitive information the City collects about children and families.

An April 2026 audit by the New York State Comptroller found that NYCPS is not consistently meeting those obligations today- prior to any significant expansion of AI platform use.³ The audit found that NYCPS delayed reporting 48 percent of the 141 data breaches it reported to NYSED during the period reviewed, with delays as long as 460 days. NYCPS does not have written policies covering data classification, risk assessment, or backup and recovery. These are gaps that leave NYCPS unable to identify in a timely manner what student data has been compromised in a breach. Forty-two percent of responding schools reported using software applications outside of the two centrally managed student information systems and NYCPS does not maintain a comprehensive inventory of what applications individual schools are running. When PowerSchool, a vendor used by NYCPS schools, was hacked in January 2025, NYCPS was unable to determine which schools were affected without contacting each one individually.⁴ This followed a major breach in 2021-2022, when a cyber-attack on Illuminate Education exposed the personally identifiable information of 1.7 million New York students including 820,000 in NYC.⁵

Expanding AI would not build on a system with a proven record of protecting student data. It would add new risks to a system the State Comptroller has already found is falling short of its existing obligations. The compounding effects — more platforms, more vendors, more data flows, and more entry points for breaches — are precisely the risks a moratorium would pause. At the May 2026 PEP meeting, the panel approved a \$500,000 contract with Kaplan — a company in the process of implementing AI and that had recently suffered a data breach affecting 1.4 million people - over objections from the meeting attendees.⁶

a. AI EdTech Partnerships Create Serious Immigration Enforcement Risks for Students and Families

All students in NYCPS have a right to attend school regardless of their immigration status and, NYCPS has created policies to protect students from federal immigration enforcement. Those policies are compromised if the commercial platforms integrated into classroom instruction expose student data to federal agencies that enforce immigration law.

³ New York State Office of the Comptroller. “New York City Public Schools: Privacy and Security of Student Data” (Apr. 2026) <https://www.osc.ny.gov/files/state-agencies/audits/pdf/sga-2026-23n6.pdf>

⁴ Bamberger, Cayla. “NYC Schools Trying to Identify Students Affected by Power School Breach: *Government Technology* (7 Feb. 2025) <https://www.govtech.com/education/k-12/nyc-schools-trying-to-identify-students-affected-by-powerschool-breach>

⁵ Merod, Anna. “Data Breach Exposes 820K New York City Student’s Information” *K-12 Dive* (31 Mar. 2022) <https://www.k12dive.com/news/data-breach-exposes-820k-new-york-city-students-information/621352/>

⁶ Walsh, Lizzie. “The AI Rebellion Grows in NYC: Over 100 New Yorkers Demand Moratorium on AI Use in Schools at Marathon Board Meeting” *Chalkbeat New York*, (1 May 2026) <https://www.chalkbeat.org/newyork/2026/05/01/parents-demand-ai-moratorium-in-schools-during-marathon-panel-for-educational-policy-meeting/>

This is not a hypothetical risk. More than 900 Google employees have signed on an open letter calling on the company to disclose and terminate its contracts with Immigration and Customs Enforcement and Customs and Border Protection, citing Google Cloud's role in supporting Palantir's ImmigrationOS platform and CBP surveillance infrastructure.⁷ The Electronic Frontier Foundation filed complaints with the California and New York Attorney's General alleging that Google disclosed a user's data to ICE without advanced notification its own policy promised.⁸

A public school system that uses commercial AI platforms without resolving these questions is failing to protect some of its most vulnerable students. For undocumented students and students in mixed-status families, the exposure of school-related data to immigration enforcement can threaten not only privacy, but also student safety, family stability, and their ability to come to school without fear. The Council should require NYCPS to assess, before any further AI platform adoption, the immigration enforcement risks created by its current and future vendor relationships.

3. AI Tools Deployed in Schools Replicated Racial Disparities the System Has Spent Decades Working to Reduce

NYCPS has invested substantial effort and resources in reducing disparities in discipline and academic opportunity along the lines of race, disability and income. AI tools introduced into school's risk undoing that work.

Common Sense Media's August 2025 evaluation of AI teacher-assistance tools, including Google's Gemini for Education, found that those tools produced materially more punitive behavioral interventions for a hypothetical student with a Black sounding name than students with a white sounding names. Racial disparities in discipline are well-documented in NYCPS and are deeply consequential: Black students are suspended and referred for disciplinary intervention at substantially higher rates than their peers.

When AI tools influence how teachers interpret student behavior or decide how to respond, racially biased outputs can reinforce existing disparities rather than reduce them. The Council should require independent bias auditing of all tech products used by NYCPS, but especially AI tools, before schools are permitted to adopt it.

4. The Evidence Does Not Support the Premise that AI-Centered Pedagogy Serves Students

Much of the argument for the use of AI in schools' rests on the premise that early exposure to AI prepares students for a future AI driven economy. The current evidence challenges this premise on two grounds.

First, on labor market outcomes. A Stanford Digital Economy Lab's study drawing on payroll records covering millions of workers found a roughly 13 percent decline in employment for workers aged 22-25 in occupations most exposed to AI automation.⁹ For software developers in that age group, employment declined nearly 20 percent from its late 2022 peak. Federal Reserve Bank of New York data shows recent computer science graduates facing unemployment rates of 6.1 to 7.5 percent – over double the rates for

⁷ Milmo, Dan. "More Than 900 Google Workers Demand Company Exit ICE, CBP Contracts", BBC News (Feb. 2026).

⁸ Electronic Frontier Foundation. "Google Broke Its Promise to Me. Now ICE Has My Data" (Apr. 2026)

<https://www.eff.org/deeplinks/2026/04/google-broke-its-promise-me-now-ice-has-my-data>.

⁹ Brynjolfsson, Erik *et. al.* "Canaries in the Coal Mine? Six Facts About the Recent Employment Effects of Artificial Intelligence, Stanford Digital Economy Lab Working Paper" (Aug. 2025) https://digitaleconomy.stanford.edu/wp-content/uploads/2025/08/Canaries_BrynjolfssonChandarChen.pdf.

graduates in other fields.¹⁰ The entry-level pipeline, which many NYCPS students will enter, is the pipeline under the greatest pressure from AI-driven automation. Ultimately, the occupations an AI-focused curriculum prepares students to enter are precisely the occupations in which entry-level hiring has reduced the most.

Second, on cognitive development. The MIT Media Lab's June 2025 study found that sustained reliance on large language model assistance during writing tasks was associated with reduced neural engagement, diminished memory recall – what the authors describe as “cognitive debt.”¹¹ While preliminary, this research is consistent with substantial body of cognitive and educational research indicating that foundational literacy, numeracy, media literacy and critical thinking skills remain the prerequisite skills for meaningful work in any technological environment.¹² AI platform adoption that substitutes the development of these foundational skills leave students less prepared for the future than ever before.

I respectfully request that the Council support a moratorium on the adoption and expansion of AI platforms in NYCPS classrooms. The students of New York City deserve technology that has been evaluated and determined to be safe and effective before it is rolled out in their schools. I appreciate the Council's attention to this very important matter and am available at camaraCCHS@gmail.com should members or staff wish to discuss any portion of this testimony.

Respectfully submitted,

Camara Stokes Hudson, Esq.

Public Advocate's Appointee, Citywide Council on High Schools

(submitted in personal capacity)

CamaraCCHS@gmail.com

¹⁰ Singer, Natasha. Computer Science Grads Struggle to Find Jobs in the A.I. Age” *N.Y. Times* (Aug. 10, 2025).

¹¹ Kosmyna, Nastya *et al.*, “Your Brain on ChatGPT: Accumulation of Cognitive Debt When Using an AI Assistant for Essay Writing Task” (June 2025), <https://www.media.mit.edu/publications/your-brain-on-chatgpt/>.

¹² Tao, Sisi *et al.* “Potential Risks of Generative Artificial Intelligence Integration into K-12 Education: A Scoping Review” *Computers and Education: Artificial Intelligence* (2026) <https://www.sciencedirect.com/science/article/pii/S2666920X26000226>; Benedek, Marton and Balzas R. Sziklai. “Impact of AI Tools on Learning Outcomes: Decreasing Knowledge and Overreliance” (15 Oct. 2025) <https://arxiv.org/html/2510.16019v1>.

June 26, 2026

Dear City Council Members,

My name is Carrie Ashley Hill. I am a parent at PS 110.

I oppose Ai in the classroom 1- studies have shown it diminishes cognitive ability as we lean on the tech over time, it's not learning to ask chat GPT for the answer, critical thinking and concentration will be the super power of the future - our tech billionaires brag that their children don't even see screens until age 16 and they go to Waldorf schools. Specifically outraged that around Amira was forced by Cintron into D14 schools without any notice to parents or attempt to demonstrate its success. Cintron has ignored us and treated us the parents like errant children with his dismissiveness. The tech is terrible. Amir's doesn't understand their tiny voices and is constantly telling the children they are reading it wrong. That should be enough to pull it, but he's insisted teachers continue using it for an entire year. In highschool courses about the ethics and when and how the usage of Ai is appropriate 1 and how much to use it as a tool, this makes sense. But Ai as the teacher for children is offensive, knowing all we know about the negative outcomes of Ed tech thus far. This current college generation is the least prepared for critical thinking and have less ability to read long text and think deeply into topics. The evidence is clear we need to be moving away from Ed tech, not towards. Also, it is impossible to ignore the money. Ai companies have spent trillions and the ROI is not there. They are desperate for government contracts and see our schools as easy prey, just as they saw our children as easy prey with Chromebooks and all the apps on they pushes onto phones. It took us 10 years to ban phones in our schools. We cannot repeat the same mistakes with Ai.

We need a 2 year Ai moratorium in NYC schools.

Sincerely,

Arthur Burkle

Dear Esteemed City Council Members,

My name is Catherine LeClair and I am an 11th grade English teacher with New York City Public Schools in the South Bronx. I have been teaching for 5 years. I am writing to express my deep concern about AI usage in the classroom and the need for, at minimum, a 2 year moratorium on AI integration.

As teachers, it is our job to prepare our students to be critically thinking, productive citizens. It is my belief that AI is antithetical to this mission. I have been shocked and unsettled with the speed and ease at which AI came into our classrooms. During my first year teaching, I remember I had only one student using AI. I could tell it was not his writing, but I had to research what program he even used to produce the work. 5 years later and suddenly students are given AI accounts, teachers are using it to plan lessons or even write IEPs, and AI “people” are giving us presentations at professional development meetings. I have been horrified to hear many of my own English colleagues saying students can, and should be encouraged, to use AI for the writing process, even brainstorming. If students cannot even begin to express their ideas in a topic and organize their thoughts, how can we expect them to succeed on hard paper exams like the Regents or go out into the real world as independent adults? It is wrong to encourage students to use a technology that is so often wrong, so often plagiarizes the work of artists, and so often leads them down dangerous rabbit holes.

To explain the haunting effects of AI on human intelligence and imagination, I can think of one event in my own classroom this past year. A student turned in a completely AI generated essay to me after a week of in class work time. I told him to redo the work on his own and resubmit. He then resubmitted my own sample essay that I had written as a guide for the class. I

called him to my desk, dumbfounded, and asked why he would do this. “How did you know?” He asked me, genuinely inquisitively.

“How did I know it was my own writing?” I asked. “I spent hours writing this myself, I didn’t forget it.”

“Huh,” he replied, perplexed. “I don’t think I could recognize anything I have ever turned in.”

This is the outcome of a world with AI usage in the classroom is a world where students cannot even recognize, or appreciate, their own work. It is one where the individuality of the writer is meaningless...quotes can be taken, robots can spew out anything they have found, and a child’s own discovery of the world and their own thoughts is left behind. I urge the City Council to prevent this from continuing and help put a stop to it before it's too late.

June 24, 2026

Dear Council Members,

My name is Christina Shayevitz. I am a parent at PS 184 Shuang Wen in District 1.

I am so thankful and grateful to the committee for questioning DOE on the implementation of AI without adequate peer reviewed evidence for student learning today during the committee on education and technology meeting.

DOE's that AI products are only sequestered to a small number of schools and high school settings is completely false. The statement about obtaining parent consent is also false.

District 1 has ushered in Kiddom that has quietly started a pilot for middle school completely unknown to us parents. Kiddom specifically uses AI technology to construct lesson plans and assist in grading. Students type up classwork and assignments within the application to facilitate the AI grading. Kiddom vendors are also on site pressuring our teachers to increase student uptake. Emails are sent to our teachers publicly comparing them to other classrooms/schools if their uptake of the product is determined to be insufficient.

The most concerning issue is that Kiddom is set to enter Kindergarten through 8th grade as of this fall.

Additionally, teachers do not understand the concerns with data privacy nor does it seem that they have been trained in all the aspects data privacy violations can occur. For example, a well-meaning teacher had submitted an entire first grade class's photos into Voila AI Artist to create an end of year portfolio as a surprise for the parents. It did not occur to the teacher (and some parents) that this releases biometric data of all 30+ students for perpetuity to be used in unregulated ways without any parental consent.

As a parent of 3 young children in public education, and a psychiatrist who services multiple ERs in our city and have seen the negative and alarming impacts of AI chatbots and screen overuse in our children, I am asking you to continue to fight for the integrity of our student learning against the overreach of EdTech and AI in DOE.

Audit of all ed tech products, district level tech policy addressing screen time appropriate to developmental age, AI moratorium until there is evidence to suggest AI tools surpass current teacher led pedagogy for learning, and total transparency of Edtech and AI tools being used, the reasons for their use, and requirement for parental consent for students to use these products.

Sincerely,
Christina Shayevitz

June 23, 2026

Dear City Council Members,

My name is Claire Hung. I'm a parent of a soon to be Kindergarten student at P.S. 132.

There is no shortcut to brain development. In fact, EdTech has shown to impair brain development, and create dopamine addiction cycles in children. What we need is hands on play & discovery based teaching. Our children will not be test subjects for Tech Oligarchs. The NYC DOE should stop paying tech companies to teach our kids. They should instead raise pay for teachers, and have smaller classrooms with more teachers employed.

We're already seeing the attention economy strip people of their ability to connect to one another, creating divisive wedges among Americans and beyond. What we need are real connections with human beings, not AI.

The NYC DOE should stop paying tech companies to teach our kids. They should instead raise pay for teachers, and have smaller classrooms with more teachers employed.

AI moratorium today.

Sincerely,

Claire Hung

I'm a parent in district 14 where I serve on the SLT of my daughter's school, Brooklyn Arbor. The tech industry sees our school system as an opportunity to capture vast public resources while locking in a whole generation of future users. This is as blatant as the nicotine industry introducing candy-flavored vapes—the goal is transforming children into lifelong customers. Yet many of our school leaders have accepted the myth that making our children dependent on digital devices will somehow improve their future job prospects. That's a future where the only thing children can focus on is a screen. For the tech industry, of course, that's the dream: an entire generation using its products every waking moment of the day. For the rest of us, it's a dystopian nightmare. When you add AI, you also get the devaluation of knowledge & expertise, algorithmic racism & sexism, and the rapid atmospheric heating caused by hyperscale data centers. Oh, and we have no independent evidence that this technology even works. Large independent studies keep showing that AI in K–12 leads to significant DECLINES in recall, motivation, and independent thinking. AI is the worst thing to happen to our schools since asbestos. The sooner we remove it, the better.

The path for NYCPS leaders to restore the trust with the community begins with an AI moratorium (two years, five years—whatever it takes). A new, sensible tech policy must be developed in collaboration with the entire community, including robust input from experts on privacy, racial justice, cognitive development, mental health, and environmental impact. In the meantime, schools should help students avoid the negative social, educational, and mental-health consequences associated with LLM use outside the classroom. The job market of the future is unpredictable, so public education should stay focused on the fundamentals (including reading, writing, and face-to-face communication), which remain indispensable across a wide range of careers. I applaud the DOE's efforts to improve outcomes for all students, and the people I trust most to direct those efforts are our teachers — not ed-tech vendors. And every student needs to understand that their life prospects are tied to the fate of humanity as a whole.

June 26, 2026

Dear City Council Members,

My name is D.W. Young. I am a parent and my daughter is starting at Brooklyn Tech in the fall.

We need a moratorium now because it makes cheating almost impossible to stop. Which means not only will we have enormous number of kids succeeding without deserving it, but they will also be unequipped to deal with complex problems and challenges.

Second because it reduces our critical thinking and reading skills as human beings.

Third because it is provided by tech corporations who do not have our children's best interests in mind.

Fourth because it spreads misinformation and extreme political agendas and inherently stifles debate.

Fifth because it has potential for doing even greater harm every day that passes, in ways that people have not even begun to reckon with.

Sixth because it is often psychologically damaging to kids. And seventh because our mental capacity is connected to our bodies, to our hands and physical interaction with the world around us, and analog tools continue in many instances to be indispensable to nurturing this capacity.

The simple and most immediate solution is also by far the most effective in any short term scenario. Kids should be required to do a majority of their important their writing and work in person and with pen and paper. This immediately negates AI cheating, forces kids to do the reading and prove what they've learned, and has not only worked for thousands of years but also requires no new investment. I would argue that in the current dire scenario, less is more if it's real work and analysis, and that if such a method means a small reduction in overall workload it will more than payoff in final results.

Sincerely,

D.W. Young

From: [dan.bernstein](#)
To: [District2](#)
Cc: [Speaker Menin](#); [Testimony](#); ACCO@dycd.nyc.gov
Subject: [EXTERNAL] Constituent request — pause DYCD COMPASS / SONYC transitions until transparency and school transition plans are public
Date: Monday, June 22, 2026 5:02:11 PM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to [REDACTED] as an attachment.

Dear Council Member,

I'm your constituent and a parent at MS104 Simon Baruch. I'm asking you to publicly demand that DYCD pause the 2026 COMPASS / SONYC provider transitions at displaced schools until DYCD releases, in writing:

1. The scoring sheets and award rationale for each displaced school.
2. The old-to-new provider crosswalk citywide.
3. A school-specific transition plan covering staffing, programming, late pickup, and disability access.
4. A 30-day appeal window with documented family and SLT input.
5. Comptroller contract-registration status for each award.

Families found out about provider changes after awards were already announced. We were never consulted. Six-year, public-money contracts affecting more than 100,000 NYC children should not move forward this way.

My daughter selected Baruch Middle School as her first choice because she was excited by the school's wide range of extracurricular opportunities and the chance to explore many different interests. In particular, she was thrilled by the strength and diversity of Baruch's arts programming. As someone who is passionate about both theater and dance, she was especially drawn to the opportunities to perform, create, and further develop her talents in a supportive and vibrant school community.

For that reason, DYCD's decision to replace the current after-school provider with a seemingly less robust alternative is deeply concerning. The quality and breadth of after-school programming were important factors in her decision to attend Baruch, and this change threatens to diminish a key part of the educational experience she was expecting when she selected the school.

Please reply in writing.

Dan Bernstein

[REDACTED]

School: MS104 Simon Baruch

From: [Daniela Pozzi Pavan](#)
To: [Speaker Menin](#); ACCO@dycd.nyc.gov; gethelp@advocate.nyc.gov
Cc: [Testimony; ocamailbox@comptroller.nyc.gov](mailto:ocamailbox@comptroller.nyc.gov)
Subject: [EXTERNAL] Parent story — DYCD COMPASS / SONYC afterschool transition at our school
Date: Friday, June 26, 2026 1:29:56 PM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to [REDACTED] as an attachment.

Dear Council Member, DYCD, and Public Advocate,

I'm a parent at The Computer School . DYCD's 2026 COMPASS / SONYC contract is changing our afterschool provider this fall, and my family is asking you to pause this transition until DYCD publishes a written, school-specific transition plan.

How this is hitting my family:

My daughter could not enroll in the musical theatre production. In addition she will not be able to be part of the track team and compete in the meets with other NYC public schools.

Current provider: Manhattan Youth

Incoming provider: YMCA

We learned of the change: May 2026

Before fall 2026, please publicly request that DYCD release the school-by-school scoring, the old-to-new provider crosswalk, and the staffing, programming, late-pickup, and disability-access transition plan for our school.

This is a real family with a real child. We deserve a written answer.

Thank you.

Sincerely

Daniela Pozzi Pavan

[REDACTED], NYC, 10027 NY

School: The Computer School

From: [Darby Green](#)
To: ocamailbox@comptroller.nyc.gov
Cc: press@comptroller.nyc.gov; ACCO@dycd.nyc.gov; [Testimony](#); [District6](#); [Speaker Menin](#); gethelp@advocate.nyc.gov
Subject: [EXTERNAL] Please save our school programming! DYCD COMPASS / SONYC contract (The Computer School)
Date: Thursday, June 25, 2026 11:08:04 PM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to [REDACTED] as an attachment.

Dear Comptroller Lander and Bureau of Contract Administration,

I'm writing about the DYCD COMPASS / SONYC afterschool contract affecting The Computer School. Every one of these awards has to clear your office before it becomes a real, registrable contract — that is exactly the moment families like mine are asking you to look carefully.

Before this contract is registered, please:

1. Confirm whether DYCD has submitted the contract package for The Computer School, and on what date.
2. Apply careful scrutiny under Charter §328 — including responsibility of the proposed vendor, procedural integrity of the RFP, and whether DYCD followed its own scoring rubric and community-input requirements.
3. Examine whether the package contains a documented school-specific transition plan, staff-continuity requirement, and disability-access plan, given that DYCD invoked equity and students with disabilities in the COMPASS rationale.
4. Treat the absence of those plans as a basis to return the package to the agency for cure, not as an administrative detail.
5. Publish the registration status (submitted / pending / registered / returned / objected) for each COMPASS award so families and the Council can see where each school's contract actually is.

How this is affecting my family / community:

Our school shares a building with two other schools - Anderson and Dual Language. This means we share resources and real estate like the library, gym, and auditorium. We also have historically shared an after school provider and this has enabled us to put up a musical theater performance. Manhattan Youth also has ample experience running athletic teams; the Y does not. Please do not disrupt my daughter's after school options and diminish the quality of her public school extracurriculars. We are begging you to make this right. Please leave MY in place at the Computer School - it defies logic to do otherwise. Thank you for considering.

Current provider: Manhattan Youth
Incoming provider: The Y
We learned of the change: June 2026

Six-year, public-money contracts touching more than 100,000 NYC children should not slip into registration while families are still waiting on basic written answers from DYCD. Please confirm receipt, the assigned reviewer, and the current registration status for this school's contract.

Darby Green
[REDACTED]

School: The Computer School

Sent from my iPhone

My name is Diana Hubbard, and I am a professor of mathematics at Brooklyn College, CUNY. I am also a parent of two children at a public elementary school in Brooklyn. I am writing today to share my concerns about the use of technology in New York City schools.

As a college professor, I have noticed a troubling trend in my students, almost all of whom graduated from New York City DOE high schools. Many of them struggle to maintain sufficient focus to read a dense paragraph of text and lack the vocabulary or knowledge of the world to make sense of the text. I have had many conversations with students about how helpless they feel against the pull of the internet and the endless scroll. Students have told me that they're caught in a loop of installing and deleting apps on their phone that feed them an algorithm perfectly designed to keep them hooked. One student recently confessed sadly to me that he's never finished a book – and then told me that the longest text he was asked to read in high school was a novella.

The DOE ought to be standing firm against the countless draws on student attention outside of school and giving them opportunities every single day to expand and maintain their focus by reading rich, engrossing whole books and learning in depth about interesting and focused topics in science and social studies. In the age of AI, content area expertise has never been more important. How can we possibly expect students to detect AI hallucinations if they don't know anything about the topic at hand? But instead, what parents are seeing is that electronic devices loaded with gamified apps are being handed to young children, and technology tools like i-Ready that serve up a stream of short, disconnected texts and questions without context are forming a mainstay of the school day. And now student-facing AI tools are being introduced despite substantial parent pushback regarding harm to critical thinking and student privacy, which will only exacerbate the problem.

It would be one thing if these devices and apps were educationally effective, but they're not. The evidence base for them is either weak or nonexistent. The software is clunky and frustrating to use. Students get tired, bored, and overstimulated, and regularly find ways to get around guardrails and use devices for non-educational purposes in school. There is something deeply wrong in our educational system when students are being told to meet a minimum number of minutes on these apps every week, but parents at some schools have reported to me that their children have not been asked to read a book this entire past year.

Over 280 parents in District 14 have signed an open letter asking for more intentional and evidence-based use of technology in schools, which you can read at www.d14intentionaltech.org. We urge you to take action on this issue. Our children deserve and need better from the adults guiding their education. Thank you.

June 26, 2026

Dear City Council Members,

My name is Dominique Williams, Im a parent at ps 15 and i dont want al in that school old school learning always did the trick please keep it that way

Ai is harmful to the environment and brain ban it. Regular teaching please!

Sincerely,

Dominique Williams

June 23, 2026

Dear City Council Members,

My name is Ella Ryan. I am a parent of two kids in Brooklyn.

Tech billionaires are exploiting our personal data and our planet for their own gain. Our kids should not be participating in what is essentially an experiment that could have far-reaching impacts on their mental health and learning outcomes. The potential risks far outweigh the possible benefits. AI is fueling the climate catastrophe and ending hope for a livable future for our children.

Technology should be tried and tested before being brought into classrooms. AI technology is new and its use is already showing alarming outcomes. NYC DOE should take more time to vet this technology instead of being enamored by the idea of replacing teachers with robots.

Implement a moratorium now.

Sincerely,

Ella Ryan

Testimony on A.I. for City Council DOE Oversight Hearing

Submitted by Elyssa East

Thank you Council Members for calling this hearing on the use of generative A.I. in New York City public classrooms. I am a resident of district 6 and a Carter Case parent testifying in my capacity as a special education parent with experience in New York City public schools. Though there were many reasons why NYCPS were no longer serving our child, educational technology played a significant role in our decision to leave the system. This was an incredibly challenging decision for us to make. We always envisioned our child being enrolled in the local school on our street, which my husband attended. Though this did not work out, we have since thought that once our child is through his current program, which ends at eighth grade, that we would re-introduce him to NYCPS for high school. However, with each passing day that the DOE fails to take parental and developmental expert concerns with artificial intelligence into account, we are becoming increasingly discouraged that there will be a place for our child and his learning differences in NYCPS. This comes at an enormous cost to everyone.

Into today's testimony, the DOE referenced existing educational technologies that have AI embedded into them. Two math apps in particular were named: Zearn and iXL. These programs have existed in New York City public schools for quite some time. They are plied on sped students for remediation and run on adaptive learning, an A.I.-based system. In these programs, if a child begins to get problems incorrect, the app attempts to remediate by sending the child back to easier problem sets. This leads to immense frustration for all children, but especially children who struggle with learning differences.

Software cannot read a child's emotions. Software cannot tap into its experience or knowledge of a human learning to detect the true essence of a child's struggle. It never knows when to stop or to pivot to a different approach. It removes pencil and paper, which research shows is how children learn best, and provides a human teacher with the opportunity to help trouble shoot.

Our child was given hours of Zearn. Hours that always ended in tears. Hours that made him, in spite of his intelligence, feel like a failure. As a parent, I felt as if I were participating in some sort of state sanctioned child abuse. It had to end. Though we requested paper worksheets, which did help our child's teacher see where his computational skills were breaking down, we were always encouraged back onto Zearn, back to the same cycle that trapped our child in an endless loop with no opportunity to actually learn, all with no rhyme or reason.

To add insult to injury a similar math program called iXL gives children a "smart score." For a child who struggles with learning disabilities to have a number slapped on them that is low because of their disability is harmful and dangerous. The child is not being acknowledged for their effort, which I can assure you is tremendous. The application locks them into one idea of progress; an idea of progress that is based in *performance*, not effort or proficiency; an idea of progress that sorts children according to their ability with one application with faulty design; an

idea of progress that is incapable of recognizing their innate intelligence; an idea of progress that is blatantly discriminatory. Though these products have been sold to school systems as technologies that will remediate learning disabilities specifically, they further harm and discriminate against special education students, in particular, without improving learning outcomes. They damage children's self esteem and willingness to try. Children become further disengaged by platforms touted as being "engaging." This is because "engagement based design" only leads to eyeballs on a screen, not learning.

Learning platforms built upon A.I. are failed technologies. Parents and teachers already know this. To introduce more software with A.I. and features such as chat bots will make things go from bad to worse. It will lead to more families like ours leaving the public school system.

Rather than growing learning differences, such as ADHD, by forcing children onto screens for hours at a time, NYCPS needs to revert to what we know works: Human teaching for human students. Learning is relational. Technology destroys these relationships.

Generative A.I., which pretends to have cognition and pretends to relate to children and adolescents, further damages children's relationships with their trusted adults. It alters human attachment and rewires children's brains toward attachment to machines rather than to human beings. This technology is simply, incredibly dangerous for children and adolescents. We are not growing robots, we are growing human beings.

The tech industry has co-opted the language of academic rigor and packaged it as marketing. "Research" claiming that ed tech products with A.I. platforms improve academic outcomes is marketing masquerading as study. It is not to be trusted. Generative A.I. is just the latest in a long string of shiny, unvetted tech gee-gaws with runaway marketing promises. In five, years there will be a new shiny thing.

The tech industry enters schools claiming discounts and "freemiums." Once schools have widely implemented these technologies, companies increase the price leading to inflated costs in our schools while producing failed outcomes and driving parents out of the system. This educational technology industrial complex sets public schools up for failure. It further exacerbates the affordability crisis here in New York and deepens segregation.

Meanwhile, tech companies make money off of selling student data, data that parents and children never consented to being sold. Data that invades our students privacy with apps that are known to track them outside of school. Data that feeds the surveillance state and the school-to-prison pipeline.

This is what corporate capture looks like. The educational technology industrial complex has inserted itself into schools at all levels, from the national PTA, to superintendents, to principals and teachers, even students. Everyone in the educational ecosystem, including students, is on the receiving end of marketing from tech companies that take advantage of tax breaks to develop their products. These companies then use public dollars via public education to test their products. Special education children are the most experimented upon with these apps. Education is not experimentation. Our children need to learn, not be performing free labor for a billion dollar industry.

The DOE needs to stop and ask, “What kind of society are we trying to create? Do we want a society that is dependent upon machines in order to think? Do we want a permanent under class beholden to tech oligarchs?” I’m certain the answer is “No.”

It is well past time that we as a city stand up to this billion dollar industry and say enough. We want to grow children and a society of people who know how to think independently, think critically, and think creatively. We have no idea what future work will look like. We have no idea what kind of problems our children will face after we have gone. We do know that they will need to be free of the clutches of Big Tech.

A.I. industry leaders know this. They are not allowing their children this technology. Their children are getting actual books, pencil and paper. Their children are learning how to think for themselves. These executives know far more about their technology than anyone else. If it’s not okay for their kids, why should it be okay for ours?

Please help keep A.I. out of our school system. Please support the Moratorium on A.I. in NYCPS, if not an outright ban. Please urge the centering of human-based teaching. Please protect our children. Please regulate any educational technology that is introduced into NYCPS to independent vetting, particularly technology that purports to remediate learning differences.

You have the power to stop the experiment on our children that no parent consented to. The cost are far too high. From social media to unrestricted YouTube access in classrooms and addictive, persuasive design, that help feed the current youth mental health crisis while failing our children’s learning, we must stop throwing this generation away for big tech’s reckless experiment. The future of our city and our democracy depends upon your courage not to be swayed by false claims of A.I.’s potential. The future of our city and our democracy depends upon you urging NYCPS to revert to what we know works: Investing in human teachers and smaller class sizes, investing in books and pencil and paper, and investing in the arts and culturally responsive learning

practices. The future of our city and our democracy demand that you help this generation by banning A.I.

Thank you.

Elyssa East

June 26, 2026

Dear City Council Members,

My name is Emily Brooks. I'm a parent, a historian, and a curriculum writer.

I was shocked and horrified to read the DOE's AI guidance this year. Although this technology is very new, it is already clear that it poses grave risks to student learning and interrupts many cognitive developmental processes. When students are prompted to use AI tools for research, brainstorming, outlining, writing, and creative projects, these programs are stealing the opportunity from students to develop these skills for themselves. New York City public school students deserve to have the space to develop their own creativity, their focus, and their ability to move through a multi-step research process without the intrusion of AI programs into their learning. Furthermore, the DOE's aggressive embrace of AI in public schools will worsen educational inequality. Children whose parents can afford to send them to private school will have their time for creativity and critical thinking protected, while children in our city's public schools will have that freedom stolen from them. This is not the vision of leadership that Mayor Mamdani promised New Yorkers. This is not a city that New York City public school students can afford or deserve. This is time for a bold vision to protect New Yorkers City students' right to learn.

I support a moratorium on all AI in NYC public schools from 3k-12th grade for at least 2 years.

Sincerely,
Emily Brooks

To whom this may concern,

AI should be kept out of schools, we need to teach our children to think critically prior to being introduced to tools that can impact their learning. Technology is an incredibly important tool but also has the power to be incredibly destructive. Our children deserve to learn in an environment where they are free of the negatives until they are old enough to evaluate for themselves if they want to interact with it. We have seen the detrimental impact AI, social media etc can have on children, rates of depression and suicide are all up since their introduction. We should be treading very carefully. Our children's lives are not for sale

Emily Fung

June 25, 2026

Dear City Council Members,

My name is Erika Pietrucha and I am a parent of a child at Smart Start Preschool in Bay Ridge.

AI is a data aggregator! It is prohibiting the ability of students to learn judgment and discernment on the kind of information they collect. There is not a way to dictate to AI what kind of accurate information you need, and children will never learn how to determine what is accurate or not. AI is akin to social media and should not be in a classroom. Learning and education is about the journey, which AI both pollutes and destroys by "giving you the answer" without developing a thought process.

Furthermore, the speed at which AI is developing makes the current use of it irrelevant to their future. What they'll use in the careers post educationally will look nothing like what they're using now. And they will be able to catch up when needed as the time comes in their future. Our schools should give them all the other tools needed in life WITHOUT AI and they will thrive as adults. AI is so unnecessary in schools.

Kids should be using books! Old fashioned books, turn pages, summarize with their thoughts, learn how to write print and cursive, hands on active social learning. Back to books- teaching research and how to utilize different sources before turning (or never turning) to AI.

Sincerely,
Erika Pietrucha

I am a parent of two children living in Queens, the oldest of whom is currently slated to attend Pre-K at a NYC DoE public elementary school in the fall. I was educated in public school myself, and have always been a strong proponent and defender of public school education. However, the rampant and unchecked proliferation of generative AI use to replace science-based learning and human interaction has forced me to re-evaluate my positions, and may result in me pulling my children from a screen-heavy public school system in favor of less harmful alternatives such as private or home schooling.

Generative AI is a powerful tool in the right hands. For a fully developed, grown adult looking for quick and easy outcomes or answers, an LLM like ChatGPT can serve as a useful business tool. But elementary, middle, and high school students are not developed, grown adults. They have no base knowledge with which to fact check or analyze the output of an LLM. And, ultimately, their education should not be focused on outcomes and the answers. It should be focused on the *process* of learning. It should come as no surprise that our children's test scores are plummeting across the board: when we rely on Google search and Claude we outsource critical thinking. We minimize the importance of learning and memorization. We give up the human idiosyncrasies of communication in favor of a hive-voice, and flatten our ability to creatively express ourselves. *In short, using AI in schools means our children are not learning to learn or communicate.*

Generative AI is not limited to LLMs, of course. Generative AI is now baked into your web browser, your search engine, your word processing software, and your email client. If you use a computer in 2026, you are using generative AI. Think about the last time you composed an email in Gmail and accepted Gemini's wordsmithing suggestions because they look cleaner or more professional. Now imagine your child doing that for every English paper and written communication. Do you think they're learning anything when they accept all the underlined changes Google suggests? How do you think they'll do when they have to take a writing assessment without the benefit of AI tools? Now extend that logic to math and science. Consider the whole education of a student educated on AI tools and whether they will be able to think critically, or even distinguish fact from fiction. Consider that this example is the *least* egregious use case scenario I could think of, and that many students use AI to write their entire assignments, not just edit them. Consider that the DoE doubles down on AI use every year, and that Chancellor Samuels recently boasted to his Parent Advisory Council that we would be "beta-testing" more AI tools on students next year.

I would love to keep my kids in public school. But I will not participate in a public schools system that outsources education to Google and OpenAI. Please do everything in your power to help make sure the next generation of New Yorkers receives some semblance of a real education.

Thank you.

Ethan Hova
Woodside, New York

June 25, 2026

Dear City Council Members,

My name is Francesca Messina. I am a parent at DGK School in Brooklyn.

AI and technology have no place in middle and elementary schools - computer and ed tech are there to disrupt real hands on learning and teaching. I support the complete ban of computers, iPads, devices in schools and all AI.

Sincerely,

Francesca Messina

It is alarming and inappropriate that NYC schools are adopting technology without full transparency towards parents and without any demonstrable understanding of the consequences. DOE's testimony was misleading at best. Including parents is vital because they know what is happening in schools and can serve as a check on misinformation coming from DOE. Screens in schools is a form of "techno-creep". For example, my son's school is rolling out Go Guardian next year in order to monitor screens in class. Ironically, this itself is an AI tool. (I put to one side for now the harm to the environment, potential commercial encroachment upon schools, etc.)

The default policy should be to wait and gather empirical evidence, while gathering input from parents and providing them real agency in the decision-making process.

That should be totally self-evident to anyone involved and everyone concerned.

Testimony for the June 24th hearing with NYC Public Schools

Gina Tesoriero, Ph.D.
Instructional Technology Specialist (DIIT)
NYC Public School
gtesoriero@schools.nyc.gov

Dear Chair Eric Dinowitz,

It was a pleasure to see your name and face again after so many years. We met as NYC Teaching Fellows at Hunter College, and I appreciated your thoughtful leadership during the hearing. I am submitting this testimony with limited time due to end-of-year responsibilities and conference travel.

I recently earned my Ph.D. in Learning Sciences and Human Development from the University of Washington. My dissertation examined how my former students from self-contained special education classrooms (now high school graduates in their twenties) use (or choose not to use) generative artificial intelligence (GenAI) to navigate their academic, professional, and everyday lives.

One of my central findings is that, when used intentionally, GenAI can function as an assistive technology. Many participants described using these tools collaboratively (to brainstorm, organize ideas, improve writing, or better understand information) rather than to replace their own thinking. Yet many were afraid to use them. Some feared being accused of cheating, while others avoided them altogether because of past experiences with surveillance and punishment in school. These concerns were especially pronounced for students navigating the intersecting impacts of disability, racism, and other systemic inequities. Ironically, the students who stand to benefit the most from these technologies often have the most to lose if they are punished for using them. Saying "no" to an assistive technology is a privilege.

My research also demonstrates that how students use GenAI can reveal unmet needs within our educational system. The way these tools are used can help us identify where our schools can better support learners.

For example, one participant described ChatGPT as a writing partner because it was the first place she felt comfortable sharing her unpolished writing without fear of judgment. This suggests that we need stronger writing supports for first-generation college students, multilingual learners, and students with histories in special education.

Another participant relied heavily on GenAI to complete research surveys. Through follow-up conversations, I realized that the issue was that my own research materials were less accessible than I had intended. The way he used GenAI exposed barriers in my own design and helped me become a better researcher.

As New York City develops policies around artificial intelligence, I encourage the Council and NYC Public Schools to meaningfully include the voices of the students who have the most to gain from these technologies: students with disabilities, multilingual learners, and other young people who have long relied on assistive technologies to access learning. Their experiences can help us develop policies that are not only responsible and safe, but also equitable, accessible, and empowering.

Thank you for the opportunity to share my research and for your commitment to ensuring that emerging technologies support all learners.

June 24, 2026

Dear City Council Members,

My name is Giri Parameswaran. I am a parent at PS 110K and a professor of mathematical economics at Haverford College.

I oppose the uncritical way in which AI and technology more broadly have been introduced into schools. This has not been done in a thoughtful and intentional way, guided by overarching learning goals and research on how students learn. Instead there has been a rush to adopt technology for technology's sake.

Technological advancements have certainly changed the world in the last 5 years (with AI), the last 15 years (with smart phones), and the last 40 years (with personal computing). But the human brain has not fundamentally rewired itself in such a short period. Technology might have changed, but our brains absorb knowledge has not. It's flippant to assert that a twenty-first century education requires twenty-first century methods. A twenty-first century education requires the methods best suited for human learning. There is essentially no evidence suggesting that these technologies improve learning. The DOE's marketing exercise does not change in-the-classroom realities about how students learn.

I am a college professor, and I can attest to a significant decline in student preparedness. Tasks which were routine 15 years ago are now seen as challenging by students. Student attention spans have dramatically declined. They are increasingly outsourcing their critical thinking to technology. We are producing a generation who cannot think for themselves.

This needs to stop. We owe a duty to our children.

I propose:

1) City Council should impose a blanket rule preventing the DOE, district superintendents, or school principals from mandating the use of any student-facing technology in the classroom. I am not calling for a ban on the use of technology. I am calling for a ban on mandated use. Let parents, teachers, SLTs, and communities determine when technology use is appropriate on a student-by-student, class-by-class basis. Careful use of technology can be an incredible complement to learning. Thoughtless use, for the sake of use, has been shown in countless studies to not help, and to likely harm.

2) City Council and DOE should initiate a process to evaluate all uses of student-facing technology in NYC public schools. What is the evidence base for these tools? Is the evidence of high quality? Which sub-populations does it benefit, and in what contexts/conditions? City Council and the DOE should prepare a report laying out the costs and benefits (i.e. pros and cons) of every such technology, linking to the research where available - acknowledging the

quality of the research - and noting the lack of research where not, so that parents, teachers, and school communities can make informed choices about adoption.

3) City Council and the DOE should actively petition New York state to return to paper-based testing for standardized tests. There is no demonstrated benefit to online testing.

4) City Council and the DOE should consider the recommendations of the excellent open letter penned and signed by parents from District 14, available here:
<https://www.d14intentionaltech.org/>

Sincerely,

Giri Parameswaran

I'm a parent of a kindergardener and 3-K kid in the DOE system. As an AI researcher myself, I am concerned about the use of AI products in schools because this is a technology that is rapidly changing and therefore cannot be sufficiently vetted quickly. Reliance on this technology also locks schools into relationships with private for-profit companies, which is a moral and financial risk. It also raises concerns about data privacy, learning impacts, and bias. I am also concerned about the energy and environmental impacts of excessive AI use.

A 2 year moratorium will give schools the time to ride out the hype and think about what we **actually** need in learning technology and how we can achieve it sustainably.

To: New York City Council Education and Technology Committees

From: Greg Pak

Date: 6/26/2026

Greetings. I'm a comic book writer and photographer who testified this week in person in favor of a moratorium on "A.i." in New York schools. I had a few thoughts I wanted to add to my spoken testimony. I hope you will take all of these seriously. You are on the verge of gravely harming children by pushing this tech on them, and I hope you will simply say no.

1. "A.i." has no sentience and no concept of "truth." It's just a machine that strings together words and phrases based on the words and phrases in its dataset, so it makes up fake information, spreads lies, and frequently reproduces the sexism, racism and bigotry of its training data. How do you justify pushing such a flawed tool on teachers and students? People at the hearing on Wednesday said that teachers will have to fact check. Why add a terrible tool that creates more unpaid work? Particularly when we all know that many people will never fact check?

2. These "A.i." companies are run by right wing billionaires who donated to Trump's inauguration. Trump has said he wants "A.i." to be less "woke." How can you justify pushing these products on teachers and kids when these billionaires could bend to Trump's pressure any day and make their "A.i." models spread even more right wing, racist lies and disinformation? This is not mere speculation. Elon Musk notoriously tweaked Grok, which resulted in it calling itself MechaHitler. It's deeply irresponsible to push tech controlled by people with that kind of power into the schools.

3. These "A.i." companies are losing massive amounts of money right now -- the business is ludicrously unprofitable. So they're already starting to jack up prices to consumers. How do you justify locking schools into using these tools when the prices will very likely skyrocket in price very shortly? And even if these companies continue to discount their products to get them into schools, how do you justify addicting teachers and students on this terrible tech that they'll then have to pay exorbitant amounts for upon graduation? This only serves billionaires, not students. On a purely financial level, this is unacceptable and irresponsible.

4. I have literally never heard of anything that "A.i." could do in education that human teaching could not do better. If you're considering this as a cost saving measure, I challenge you to devote the money you're talking about giving to "A.i." billionaires to teachers instead. Increase pay, decrease class sizes. Give teachers more time to teach. Maybe fund more school visits from some of the thousands of our brilliant local writers and artists and historians and scientists. Stop

funneling money away from regular people and towards the billionaires who only want to exploit us and our children.

5. As I testified in person, I believe "A.i." in education is a form of child abuse. It tells kids they're less than, that their own experiences, thoughts, art, and ideas are worthless and must be replaced by the generic trash excretion of this miserable tech. Education should be about process, not product -- about the human experience of thinking and writing and drawing and working through things. "A.i." eliminates all of that. It devalues struggle and work and getting things wrong before you get things right. It replaces the specificity of a kid's story and experience with generic slop derived from a bunch of impersonal inputs. It tells kids they don't need to read and think for themselves; they can just generate a summary made by an untrustworthy machine. It tells them that education itself is a scam and a sham and they should just cheat their way through to survive.

6. Finally, some of "A.i." primary use cases are fraud, disinformation, and cheating. I am not interested in hearing that you will have policies to forbid kids from using "A.i." to write essays. This is like sprinkling classrooms with cocaine and telling kids not to do drugs. We all live in this world and know how things work -- if you put these cheating programs for cheaters on every kid's device, many kids will cheat. Our entire culture is pivoting hard towards scams and lies, aggravated by vicious products from tech billionaires like gambling websites and "A.i." If you incorporate this tech into education, you are telling kids that the way to succeed is by cheating. You will further degrade their trust in any institutions. They will see this as more evidence that school isn't about process and learning; it's just a cynical vehicle for churning out product that will result in grades and line items on college application forms. And that's a tragedy.

Shame on everyone pushing this miserable tech on kids. Eternal joy to those who embrace the messiness, quirkiness, specificity, and humanity of the actual process of thinking and drawing and learning and doing.

Please do the right thing, ban this tech from our schools, and thank you for your consideration.

Yours,

Greg Pak

June 24, 2026

Dear City Council Members,

My name is Hilary Kong and I am a parent in District 15 public school.

I have noticed a huge push in implementing edtech/AI at my children's public school. Without my consent, my 1st grader read with an AI tutor in class. This year, the school has made it mandatory for all students starting in kindergarten to use iPads for an edtech math app. Students also use iPads for art starting in 2nd grade. Adobe express is a mandatory tool at our school and according to our admin, "art is not every kids favorite subject, so devices help to increase interest"

There is so much research that shows the harms of these products on our children's mental health and cognitive development. I am outraged by the fact that public schools are ignoring the research and data, ignoring our children's safety and well-being, ignoring parents' advocacy and forcing them into our families. I am outraged that we are not given a choice to opt-out and that if we want to stay in our public school, we must let our children experiments of these big tech companies.

We need strong policies to keep AI out of schools.I support an AI moratorium because young children should not be learning math or making art on a screen. They should not be interacting with AI. Creativity and learning happens when we use our hands, our bodies, our brains, and when we interact with real people and real environments.

We want humans to answer our questions, humans to lead our education system. We want human TEACHERS to teach our children.

Sincerely,
Hilary Kong

I am deeply concerned about AI in schools for several reasons. There are already studies about the current school-aged generation having reduced focus and critical thinking skills in part due to technology exposure that prioritizes content/attention over quality. Our kids deserve to learn from dedicated, well-compensated teachers who are both subject matter experts and education professionals who can provide human, compassionate support. AI not only cheapens an already belabored profession, but it also expects kids to learn from screens that are (self-admittedly!) not always accurate. Furthermore, the ethical implications alone are reason to give pause. AI is notoriously bad for the environment (Jeff Bezos went as far as saying we should limit our use of drinking water so the data centers can have more of it which is deeply troubling).

At most, I can see AI being a contained unit within a technology/computer class, to be taught as a tool. That said, I'd strongly prefer a full moratorium on AI for schools across NYC. The vague hand-waving about "making sure kids are set up well for the future" does not justify the use of platforms with known drawbacks and harms.

June 24, 2026

Dear Council Members,

For full disclosure, I am a Google employee, but I write this in my personal capacity and the views are my own.

Study after study is proving the damaging impact of AI on cognitive ability. Unleashing this technology on kids when there is emerging evidence of its negative impact can cause irreparable damage to multiple generations.

Moreover, the argument that tech companies use to market AI on schools is that students "can't fall behind on the usage of this technology". This argument falls on its face, as the whole point of the new AI tools is that anyone can address them in plain English and presumably the tools that current generations would work with in the future would be more advanced in that aspect.

In addition, AI data centers put climate goals in danger and communities at risk worldwide.

Sincerely,
Isaac Clerencia

From: [Isabel Moita](#)
To: ACCO@dycd.nyc.gov; DycdAccessibility@dycd.nyc.gov
Cc: ocamailbox@comptroller.nyc.gov; [Testimony](#); [District3](#); [Speaker Menin](#); gethelp@advocate.nyc.gov
Subject: [EXTERNAL] Request — workforce, disability, and community impact reviews before COMPASS / SONYC contract registration
Date: Thursday, June 25, 2026 8:49:32 PM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to [REDACTED] as an attachment.

Hello,

Before the 2026 COMPASS / SONYC contracts are registered or implemented, please produce a workforce-impact review, disability-impact review, and community-impact review for affected schools, including Computer School.

Please provide, in writing:

1. How many workers may lose jobs, hours, or school placements.
2. Whether incoming providers must interview or prioritize current site directors, group leaders, coaches, teaching artists, debate coaches, and club leaders.
3. Whether pay, hours, benefits, and seniority will be preserved.
4. A disability-impact review for students with IEPs, 504 plans, autism, ADHD, anxiety, and sensory needs.
5. Programs at risk: MSAL sports, theater, debate, fencing, clubs, late pickup, cross-school events.
6. A per-school community-impact review.
7. Comptroller contract-registration status for each award.

Afterschool staff are frontline workers. Children attach to people, not award lists. Six-year contracts should not move forward without these reviews on paper.

Isabel Moita
Computer School · [REDACTED]

Written Testimony

Before the New York City Council Committee on Education and Committee on Technology

Joint Oversight Hearing on Artificial Intelligence, Student Data, and Privacy in NYC Public Schools

June 24, 2026

My name is James Maule. I am a parent of a child in NYC public school, an AI developer, and the founder of civici.stoop.org, a public-records platform that tracks New York City government operations, legislation, and spending.

I am here today to ask the Committees to take two immediate actions: implement a two-year moratorium on AI in NYC classrooms, and institute an outright ban on third-party AI educational contracts.

I do not come to you as a tech skeptic. Quite the opposite, I am a strong advocate for AI. I have guided large multinational companies through their AI rollouts, and my organization was selected for Anthropic's Claude for Startups program. I know firsthand that AI can make NYC government more efficient and transparent, both internally and externally to the public. However, these tools do not belong in our classrooms, especially not through the hands of third-party vendors.

Right now, the educational AI market is selling snake oil. In reality, there are only three frontier models worth utilizing: Anthropic's Claude, Google's Gemini, and OpenAI's GPT. Almost every third-party "AI" product marketed to our schools is simply a "wrapper." These vendors have not built an AI. Instead, they take our students' information, pass it through their own interface to one of those three tech giants, and charge the City a massive markup for the privilege.

Anything a third-party vendor claims they can do, NYC's own educators and internal technology staff could build in-house in a matter of weeks, and do so securely, and at a fraction of the cost.

The City has already paid for this lesson. The administration's own MyCity business chatbot, a third-party tool, hallucinated, advising business owners to take actions that were plainly wrong and, in some cases, illegal. We cannot run that experiment again, this time using children and their private educational data as the test subjects.

As a parent who deeply values our public schools, and a technologist who builds with AI every day, I urge you to implement a two-year classroom moratorium and ban third-party AI contracts.

Please do not let our schools become a revenue stream for middlemen, and do not let our children's data leave the building.

Thank you for your time.

James Maule

Hello, my name is James Wilson, I am a father of three. My eldest is a rising kindergartner in District 22 in Brooklyn.

I oppose AI in schools because substantial evidence has been produced demonstrating the negative impact of AI on learning outcomes, equity, student mental and emotional health, and student privacy. Further, there is clear evidence that the dramatically negative environmental impacts of AI cannot be sustained. As the DOE has not provided a clear, convincing strategy to protect against these harms, the only responsible option at this time is a moratorium.

AI-enabled EdTech products are being pushed on school districts across the country. The obvious first question we must ask is: who stands to benefit from a rush to embed these products in schools? The executives of these companies are on record as themselves opposed to their own children's schools using these products. It is clear that the motive of the tech companies selling these AI-enabled products is purely profit. These companies are not concerned with bettering education in any kind of altruistic way. No school district should be so naive as to believe that these companies have any real interest other than making money and addicting young children to tech products so that they can be turned into life-long consumers. Our children should NOT be treated as "future consumers."

Further, the massive amount of the DOE's and individual school districts' budgets that is being allocated to EdTech products is cause for deep concern. School facilities need better budgets for operations and maintenance (among many other needs) - not only to keep school buildings operating in the most energy efficient ways (resulting in annual energy cost savings for the City) and to prevent increased repair costs when maintenance is not maintained - but also because it's critical to the health and wellness of the students, teachers and staff in school buildings - for example making sure air filters are changed regularly to maintain indoor air quality. At my daughter's school in District 22 they recently detected lead in the drinking water supply. It's critical that budget be allocated to preventing and urgently fixing such issues. Beyond O+M, the DOE should allocate more of its budget to deep energy retrofitting of its existing school buildings - which would not only have a large return on investment through further annual energy cost savings but also through reduced social costs because these retrofit projects would better support student and teacher health and wellness (for example through the implementation of biophilic design, active design, low-emitting materials, etc) - not to mention the huge contribution that the DOE would then be making to the City's carbon emissions reduction goal.

The DOE and NYCPS should simply be prioritizing educational practices and techniques that have a proven track record of effectiveness and that do not cause harm. Priority should be given to such proven methods as embodied, sensory and play-based learning and educational methods that have been shown to support the development of social-emotional resilience and interpersonal skills. As well, priority should be given to environmental education and nature-based learning. Our children must be prepared for climate disruption and therefore the urgency and emphasis should be shifted away from implementing the use of EdTech products that claim to "streamline" learning and development and away from the idea that students need to be prepared for a future where AI is omnipresent. It may be true that AI is disrupting, and will continue to disrupt, established systems, but I believe that the response of educators should not be to inundate children with AI tools and essentially force them to conform to the use of AI products as prescribed by for-profit tech companies.

Priority should be given to teaching students (of a certain age) about the dangers of AI (as they are taught about the dangers of alcohol, drugs, guns, etc.) Forcing students to use AI-enabled tools is not equivalent to teaching them *about* AI.

My eldest daughter has just finished her pre-K year and we have determined that there is already far too much screen use in her classroom. She frequently reports that the Smartboard is used in her classroom, and there is little transparency for parents about how, or what products are being used. My sense is that the Smartboard and other screens are also already being used for emotional regulation in pre-k classes at my daughter's school, at the expense of attention paid to helping students develop their own emotional regulation skills and resilience, which is deeply concerning in regards to their mental health as they grow older.

Our daughter has begun making her own little books where she uses phonetic spelling to write out these little narratives with her drawings and it's amazing to watch her in that process and see her pride in it and you can see that to her it is a real kind of magic. Through our efforts at home, she is learning how to use creative activity to regulate her emotions. We really don't want the fact that her school is forcing her to use EdTech products and screens for emotion regulation to take her off the path she is currently on.

There is now legal precedent that organizations can be held responsible for exposing children to harmful technological products like social media. The DOE and NYCPS will be exposed to a large liability risk if they act negligently around this issue and proceed to expose students to EdTech products that are later found to be directly linked to harmful outcomes. In my view, this further legal risk is not outweighed by the potential positive impacts claimed by EdTech companies. There is not convincing evidence that these products actually produce benefits. I would like the DOE/NYCPS to conduct a full cost-benefit analysis as part of their decisionmaking on whether AI-enabled EdTech products should be allowed in schools.

I would like to see a policy whereby NYCPS is required to ask parents to opt-in to their student's use of any EdTech product that is proposed for use in their schools. At the very least, parents should be notified (early and multiple times) that they have the right to opt their children out of the use of any EdTech product. The process to do so should be clearly communicated and easily executable. At our daughter's school (in District 22), we have indicated to the principal and vice principal our intention to opt her out of 1:1 devices and the use of all EdTech products. We asked for direction on what procedures we must complete in that regard and we have not received any reply. We know from talking to other parents in our district and others that this is a common issue with the administrators at many schools.

The City Council members should inform the Mayor that by not supporting a moratorium on AI in schools, he is directly making life harder for the working families that he claims to be most focused on helping. Our family has spent an enormous amount of time, energy, and attention over the past months on this one issue. For my family and many others that we have spoken with over the past month, this issue is the source of a huge amount of anxiety that is not making life any easier for any of us working parents.

In my view, the Mayor's plan to provide universal childcare to NYC's working families will fundamentally fail if he does not direct the DOE to institute at least a 2-year moratorium on AI. Regardless of the availability of universal 2K and 3K programs, if these programs are run by a DOE that uncritically and irresponsibly implements the use of AI-enabled EdTech products, many families (ours included) will opt to send our 2 and 3-year olds to private programs instead, despite the unaffordable cost to do so.

From: [Jamie Parganos](#)
To: acco@dycd.nyc.gov; DycdAccessibility@dycd.nyc.gov
Cc: ocamailbox@comptroller.nyc.gov; [Testimony](#); [District5](#); [Speaker Menin](#); gethelp@advocate.nyc.gov; cec2@schools.nyc.gov
Subject: [EXTERNAL] Request for Workforce and Community Impact Review — DYCD COMPASS Afterschool Awards
Date: Friday, June 12, 2026 4:19:10 PM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to [REDACTED] as an attachment.

Hello,

I am writing as an affected parent, District 2 community member, and future user of DYCD-funded afterschool services to request that DYCD produce a **workforce-impact review** and **community-impact review** before disputed COMPASS / SONYC awards are registered or implemented.

This is not only a provider issue. Afterschool staff are frontline workers. They are the adults who know students, families, routines, disabilities, triggers, accommodations, sports teams, clubs, theater programs, debate programs, and late-pickup needs.

When DYCD destabilizes afterschool staff, it destabilizes children.

Before these six-year contracts move forward, please provide:

1. How many current afterschool workers may lose jobs, hours, roles, or school placements as a result of the COMPASS award changes.
2. Whether current site directors, group leaders, coaches, teaching artists, debate coaches, theater staff, sports staff, club leaders, and enrichment vendors will be retained by incoming providers.
3. Whether incoming providers are required to interview or prioritize current staff.
4. Whether pay, hours, benefits, seniority, and continuity of assignment will be preserved.
5. Whether any WARN, layoff-notice, or rapid-response obligations may apply.
6. How DYCD will protect students who rely on trusted staff, including students with IEPs, 504 plans, autism, ADHD, anxiety, sensory needs, or twice-exceptionality.
7. Which programs may be disrupted, including sports, MSAL, theater, debate, spelling bees, fencing, clubs, enrichment, late pickup, and cross-school events.
8. The community-impact review for each affected school.
9. The transition plan for preserving staff continuity, student relationships, school culture, and disability access.
10. Whether the affected contracts have been submitted for Comptroller registration or registered.

As a parent, I am asking for this because workforce disruption is student disruption. Children do not attach to award lists. They attach to people.

Please confirm whether DYCD has conducted a workforce-impact review and community-

impact review. If not, please explain why these reviews were not completed before six-year contracts were awarded and before transition/licensing work began.

From: [Jamie Parganos](mailto:Jamie.Parganos@comptroller.nyc.gov)
To: ocamailbox@comptroller.nyc.gov
Cc: press@comptroller.nyc.gov; ACCO@dycd.nyc.gov; [Testimony](#); [District2](#); [Speaker Menin](#); gethelp@advocate.nyc.gov
Subject: [EXTERNAL] Request — scrutinize DYCD COMPASS / SONYC contract before registration (school-specific)
Date: Thursday, June 25, 2026 10:58:20 AM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to [REDACTED] as an attachment.

Dear Comptroller Lander and Bureau of Contract Administration,

I'm writing about the DYCD COMPASS / SONYC afterschool contract affecting Wagner . Every one of these awards has to clear your office before it becomes a real, registrable contract — that is exactly the moment families like mine are asking you to look carefully.

Before this contract is registered, please:

1. Confirm whether DYCD has submitted the contract package for Wagner , and on what date.
2. Apply careful scrutiny under Charter §328 — including responsibility of the proposed vendor, procedural integrity of the RFP, and whether DYCD followed its own scoring rubric and community-input requirements.
3. Examine whether the package contains a documented school-specific transition plan, staff-continuity requirement, and disability-access plan, given that DYCD invoked equity and students with disabilities in the COMPASS rationale.
4. Treat the absence of those plans as a basis to return the package to the agency for cure, not as an administrative detail.
5. Publish the registration status (submitted / pending / registered / returned / objected) for each COMPASS award so families and the Council can see where each school's contract actually is.

How this is affecting my family / community:

I have not been able to work in the past because providers have not worked out for us due to my son's autism. I planned this transition a year in advance, have been in touch with the program director at Manhattan Youth, and planned my life around it.

Current provider: Manhattan Youth

Incoming provider: NYJTL

We learned of the change: May 2026

Six-year, public-money contracts touching more than 100,000 NYC children should not slip into registration while families are still waiting on basic written answers from DYCD. Please confirm receipt, the assigned reviewer, and the current registration status for this school's contract.

Jamie Parganos



School: Wagner

Jamie Parganos (Alex and Leo's Mom)

From: [Jamie Parganos](#)
To: ocamailbox@comptroller.nyc.gov
Cc: press@comptroller.nyc.gov; ACCO@dycd.nyc.gov; [Testimony](#); [District2](#); [Speaker Menin](#); gethelp@advocate.nyc.gov
Subject: [EXTERNAL] Re: Follow-Up: Request for Complete COMPASS/SONYC Registration Review Before Any Disputed Contracts Are Registered
Date: Friday, June 26, 2026 8:33:01 PM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to [REDACTED] as an attachment.

I neglected to include the final and very important points

19. Review whether DYCD and the selected providers fulfilled the RFP's inclusion, accessibility, and crisis-response requirements

Please review whether DYCD's registration package demonstrates that each selected provider has met, and is contractually bound to meet, the RFP's own inclusion, accessibility, and crisis-response requirements.

DYCD's pre-proposal materials did not treat disability access as optional. They required providers to comply with the ADA, SACC, and NYC/NYS Human Rights Laws; conduct individualized assessments; submit resource requests such as paraprofessionals or nurses; appoint an Inclusion Coordinator; and complete accessibility training. The materials also required mental-health and crisis-response training, de-escalation/referral training, an annual referral plan, and a site-specific Crisis Navigation Plan.

Before any disputed contract is registered, please review whether the contract package contains enforceable, site-specific evidence of:

- the named Inclusion Coordinator for each site;
- whether that coordinator is site-based or shared across multiple sites;
- staff accessibility training;
- autism, ADHD, sensory, anxiety, executive-function, de-escalation, and disability-related behavior training;
- individualized assessment procedures;
- IEP/504 and access-needs review procedures;
- resource-request procedures for paraprofessionals, nurses, or other supports;
- mental-health and crisis-response training;
- annual referral plans;
- site-specific Crisis Navigation Plans;
- parent communication protocols;
- non-exclusion/counseling-out protections;
- and procedures for ensuring students with disabilities can access sports, arts, theater, debate, STEM, clubs, trips, and late pickup.

A general statement that a provider will be "inclusive" or will appoint an "inclusion

coordinator” is not enough. If inclusion and accessibility were part of the RFP requirements, they should appear in the final contract package as enforceable obligations.

We are asking your office to confirm whether DYCD’s registration submissions show that these inclusion/accessibility requirements were evaluated, incorporated into the final contracts, and made operational before implementation.

20. Review whether DYCD’s six-year client-services awards comply with the continuity logic behind multi-term contracts

Please also review whether DYCD’s use of six-year client-services contracts is consistent with the continuity, transition, and phase-in/phase-out principles in the Procurement Policy Board Rules.

The PPB Rules state that multi-term client-services contracts may be used where it is in the City’s best interest to obtain continuity of service over more than one year, where services involve high start-up costs, or where changing contractors involves high phase-in/phase-out costs over a transition period. The Rules also require agencies awarding client-services contracts to review their portfolio and produce draft and final procurement plans and schedules.

The same PPB section says six-year client-services contracts may be appropriate in programs requiring linkages with other local vendors, programs serving fragile or difficult-to-serve populations whose well-being could be jeopardized by frequent vendor changes, and programs where continuity of relationships is central to effective service.

That creates a serious question here.

DYCD is using six-year client-services contracts — a structure justified by continuity, stable provider relationships, high transition costs, and service linkages — while simultaneously disrupting longstanding school-based ecosystems without publicly releasing the phase-in/phase-out plan, staff-continuity plan, disability-access plan, program-continuity plan, or school-specific transition analysis.

Before registration, please review whether DYCD’s contract files include:

- the client-services portfolio plan relevant to these COMPASS/SONYC awards;
- the determination supporting the six-year contract term;
- the analysis of continuity of service;
- the analysis of phase-in/phase-out costs;
- the transition plan for schools losing longstanding providers;
- the plan for preserving local partnerships, sports leagues, arts, debate, theater, clubs, and other existing programming;
- the workforce-retention or staff-transition plan;
- the disability-access transition plan;
- and any explanation of how disrupting existing ecosystems is consistent with the PPB’s stated rationale for multi-term client-services contracts.

The question is not whether DYCD may issue multi-year contracts. The question is whether DYCD can use the benefits of a six-year client-services structure while ignoring the continuity and transition obligations that justify that structure.

Add these to the summary checklist too

In the “Summary of what we are asking your office to verify” section, add:

18. DYCD and the selected providers fulfilled the RFP’s inclusion, accessibility, individualized-assessment, resource-request, Inclusion Coordinator, accessibility-training, de-escalation, referral, and site-specific crisis-navigation requirements.

19. DYCD’s use of six-year client-services contracts is supported by the required continuity, transition, phase-in/phase-out, workforce, disability-access, and portfolio-planning analysis.

And in the “Specific requests” section, add:

9. Confirm that the registration package includes enforceable site-specific inclusion/accessibility obligations, including Inclusion Coordinator duties, individualized assessment procedures, disability-resource request procedures, accessibility training, and crisis-navigation plans.

10. Confirm that DYCD’s six-year contract term is supported by the required client-services continuity and transition analysis, including phase-in/phase-out planning and impact on fragile or difficult-to-serve student populations.

Jamie Parganos

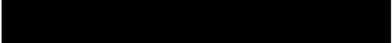


NBC New York - Positively Black

NY1 - Creative Muse helping city through art

Creative Muse Inc

Everything that matters begins in the creative process.

On Fri, Jun 26, 2026 at 8:14 PM Jamie Parganos  wrote:

Dear Comptroller Levine and Bureau of Contract Administration,

Our requests are organized as a web file attached.

PURPOSE OF THIS FOLLOW-UP

Thank you for your June 26 response to Community Education Councils 2, 3, and 20 regarding DYCD’s School-Based COMPASS Request for Proposals awards.

Your letter clarified the role of the Comptroller’s Office. We understand that your office does not ordinarily select afterschool providers, rescore proposals, or deny registration solely because families prefer one provider over another.

That is not what we are asking.

We are asking your office to exercise its full contract-registration review authority before any disputed COMPASS/SONYC contracts are registered.

Your letter states that, once final agency determinations are rendered and the COMPASS contracts are submitted for registration, your office will review whether DYCD followed proper procurement rules, whether funds exist, whether there was corruption in the procurement process, whether vendors are in good standing and eligible to receive City contracts, and whether DYCD complied with procurement rules governing vendor protests.

This is exactly the review families are asking for.

Our concern is not simply that school communities are unhappy. Our concern is that the public record does not yet show that DYCD followed a lawful, disclosed, documented, rational, and reviewable procurement process when making six-year school-based afterschool awards affecting children, students with disabilities, frontline workers, and public funds.

1. CONFIRM REGISTRATION STATUS OF EACH DISPUTED CONTRACT

Please confirm, for each disputed school or program:

- Has DYCD submitted the contract package to the Comptroller?
- If yes, on what date was it received?
- Is the package complete?
- Is it pending registration?
- Has it been returned, objected to, or registered?
- Which schools, sites, providers, PINs, dollar amounts, and contract terms are included?

Families cannot meaningfully respond to a process when they do not know whether the contract is still in negotiation, pending registration, already registered, or moving toward implementation.

2. REVIEW WHETHER DYCD USED ONLY DISCLOSED RFP CRITERIA

DYCD has repeatedly invoked scoring, capacity, principal rankings, and “provider diversity.”

Please review whether DYCD used only the criteria disclosed in the RFP and related evaluation documents.

In particular:

- Where was “provider diversity” defined?
- Was it a scored criterion?
- Was it a tie-breaker?
- Was it a post-scoring allocation principle?
- Was it used to override principal preference?
- Was it disclosed to applicants and school communities before awards were made?
- Is there a written record explaining how it was applied school by school?

If “provider diversity” was used as an undisclosed or unexplained factor, that raises serious procurement-process concerns.

3. REVIEW HOW PRINCIPAL RANKINGS WERE USED

DYCD has said principals had a meaningful voice. Families need to know what that means in the actual award record.

Please review:

- Each principal’s provider rankings.
- How those rankings were weighted.
- Whether the selected provider was the principal’s first choice.
- If not, why the principal’s preference was overridden.
- Whether the override was based on scoring, provider diversity, capacity, price, or another factor.
- Whether the reason was documented school by school.

It is not enough for DYCD to say principal input was “considered.” The registration record should show how it was considered and why it was outweighed where it was not followed.

4. REVIEW EVALUATOR QUALIFICATIONS, CONFLICTS, AND SCORING RECORDS

Please review whether the evaluation process complied with applicable procurement rules and internal procedures.

Families are asking whether:

- Evaluators had relevant youth-development, afterschool, disability-access, middle-school, procurement, or program-operations expertise.
- Evaluators signed conflict-of-interest disclosures.
- Proposals were assigned consistently.
- Any randomized evaluator pool was properly approved.
- Each proposal received the required number of reviews.
- Evaluator instructions were consistent.
- Original and amended rating sheets were preserved.
- Similar or substantially identical proposals received inconsistent scores at different schools.
- DYCD reviewed scoring consistency before making awards.

A six-year award affecting children should not rest on unexplained scoring that cannot be audited.

5. REVIEW THE RECOMMENDATION FOR AWARD RECORDS

For each disputed contract, please review whether DYCD prepared a complete Recommendation for Award and whether it supports the outcome.

The record should show:

- How many proposals were received.
- The technical rating of each proposal.
- The proposed price or budget.
- The basis for award.
- The selected provider's responsibility determination.
- The relevant worksite or school.
- The dollar amount.
- The funding source.
- Any required justifications or written determinations.
- Prior performance assessments, audits, and monitoring records where applicable.
- The specific reason the selected provider was deemed most advantageous to the City.

The public should not have to guess why a longstanding provider lost a school or why a principal's preferred provider was not selected.

6. REVIEW PRIOR PERFORMANCE AND SITE-SPECIFIC EXPERIENCE

Many displaced providers had longstanding relationships with schools, strong attendance, trusted staff, successful programming, and years of site-specific knowledge.

Please review whether DYCD considered:

- Prior performance at the specific school.
- Site-level attendance and engagement data.
- Monitoring reports.
- Audits.
- Principal and school feedback.
- Parent and student feedback.
- Staff continuity.
- Experience serving the age group and school community.
- Experience operating comparable middle-school programming.

If DYCD treated existing site-specific success as "bias" or ignored prior performance in the name of a "clean slate," the registration record should identify the legal and procedural basis for that approach.

7. REVIEW THE VENDOR PROTEST PROCESS

Your June 26 letter specifically states that your office will review whether DYCD complied with procurement rules governing vendor protests.

Please review:

- Which providers filed protests.
- When each protest was received.
- Whether DYCD issued a written determination within the required timeframe.
- Whether the determination stated reasons.
- Whether the decision was sent to the protesting vendor and selected vendor.
- Whether copies were sent to the Comptroller and other required procurement officials.
- Whether DYCD considered whether delaying the procurement was in the City's best

interest.

- Whether the protest record was included in the registration package.

A protest process is meaningful only if the agency's decision is reasoned, documented, and reviewable.

8. REVIEW PUBLIC NOTICE AND COMMENT RECORDS

Please review whether DYCD complied with any applicable public notice and comment requirements before entering into contracts.

For each disputed contract, please determine:

- Was a City Record notice published?
- Did the notice identify the proposed vendor, worksite, dollar amount, procurement method, and comment process?
- Was the public given the required opportunity to comment where applicable?
- Were comments from parents, CECs, PTAs, providers, workers, and disability families included in the contract file?
- Did DYCD consider those comments before moving forward?

If public comments were collected but not included in the contract file, that raises a serious accountability concern.

9. REVIEW WHETHER THE REGISTRATION PACKAGE IS COMPLETE

Please do not register any disputed package unless the required documents are complete.

The package should include, where required:

- Executed contract.
- Final budget.
- Final scope of work.
- Advice of award.
- Vendor information.
- Worksite or school.
- Dollar amount.
- Funding source.
- Procurement method.
- Number of responses.
- Recommendation for Award.
- Responsibility determination.
- PASSPort/VENDEX materials.
- Legal authority certificate.
- Certificate of procedural requisites.
- Public comments.
- Protest determinations.
- Final transition and implementation documents.

A contract should not be registered if the documents needed to verify lawful procurement

are missing or incomplete.

10. REVIEW VENDOR RESPONSIBILITY, CAPACITY, AND BUSINESS INTEGRITY

Your letter notes that the responsibility to ensure awards are made to vendors with the requisite qualifications, capacity, and business integrity remains with DYCD.

That is precisely why your office should verify that the registration package contains a real responsibility determination.

For each selected provider, please review whether DYCD documented:

- Operational capacity.
- Experience serving the relevant age group.
- Experience serving comparable school communities.
- Staffing capacity.
- Licensing readiness.
- Financial capacity.
- Business integrity.
- Record of compliance.
- Ability to provide the promised services at the assigned scale.
- Ability to implement by September.

Where a provider is assigned to a large or complex middle school, the record should show actual capacity, not merely a written promise.

11. REVIEW FINAL WORKSCOPES, BUDGETS, SEATS, AND PROGRAM CONTINUITY

Families are concerned that minimum RFP compliance may not equal continuity.

Please review whether final workscopes and budgets preserve or replace actual school-level programming, including:

- Sports and MSAL teams.
- Theater and musical productions.
- Debate.
- Music.
- STEM and robotics.
- Fencing.
- Cheerleading.
- Homework support and tutoring.
- SHSAT or academic preparation.
- Late pickup.
- Cross-school events.
- Club access.
- Disability-aware routines.

Please also review:

- Prior funded slots.
- New funded slots.
- Prior funding.
- New funding.
- School enrollment.
- Estimated unique students served.
- Whether middle-school à-la-carte participation was considered.
- Whether “continuity of slots” translates into continuity of actual children served.

A funded slot is not always the same as a unique child served, especially in middle-school programs where students may attend specific clubs, sports, or activities rather than full-time daily programming.

12. REVIEW LICENSING AND IMPLEMENTATION READINESS

Please review whether providers are actually ready to operate by September.

The registration package should show:

- Licensing status.
- Site approvals.
- Required clearances.
- Staffing plan.
- Hiring timeline.
- Training timeline.
- Contingency plan if licensing or staffing is delayed.
- School partnership agreement status.
- Family communication plan.
- Start date and implementation schedule.

The City should not register contracts that cannot be responsibly operationalized before children arrive.

13. REVIEW DISABILITY-ACCESS OBLIGATIONS

This is one of the most serious issues.

DYCD-funded afterschool programs serve students with IEPs, 504 plans, autism, ADHD, anxiety, sensory needs, behavioral support needs, and twice-exceptionality.

Please review whether the contract package contains enforceable, site-specific disability-access obligations, including:

- Inclusion/access coordinator role.
- Whether the coordinator is site-based or shared.
- Accommodation request process.
- IEP/504 access-review process.
- Parent meeting process before the first day.
- Staff training in autism, ADHD, sensory needs, anxiety, executive functioning, de-escalation, elopement, and disability-related behavior.

- Written de-escalation protocol.
- Sensory-support protocol.
- Parent communication protocol.
- Non-exclusion/counseling-out protections.
- Access to sports, arts, theater, debate, STEM, trips, late pickup, and clubs.
- Specific plan for twice-exceptional students.
- 30/60/90-day review process.
- Named DYCD and provider contacts for unresolved access problems.

A promise of an “inclusion coordinator” is not, by itself, a disability-access transition plan.

If disability and inclusion were part of the justification for these awards, they must also be reflected in the contracts and implementation documents.

14. REVIEW WORKFORCE CONTINUITY AND STAFF RETENTION

Afterschool continuity depends on the people children know.

Please review whether final contracts or workscopes address:

- Whether current staff will be retained.
- Whether staff must reapply.
- Whether pay, hours, and benefits are preserved.
- Whether site directors, coaches, group leaders, teaching artists, and specialists can continue.
- Whether incoming providers have written hiring-preference language.
- Whether subcontracting is needed to preserve existing programming.
- Whether workforce disruption was analyzed before award.

When trusted staff disappear, students lose relationships, routines, and institutional knowledge.

15. REVIEW CONSISTENCY ACROSS SCHOOLS AND CO-LOCATED CAMPUSES

Please review whether DYCD treated similarly situated schools and providers consistently.

Families are concerned about:

- Schools that wanted to keep a provider and lost it.
- Schools that wanted a provider removed and kept it.
- Co-located campuses where one school lost a shared provider while another retained it.
- Providers moved from schools that wanted them into schools that did not.
- Substantially similar proposals allegedly receiving different scores.
- Large differences in outcomes without public explanations.

These patterns require a school-specific record, not a citywide talking point.

16. REVIEW THE DIFFERENCE BETWEEN MODEL CONSULTATION AND PROVIDER SELECTION

DYCD has pointed to stakeholder engagement before the RFP.

That is different from community participation in the actual provider-selection decision at each school.

Please review whether the record distinguishes between:

- feedback on the general COMPASS/SONYC model; and
- actual school-level provider selection, principal rankings, award decisions, and transition planning.

Parents may have been consulted about what afterschool should include. They were not meaningfully included in deciding who would operate the program at their child's school.

17. REVIEW CONFLICT, INTEGRITY, AND TRANSPARENCY CONCERNS

I am not asking your office to assume corruption.

I am asking your office to ensure the record contains the documents necessary to rule it out.

Please review:

- Evaluator conflict disclosures.
- Vendor responsibility documentation.
- Lobbying or vendor-contact records where applicable.
- Any integrity reviews.
- Any conflict-of-interest screening.
- Any unusual scoring or award patterns.
- Any documentation explaining provider concentration and provider diversity decisions.

Public trust requires a record that can be reviewed.

18. REVIEW WHETHER COMMUNITY MATERIALS ARE IN THE CONTRACT FILE

Before registration, please confirm whether DYCD's contract file includes and addresses:

- CEC resolutions.
- Parent testimony.
- Public comments.
- Disability grievances.
- Provider protests.
- School letters.
- PTA/PA letters.
- Principal concerns.
- Worker impact statements.
- Student letters.
- Press-documented concerns.
- Requests for transition planning.

If these materials were submitted before registration but not included in the contract file, that

is a transparency problem.

SUMMARY OF WHAT WE ARE ASKING YOUR OFFICE TO VERIFY

Before registering any disputed COMPASS/SONYC contract, please confirm that:

1. DYCD followed the required procurement rules.
2. Evaluation criteria were disclosed and consistently applied.
3. Evaluators were qualified and conflict-free.
4. Rating sheets and award recommendations exist and support the outcomes.
5. Principal rankings and school preferences were documented and rationally weighed.
6. Provider diversity was defined, disclosed, and lawfully applied.
7. Prior performance and site-specific experience were considered appropriately.
8. Vendor protests were processed with reasoned written determinations.
9. Public notice and comment requirements were satisfied where applicable.
10. Registration packages are complete.
11. Vendors were determined responsible based on qualifications, capacity, and business integrity.
12. Final workscopes and budgets support the services children are supposed to receive.
13. Licensing and implementation plans are realistic.
14. Disability-access obligations are enforceable, written, and site-specific.
15. Workforce and staff-continuity issues were considered.
16. The process was free of corruption, conflicts, or undisclosed decision-making.
17. The administrative record is sufficient to support registration.

SPECIFIC REQUESTS TO YOUR OFFICE

We respectfully request that the Comptroller's Office:

1. Confirm whether disputed COMPASS/SONYC contract packages have been submitted for registration.
2. Identify which packages are pending, including PINs, vendors, schools/sites, submission dates, and current status.
3. Confirm that your office will review the complete procurement record before registration.
4. Confirm that DYCD's vendor protest decisions will be included and reviewed.
5. Return or object to any package lacking required procurement documentation, responsibility determinations, protest records, worksite-specific budgets, procedural certifications, or evidence of compliance.
6. Refer any integrity, conflict, corruption, or documentation concerns to the appropriate oversight body, including DOI where appropriate.
7. Provide families and CECs with a written explanation of what your office reviewed and what registration status was assigned to the disputed contracts.
8. Identify a point of contact for families, CECs, PTAs, providers, and school communities submitting registration-relevant evidence.

CLOSING

This is not a request for your office to take over DYCD's role.

It is a request that your office fully exercise its own registration authority at the moment

when that authority matters most.

These contracts will shape afterschool services for six years. They affect working families, students with disabilities, school communities, frontline workers, and public funds.

Once contracts are registered and implemented, the practical harm will be much harder to reverse.

Before registration, the City still has an opportunity to ensure that the process was lawful, documented, transparent, and worthy of public trust.

Thank you for your attention and for your commitment to accountability, transparency, and responsible stewardship of public funds.

Sincerely,

From: [Jamie Parganos](#)
To: ocamailbox@comptroller.nyc.gov
Cc: press@comptroller.nyc.gov; ACCO@dycd.nyc.gov; [Testimony](#); [District2](#); [Speaker Menin](#); gethelp@advocate.nyc.gov
Subject: [EXTERNAL] GRIEVANCE: Improper Use of Six-Year Multi-Term Contract Structure in DYCD COMPASS/SONYC Awards (9 RCNY Ch. 3)
Date: Friday, June 26, 2026 9:30:28 PM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to [REDACTED] as an attachment.

Dear Comptroller Levine and Bureau of Contract Administration,

First, I have updated my website with several new points and I am sure I will uncover more as I continue to review the case and receive more info:

<https://claude.ai/public/artifacts/7991f393-2bed-46ac-85b2-48913dc2c783>

I am submitting this as a formal, standalone grievance, separate from our broader registration-review correspondence, because it concerns a **single discrete defect that should be resolved on its own record before any disputed COMPASS/SONYC contract is registered.**

The grievance is this: DYCD has structured these School-Based COMPASS/SONYC awards as six-year multi-term client-services contracts, **but the public record does not show that DYCD made or documented the determination that the multi-term contract provisions of the Procurement Policy Board Rules require.** We ask your office to verify that determination before registration and to return any package in which it is missing.

The legal basis. **Under the City Charter and the Procurement Policy Board Rules (9 RCNY Chapter 3, multi-term contract provision), a multi-year contract is not the default. It is a specific exception to the City's ordinary practice of regularly re-competing contracts.** An agency may use a multi-term client-services contract only where doing so is in the City's best interest, on grounds such as the need for continuity of service, high contractor start-up costs, or high phase-in and phase-out costs associated with changing contractors. The Rules require the agency to determine, with specificity, that the chosen multi-year term is justified on those grounds, and to document that determination in the contract file.

The defect. **The entire justification recognized for a six-year client-services term is continuity and the cost of disruption.** Yet DYCD has used that six-year structure to do the opposite of preserving continuity. At 25 schools, DYCD is displacing longstanding providers with established site relationships, trained staff known to students and families, and existing programming, including sports leagues, arts, theater, debate, and clubs. **DYCD therefore appears to be claiming the benefit of a multi-term contract, a long and stable term, while simultaneously demonstrating that continuity, the very interest that justifies that term, was not the basis for its awards.**

This is not an argument that DYCD lacked authority to change providers. An agency may

decide that an incumbent should not be retained, and incumbency is not an entitlement. **The grievance is narrower and does not require your office to second-guess any provider selection. It is this: if DYCD is using a contract structure whose sole justification is continuity and the avoidance of transition costs, the contract file must contain the determination and analysis that justify the six-year term, and that analysis must address the continuity DYCD is choosing to disrupt.** If that analysis is absent, the term itself rests on no documented basis, and the package is not complete for registration.

What we ask your office to verify before registration. For each disputed COMPASS/SONYC package, please confirm whether the contract file contains:

1. DYCD's written determination, made with specificity, that a six-year multi-term client-services contract is in the City's best interest;
2. The analysis supporting the chosen six-year term, including the continuity-of-service rationale;
3. The phase-in and phase-out cost analysis for schools losing longstanding providers;
4. The transition plan for preserving or replacing existing site-level programming, staff relationships, and disability-aware routines during the change of provider;
5. Any analysis reconciling the disruption of existing school ecosystems with the continuity rationale that justifies a multi-term award;
6. The client-services contract plan or portfolio plan relevant to these awards, where required.

Requested disposition. If a disputed package does not contain the required multi-term determination and supporting analysis, we ask that your office return or object to that package rather than register it, and require DYCD to complete the record. We are not asking your office to set the contract term, select a provider, or rescore proposals. We are asking only that your office confirm DYCD actually made and documented the determination the Rules require before committing the City and these school communities to a six-year term.

A note on the citation: the multi-term contract provision is in 9 RCNY Chapter 3; I have described its substance here and am confirming the precise subsection for the record, but the determination-and-documentation requirement it imposes is the operative point regardless of the subsection label.

Thank you for treating this as a distinct grievance with its own answer. Given the September implementation timeline, I would be grateful for confirmation of receipt and an indication of how your office intends to address it.

Sincerely,
Jamie Parganos

19. Review whether DYCD and the selected providers fulfilled the RFP's inclusion, accessibility, and crisis-response requirements

Please review whether DYCD's registration package demonstrates that each selected provider has met, and is contractually bound to meet, the RFP's own inclusion, accessibility, and crisis-response requirements.

DYCD's pre-proposal materials did not treat disability access as optional. They required

providers to comply with the ADA, SACC, and NYC/NYS Human Rights Laws; conduct individualized assessments; submit resource requests such as paraprofessionals or nurses; appoint an Inclusion Coordinator; and complete accessibility training. The materials also required mental-health and crisis-response training, de-escalation/referral training, an annual referral plan, and a site-specific Crisis Navigation Plan.

Before any disputed contract is registered, please review whether the contract package contains enforceable, site-specific evidence of:

- the named Inclusion Coordinator for each site;
- whether that coordinator is site-based or shared across multiple sites;
- staff accessibility training;
- autism, ADHD, sensory, anxiety, executive-function, de-escalation, and disability-related behavior training;
- individualized assessment procedures;
- IEP/504 and access-needs review procedures;
- resource-request procedures for paraprofessionals, nurses, or other supports;
- mental-health and crisis-response training;
- annual referral plans;
- site-specific Crisis Navigation Plans;
- parent communication protocols;
- non-exclusion/counseling-out protections;
- and procedures for ensuring students with disabilities can access sports, arts, theater, debate, STEM, clubs, trips, and late pickup.

A general statement that a provider will be “inclusive” or will appoint an “inclusion coordinator” is not enough. If inclusion and accessibility were part of the RFP requirements, they should appear in the final contract package as enforceable obligations.

We are asking your office to confirm whether DYCD’s registration submissions show that these inclusion/accessibility requirements were evaluated, incorporated into the final contracts, and made operational before implementation.

20. Review whether DYCD’s six-year client-services awards comply with the continuity logic behind multi-term contracts

Please also review whether DYCD’s use of six-year client-services contracts is consistent with the continuity, transition, and phase-in/phase-out principles in the Procurement Policy Board Rules.

The PPB Rules state that multi-term client-services contracts may be used where it is in the City’s best interest to obtain continuity of service over more than one year, where services involve high start-up costs, or where changing contractors involves high phase-in/phase-out costs over a transition period. The Rules also require agencies awarding client-services contracts to review their portfolio and produce draft and final procurement plans and schedules.

The same PPB section says six-year client-services contracts may be appropriate in programs requiring linkages with other local vendors, programs serving fragile or difficult-to-serve populations whose well-being could be jeopardized by frequent vendor changes, and programs where continuity of relationships is central to effective service.

That creates a serious question here.

DYCD is using six-year client-services contracts — a structure justified by continuity, stable provider relationships, high transition costs, and service linkages — while simultaneously disrupting longstanding school-based ecosystems without publicly releasing the phase-in/phase-out plan, staff-continuity plan, disability-access plan, program-continuity plan, or school-specific transition analysis.

Before registration, please review whether DYCD’s contract files include:

- the client-services portfolio plan relevant to these COMPASS/SONYC awards;
- the determination supporting the six-year contract term;
- the analysis of continuity of service;
- the analysis of phase-in/phase-out costs;
- the transition plan for schools losing longstanding providers;
- the plan for preserving local partnerships, sports leagues, arts, debate, theater, clubs, and other existing programming;
- the workforce-retention or staff-transition plan;
- the disability-access transition plan;
- and any explanation of how disrupting existing ecosystems is consistent with the PPB’s stated rationale for multi-term client-services contracts.

The question is not whether DYCD may issue multi-year contracts. The question is whether DYCD can use the benefits of a six-year client-services structure while ignoring the continuity and transition obligations that justify that structure.

Add these to the summary checklist too

In the “Summary of what we are asking your office to verify” section, add:

18. DYCD and the selected providers fulfilled the RFP’s inclusion, accessibility, individualized-assessment, resource-request, Inclusion Coordinator, accessibility-training, de-escalation, referral, and site-specific crisis-navigation requirements.

19. DYCD’s use of six-year client-services contracts is supported by the required continuity, transition, phase-in/phase-out, workforce, disability-access, and portfolio-planning analysis.

And in the “Specific requests” section, add:

9. Confirm that the registration package includes enforceable site-specific inclusion/accessibility obligations, including Inclusion Coordinator duties, individualized assessment procedures, disability-resource request procedures, accessibility training, and crisis-navigation plans.

10. Confirm that DYCD’s six-year contract term is supported by the required client-services continuity and transition analysis, including phase-in/phase-out planning and impact on fragile or difficult-to-serve student populations.

Jamie Parganos
646-860-5064
jamielparganos@gmail.com
NBC New York - Positively Black
NY1 - Creative Muse helping city through art
Creative Muse Inc
Everything that matters begins in the creative process.

On Fri, Jun 26, 2026 at 8:14 PM Jamie Parganos <jamielparganos@gmail.com> wrote:
Dear Comptroller Levine and Bureau of Contract Administration,

Our requests are organized as a web file attached.

PURPOSE OF THIS FOLLOW-UP

Thank you for your June 26 response to Community Education Councils 2, 3, and 20 regarding DYCD's School-Based COMPASS Request for Proposals awards.

Your letter clarified the role of the Comptroller's Office. We understand that your office does not ordinarily select afterschool providers, rescore proposals, or deny registration solely because families prefer one provider over another.

That is not what we are asking.

We are asking your office to exercise its full contract-registration review authority before any disputed COMPASS/SONYC contracts are registered.

Your letter states that, once final agency determinations are rendered and the COMPASS contracts are submitted for registration, your office will review whether DYCD followed proper procurement rules, whether funds exist, whether there was corruption in the procurement process, whether vendors are in good standing and eligible to receive City contracts, and whether DYCD complied with procurement rules governing vendor protests.

This is exactly the review families are asking for.

Our concern is not simply that school communities are unhappy. Our concern is that the public record does not yet show that DYCD followed a lawful, disclosed, documented, rational, and reviewable procurement process when making six-year school-based afterschool awards affecting children, students with disabilities, frontline workers, and public funds.

1. CONFIRM REGISTRATION STATUS OF EACH DISPUTED CONTRACT

Please confirm, for each disputed school or program:

- Has DYCD submitted the contract package to the Comptroller?

- If yes, on what date was it received?
- Is the package complete?
- Is it pending registration?
- Has it been returned, objected to, or registered?
- Which schools, sites, providers, PINs, dollar amounts, and contract terms are included?

Families cannot meaningfully respond to a process when they do not know whether the contract is still in negotiation, pending registration, already registered, or moving toward implementation.

2. REVIEW WHETHER DYCD USED ONLY DISCLOSED RFP CRITERIA

DYCD has repeatedly invoked scoring, capacity, principal rankings, and “provider diversity.”

Please review whether DYCD used only the criteria disclosed in the RFP and related evaluation documents.

In particular:

- Where was “provider diversity” defined?
- Was it a scored criterion?
- Was it a tie-breaker?
- Was it a post-scoring allocation principle?
- Was it used to override principal preference?
- Was it disclosed to applicants and school communities before awards were made?
- Is there a written record explaining how it was applied school by school?

If “provider diversity” was used as an undisclosed or unexplained factor, that raises serious procurement-process concerns.

3. REVIEW HOW PRINCIPAL RANKINGS WERE USED

DYCD has said principals had a meaningful voice. Families need to know what that means in the actual award record.

Please review:

- Each principal’s provider rankings.
- How those rankings were weighted.
- Whether the selected provider was the principal’s first choice.
- If not, why the principal’s preference was overridden.
- Whether the override was based on scoring, provider diversity, capacity, price, or another factor.
- Whether the reason was documented school by school.

It is not enough for DYCD to say principal input was “considered.” The registration record should show how it was considered and why it was outweighed where it was not followed.

4. REVIEW EVALUATOR QUALIFICATIONS, CONFLICTS, AND SCORING RECORDS

Please review whether the evaluation process complied with applicable procurement rules and internal procedures.

Families are asking whether:

- Evaluators had relevant youth-development, afterschool, disability-access, middle-school, procurement, or program-operations expertise.
- Evaluators signed conflict-of-interest disclosures.
- Proposals were assigned consistently.
- Any randomized evaluator pool was properly approved.
- Each proposal received the required number of reviews.
- Evaluator instructions were consistent.
- Original and amended rating sheets were preserved.
- Similar or substantially identical proposals received inconsistent scores at different schools.
- DYCD reviewed scoring consistency before making awards.

A six-year award affecting children should not rest on unexplained scoring that cannot be audited.

5. REVIEW THE RECOMMENDATION FOR AWARD RECORDS

For each disputed contract, please review whether DYCD prepared a complete Recommendation for Award and whether it supports the outcome.

The record should show:

- How many proposals were received.
- The technical rating of each proposal.
- The proposed price or budget.
- The basis for award.
- The selected provider's responsibility determination.
- The relevant worksite or school.
- The dollar amount.
- The funding source.
- Any required justifications or written determinations.
- Prior performance assessments, audits, and monitoring records where applicable.
- The specific reason the selected provider was deemed most advantageous to the City.

The public should not have to guess why a longstanding provider lost a school or why a principal's preferred provider was not selected.

6. REVIEW PRIOR PERFORMANCE AND SITE-SPECIFIC EXPERIENCE

Many displaced providers had longstanding relationships with schools, strong attendance, trusted staff, successful programming, and years of site-specific knowledge.

Please review whether DYCD considered:

- Prior performance at the specific school.
- Site-level attendance and engagement data.
- Monitoring reports.
- Audits.
- Principal and school feedback.
- Parent and student feedback.
- Staff continuity.
- Experience serving the age group and school community.
- Experience operating comparable middle-school programming.

If DYCD treated existing site-specific success as “bias” or ignored prior performance in the name of a “clean slate,” the registration record should identify the legal and procedural basis for that approach.

7. REVIEW THE VENDOR PROTEST PROCESS

Your June 26 letter specifically states that your office will review whether DYCD complied with procurement rules governing vendor protests.

Please review:

- Which providers filed protests.
- When each protest was received.
- Whether DYCD issued a written determination within the required timeframe.
- Whether the determination stated reasons.
- Whether the decision was sent to the protesting vendor and selected vendor.
- Whether copies were sent to the Comptroller and other required procurement officials.
- Whether DYCD considered whether delaying the procurement was in the City’s best interest.
- Whether the protest record was included in the registration package.

A protest process is meaningful only if the agency’s decision is reasoned, documented, and reviewable.

8. REVIEW PUBLIC NOTICE AND COMMENT RECORDS

Please review whether DYCD complied with any applicable public notice and comment requirements before entering into contracts.

For each disputed contract, please determine:

- Was a City Record notice published?
- Did the notice identify the proposed vendor, worksite, dollar amount, procurement method, and comment process?
- Was the public given the required opportunity to comment where applicable?
- Were comments from parents, CECs, PTAs, providers, workers, and disability families included in the contract file?
- Did DYCD consider those comments before moving forward?

If public comments were collected but not included in the contract file, that raises a

serious accountability concern.

9. REVIEW WHETHER THE REGISTRATION PACKAGE IS COMPLETE

Please do not register any disputed package unless the required documents are complete.

The package should include, where required:

- Executed contract.
- Final budget.
- Final scope of work.
- Advice of award.
- Vendor information.
- Worksite or school.
- Dollar amount.
- Funding source.
- Procurement method.
- Number of responses.
- Recommendation for Award.
- Responsibility determination.
- PASSPort/VENDEX materials.
- Legal authority certificate.
- Certificate of procedural requisites.
- Public comments.
- Protest determinations.
- Final transition and implementation documents.

A contract should not be registered if the documents needed to verify lawful procurement are missing or incomplete.

10. REVIEW VENDOR RESPONSIBILITY, CAPACITY, AND BUSINESS INTEGRITY

Your letter notes that the responsibility to ensure awards are made to vendors with the requisite qualifications, capacity, and business integrity remains with DYCD.

That is precisely why your office should verify that the registration package contains a real responsibility determination.

For each selected provider, please review whether DYCD documented:

- Operational capacity.
- Experience serving the relevant age group.
- Experience serving comparable school communities.
- Staffing capacity.
- Licensing readiness.
- Financial capacity.
- Business integrity.
- Record of compliance.
- Ability to provide the promised services at the assigned scale.

- Ability to implement by September.

Where a provider is assigned to a large or complex middle school, the record should show actual capacity, not merely a written promise.

11. REVIEW FINAL WORKSCOPES, BUDGETS, SEATS, AND PROGRAM CONTINUITY

Families are concerned that minimum RFP compliance may not equal continuity.

Please review whether final workscopes and budgets preserve or replace actual school-level programming, including:

- Sports and MSAL teams.
- Theater and musical productions.
- Debate.
- Music.
- STEM and robotics.
- Fencing.
- Cheerleading.
- Homework support and tutoring.
- SHSAT or academic preparation.
- Late pickup.
- Cross-school events.
- Club access.
- Disability-aware routines.

Please also review:

- Prior funded slots.
- New funded slots.
- Prior funding.
- New funding.
- School enrollment.
- Estimated unique students served.
- Whether middle-school à-la-carte participation was considered.
- Whether “continuity of slots” translates into continuity of actual children served.

A funded slot is not always the same as a unique child served, especially in middle-school programs where students may attend specific clubs, sports, or activities rather than full-time daily programming.

12. REVIEW LICENSING AND IMPLEMENTATION READINESS

Please review whether providers are actually ready to operate by September.

The registration package should show:

- Licensing status.
- Site approvals.

- Required clearances.
- Staffing plan.
- Hiring timeline.
- Training timeline.
- Contingency plan if licensing or staffing is delayed.
- School partnership agreement status.
- Family communication plan.
- Start date and implementation schedule.

The City should not register contracts that cannot be responsibly operationalized before children arrive.

13. REVIEW DISABILITY-ACCESS OBLIGATIONS

This is one of the most serious issues.

DYCD-funded afterschool programs serve students with IEPs, 504 plans, autism, ADHD, anxiety, sensory needs, behavioral support needs, and twice-exceptionality.

Please review whether the contract package contains enforceable, site-specific disability-access obligations, including:

- Inclusion/access coordinator role.
- Whether the coordinator is site-based or shared.
- Accommodation request process.
- IEP/504 access-review process.
- Parent meeting process before the first day.
- Staff training in autism, ADHD, sensory needs, anxiety, executive functioning, de-escalation, elopement, and disability-related behavior.
- Written de-escalation protocol.
- Sensory-support protocol.
- Parent communication protocol.
- Non-exclusion/counseling-out protections.
- Access to sports, arts, theater, debate, STEM, trips, late pickup, and clubs.
- Specific plan for twice-exceptional students.
- 30/60/90-day review process.
- Named DYCD and provider contacts for unresolved access problems.

A promise of an “inclusion coordinator” is not, by itself, a disability-access transition plan.

If disability and inclusion were part of the justification for these awards, they must also be reflected in the contracts and implementation documents.

14. REVIEW WORKFORCE CONTINUITY AND STAFF RETENTION

Afterschool continuity depends on the people children know.

Please review whether final contracts or worksopes address:

- Whether current staff will be retained.
- Whether staff must reapply.
- Whether pay, hours, and benefits are preserved.
- Whether site directors, coaches, group leaders, teaching artists, and specialists can continue.
- Whether incoming providers have written hiring-preference language.
- Whether subcontracting is needed to preserve existing programming.
- Whether workforce disruption was analyzed before award.

When trusted staff disappear, students lose relationships, routines, and institutional knowledge.

15. REVIEW CONSISTENCY ACROSS SCHOOLS AND CO-LOCATED CAMPUSES

Please review whether DYCD treated similarly situated schools and providers consistently.

Families are concerned about:

- Schools that wanted to keep a provider and lost it.
- Schools that wanted a provider removed and kept it.
- Co-located campuses where one school lost a shared provider while another retained it.
- Providers moved from schools that wanted them into schools that did not.
- Substantially similar proposals allegedly receiving different scores.
- Large differences in outcomes without public explanations.

These patterns require a school-specific record, not a citywide talking point.

16. REVIEW THE DIFFERENCE BETWEEN MODEL CONSULTATION AND PROVIDER SELECTION

DYCD has pointed to stakeholder engagement before the RFP.

That is different from community participation in the actual provider-selection decision at each school.

Please review whether the record distinguishes between:

- feedback on the general COMPASS/SONYC model; and
- actual school-level provider selection, principal rankings, award decisions, and transition planning.

Parents may have been consulted about what afterschool should include. They were not meaningfully included in deciding who would operate the program at their child's school.

17. REVIEW CONFLICT, INTEGRITY, AND TRANSPARENCY CONCERNS

I am not asking your office to assume corruption.

I am asking your office to ensure the record contains the documents necessary to rule it

out.

Please review:

- Evaluator conflict disclosures.
- Vendor responsibility documentation.
- Lobbying or vendor-contact records where applicable.
- Any integrity reviews.
- Any conflict-of-interest screening.
- Any unusual scoring or award patterns.
- Any documentation explaining provider concentration and provider diversity decisions.

Public trust requires a record that can be reviewed.

18. REVIEW WHETHER COMMUNITY MATERIALS ARE IN THE CONTRACT FILE

Before registration, please confirm whether DYCD's contract file includes and addresses:

- CEC resolutions.
- Parent testimony.
- Public comments.
- Disability grievances.
- Provider protests.
- School letters.
- PTA/PA letters.
- Principal concerns.
- Worker impact statements.
- Student letters.
- Press-documented concerns.
- Requests for transition planning.

If these materials were submitted before registration but not included in the contract file, that is a transparency problem.

SUMMARY OF WHAT WE ARE ASKING YOUR OFFICE TO VERIFY

Before registering any disputed COMPASS/SONYC contract, please confirm that:

1. DYCD followed the required procurement rules.
2. Evaluation criteria were disclosed and consistently applied.
3. Evaluators were qualified and conflict-free.
4. Rating sheets and award recommendations exist and support the outcomes.
5. Principal rankings and school preferences were documented and rationally weighed.
6. Provider diversity was defined, disclosed, and lawfully applied.
7. Prior performance and site-specific experience were considered appropriately.
8. Vendor protests were processed with reasoned written determinations.
9. Public notice and comment requirements were satisfied where applicable.
10. Registration packages are complete.
11. Vendors were determined responsible based on qualifications, capacity, and business

integrity.

12. Final workscopes and budgets support the services children are supposed to receive.
13. Licensing and implementation plans are realistic.
14. Disability-access obligations are enforceable, written, and site-specific.
15. Workforce and staff-continuity issues were considered.
16. The process was free of corruption, conflicts, or undisclosed decision-making.
17. The administrative record is sufficient to support registration.

SPECIFIC REQUESTS TO YOUR OFFICE

We respectfully request that the Comptroller's Office:

1. Confirm whether disputed COMPASS/SONYC contract packages have been submitted for registration.
2. Identify which packages are pending, including PINs, vendors, schools/sites, submission dates, and current status.
3. Confirm that your office will review the complete procurement record before registration.
4. Confirm that DYCD's vendor protest decisions will be included and reviewed.
5. Return or object to any package lacking required procurement documentation, responsibility determinations, protest records, worksite-specific budgets, procedural certifications, or evidence of compliance.
6. Refer any integrity, conflict, corruption, or documentation concerns to the appropriate oversight body, including DOI where appropriate.
7. Provide families and CECs with a written explanation of what your office reviewed and what registration status was assigned to the disputed contracts.
8. Identify a point of contact for families, CECs, PTAs, providers, and school communities submitting registration-relevant evidence.

CLOSING

This is not a request for your office to take over DYCD's role.

It is a request that your office fully exercise its own registration authority at the moment when that authority matters most.

These contracts will shape afterschool services for six years. They affect working families, students with disabilities, school communities, frontline workers, and public funds.

Once contracts are registered and implemented, the practical harm will be much harder to reverse.

Before registration, the City still has an opportunity to ensure that the process was lawful, documented, transparent, and worthy of public trust.

Thank you for your attention and for your commitment to accountability, transparency, and responsible stewardship of public funds.

Sincerely,

From: [Jamie Parganos](#)
To: ocamailbox@comptroller.nyc.gov
Cc: press@comptroller.nyc.gov; ACCO@dycd.nyc.gov; [Testimony](#); [District2](#); [Speaker Menin](#); gethelp@advocate.nyc.gov
Subject: [EXTERNAL] Re: GRIEVANCE: Improper Use of Six-Year Multi-Term Contract Structure in DYCD COMPASS/SONYC Awards (9 RCNY Ch. 3)
Date: Saturday, June 27, 2026 10:11:12 AM
Attachments: [comptroller followup registration review v13.html](#)
[comptroller followup registration review v13.pdf](#)

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to [REDACTED] as an attachment.

Dear Comptroller Levine and Bureau of Contract Administration,

I am submitting this supplemental follow-up to clarify why this is not a duplicate of my prior communication, but a materially expanded request for registration review.

Here is the updated full file, and it is also attached to this email as a pdf.

<https://claude.ai/public/artifacts/6b19cfl0-4b69-45a3-96cd-4532009a009e>

By way of context, I am a lead representative of DYCD Parent Action, a parent advocacy group with approximately 300 members, and I built [DYCDParentAction.com](#) to help affected families understand, document, and respond to the COMPASS/SONYC procurement and transition process. I am also a parent at MNS, a PTA member, and the parent of a child entering Wagner. I have a special-needs child, so the disability-access and continuity issues in this procurement are not abstract to me.

I also have direct professional experience in youth development. I have worked with or alongside organizations including LEAP, Manhattan Youth, Imogen Foundation, SAYA, YMCA, YWCA, and others. I have seen what strong afterschool implementation looks like, and I have also seen what happens when procurement, staffing, school partnership, and transition planning are treated as paperwork rather than child-facing realities.

I want to flag one additional concern. I previously performed approximately one month of unpaid work for New York Junior Tennis & Learning and ultimately had to file a formal complaint with HR. I am not asking your office to accept my personal experience as proof of any procurement defect. I am raising it because it gives me a concrete basis to ask that vendor responsibility, prior performance, labor practices, implementation readiness, and procurement documentation be reviewed carefully rather than assumed.

The new version of this letter adds several issues that were not fully developed in the earlier submission:

First, it asks the Comptroller to use the full registration-review period and to advise DYCD not to take irreversible implementation steps while disputed packages are under review.

Second, it asks for a parallel performance audit under City Charter § 93, because registration review alone is narrow and time-limited.

Third, it identifies an immediate package-completeness issue: Attachment 02 appears to make a codified School Partnership Agreement and proof of insurance conditions of award. If either is missing from a disputed package, I am asking that the package be returned as incomplete.

Fourth, it expands the registration-review request to include federal, state, and City funding sources, including possible Title I, Title III, CCDF/Child Care Block Grant, and 21st Century Community Learning Centers obligations.

Fifth, it adds a procurement-method disability-access issue: whether DYCD's contractor-selection criteria accounted for the effect of replacing embedded providers on students with disabilities whose access depends on known staff, routines, accommodations, and behavioral/sensory histories.

Sixth, it asks for the actual records needed to test DYCD's public explanations: evaluator records, scoring sheets, NYCPS advisor rankings, provider-diversity rationale, protest determinations, responsibility determinations, Round 2 records, HHS prequalification/Filed status, School Partnership Agreements, insurance documentation, and records explaining the removal of school partnership evidence from the proposal stage.

The core question is no longer simply whether families disagree with DYCD's provider choices. The question is whether the administrative record actually supports DYCD's public defense of these awards before six-year contracts are registered and implemented.

Thank you for your attention to this supplemental submission.

Sincerely,

Jamie Parganos
Lead representative, DYCD Parent Action
Architect, DYCDParentAction.com
Parent, MNS / incoming Wagner family

I am writing to express my strong opposition to the proposed two-year moratorium on generative AI in our schools. We are in a paddle boat facing a tsunami and avoidance cannot be the strategy. A two-year pause will not eliminate this technology, but only diminish our students' agency in a world already awash with AI leaving them less prepared for college, the workforce and civic life.

This proposed pause ignores the reality that AI is ubiquitous in our social, economic and political landscape. According to **Pew Research "Americans and AI 2026"** approximately **half of all U.S. adults (51%)** now use AI chatbots, a significant increase from just one-third in 2024. Nearly one-in-four adults (24%) interact with these tools daily. AI is no longer a futuristic concept for the labor market either. Currently, **21% of U.S. workers** report using AI in their jobs, up from 16% just a year ago. Among employed adults who use chatbots, **38% utilize them specifically for work tasks.**

According to a **Pew report "How Teens Use and View AI"** **95% of teens** have heard of AI and their use is diverse and deeply integrated into their lives: Over **half of U.S. teens** report using chatbots to help with schoolwork. **10% of teens** already turn to AI for emotional support or advice, with that number doubling to **20% among Black teens.** According to the **2026 Common Sense Media "A Comprehensive Report on Teens, Tweens and AI"** while **75% of students** report their schools have discussed rules for what they *cannot* do with AI, only **just over 50%** have been taught how to use it safely. Furthermore, nearly half of students have never had a conversation with their parents about AI safety. Leaving students to navigate these high-stakes interactions alone is irresponsible. Black and Hispanic students, who are more likely to report that AI tools are "incredibly helpful" to their education would be disproportionately harmed by a moratorium that removes the guidance of a trusted educator.

If we do not teach students now to think critically about when, if and how to use these tools ethically, responsibly and effectively including how best to evaluate their outputs, they will be more vulnerable and less prepared.

A two-year pause would impact **"future-ready"** skills development such as those cited in the recent **World Economic Forum 2026 Report "Artificial Intelligence and The Future of Entry Level Work."** Discernment, adaptability, and the ability to manage AI agents are now baseline requirements for the modern workforce.

The only specific research report cited as a justification for the pause is **The Brookings Report, "A new direction for students in an AI world: Prosper, Prepare, Protect."** In fact, the report proposes a **"Prosper, Prepare, and Protect"** framework as three pillars for **immediate action, not a freeze.**

- **Prosper:** Shifting school experiences to be AI-aware and using tools that "teach, not tell".
- **Prepare:** Promoting holistic AI literacy for students, staff, and families.
- **Protect:** Implementing guardrails like the DOE's **10-step ERMA review process**, which ensures that student data is never used to train models or for monetization.

The criticism that the DOE's guidance lacked input is patently **false**. It is the result of engagement with over **1,000 stakeholders** and many rounds of feedback. It proposes a measured approach in a Traffic Light framework- **Chancellors forward "NYCPS Guidance on Artificial Intelligence - March 2026."** This framework places high-stakes decisions like grading and IEP development in the "Red Light" category, meaning they are **completely off-limits** for AI

With respect to data security and privacy concerns identified in the letter, the NYCPS has implemented a **10-step ERMA review process** of AI tools that mandates strict compliance with **FERPA and New York State Education Law**. This process explicitly prohibits the use of student data to train AI models or to be used for monetization. In addition, the DOE is actively researching concerns related to "cognitive offloading" to ensure AI is used in ways that support rather than undermine student thinking.

In conclusion, a moratorium is a form of technological determinism that assumes we have no agency to act or are overwhelmed.

- We must instead **"bend the arc"** as the authors of the Brookings report have said by moving from **AI-diminished learning to AI-enriched learning**.
- We must **participate in the development of tools** that support teaching and learning and **advocate for policies that protect** our rights and in particular the most vulnerable so as not to exacerbate the digital divide.
 -
- We must **arm our students with the know-how** to protect themselves and develop the skills to lead ethically, responsibly and effectively in an AI-infused world.

I urge the Council to reject the moratorium and support the proactive, collaborative development of the 2026 AI Playbook.

WRITTEN TESTIMONY SUBMITTED TO THE NEW YORK CITY COUNCIL

Committee on Education | Public Hearing

Regarding:	Introduction 0684-2026 (Requiring a study on language access needs and geographic location in preschool-age access to early elementary gifted and talented programs)
Sponsor:	Council Member Susan Zhuang
Submitted By:	Jay Brown, Community & Education Advocate
Date:	June 25, 2026

Statement of Capacity: *I am the elected President of the Community Education Council for District 21 (CEC21), serving Southern Brooklyn. However, the testimony provided below is submitted strictly on my personal behalf as an education advocate and district parent. It reflects my personal views and analyses and does not constitute an official or collective statement of CEC21.*

To Chair Dinowitz and Members of the Committee on Education:

Thank you for the opportunity to submit written testimony concerning Introduction 0684-2026. While I deeply respect Council Member Zhuang’s stated intent to bring attention to historical inequities within our early childhood pipelines, I write to express professional doubt and structural concerns regarding what this legislation will accomplish. My primary critique is that this bill is exclusively diagnostic rather than substantive: it mandates a study and a report rather than funding new services, expanding classroom seats, or delivering direct resources to the students and families who remain the most systemically isolated within our public school system.

THE LIMIT OF DIAGNOSTIC LEGISLATION

Introduction 0684-2026 directs the Mayor's Office of Child Care and Early Childhood Education to perform a six-month evaluation of how language access barriers and geographic distribution impact admission into kindergarten through third-grade Gifted and Talented (G&T) programs. While data collection holds academic value, a study does not create operational infrastructure. It does not hire bilingual educators, it does not establish new classroom allocations, and it does not fix structural funding deficits. For working-class families seeking upward mobility, a legislative mandate that results merely in a PDF posted to a municipal website falls short of the material remedies our school communities urgently require.

INTENTIONAL SITING AND MATERIAL EQUITY: THE DISTRICT 21 PRECEDENT

True equity requires deliberate resource allocation, not just descriptive research. We know how to expand opportunity when there is the political will to do so. For example, when the city administration previously authorized a modest expansion of G&T opportunities at the third-grade entry level — which materialized as just one single new classroom within District 21 — myself and fellow council members did not call for a study. Instead,

we sat down directly with our District Superintendent and actively advocated to place that classroom specifically within the Coney Island neighborhood of our district.

Prior to that intervention, the three existing schools housing G&T classrooms in District 21 were clustered in neighborhoods that were geographically and socioeconomically distant from our most marginalized student populations. By intentionally siting the new class in Coney Island, we structurally and statistically increased the proximity and probability for Black and low-income students to participate in an advanced track that geographic barriers had historically closed off to them. This local experience demonstrates that equity is achieved through proactive operational decisions, not six-month administrative research delays.

DEMOGRAPHIC REALITIES AND THE FLAW OF THE LANGUAGE-ACCESS FRAMEWORK

The specific investigative criteria embedded within Int. 0684-2026 raise deep concerns regarding demographic equity. By explicitly directing the research to focus heavily on language access needs (limited English proficiency), the bill targets a metric that historically had no negative correlation with G&T placement. The factual reality of the old, entirely test-based admissions system is that it did not present an institutional barrier to communities with high language access needs — quite the contrary. White and Asian American student populations, which encompass the vast majority of households experiencing language barriers in New York City, disproportionately secured the overwhelming majority of G&T seats under that very system.

Conversely, Black families in our city — who face profound educational obstacles rooted in historic, systemic segregation — are predominantly English-speaking at home. Therefore, utilizing a language-equity framework as a primary mechanism to audit or reform admissions pipelines creates a stark double standard. It zeroes in on a criterion that did not stop certain groups from excelling under the old model, while completely bypassing and functionally excluding Black students from targeted equity remedies. A legislative lens so narrowly calibrated to non-English language access inherently ignores the structural reality of the most statistically marginalized students in what remains arguably the most segregated school system in the country.

This demographic intersection is particularly troubling given recent history. For years, the entry point for G&T programs relied entirely on a standardized assessment administered to four-year-old children. This high-stakes framework produced stark, statistically indefensible racial disparities across the city. According to historical city enrollment data, under the testing model, Black and Latino students — who represented approximately 65-70% of the overall public school population — frequently accounted for fewer than 15-18% of the total seats in G&T programs. Conversely, White and Asian American students consistently secured over 75-80% of the placements.

Student Demographic Group	% of Total NYC Public School Enrollment	% of Historic High-Stakes G&T Placements
Black & Latino Students	Approximately 65% – 70%	Approximately 15% – 18%
White & Asian Students	Approximately 30% – 35%	Approximately 75% – 80%

THE FALLACY OF EARLY HIGH-STAKES TESTING

When the city moved away from the single high-stakes test for four-year-olds and introduced holistic criteria — such as pre-K teacher recommendations — our public school system saw a modest but meaningful shift toward equitable representation for Black and Brown children. The old test-based system was structurally flawed because it evaluated children at a point in their lives when they possessed zero academic career or institutional history.

Any standardized instrument that purports to measure a child's innate intellectual "giftedness" at forty-eight months of age, and yet yields such massive, recurring statistical disparities along racial lines, presents a deeply problematic logical conclusion. To defend that testing framework is to implicitly posit that very young children of certain racial backgrounds are simply born with a significantly lower rate of academic potential than children of other backgrounds. This is a false and unacceptable premise. The reality is that the old test-based model measured socioeconomic privilege, early test-preparation access, and parental resources, not a toddler's inherent potential. The outcomes it produced were fundamentally discriminatory.

Any effort to utilize a language-equity narrative to build a case for clawing back exclusive, high-stakes testing pipelines threatens to reverse the fragile progress made toward desegregating these programs. We must ensure our city's legislative efforts advance true integration rather than reinforcing segregation under a different name.

CONCLUSION

New York City continues to operate one of the most structurally segregated school systems in the United States. We do not need additional studies to confirm that barriers exist. We need direct, binding commitments to fund universal enrichment, expand integrated classrooms, and place advanced educational resources directly into historically underserved neighborhoods like Coney Island. Because Introduction 0684-2026 offers research instead of resources, and risks shifting the conversation away from comprehensive racial desegregation, I urge this committee to treat this bill with profound caution and to prioritize substantive funding bills over diagnostic reporting mandates.

Respectfully submitted,

Jay Brown

Community & Education Advocate

President, Community Education Council District 21 (Personal Capacity Only)

Testimony on Education and Tech – for the New York City Council and NYC Board of Education

To Whom It May Concern:

I write as a parent of two public school children and the child of a NYC public school teacher. My children attend schools in District 30, Queens. One is in 3rd grade and one in 5th grade.

I am writing today to urge you to call a full moratorium on AI and to stop using chromebooks.

It has gotten to a point that I am ready to move my kids to a private school that is rightfully skeptical of Big Tech, and that has the resources to do things independently rather than being hoodwinked by Google to buy into all of their software.

I understand the lure of technology, especially when it is sold at a discount, but it is increasingly clear to parents (and the general public) that technology companies are only in it to profit off of us and scrape as much data as they can.

Here are a few examples:

AI is embedded in everything and dulls learning:

- My son is in 5th grade middle school and he uses a chromebook. The other day he asked me what the google lens pop up is – it asks him if he needs help solving a problem. Then he showed me that there are AI apps embedded in his device – he can apparently make comics or music using AI with the touch of a button. My child is very aware of the pitfalls of using AI and he opts out of using these tools but he tells me many of his classmates are using AI. Instead of learning to think critically, to write, to try and solve problems on their own, they are being enticed with these “tools” that are in fact making us less intelligent and capable.
- My 3rd grader daughter is also learning to use AI in school. Instead of drawing or painting (she is a creative artist) they learned how to generate AI images to “tell a story”. How depressing. Children have incredible imaginations and they are being told to use AI to express themselves? It’s a travesty.

Distraction by screens:

- In addition to AI, the use of chromebooks and screens is a serious distraction. My son said a number of his classmates are watching youtube in class on their school devices. How is this appropriate behavior? His teacher tries to restrict use but has also said that he finds this distracting and harmful and encourages parents to speak up.
- Research shows that we learn better with a pen and paper than by using screens.
- My 3rd grade daughter also told me that they watch you tube shorts. When I asked if the teachers supervise or if there are guardrails she said that they are told not to watch anything inappropriate. How is a 3rd grader supposed to assess this? Where are the adults who are supposed to create safe and productive learning environments?

I read the guidelines on AI released by the NYC BOE and I was appalled. There was a well thought out context that accurately described the risks and harms and then a protocol that seemed like it was written by an entirely different person that glossed over all of these risks.

What we want from you:

- A full moratorium on AI, at least TWO YEARS to provide time to figure out if there is ANY place for it in the classroom. I do not think there is, personally but at a minimum we need time.
- Chromebooks out of the classroom through grade 8, except for
- Stopping use of iReady, which has been sued for privacy breaches.

Most importantly, please be an advocate for our kids, and the quality of education. I hear stories from high school and college teachers about how many kids are basically cheating and plagiarizing by using AI. On the one hand our educators' jobs are getting harder while the board of ed is enabling this to happen. I do not think it's malicious, I think it's neglect and overwhelm. If the Board of Ed isn't going to stand up for our families then we want the City Council to.

Thank you,
Jenna Capeci
Jackson Heights, NY 11372

June 23, 2026

Dear City Council Members,

My name is Jennifer Ng. I am a parent at PS 18 and soon to be at PS34.

AI has not been around long enough to be used in schools. We shouldn't use our children as lab rats for it.

However, what little research there is on the children and AI has been mostly been negative. A recent study by the Brookings Institute said AI in schools has undermined children's foundational development and that "the damages it has already caused are daunting." When children use AI they offload the critical thinking to the tech and this can cause cognitive decline and atrophy. When AI is used kids aren't fully engaging with the material. Their creativity isn't fully engaged. The study also flags that AI hinders social emotional growth. We need many more years AI use before we can assess whether it is necessary in schools at all.

While not directly related to education, AI is destructive on so many levels. Water is needed to cool data centers and there are drinking water shortages because of it. Large swaths of land is needed to even build these massive data centers endangering ecosystems. And then there's the massive job loss coming in the next 5-10 years. Tech CEO openly say that this technology is cause mass unemployment. AI is an existential threat to children's futures. Yet, we want them to use it in school.

I'm a public school parent and a front-end software engineer. I want to urge this council to enact an immediate moratorium on generative AI and screen-based ed-tech in our classrooms.

When are we finally going to learn better? Are we always destined to be kicking ourselves years down the road, wishing we had acted before damaging student learning? Right now, our students are finally making hard-won academic gains on NAEP testing. Why on earth would the DOE introduce unproven, algorithmic tools that upend the way children fundamentally process information at the exact moment they are recovering?

Because of my career, I have the unique privilege of knowing exactly how these apps are built. I know how the algorithms work, and I know how they are explicitly designed to capture attention. And because I know better, I'm hear to tell you that what we are doing to our children is a profound mistake. The tech executives out in Silicon Valley know this too—which is exactly why they send their own children to expensive, private, screen-free Waldorf schools while our public school kids are left staring at tablets all day. This isn't innovation—it's a tiered educational system that actively disadvantages children who cannot afford to opt out.

I was never informed that my child would be doing anything on an iPad, and I was absolutely livid when I found out. New York State Education Law Section 2-d explicitly includes a Parents' Bill of Rights to protect our children's data. Yet, by utilizing bureaucratic loopholes, the DOE acts as an unauthorized 'agent' to sign away our parental rights—handing over my five-year-old's

behavioral data without my explicit permission. We are treating an entire generation of students as guinea pigs to train private corporate models and build corporate data moats.

Right now, a major federal class-action lawsuit is moving forward against i-Ready. The allegations are chilling—including claims that the platform tracks precise behavioral and demographic data, hides its operations behind an unshared, black-box algorithm, and artificially depresses student diagnostic scores to manipulate metrics and drive up market demand for its own remedial software. In medicine, we would never dream of administering an unproven, untested drug to a patient—yet the DOE is locking our schools into contracts with predatory ed-tech providers without a single piece of independent, peer-reviewed data proving they improve long-term learning outcomes.

In fact, we have years of overwhelming global data proving the exact opposite—not just for attention and academics, but for mental health. Look at Europe: tech leaders like Sweden are executing a massive national rollback on screens, buying back physical textbooks because they realized all-digital environments failed their students. Cantons across Switzerland are introducing aggressive device bans. Yet here in New York City, we are trapped in a bizarre, glaring hypocrisy. The city implemented a strict "bell-to-bell" cell phone ban because everyone agrees that personal internet devices are toxic, addictive, and destructive to a child's focus. So how can we tell our children they cannot use their own screens at school, but then turn around and tell them they must sit and stare at school-mandated ones? If a digital interface disrupts brain development, changing the logo on the plastic casing doesn't magically fix the cognitive tax.

This technology doesn't close achievement gaps—it solidifies them. It creates a deeply unequal system where affluent children receive high-touch, human-led instruction, while historically marginalized and underfunded students are left to be "managed" by software programs.

True education requires human attunement. A computer program cannot replicate the emotional baseline of an experienced educator. An AI chatbot cannot look at a struggling child and read the frustrated shrug of their shoulders, notice a micro-hesitation in their breath, or pick up on the subtle facial expressions that signal confusion long before a child can articulate it. AI cannot pivot its entire pedagogical approach based on empathy. True learning requires physical handwriting, which wires the brain's neural pathways for memory and cognitive focus in a way that clicking a screen never will.

Worse still, asking children to form a bond with an AI chatbot is incredibly dangerous. Adults don't even understand what these AI products do or how to use them properly—and we have tragically seen adults experience profound psychological distortion due to the sheer naïveté of trusting these systems. Why on earth would we trust children—who are in the most critical years of brain development—to possess the critical thinking skills necessary to navigate systems that adults can't even safely handle?

When we gamify education, we don't translate it to learning. I recently opted my own son out of all screen-based testing after his experience in kindergarten. He wasn't learning math or reading—he told me he was intentionally skipping the academic questions just to get to the

gamified reward, which was building blocks for a digital cat so it would fall down. That is what he came away with—the blocks and the cat. We are conditioning users, not educating students.

Even college students are now revolting against AI because they see the writing on the wall. They realize that by offloading fundamental skills to automated shortcuts, they are losing the opportunity to learn from the ground up—effectively erasing the entry-level and junior roles they need to start their careers. It is the demise of people learning skills from the ground up to acquire knowledge, teaching them instead to just take a shortcut for the answer.

Finally, I want to address the money, because this is a massive fiscal accountability issue. This isn't just a parent problem—it's an issue for every citizen that pays taxes. These ed-tech companies aren't just aggressively pushing their way into our classrooms for the basic contract money—they've engineered a massive double tax benefit. Public tax dollars are actively subsidizing their private R&D engineering costs, and then they turn around and use tax write-offs for the “freemium” pilots they use to trick underfunded schools into signing with them anyway. Once the trial runs out, they lock our schools into paid contracts worth thousands of dollars.

To make matters worse, many of these tech vendors bypass PEP public approval entirely by breaking contracts down into shady \$25,000 increments to avoid oversight. When these corporations use these loopholes to dodge their tax liabilities, that missing revenue shifts the financial burden onto ordinary people—all while siphoning public funds directly out of our neighborhoods. It's a massive drain that takes capital completely out of the community—they're robbing everyone.

Other major districts, like Los Angeles Unified, have already taken the lead by restricting early-grade device usage and enforcing strict screen limits. It is time for New York City to protect its students, its taxpayers, and its future. Pass the AI moratorium. Thank you.

Sincerely,

Jennifer Ng

June 24, 2026

Dear City Council Members,

My name is Jens Rasmussen. I am a Parent in District 14 and occasional university educator.

I oppose AI in the developmental years of education. There are MANY obvious and common sense reasons to reject AI in the learning environment, but I would simply like to point to the impact of social media and phones. They been devastating and were adopted with zero guardrails. After more than a decade we are just now beginning to put protections in place. Now we want to give these same technology companies even more access to our children?!

IF we are to introduce this technology to our children's learning, it should undergo test similar to the FDA testing for new drugs - which must prove in independent testing that not only does it not harm subjects, but provides MEASURABLE benefits. This sort of testing to show proof of safety and benefits should take at least two years, if not five.

Sincerely,
Jens Rasmussen

My name is Jessica Kurtz and I am a proud public school parent at P.S. 889 in Brooklyn's District 22. I am submitting testimony to share how DOE enrollment decisions are actively undermining the state's Class Size Mandate at our school.

PS889 is a rising star in the NYC Public School System. Shout-out to our **two-time champion Minecraft Battle of the Boroughs team!** Our school illustrates a gap in Class Size Reduction enforcement: a school where the Superintendent and parent community have advocated for class size reduction, but where neither the Enrollment Office nor the SCA has provided a concrete plan or timeline to make compliance possible.

The Enrollment Office continues to admit three sections of Kindergarten at 25 students each (75 total vs. the 40 we can actually accommodate based on physical space limitations). A question I've asked many times remains unanswered: **Why is the Enrollment Office exempt from abiding by the class size mandated caps of 20 students per K?**

This over-enrollment creates a funnel that leads to the eventual overcrowding of our upper grades. After hard fought advocacy last June to avoid this exact scenario, my child's second grade class is once again at risk of most likely being collapsed into two sections of ~30 next year, **somehow moving backwards** on the path to class size reduction!

The Enrollment Office also opts to maintain two Pre-K classrooms in our overcrowded building, even though we have **multiple new Joan Snow Pre-K centers** nearby that could absorb the demand.

Superintendent Bove has stated that the only long-term solution for the PS889/MS890 overcrowding is obtaining a new capital building, but there is no confirmed SCA timeline in hand **despite ongoing parent advocacy and resorting to submitting our own site leads to the SCA** (the most recent of which has been backed by a CEC22 resolution).

The Class Size Mandate is a legal requirement. Why aren't we pursuing every option available to meet it? **We need accountability and transparency.** I urge this Committee to press the DOE and the School Construction Authority (SCA) on the following: What interim, enrollment-side solutions—such as capping intake at true building capacity and redirecting PreK demand to nearby centers—are available to schools like P.S. 889?

Families deserve immediate action, a tangible timeline and a concrete multi-year plan for class size compliance... not more excuses and exemptions.

I am a parent of rising K and 4th graders in District 2. AI is a huge driver of the climate crisis threatening our planet's existence. It also inhibits cognitive and social emotional development and raises serious privacy and racial equity concerns. A 2 year moratorium on AI for all students from 2K-12th grade is a reasonable start while more research is done.

June 26, 2026

Dear City Council,

My name is Jim Baker, and I am a parent of three public school kids here in south Brooklyn, and a member of the SLT at PS 682 in Bensonhurst.

billy woods once observed “one glass of NYC tap water and I’m back dialed in.” Along with immigration, clean water is what makes NYC pizza and bagels great. We know from history that a city is only as great as its water supply - Mohenjo Daro, Rome, Tenochtitlan, New York City - those of us who know my own borough’s history know all too well the lessons of “the Great Mistake” - giving up local rights to water in exchange for a dependency on Manhattan and upstate interests - that Brooklyn voted to consolidate as part of The Greater City of New York in 1898 because its demand for Long Island water had far outstripped supply. We also know that for every prompt run on ChatGPT, we pollute one bottle of clean water. AI in NYC public schools flushes our city’s good clean water - and its future - down the drain.

We need a moratorium today!

Thank you,

Jim Baker, PhD

June 23, 2026

Dear City Council Members,

I'm a parent at Compass Charter School in District 13 with a kid in Kindergarten and a front-end software engineer. I want to urge this council to enact an immediate moratorium on generative AI and screen-based ed-tech in our classrooms.

Instead of handing children personal digital devices to stare at all day, I want a high-touch, human-centered classroom environment that treats technology as a specialized academic discipline rather than an emotional or instructional proxy. I want to shift our focus from training kids to be passive consumers of interfaces to teaching them how to understand and master the underlying systems.

My proposed model replaces screen absorption with strict foundational mastery across three pillars:

1. Structural Containment

- Device-Free Standard Classrooms: I want a complete removal of tablets, laptops, and individual screens from standard instructional environments to prioritize human interaction, physical handwriting, and neural pathway development.
- The Dedicated Lab Model: Technology usage should be restricted strictly to a shared computer lab setting governed by rigid, healthy time limits.

2. A "Builder" Curriculum (Computer Fundamentals)

- Hardware and Core Mechanics: I want schools to teach students what a computer actually is, what a pixel is, how digital manipulation occurs under the hood, and how to understand what a computer does versus what it cannot do.
- Algorithmic Logic: I want a curriculum that explains how algorithms operate and how data flows so students can eventually build technology rather than just consume it.
- Tactile Mastery: I want schools to prioritize mechanical baseline skills like keyboard and typing proficiency from the ground up.

3. Digital Citizenship and Media Literacy as Self-Defense

- The "New Neighborhood" Approach: I want internet safety and browsing metrics taught the exact same way we teach a child to cautiously navigate a new physical neighborhood.
- Cognitive Discernment: We must go significantly beyond basic grade-based frameworks like Common Sense Media to explicitly teach children the intense critical thinking skills required to discern what is real from what is synthetic, automated, or deepfaked.
- Mental Health Defense: I want our schools to explicitly teach children that human-to-human interaction is fundamentally healthier than looking at a screen all day, arming them against the

attention degradation, doom-scrolling habits, and adverse mental health effects we already observe in fully formed adults.

AI moratorium today.

Sincerely,

Johanna Perez

June 26, 2026

Dear City Council Members,

My name is John Downes-Angus and I am a parent and educator.

I oppose AI in schools because it embraces and enables a toxic philosophy of education that has already harmed kids—and that will perpetuate that harm. I have been teaching for 13 years, and I have seen what works: students learn when there is time for authentic, meaningful relationships to develop between them and their teachers, their peers, and the material they are studying. The AI tech I have seen (everything from ChatGPT to Magic School) serves to short circuit those relationships. Obviously the tools don't explicitly say that's their aim, but that is realistically where we are at right now in our adoption of this technology. A teacher who uses an AI-enabled quick solution to cobble together a lesson they should have done thoughtfully on their own is not thinking about their own kids and what they need—they are using a shortcut. Teachers should think for themselves about their work or partner up with trusted colleagues—this tech disincentivizes that and offers the enticing opportunity to save time in potentially irresponsible ways. A student whose learning is directed by interactions with a chatbot is not experiencing the social element necessary to enable meaningful learning. A student whose knows that their teacher is using AI to write lessons will use AI to do their work. Students who find it easier to ask AI questions will default to that, and the students most prone to isolation will be isolated further.

I have seen all of this unfold already. We'll see more of it. The starry-eyed optimism we're approaching this with is irresponsible, naive, and remarkably immature for people who are responsible for the well-being of children.

I support a moratorium because that is the only plausible solution to what we face right now. We need a reset. We need two years of serious discussion about how this works.

Sure, kids will use ChatGPT to cheat—the people who insist that “it's here” are right in the sense that these tools have successfully persuaded lots of people, our students included but also the adults in charge of them, that we can't think without the assistance of a computer. We'll need to monitor that, of course. But that has nothing to do with how best to incorporate all of this into teaching and learning, or how we spend taxpayer dollars on contracts intended to educate our city's children.

Sincerely,
John Downes-Angus



Hearing Testimony in NYC Council Budget hearing

Thank you for the opportunity to testify. My name is -----, and I am a staff member of The Guild for Exceptional Children's 4410 Preschool Special Education program.

4410 preschool special education programs have existed for decades serving NYC's students with disabilities. Our highly trained school staff includes special education teachers, speech pathologists, occupational and physical therapists which work with students with complex educational needs. Placements for preschoolers with special needs requires the thoughtful development of individualized educational plans. Without qualified special education staff, the promise of early intervention for NYC's most vulnerable students will fall short. Salary parity needs to be addressed for 4410 programs to continue to provide services to students with special needs.

I urge the City Council to ensure 4410 programs are fully and equitably incorporated into plans and budgets for universal childcare.

From: [Jon Schnaars](#)
To: gethelp@advocate.nyc.gov
Cc: DycdAccessibility@dycd.nyc.gov; ACCO@dycd.nyc.gov; ocamailbox@comptroller.nyc.gov; [Testimony](#)
Subject: [EXTERNAL] DYCD COMPASS complaint — disability access, public money, afterschool transition
Date: Saturday, June 20, 2026 9:35:37 PM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to [REDACTED] as an attachment.

Hello,

I'm requesting Public Advocate assistance with DYCD's 2026 COMPASS / SONYC afterschool transitions, including at my child's school, Robert Wagner MS.

Families have not been given scoring sheets, the citywide old-to-new provider crosswalk, school-specific transition plans, disability-access plans, workforce-impact reviews, or contract-registration status. DYCD invoked students with disabilities as part of the COMPASS equity rationale but has not shown families how disability access is preserved in implementation.

Please help obtain a substantive written response from DYCD and request that disputed transitions be paused or conditioned until DYCD publishes the missing records and plans.

Public money should not fund opacity or disruption without evidence.

Jon Schnaars

Robert Wagner MS · · [REDACTED]

From: [J-La](#)
To: [Speaker Menin](#)
Cc: [Testimony](#); ACCO@dycd.nyc.gov
Subject: [EXTERNAL] Constituent request — pause DYCD COMPASS / SONYC transitions until transparency and school transition plans are public
Date: Thursday, June 25, 2026 9:46:28 AM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to [REDACTED] as an attachment.

Dear Council Member,

I'm your constituent and a parent at Robert F Wagner Junior High 167. I'm asking you to publicly demand that DYCD pause the 2026 COMPASS / SONYC provider transitions at displaced schools until DYCD releases, in writing:

1. The scoring sheets and award rationale for each displaced school.
2. The old-to-new provider crosswalk citywide.
3. A school-specific transition plan covering staffing, programming, late pickup, and disability access.
4. A 30-day appeal window with documented family and SLT input.
5. Comptroller contract-registration status for each award.

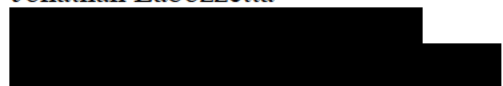
Families found out about provider changes after awards were already announced. We were never consulted. Six-year, public-money contracts affecting more than 100,000 NYC children should not move forward this way.

How this affects my family:

My son (and soon my daughter) was getting such a rich afterschool experience with Manhattan Youth this past year. When going through the middle school application process we heard such great things about the program and it was a big reason we chose a school in Manhattan over one closer to us in Queens. After a year I can reflect back and say with the utmost confidence and gratitude that the program has been fantastic, the team (led by Marylyne Myrthil) has been excellent and I always feel confident they are looking out for my child's wellbeing and helping him explore new opportunities. Losing this program in this way, with very little transparency and notice, is a real gut punch. To put it plainly, it just sucks, and is a poor decision that doesn't seem to take these kids into consideration. I really hope it is not too late to reverse this decision and bring back Marylyne and the amazing Manhattan Youth program to Wagner and the other schools that have relied on it for so much benefit and impact. From coding to pickleball, badminton to run/walk club, my son has looked forward to school each day in large part because of how great the afterschool program has been. I doubt he will have the same variety and richness of experience with a new, undeveloped program. Please don't take this away, it's too good.

Please reply in writing.

Jonathan Labozzetta



School: Robert F Wagner Junior High 167

Distraction Free Schools New York (DFS-NY) Testimony on A.I. for City Council DOE Oversight Hearing

Submitted by Jonathan Werbell, DFS-NY co-lead

School and civic leaders across the country were all told that educational technology would be the great academic equalizer that would make children smarter. After twenty years of data, we are now discovering that the opposite is true. According to *Fortune*, **“The U.S. has spent \$30 billion to ditch textbooks for laptops and tablets: The result is the first generation less cognitively capable than their parents.”**

The achievement gap is widening, leaving under performing students even farther behind. The College Board reports alarming trends in college readiness and performance. And that’s just the academic side of our children’s educational experiences. Across New York City classrooms, children are logged in and tuned out to their education, their teachers, and each other.

We are certain these widely reported findings are as shocking to members of the committee as they are to the vast majority of Americans. **Into this failed educational landscape, the DOE is planning to formally introduce generative A.I. though there is not a single independent, peer-reviewed study that supports the use of A.I. in K-12 settings.**

What we do know from studies conducted by A.I. companies themselves and from a Brookings Institute study, is that **A.I. leads to cognitive stunting in children and adolescents.** Introducing A.I. into these developmentally sensitive periods of children’s lives will **alter their cognitive capacities leaving them dependent upon machines for the rest of their lives.**

We have already seen how **A.I. use in teens exacerbates social emotional issues leading to increased suicidal ideation and school violence.** We know that **A.I. furthers racial and gender biases with particular harms for Black and brown children** in violation of the DOE’s own Respect for All policy.

The **astounding environmental costs associated with A.I.** would undo the progress and investments the DOE has made toward climate sustainability. It also adds to youth mental health stress about the future.

Even Chancellor Samuels has said, **A.I. “is the most invasive technology that we’ve seen.”** As such, it will leave **students exposed to increasingly harmful privacy violations.** Known to function as a de facto surveillance system, **A.I. will accelerate the school-to-prison pipeline** that already harms so many Black and brown children.

A.I.'s black box design reduces the DOE's accountability leaving it further exposed to litigation. Even in a seemingly "safe" application such as lesson planning, A.I. is known to hallucinate. **There is no academic accountability with A.I.**

A school system that allows children to watch whatever they please, including accessing inappropriate content on 1:1 devices during instructional time, **cannot be trusted to implement sufficient "A.I. guardrails" to prevent further harm.** Just because A.I. exists in the world, does not mean that it belongs in the classroom. There are myriad technologies that schools educate children about without bringing them into the building.

Most importantly of all, **students learn through productive struggle. A.I. removes this struggle.** If the DOE were to center the science of learning in its budgetary decisions, the question of whether or not A.I. belongs in a classroom would be a non-starter.

While Distraction Free Schools New York supports the call for a 2-year moratorium on A.I. in NYCPS, **we urge the Council Committee to go further and press for a full ban on generative A.I. in NYCPS.** As Neuroscientist Jared Cooney Horvath, author of *The Digital Delusion*, has argued in his Congressional testimony to the U.S. Senate, "A.I. is not a tool for novices, it is a tool for experts." It should not be allowed in any classroom setting. Not now, not in two years. Not ever.

June 26, 2026

Dear City Council Members,

My name is Josef Szende and I'm a parent at PS184 Manhattan and also have a pre-k student in a pre-k center.

I support a moratorium on AI in NYC public schools.

Sincerely,

Josef

From: [Jovana Skoro](#)
To: [Speaker Menin](#); ACCO@dycd.nyc.gov; gethelp@advocate.nyc.gov
Cc: [Testimony; ocamailbox@comptroller.nyc.gov](mailto:ocamailbox@comptroller.nyc.gov)
Subject: [EXTERNAL] Parent story — DYCD COMPASS / SONYC afterschool transition at our school
Date: Thursday, June 25, 2026 3:24:40 PM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to [REDACTED] as an attachment.

Dear Council Member, DYCD, and Public Advocate,

I'm a parent at MS 245 Computer School. DYCD's 2026 COMPASS / SONYC contract is changing our afterschool provider this fall, and my family is asking you to pause this transition until DYCD publishes a written, school-specific transition plan.

How this is hitting my family:

My daughter really struggles with change. It all started with Covid - she has not been able to adjust as quickly as she used to - it is disappointing that after finally loving an after school program, she will now have to adjust to something completely unknown again. Manhattan Youth made her fall in love with costume design and tech. And what really doesn't make any sense is that Computer school is in a shared building with Anderson and Dual Language where they've shared resources (the musical, for one, shared the set, the costumes, while rehearsing for the same musical separately). It's been wonderful. Why add another provider into the same shared building - really doesn't make sense! Please help.

Current provider: Manhattan Youth

Incoming provider: YMCA

We learned of the change: May 2026

Before fall 2026, please publicly request that DYCD release the school-by-school scoring, the old-to-new provider crosswalk, and the staffing, programming, late-pickup, and disability-access transition plan for our school.

This is a real family with a real child. We deserve a written answer.

Jovana Skoro

[REDACTED]

School: MS 245 Computer School

From: [Jovana Skoro](#)
To: [Speaker Menin](#)
Cc: [Testimony; ACCO@dycd.nyc.gov](#)
Subject: [EXTERNAL] Constituent request — pause DYCD COMPASS / SONYC transitions until transparency and school transition plans are public
Date: Thursday, June 25, 2026 3:26:31 PM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to [REDACTED] as an attachment.

Dear Council Member,

I'm your constituent and a parent at MS 245 Computer School. I'm asking you to publicly demand that DYCD pause the 2026 COMPASS / SONYC provider transitions at displaced schools until DYCD releases, in writing:

1. The scoring sheets and award rationale for each displaced school.
2. The old-to-new provider crosswalk citywide.
3. A school-specific transition plan covering staffing, programming, late pickup, and disability access.
4. A 30-day appeal window with documented family and SLT input.
5. Comptroller contract-registration status for each award.

Families found out about provider changes after awards were already announced. We were never consulted. Six-year, public-money contracts affecting more than 100,000 NYC children should not move forward this way.

How this affects my family:

My daughter really struggles with change. It all started with Covid - she has not been able to adjust as quickly as she used to - it is disappointing that after finally loving an after school program, she will now have to adjust to something completely unknown again. Manhattan Youth made her fall in love with costume design and tech. And what really doesn't make any sense is that Computer school is in a shared building with Anderson and Dual Language where they've shared resources (the musical, for one, shared the set, the costumes, while rehearsing for the same musical separately). It's been wonderful. Why add another provider into the same shared building - really doesn't make sense! Please help.

Please reply in writing.

Jovana Skoro
[REDACTED]

School: MS 245 Computer School

June 25, 2026

Dear City Council Members,

Im Julie, parent of a D15, Harbor Middle 7th grader.

AI is a mental health crisis. I want my child learning to think! AI is racist. It should stay far away from kids and schools. Stop taking those ED Tech dollars and invest in human teachers.

We need a full on moratorium to save humanity.

Sincerely,
Julie Sebunya

June 23, 2026

Dear City Council Members,

My name is Kate Roth. I'm a parent at PS17Q.

AI has no place in schools. From current research we are learning that even short term use of LLM negatively affects brains, it slows down brain processing and in my opinion has the opposite affect of what should be happening in our kid's brains at school. Kid's brains should be learning and growing at school, soaking up new information. There is also high rates of inaccuracies found in AI, why would we want to encourage he use of a tool that does not help our kid's brains and actively feeds them wrong info? Not to mention the environmental impacts. I have yet to see any compelling argument for why any school should allow or encourage AI in their curriculum or their walls.

I support a moratorium for at least 5yrs if not longer.

Sincerely,
Kate Roth

June 24, 2026

Dear City Council Members,

My name is Katherine Evatz and I am a parent in District 3.

Our children are in school to learn how to learn. Their brains are developing the road maps they will use their entire lives. A teacher's guidance can turn their natural curiosity into solid critical thinking skills. AI bypasses all of the learning, or mapping, to get an instant conclusion that may or may not be correct. Even if the "correct" answer is achieved, what good is it if the student learned nothing in the process. Because there is no process, there is no brainstorming, there is no trial and error, there is no opportunity to learn. What is even the point of attending school? We are not interested in our children being lab rats.

We see absolutely no reason for children to have access to AI in school.

Sincerely,
Katherine Evatz

June 23, 2026

Dear City Council Members,

My name is Katherine Herman. I'm a parent at PS 130: The Parkside in Brooklyn.

I am extremely concerned about the effects of AI on learning outcomes and cognitive ability, which are only beginning to be understood.

Recent studies have shown that using AI to write measurably harms students' ability to do so without AI assistance, and there are signs that the ability to analyze or even understand texts is also harmed.

We don't know what the effects are in all sorts of areas of teaching children to rely on AI assistance in educational and cognitive tasks, and I am concerned that we don't have adequate safeguards in place to protect children's privacy.

When you add the environmental impacts of widespread AI use and the risk that the widespread adoption of AI poses to the teacher workforce, the harms seem too great.

We need a moratorium on AI in schools so we can better understand its impacts and make informed, evidence-based decisions about whether we want AI involved in our children's education and, if so, what guardrails need to be in place.

Sincerely,
Katherine Herman

From: [Katherine L](#)
To: [District7](#); ACCO@dycd.nyc.gov; gethelp@advocate.nyc.gov
Cc: [Speaker Menin](#); [Testimony](#); ocamailbox@comptroller.nyc.gov
Subject: [EXTERNAL] Parent story — DYCD COMPASS / SONYC afterschool transition at our school
Date: Thursday, June 25, 2026 7:25:37 PM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to [REDACTED] as an attachment.

Dear Council Member, DYCD, and Public Advocate,

I'm a parent at MS 245 Computer School. DYCD's 2026 COMPASS / SONYC contract is changing our afterschool provider this fall, and my family is asking you to pause this transition until DYCD publishes a written, school-specific transition plan.

How this is hitting my family:

My son Freddie just finished 6th grade at Computer School. The sports program run by Manhattan Youth was the best part of the school year for him. Being on Soccer and Track motivated him to do well in school and gave him fun and constructive activities to do after school and sometimes on the weekends. At Computer our sports program is amazing thanks to Manhattan Youth and the partnerships between Computer and the other schools in the building, which you are ripping apart for no reason. Please don't take my son's afterschool activities away!

Current provider: Manhattan Youth

Incoming provider: YMCA

We learned of the change: June 2026

Before fall 2026, please publicly request that DYCD release the school-by-school scoring, the old-to-new provider crosswalk, and the staffing, programming, late-pickup, and disability-access transition plan for our school.

This is a real family with a real child. We deserve a written answer.

Katherine Lieber

[REDACTED]

School: MS 245 Computer School

From: [Katherine L](#)
To: [District7](#)
Cc: [Speaker Menin](#); [Testimony](#); ACCO@dycd.nyc.gov
Subject: [EXTERNAL] Constituent request — pause DYCD COMPASS / SONYC transitions until transparency and school transition plans are public
Date: Thursday, June 25, 2026 7:26:18 PM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to [REDACTED] as an attachment.

Dear Council Member,

I'm your constituent and a parent at MS 245 Computer School. I'm asking you to publicly demand that DYCD pause the 2026 COMPASS / SONYC provider transitions at displaced schools until DYCD releases, in writing:

1. The scoring sheets and award rationale for each displaced school.
2. The old-to-new provider crosswalk citywide.
3. A school-specific transition plan covering staffing, programming, late pickup, and disability access.
4. A 30-day appeal window with documented family and SLT input.
5. Comptroller contract-registration status for each award.

Families found out about provider changes after awards were already announced. We were never consulted. Six-year, public-money contracts affecting more than 100,000 NYC children should not move forward this way.

How this affects my family:

My son Freddie just finished 6th grade at Computer School. The sports program run by Manhattan Youth was the best part of the school year for him. Being on Soccer and Track motivated him to do well in school and gave him fun and constructive activities to do after school and sometimes on the weekends. At Computer our sports program is amazing thanks to Manhattan Youth and the partnerships between Computer and the other schools in the building, which you are ripping apart for no reason. Please don't take my son's afterschool activities away!

Please reply in writing.

Katherine Lieber
[REDACTED]

School: MS 245 Computer School

From: [Katherine L](#)
To: ACCO@dycd.nyc.gov
Cc: [Testimony](#); [District7](#); [Speaker Menin](#); gethelp@advocate.nyc.gov
Subject: [EXTERNAL] Request — written transition plan for our school before fall 2026 COMPASS / SONYC change
Date: Thursday, June 25, 2026 7:27:08 PM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to [REDACTED] as an attachment.

Hello,

I'm a parent at MS 245 Computer School. Our afterschool provider is changing fall 2026. We learned of this on June 2026.

Please send a written, school-specific transition plan covering:

1. Staff continuity — will the incoming provider interview current site directors, group leaders, coaches, teaching artists, and club leaders?
2. Programming continuity — sports (including MSAL), theater, debate, fencing, clubs, enrichment.
3. Late pickup and dismissal handoff.
4. A parent communication plan and a named contact at the new provider before fall 2026.
5. A documented way for families and the SLT to raise concerns and receive a written response.
6. Contract-registration status of the award affecting our school.

How my family is affected:

My son Freddie just finished 6th grade at Computer School. The sports program run by Manhattan Youth was the best part of the school year for him. Being on Soccer and Track motivated him to do well in school and gave him fun and constructive activities to do after school and sometimes on the weekends. At Computer our sports program is amazing thanks to Manhattan Youth and the partnerships between Computer and the other schools in the building, which you are ripping apart for no reason. Please don't take my son's afterschool activities away!

Trusted adults and predictable routines are what makes afterschool work for children — not an extra to be sorted out after the contract starts.

Please confirm receipt and the date by which DYCD will provide the plan.

Katherine Lieber

[REDACTED]

School: MS 245 Computer School

In France people are clambering for air conditioners. Fighting in stores for the few units available to protect them from the 109 degree heat. *Their* children can't go to school and The Washington Post declared "France's heat this week was worse than a dire scenario imagined for 2050". Toddlers are dying. Meanwhile, in NYC we are debating whether a alarming technological innovation should be implemented in our schools and whether or not this innovation will cause harm to our children, when it already is. AI uses an unprecedented amount of natural resources to run. Whether it is our scarce water resources or the electricity that we have all seen sky rocket in price, it uses what we are actually dependent on for survival and leaves our planet in a worse place. But who cares about the future, right? I don't want to write that memo or plan that vacation. What a waste of time.

The decisions the DOE makes for the largest school district in the *country* have a remarkable impact on the future of the world. What WE teach our children in NYC is what they will believe in the future. What we guide them to is what they will search for when they are older. The example we are setting is one where they are learning the easy way out. Where answers are developed without thought or analysis and that the skills required to develop answers are meaningless. I want my child to learn how to think, I want my child to know how to question and I want my child to be an adult who is a robust human being because he DID have to do things the hard way and for himself. That is not a future that AI in schools permits.

When the DOE testified, they were dishonest. They outright lied. AI is in our schools already and it is everywhere. EVERY SINGLE DEVICE that has been issued to a child that has the ability to search the internet (and that is every device as far as I am aware) uses AI via Google Gemini. If your child wants an answer, google has it. The DOE issues devices were given to children without child protections. They can search the internet for ANYTHING and they have open access to YouTube. Since they are not technically the administrators of the device and need the DOE for troubleshooting issues, the only options the schools have to protect children is blocking access to specific websites vis the school's internet. Older children know how to work around this and, in fact, elementary school children at my son's school with iPads also have VPNs which make the protections moot. That is if a school sets any protections whatsoever. My son's school only JUST blocked YouTube and replaced it with YouTube Kids, which my son declared is the same, after parents forced the issue. Why are we having to force the issue of protecting our children?

On the topic of protection, my son's school is now getting GoGuardian, a program where teachers can monitor the screens of all of the children in their classroom...with the use of AI. The slippery slope has steepened and we are now buying AI tools, more technology, to protect our children from the technology that we gave them in the first place. Schools are left without a choice if they want to protect their students because the DOE has left them to flounder. The

same way they left them to flounder with their ill-advised, or actually not at all advised by parents, AI guidelines for schools. AI is a huge and moving target.

As adults we are only just learning what AI can do. We should not be putting it in the hands of children. Whether we care about the future of this planet or the future of our children, or, hopefully, both, allowing AI in our schools is a mistake and it is up to the adults in the room to make the right decision. This statement was written without the use of AI.

June 26, 2026

Dear City Council Members,

My name is Katia Steinfeld. I'm a parent at PS270 in Brooklyn.

AI has not been built to reproduce the inequities that already plague us, it has not been shown to foster creativity, it has a negative impact on mental health having even encouraged suicidal ideation in teenagers and young adults, it has not been built fundamentally as an educational tool.

The funding that would be allotted to purchasing access to AI should go to community building initiatives, involving humans only.

Sincerely,

Katia Steinfeld

My name is Katie Schorr Rubin and I'm a parent of a 6th grader and a third grader, both in Brooklyn public schools, and I'm also a CUNY lecturer at the Borough of Manhattan Community College in the English department.

I'm writing to the Panel for Education Policy to express my profound concerns about the inclusion of AI in schools across the city. Public schools have the unique opportunity to heavily regulate the use of AI within school buildings and I feel it is imperative that we do so for many reasons, but I'll focus on the following three: racism, intellectual development, and environmental impact.

AI has, for years now, revealed its own racism. It is modeled on an internet that our imperfect world has created; how could it not absorb our racism? The problem to me is that it doesn't seem to be able to learn to change. A Stanford University study reveals this explicitly:

"Speakers of African American English (AAE) dialect are known to experience discrimination in housing, education, employment, and criminal sentencing. And in [a new *Nature* paper](#), Kalluri and her colleagues [Valentin Hofmann](#), [Dan Jurafsky](#), and [Sharese King](#) demonstrate that covert racism against AAE persists in many of the major large language models (including OpenAI's GPT2, GPT3.5, and GPT4, Facebook AI's RoBERTa, and Google AI's T5). "They generate text with terrible stereotypes from centuries ago, like calling speakers of African American English dirty, stupid, or lazy," Jurafsky says."

We are all still working on identifying and undoing the institutional racism on which our country was built, but this is daily human work that requires conversation and community. AI makes clear it won't help and may even impede anti-racism work.

I teach college English and I am now requiring almost every essay I assign be completed in the classroom, given the rampant use of AI outside of it. As we all know well, students cannot grow as writers when a chatbot generates ideas and sentences for them. Over the last few years, I've noticed a profound disparity between the writing students complete on paper in class and the writing they complete off campus. The in-class writing may include grammatical errors, but it is original, specific, and often probing. The writing submitted outside of class, when students use AI, is slick and vague and the ideas in it are banal; this feels like recycled writing. When offered the convenience of artificial intelligence, students are not taking the time to work and change as writers and thinkers. This kind of work that demands independent thinking and mistakes and the slow and sometimes cumbersome construction of sentences and, *through* that bumpy process, the construction of ideas.

This thorny process that I'd call learning (to write, to think, you name it) is the kind of work younger children must be doing in order to be prepared to think for themselves not just in higher education but in the larger world. And AI prevents this.

NPR recently spoke to Rebecca Winthrop, one among several authors of the recent Brookings Institute study on AI and education.

Winthrop said: "When kids use generative AI that tells them what the answer is ... they are not thinking for themselves. They're not learning to parse truth from fiction. They're not learning to understand what makes a good argument. They're not learning about different perspectives in the world because they're actually not engaging in the material."

My college students are 18 years and older and, though I resist their use of AI, I am somewhat comforted to remember that they have already undergone a certain amount of brain development (though not all). Younger children are still in the thick of their cognitive development, which is why it is essential AI be kept out of public schools at least until we can better assess the effects of this technology on our children's learning, not to mention their social and emotional wellbeing.

Finally, the environmental impact of AI is already being felt in communities near data centers, but as more data centers go up, this will inevitably worsen for all of us. The DOE has a moral obligation to avoid causing further environmental harm to the children it serves and the rest of the country (and world).

My friends in the AI resistance community have reminded me that this year, eleven natural-gas-powered data centers, with names like Colossus 1 and Project Jupiter, will emit more than 129 million tons of greenhouse gases.

We promote plastic-free lunch days each month in our schools, as well as recycling programs, vegan Fridays, less paper use, and other green school initiatives. How can we defend our use of AI and its overwhelming emissions and massive water usage, the kind that is likely to make the world far less habitable for the children we seek to educate?

We need an AI moratorium now in order to carefully assess the risks and the potential effects of AI before outfitting classrooms with it.

Thank you for taking the time to read my testimony.

June 24, 2026

Dear City Council Members,

My name is Dr. Kelly Clancy, and I am a member of the District 20 CEC. I am also the founder of [Parents for AI Caution in Educational Spaces](#) (PACES), which is part of the AIM Coalition advocating for a moratorium on AI in NYCPS. I also hold a PhD in political science.

First, I would like to thank the members of City Council for overwhelmingly supporting a moratorium on AI in NYC schools. I was so proud of and thankful for the leadership you've shown on the issue.

I am now writing to formally ask the City Council to exercise all its power to reign in the DOE on ed tech in general, and AI in particular. Although I am a member of AIM and CEC D20, I am writing in my personal capacity.

The chancellor invited the AIM Coalition to meet with him on May 21 and again yesterday, on June 23. After those meetings, I am convinced that the chancellor does not have the vision or the willpower to lead NYCPS through the difficult terrain of protecting our children from the pernicious effects of AI in the classroom.

Here is the executive summary:

–The impact of AI on children's and adolescents' brain development has reached what neuroscientists are calling "population-level evidence of cognitive foreclosure."

Yesterday the chancellor admitted that there is no evidence (outside the ed-tech industry's marketing) to support the claim that AI has a positive impact on learning. But he is moving forward with AI anyway. Making a decision like that for 800,000 kids, despite a bevy of research against it, is policy malpractice.

–The overwhelming will of the NYC community supports a moratorium on AI. Here are the facts: Thousands of parents and teachers have spoken out against AI at CECs, PEPs, and other community meetings. [Over 500 artists signed a letter](#) supporting a moratorium on AI. More than half of you, the members of the City Council, signed a letter supporting a moratorium on AI. Ten CECs have passed resolutions calling for moratoria and restrictions on ed tech. More than a dozen organizations have joined the AIM coalition in calling for a moratorium. But because of mayoral control, the chancellor is free to ignore these facts and focus instead on the will of ed-tech vendors.

–72 hours before the end of the school year, there is less clarity than there was when it began. The school year ends in three days, and we are further away from a solution now

than we were in September. At the AIM Coalition's meeting with the chancellor yesterday, he could not articulate a vision for any policy come September, only some vague gestures at the exciting "possibilities" of this technology.

The longer version:

1. Neuroscientists, cognitive scientists, and college faculty are sounding the alarm about AI's impact on learning. Neuroscientists—not known for their flair for the dramatic—have coined the terms **cognitive offloading, cognitive stunting, cognitive debt, cognitive foreclosure, cognitive surrender, cognitive atrophy, and cognitive flatlining** to describe AI's impact on the child and adolescent brain. The latest study, out this week, found **population-level cognitive foreclosure in high school students**. This is a five-alarm fire we should all be fighting against as hard as we can.

We asked the chancellor about this yesterday. He said he knew that there was **no independent research to support the positive impact of AI on learning. Yet AI is still allowed in schools**. This is not the position of someone who can be trusted to make policy for 800,000 kids.

Tim Cook has written about adolescents and cognitive atrophy: "An adult choosing to offload a task they understand is making a tradeoff between decreasing effort and increasing efficiency. The capacity to do that task independently exists. The choice is deliberate. The atrophy is (probably) recoverable. A child offloading a task they've never learned to perform is not making a choice. They are skipping a developmental step that was never developed. The capacity doesn't exist yet. *The foreclosure may be permanent—and because they have no independent baseline, they cannot recognize what they're losing.* The downside of adult offloading is people get less sharp. *The downside of adolescents growing up delegating to AI is a generation that was never sharp to begin with. Protecting the space our children need to develop the foundational skills of thinking is now a non-negotiable.*"

An important addendum is the important research now being done on the duration of adolescence brain development. We're not talking about cognitive foreclosure just in small children but also in adolescents up to age of 25, when the prefrontal cortex stops developing.

Looking at the causal mechanism at play here, I invite you to consider an article out this month in *Trends in Cognitive Science*, where the authors write, "Cognitive diversity, reflected in variations of language, perspective, and reasoning, is essential to creativity and collective intelligence. ... LLMs reflect and reinforce dominant styles while marginalizing alternative voices and reasoning strategies ... by mirroring patterns in their training data and amplifying convergence as all people increasingly rely on the same models across

contexts. Unchecked, this homogenization risks flattening the cognitive landscapes that drive collective intelligence and adaptability.”

I’ve talked to college professors and deans who say they are creating screen-free modules because students are arriving from high school with terrifying levels of deskilling, thanks in part to the AI they’d been encouraged or even required to use.

All this research is available in our [AI literacy reading list](#), which I’ve offered to the chancellor and chief academic officer.

2. The DOE is an anti-democratic institution. At no point in this process has there been a genuine commitment to engaging with the wider community on this issue.

Here are the facts: Here are the facts: Thousands of parents and teachers have spoken out against AI at CECs, PEPs, and other community meetings. [Over 500 artists signed a letter](#) supporting a moratorium on AI. More than half of you, the members of the City Council, signed a letter supporting a moratorium on AI. More than a dozen organizations have joined the AIM coalition in calling for a moratorium.

And all of those voices are drowned out by tech bros.

CECs across four boroughs have passed ten resolutions calling for restrictions on AI and ed tech (CECs from districts [4](#), [15](#), [20](#), [22](#), [24](#), [25](#), and [30](#) have passed resolutions calling for regulation on AI, and District [4](#) and [20](#) passed a resolution regulating screen time in classrooms; D [4](#) passed a resolution calling for an audit of i-Ready.) We repeatedly asked to meet with the chancellor and his team before the guidance came out, but we were ignored. FACE representatives repeatedly assured me they would meet with us before the guidance came out, and they did not. The data privacy working group was assured they would be able to review guidance, and they were also ignored.

At the D20 town hall on March 30, the chancellor publicly promised to meet with the members of CECs who had passed resolutions calling for a moratorium. I asked him to find time just to listen to us, and he agreed in public. But he has not followed up, despite our emails to him and his staff.

At the same meeting, Miatheresa Pate, our chief academic officer and a self-described “AI Integrationist,” asked me to provide a reading list on the dangers of AI so that we could meet and talk about parent’s grave concerns. That reading list is [here](#).

In contrast, FACE hosted two scattershot meetings for some CECs, scheduled during child pick-ups and work commutes. Those meetings had no agendas, and they only accepted questions submitted in advance. To date, the DOE has made no attempt to engage with the larger parent community on this issue, other than a box this big in the “Guidance on AI” survey:

6. WORKING IN PARTNERSHIP

Is there anything important that the Guidance did not address, or anything you want us to know? (open text)

The so-called comment period lasted only 45 days, which included spring break, Passover, and Easter. Anyone with a serious commitment to consulting parents would have designed a system where they could meaningfully participate. Parents keep asking me when there will be a time for feedback or public comment, and there isn’t one.

Six thousand parents submitted comments in response to the survey. Miatheresa Pate told me we would have the survey results within 72 hours of the comment period’s closure . We are still waiting. Since the beginning of this process, the will of NYC’s public school families has been, and continues to be, ignored.

The truth is that, under the system of mayoral control, there is no incentive for listening to parents, teachers, students, or the wider community. There are only incentives to ignore us. As long as CECs have no power, Google will have a greater sway over the future of NYC public education than do the city’s teachers, families, and community leaders.

3. The “Guidance on AI” is a scam. It would allow for any student, from 2K through 12th grade, to be *required* to use AI in the classroom, for any reason.

The school year ends in 72 hours, and we are further away from a solution than we were in September. The AIM coalition met with the chancellor yesterday, June 23, and he couldn’t articulate any policy to come, offering instead only vague gestures about the exciting “possibilities” of this technology.

Currently there is no way for the public to find out which AI products have been approved by NYCPS. (I even emailed the so-called privacy officer to ask). There is no way for students to opt out of using AI products. There is no meaningful parental-consent process for this technology. The DOE might tell you restrictions are coming, but the reality is that releasing guidance with NO restrictions on student use was a devastatingly irresponsible decision.

AI also produces slop. Instructional coaches across the city are in a panic because teachers have begun administering exams with that include hallucinated questions. Just in the past week, the UFT sent out an email about using AI to grade student work and to write IEPs. Both of these uses are in direct violation of the “red light” rules in the Guidance. Currently there are meaningful ways to ensure that our students are protected from for-profit data-mining companies, and both the UFT and the DOE are acting as though there never will be. Elementary students are being forced to interact with Waggle instead of reading. Students who “don’t feel like writing” have been told they can just use Google Gemini instead.

Across the city, school staff have decided that it’s open season for using AI. And why wouldn’t they? There is no list of approved AI products, and no real process for vetting them. Students can be made to use any ed-tech product, for any reason at all. As one member of the DOE said to me, “Ohhh, if you thought the guidance would restrict student use, I can see why you would be disappointed.” This is, frankly, embarrassing—and terrifying.

4. These products are racist, and the way they are being targeted and rolled out is also racist. The DOE pretends these are tools for equity, ignoring the fact that schools in wealthier, whiter areas invest in humans, not in technology. Urban Assembly schools are promising AI chatbot college counselors for their students, while wealthy schools employ humans to do this work. In wealthy areas, there are small class sizes and highly engaged teachers. For the rest of the city? Screens and teachers trained as tech support. True equity is making sure that every child in this city has the right to an excellent education: small classes, actual books, a culturally relevant curriculum based in problem-solving, friction, and relationship development. As Dr. Kaliris Salas-Ramirez says, AI is part of the school-to-prison pipeline, creating schools that are made for only some children to succeed. Every kid in NYC deserves better.

5. We are out of sync with the rest of the country. There is a sea change in our understanding about the impact of screens in schools. In my district, kindergartners often spend two hours a day screens—sometimes more. We have no comprehensive sense of how much of each student’s school day is spent on screens, but there is mounting anecdotal evidence that parents are leaving the DOE because their children are forced to interact with terrible ed-tech products that are not aligned with the way kids learn. I talked to a family from Queens the other day that has always been active in the PTO, SLT, CEC. They are sending their daughter to a private school next year because their school’s online math program gives their daughter panic attacks. Other parents have come to our CEC20 meetings because they’re concerned their kids are not allowed to write by hand before they type into Writable, an HMH product that is graded by AI. What are we doing?

The rest of the country is moving the opposite direction: Kansas, Utah, Illinois, Vermont, Maine, and most recently Los Angeles have either passed or are considering bills to protect students from ed tech. The national organization Fairplay [recently called for a five-year pause on AI in schools](#). New York is pretending to lead, but in fact we're being left behind. Leadership on the issue of ed tech looks like caution.

In fact, in all of the talk about AI, you'll notice one thing: there's no argument for how AI actually helps learning. Where is the use case that is so profound it trumps all of these harms? Just because a product exists does not mean children must use it, and CERTAINLY does not mean that we should spend NYC taxpayer money on it.

6. It's not too late. In a recent report about AI and youth, kids asked for protection from the tools. This is our job, as adults: "One participant noted that over half of the final projects in their 8th grade class were created using AI. Another reflected on AI usage pressures exacerbated by the quickened pace of life for many young people, stating that, "it's just harder because you're kind of forced to be [...] more dependent on AI just because everything is moving so fast." Others noted societal pressures to excel and a sense that there isn't space for making mistakes as reasons for outsourcing cognitive tasks to AI, with one individual expressing concern about witnessing their "colleagues and acquaintances reach out to AI over the most simple questions and tasks" and another expressing fear that their reliance on AI will lead to **"addiction and losing myself—my sense of identity—and not being able to find it again."**

However, NYC is abdicating this responsibility. The mayor, the chancellor, and their teams have decided to commit a generation-defining mistake by allowing the 800,000 children in NYC public schools to have unfettered access to ed tech. A lot of assertions are being made—that cognitive development will be protected, that privacy will be protected, that the relationship between teacher and student will be protected. So far we see no evidence of this, only mounting evidence to the contrary. It's open season on NYC kids and their brains. But it's not too late for us to walk this back and think seriously about what it means to put student learning at the center of what we do. I fear that this will only happen when we call for the end of mayoral control—and a meaningful pause on AI.

Kelly Clancy, PhD
D20 CEC
[PACES](#) founder

Krystal Clevon
City Council District 22
Astoria, NY 11106
6/24/2026

City Council Members
250 Broadway
New York, NY 10007

Dear City Council Members:

I am a long-time resident of Astoria Queens who lives in District 22. Most importantly, I am a mother of two young children in public district 30. I have also formed a coalition of parents concerned about our use of educational technology and AI in our schools. I regret that I am not there in person today to give my testimony. I am a physician who cares for high-risk adult patients with asthma in the Bronx and delaying their care was not an option today. As an alternative, I am submitting this written testimony regarding my significant concerns around the use of artificial intelligence in our public schools.

My children are young and just entering the NYCPS, so I have spent the last several months trying to understand every aspect of how this school system functions. I was stunned to read the NYC public school system's AI policy as it lacks several important details. First, it minimizes the inherent bias that already exists in AI programs. Several studies dating back a decade or more have demonstrated that the output generated by these AI programs such as ChatGPT and others give different responses based on the name, race, or gender of the person interacting with the program. A recent study published June 2026 shows AI-based writing coaches, like those used in NYCPS (i.e. "Writable") provides different feedback depending on the race, gender, ELL status, or the presence/absence of a known disability. The authors note that some the AI program generated "overuse of praise, less substantive critique of writing, and assumptions of limited ability" for some students. (Tan, et al.) These findings highlight that when writing feedback is outsourced to an LLM, students of color, with disabilities, or of female gender receive less useful feedback. Other studies have shown that when AI was used to generate behavioral plans for students, they recommend more punitive measures for Black-coded names and more supportive approaches for students with white-coded names. Studies have also shown that when AI tools are used to grade the same essay, they assign lower scores when the prompt includes the writer is a Black student versus an Asian student. These studies demonstrate racist, classist, and ableist systems that provide the data input into these AI systems. **These systems do not align with the goals and values of our NYCPS.** In addition to the deeply racist output generated by these generative AI programs, I fear a world in which schools and students with more needs will have those needs outsourced to AI more than will be done where the most privileged send their children. Not to mention the major issue is that parents of privilege will opt out of our school system all together if we continue to use AI and educational technology in the way we are today. We cannot be left with a system of "haves" and "have nots" any more than we already do.

My next major concern is data privacy as it seems we can't manage the tech we currently have. I was shocked to read the recent NYS comptroller report cited 141 data breaches in 3 years, most of which were not reported to those impacted in the legally required amount of time. I was also stunned to read that in NYCPS there is no central oversight of tech apps as it does not maintain a list of apps used by schools, the type of information being stored, or if schools have entered into written agreements with vendors. How are parents to know where the children's data are going? **Who is protecting our kids?** I have spoken to parents in my district who have taken the time to

freeze their children's credit as they fear identity theft as a result of our careless NYCPS cybersecurity. Children are 50 times more likely to have their identity stolen than adults and K-12 school systems are a prime place for that theft. Until the NYCPS can massively improve their cybersecurity, it is irresponsible to introduce even more tech in the form of AI into our schools.

The last issue I will mention today (although I have many more), is the impact AI has on actual learning. There are several studies that show AI negatively impacts critical thinking, contributes to cognitive offloading, and decreases cognitive activity. These findings are even stronger in younger populations. Is this what we want for our naturally curious children whose brains are not even fully developed yet? The Brookings Institute completed a postmortem on the use of AI in education and concluded "at this point in its trajectory, the risks of utilizing generative AI in children's education overshadow its benefits". Finally, our AI policy says it clearly: "the long-term effects on how children learn, think, and develop in the era of AI are not well understood" but then it recklessly states, "we will not wait for certainty that may never come". Why would we give kids a tool that has no clear data on its efficacy and already has a list of known harms?

The highlight and strength of our many fantastic NYC public schools is diversity. My child's preschool class alone has 5 different languages spoken at home. That is not something that can be replicated on a screen. If our world is moving to automate more tasks with tech and AI, it seems *crucial* that our children hone their human skills. A child that can easily pivot and work with someone who speaks other languages, is from a different religious background, a different country of origin, or has a different viewpoint is a child who will thrive in all aspects of life better than one whose primary skill set is mastering a tool that will soon evolve and change. Imagine a world in which our future artists, teachers, doctors, lawyers, nurses, politicians, writers, business leaders spend their k-12 education siloed in front of a computer interacting with generative AI rather than each other? It is not a future in which we should want any child to experience.

I am asking the City Council to immediately demand at least a 2-year moratorium on AI until we can strengthen our cybersecurity, offer clear transparency for stakeholders on its use, and *only* implement these products if we can demonstrate *robust* efficacy that exceeds the tools we currently have available.

Sincerely,



Krystal Clevon

Citations:

Equity issues around AI use:

<https://www.edweek.org/technology/ai-changes-its-feedback-on-students-writing-when-it-knows-their-race-gender/2026/06>

<https://www.chalkbeat.org/2025/08/06/ai-teacher-assistants-promote-racial-bias-study-finds/>

<https://www.the74million.org/article/ai-shows-racial-bias-when-grading-essays-and-cant-tell-good-writing-from-bad/>

City Council Members

6/24/2026

Page 3

Cybersecurity and AI:

<https://www.osc.ny.gov/files/state-agencies/audits/pdf/sga-2026-23n6.pdf>

<https://www.forbes.com/sites/steveweisman/2024/09/13/the-unknown-danger-of-child-identity-theft/>

Cognitive impacts of AI:

<https://www.mdpi.com/2075-4698/15/1/6>

<https://www.media.mit.edu/publications/your-brain-on-chatgpt/>

<https://www.brookings.edu/articles/a-new-direction-for-students-in-an-ai-world-prosper-prepare-protect/>

June 26, 2026

Dear City Council Members,

My name is Krystal Cleven. I am a public school parent of two young kids

My children are young so I recently toured for kindergarden. when I toured schools I saw Kindergarden classes using AI story telling apps, parents have told me their child can highlight text on their chromebooks and get an AI generated summary, and children have access to google gemini without anyone's knowledge it seems. These things just update. Studies have shown that AI negatively impacts critical thinking, contributes to cognitive offloading, and decreases cognitive activity. These findings are worse in younger populations. Why would we want to expose young children to this? how will that help them become "future ready"?! Human skills will be in high demand and our NYCPS will not be preparing our kids for that demand if we continue down this path. I am also deeply concerned about the equity issues related to our continued use of AI in our system. I fear a world where children of more privileged backgrounds will continue to have human to human interactions at school. Their school counselors and teachers will not be replaced or "supported" by AI chat bots. Meanwhile ELL students, for example, or newly immigrated families who potentially feel vulnerable, will not feel they can demand better. It is hard enough managing this system when you speak English and feel safe to speak out. Tech has NEVER narrowed the equity gap and AI will just worsen it further. the lack of transparency is maddening. What feedback did you get about the AI policy? We've heard nothing. I am stunned to read that our NYCPS has no central oversight of tech apps. How do they know each vendor is adhering to the law? There were 141 data breeches in 3 years in our system and caregivers and schools were not informed in the legally required time 48% of those cases? How is that acceptable?! NYCPS cannot manage the tech they have in a safe and legal way so why would we expand into even murkier territory?

I demand our system take exhaustive inventory of the tech we currently have, where AI is being used. require that a central database be created so parents and all stakeholders have complete transparency. I demand we know where our children's data are going! How much are you spending? by school? I want human interaction to happen at schools and for kids to be able to learn from our highly skilled teachers, not a screen, an AI program, or a bot.

Sincerely,

Krystal Cleven

**Written Testimony to the New York City Council
Joint Hearing of the Committees on Education and Technology
Regarding Artificial Intelligence in NYC Public Schools**

Dear Chairpersons and Members of the Council,

My name is Krystal Rivera, and I am an ELA teacher at University Neighborhood Middle School.

I am writing to oppose a blanket two-year moratorium on AI tools in New York City Public Schools.

Like many educators, I have concerns about student privacy, data security, and the inappropriate use of consumer AI tools in classrooms. I support strong safeguards and clear standards for any technology used with students.

At the same time, I believe it would be a mistake to ban all AI-enabled educational tools without distinguishing between consumer chatbots and curriculum-based tools designed specifically to support teaching and learning.

Over the past **2025-2026 school year**, I have used **Kiddom** as part of my instruction. My experience has been that it helps me:

- Identify student misconceptions more quickly
- Review student work and understanding in real time
- Adjust instruction based on student needs
- Spend more time teaching and supporting students rather than grading and administrative tasks

Kiddom also plays a crucial role in supporting students with Individualized Education Programs (IEPs). The platform's tools allow for personalized accommodations, such as text-to-speech functionality and customized graphic organizers, which ensure that students with diverse learning needs can engage with the same grade-level curriculum as their peers. By meeting students where they are, **Kiddom** helps level the playing field, ensuring every student has the support necessary to access and succeed in the curriculum.

Importantly, my students are not spending all day interacting with AI. The technology supports my work as a teacher by helping me understand student learning more efficiently and respond more effectively.

I encourage the Council to establish strong guardrails around privacy, transparency, and appropriate classroom use. However, I urge you not to adopt a broad moratorium that could prevent educators from using tools that are helping teachers better support students.

New York City should set a high standard for educational technology: one that protects students while allowing schools to benefit from tools that demonstrably support teaching and learning.

Thank you for your consideration.

Sincerely,

Krystal Rivera
6th Grade Special Education Teacher
University Neighborhood Middle School

June 26, 2026

Dear City Council Members,

My name is Laura Anderson. I'm a parent of a 10-month-old in District 15.

Even though my child is not yet an NYC public school student, I wanted to submit testimony because I believe AI in schools is a threat to children's health, safety, privacy, and cognitive development. I read with deep concern DOE's recent guidance on artificial intelligence, and I want DOE to hit pause on the use of AI in schools before making an error that will compromise the safety and well-being of a generation of students.

The bar for introducing new tech products into classrooms should be very high, and I have not heard or seen any compelling evidence that AI products improve outcomes for children. To the contrary, there's plenty of evidence that these products threaten kids' ability to think independently and in some cases even compromise their physical safety (as in the cases where vulnerable children have been encouraged by chatbots to harm themselves).

Proponents of AI in classrooms say that kids need to develop "AI literacy," but genuine AI literacy does not require the use of AI products. Literacy around AI is indistinguishable from basic media literacy, which is to say the ability to evaluate where information is coming from and the limitations or biases of that source. In order to cultivate this ability, children need to read a wide variety of books and other texts and build relationships with trusted human teachers in order to develop confidence in their own ability to think independently. They absolutely do not need to interact with tech products that employ an infallible tone even as they promulgate errors and "hallucinations."

I don't understand why DOE is doubling down by rushing to introduce untested, unregulated tech products with no clear benefits in classrooms, instead of taking the time to ensure that all curricula and educational tools used in public schools are evidence-based and provide clear benefits that outweigh potential harms.

I want the DOE to adopt a two-year moratorium on AI in NYC public schools.

Sincerely,
Laura Anderson

June 26, 2026

Dear City Council Members,

My name is Laura Dillon and I'm a parent of three in District 22.

My daughter will enter kindergarten later this year, where, I am told, she will receive a tablet from the DOE presented under the guise of a learning tool and loaded with AI-infused apps that promise to collect from her—a not-yet-5-year-old—increasing amounts of increasingly intimate data, mostly without parental consent. Representatives from the DOE have stated themselves that sharing student data with school officials is allowed without parental consent—and that “school officials” can mean, in part, EdTech companies. It is appalling that rather than protect and nurture the education of NYC’s children, as they purport to do, the DOE is feeding their information to tech corporations.

In addition to the unbridled data collection, there exists a mountain of evidence showing that regular use of AI hampers children's ability to exercise their imaginations and develop critical thinking skills. Ensuring that children develop these skills should be integral to the mission of NYC schools, and their endangerment should be reason enough for the city to pause the aggressive rollout of AI products. By allowing these products to persist in the classroom, the DOE is letting us down, and endangering the future of all NYC children.

I am appalled by the seeming lack of concern about all this from my daughter's school's administration, who thus far have ignored my emails asking questions and expressing concern about tech use, and continue to repeat the dubious justification that AI is “already here” so we “must” use it. This demonstrates a lack of imagination at best, and at worst, an ignorance of facts and complete disregard for our children’s education, mental health, and privacy.

I would like to see priority given to deep, embodied, hands-on learning, especially for younger students. I would like to see the resurgence of a literacy curriculum that emphasizes writing by hand and reading whole books. I support a moratorium because, as evident from the DOE’s bumbling testimony to City Council members on June 25th, there is no way to get a handle on how AI is being used in schools other than to prohibit its use entirely for at least two years.

Sincerely,
Laura Dillon

From: [Laura Tagliareni](#)
To: ocamailbox@comptroller.nyc.gov
Cc: press@comptroller.nyc.gov; ACCO@dycd.nyc.gov; [Testimony](#); [District2](#); [Speaker Menin](#); gethelp@advocate.nyc.gov
Subject: [EXTERNAL] Request — scrutinize DYCD COMPASS / SONYC contract before registration (school-specific)
Date: Thursday, June 25, 2026 12:55:47 PM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to [REDACTED] as an attachment.

Dear Comptroller Lander and Bureau of Contract Administration,

I'm writing about the DYCD COMPASS / SONYC afterschool contract affecting Baruch. Every one of these awards has to clear your office before it becomes a real, registrable contract — that is exactly the moment families like mine are asking you to look carefully.

Before this contract is registered, please:

1. Confirm whether DYCD has submitted the contract package for Baruch, and on what date.
2. Apply careful scrutiny under Charter §328 — including responsibility of the proposed vendor, procedural integrity of the RFP, and whether DYCD followed its own scoring rubric and community-input requirements.
3. Examine whether the package contains a documented school-specific transition plan, staff-continuity requirement, and disability-access plan, given that DYCD invoked equity and students with disabilities in the COMPASS rationale.
4. Treat the absence of those plans as a basis to return the package to the agency for cure, not as an administrative detail.
5. Publish the registration status (submitted / pending / registered / returned / objected) for each COMPASS award so families and the Council can see where each school's contract actually is.

How this is affecting my family / community:

My daughter has a documented anxiety disorder and missed a significant part of 4th grade because of an orthopedic condition that required significant surgeries. Musical theater is what helped heal her. She had a high lottery number and ranked Baruch first for the academics, diversity, and community. She was planning to participate in Manhattan Youth's drama, music, and softball- she has said that being on stage and on the softball field are the only times she has no worries. She is devastated about the loss of MY. We will ensure that we enroll her in programs outside of school; however, I am so disheartened that so many students will not be able to afford this opportunity which will cause detrimental effects.

As a neuropsychologist with over 15 years of experience serving New York City families and as a parent representative on the School Leadership Team (SLT) at PS 11, I am confident that removing established providers like Manhattan Youth will undermine student well-being and family confidence.

Manhattan Youth has been a vital part of our community for over a decade, providing the continuity and trusted relationships essential during the socially and emotionally challenging middle school years. In contrast, many of the replacement providers—such as Imogen at Baruch—lack specific experience with this age group and do not offer the competitive sports and arts programs that families rely on.

Entering middle school is an anxiety-provoking transition for all students. My daughter and hundreds of others now face increased distress because they are losing the community programs they had counted on. I urge you to reconsider this decision to preserve the stability and support our students need.

Sincerely,
Laura Tagliareni

Current provider: Manhattan Youth
Incoming provider: Imogen
We learned of the change: May 2026 (after our commitment)

Six-year, public-money contracts touching more than 100,000 NYC children should not slip into registration while families are still waiting on basic written answers from DYCD. Please confirm receipt, the assigned reviewer, and the current registration status for this school's contract.

Laura Tagliareni
[REDACTED] New York, NY 10011
[REDACTED]
School: Baruch

Laura J. Tagliareni, Ph.D.
Pediatric Neuropsychologist
Co-Director, Pediatric Assessment, Learning & Support (PALS)
49 West 24th St. 10th Floor
New York, NY 10010

T: (212)-481-1664
drtagliareni@nypals.com
<https://nypals.com>

Follow us:

Instagram: [@pals_ny](https://www.instagram.com/pals_ny)

I have two children in middle and highschool. I oppose the use of AI in schools because I am extremely concerned about the climate and environmental impacts of the data centers that generative AI requires. The rapid buildout of data centers across the country, which are powered primarily by fossil fuels, is driving up pollution and greenhouse gas emissions, and draining critical water supplies. Our children do not need more and more screentime and costly artificial intelligence programs. They need adults to use their human intelligence to recognize the necessity of clean air, clean water, and a livable climate - and then to fight to ensure all children have access to those things.

I also strongly oppose the use of AI in schools because schools are meant to be a place where experts -- human teachers -- build relationships with students to help them develop skills and gain knowledge, and ideally, learn to operate well in social environments. If I wanted my children to learn from screens, rather than expert instructors, I could just keep them at home. We know that the movement towards more screens and online interaction, and less real human interaction, has been bad for children's development and mental health. This is why the state banned cellphones during school hours. We should not allow AI to infiltrate our schools, reducing children's time spent interacting with teachers and other students, and dulling and dehumanizing their educational experience. Let our children - of ALL ages, 3K-12 - have an education entirely free from the AI that is being forced upon adults at every turn.

I'm a parent of two highschool students. There are many reasons why I oppose AI in schools. The two main ones are a) environmental impact. The Mayor and the City Council have committed to Green and Healthy Schools, but we know that the environmental impact of generative AI is devastating communities and our planet. Big tech is reaping the rewards of unregulated, limitless growth of AI and the need for huge data centers is growing. Limiting AI in schools in one way to protect the future of the planet for our kids. b) I am deeply concerned about the impact of AI on our children's cognitive development. I believe there are already too many screens in schools, and we should be teaching students to figure things out on their own - to lean on other students, teachers, and resources other than generative AI. Not to mention the documented biases and security concerns inherent with AI. We are learning to navigate information overload; children and adolescents need to develop the critical thinking skills before taking this on.

I believe that we should ban AI for ALL students 3k-12 for AT LEAST 2 years, and then fully evaluate the effects before considering its inclusion in the future. I do think that we should be teaching kids media literacy, including how our attention is a commodity and how to think critically about the content we see online. Media literacy should NOT be sponsored in any way by big tech companies, but rather focus on strengthening critical thinking and understanding of how to evaluate sources. This should be a major focus in schools.

My name is Liat Olenick and I'm a public school parent, teacher and climate organizer with Climate Families NYC. I'm writing this for my 4 year old and one year old and for all NYC children to be able to survive and thrive.

While NYC schools recklessly embrace generative AI for students as young as 5 years old for no good reason- and yes I have heard first hand from teachers and parents that it is being forced on students across nyc without parental consent- there is no evidence that these tools are needed or helpful, **the AI boom is fueling fossil fuel expansion and climate collapse.**

[MIT researchers](#) estimate that by **2026**, the electricity consumption of data centers will rival that of whole countries like Japan or Russia. Most of this demand is being met by fossil fuels: A report in [Wired](#) found less than eleven data centers for big tech companies could emit a maximum of nearly 130 million tons of CO2e each year, more than entire large nations. The high demand for energy from AI is also [slowing or stopping the closure of polluting coal plants](#) and giving politicians justification for approving the construction of new fossil fuel infrastructure. This massive energy footprint is [increasing utility bills](#) and raising our greenhouse gas emissions at a moment when we should be doing the opposite.

The need to cool large data centers for AI requires significant fresh water usage; [drinking water](#) is used, while climate change is driving more frequent droughts. Families and children in New York already are facing fossil-fueled impacts like air pollution, flooding, and extreme heat, all of which disproportionately harm families of color, unhoused families, and low-income families. Reflecting longstanding environmental racism, [highly polluting data centers are often cited in majority Black and brown communities](#) such as the proposed STAMP data center neighboring ancestral indigenous land in New York State.

At present, the world is on track for a catastrophic 2.8 degrees of warming by 2100, bringing mass death on a scale we cannot fathom with children of color on the front lines but this projection of 2.8 degrees fails to account for the current trajectory of AI and data center growth(as in the [record setting growth of gas power to fuel AI in 2025](#)). The race to expand AI also puts NYC legally binding emissions reduction goals further out of reach and threatens to push us closer to irreversible climate tipping points like the collapse of AMOC, melting of permafrost, putting children at risk of [unimaginable disasters, catastrophic sea level rise that will swallow up coastal cities like new york, famine and mass displacement](#) in our children's lifetimes.

Our children deserve better than to be subjects of a corporate experiment that will leave them a world on fire. We have seen zero (non-industry funded) evidence that AI in the classroom helps children learn, and lots of evidence that it harms student privacy, cognitive development and mental health. So why the rush?

There is a lot of talk in education about preparing children for their futures– but if the largest school system in the country embraces a technology driving up fossil fuel emissions and causing climate collapse, famine and drought, what future will be left of the world for our children when they graduate?

Until the Department of Education and Mayor can ensure parents, students and educators that the tremendous environmental and financial cost of the largest school system in the country embracing AI is worth it and until they can accurately quantify the climate and environmental cost of contracts for AI products and align it with the city's climate goals, and until the city engages in a real public process accepting feedback from parents, students, in service teachers and experts, **we urgently need a moratorium of at least two years on generative AI in NYC schools.**

I'm writing on behalf of NYC-DSA's Comrades with Kids group representing hundreds of DSA members with kids across the city. We strongly support the AIM Coalitions call for a moratorium on AI in NYC schools 2k-12 for at least two years.

Schools must put the safety, well-being and health of children over the interests of corporations. The risks of using AI in classrooms are too great to adopt without a thoughtful democratic process, evidence and research. We must protect our children's privacy, cognitive development, creativity and the environment.

June 24, 2026

Dear City Council Members,

My name is Lindsay Dwyer. I am a parent at PS 185.

The HMH Writable program is awful. Students type in their essays (in 3rd grade) and the responses from the “teachers” are AI generated and say such useless info as “Sentence length and structure vary appropriately, maintaining reader interest. Continue to develop this skill to further engage the audience.

The voice is consistent and appropriate for the topic. Work on using more precise vocabulary to improve clarity and impact.” As if any 3rd grader understands what this garbage means. Also it is disingenuous as my son thinks his actual teacher is responding to him but instead it is a bot.

My other issue with this is that the teachers are no longer marking up a paper and correcting grammar and making the students rewrite their essays. My child has a very basic grammar understanding and makes errors all the time with no correction. I now have to look for a tutor this summer to correct this and pay out of pocket for services that public schools used to provide.

Sincerely,

Lindsay Dwyer

From: [Lisa L. Friedman](#)
To: [District6](#); ACCO@dycd.nyc.gov; gethelp@advocate.nyc.gov
Cc: [Speaker Menin](#); [Testimony](#); ocamailbox@comptroller.nyc.gov
Subject: [EXTERNAL] Parent story — DYCD COMPASS / SONYC afterschool transition at our school
Date: Thursday, June 25, 2026 3:23:52 PM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to [REDACTED] as an attachment.

Dear Council Member, DYCD, and Public Advocate,

I'm a parent at MS245 - The Computer School. DYCD's 2026 COMPASS / SONYC contract is changing our afterschool provider this fall, and my family is asking you to pause this transition until DYCD publishes a written, school-specific transition plan.

How this is hitting my family:

My son participates in team sports - cross-country and track - with Manhattan Youth. Strong after school sports and the citywide Middle School Athletic League offered by Manhattan Youth are integral to his middle school experience. The YMCA doesn't offer competitive after school sports programs - it's not an equivalent provider to Manhattan Youth. Losing this program is devastating and problematic particularly for kids hoping to continue pursuing sports in high school.

Current provider: Manhattan Youth

Incoming provider: YMCA

We learned of the change: May 2026

Before fall 2026, please publicly request that DYCD release the school-by-school scoring, the old-to-new provider crosswalk, and the staffing, programming, late-pickup, and disability-access transition plan for our school.

This is a real family with a real child. We deserve a written answer.

Lisa Friedman

[REDACTED], NY, NY 10024

School: MS245 - The Computer School

I'm a parent of a 7th grader and a 1st grader. I oppose AI and ed tech in schools. These are unproven technologies that use our children for their financial gain. This is NOT curriculum, and the DOE should be embarrassed to say it is. According to my principal, I cannot opt my child out of ed tech apps because it is curriculum. These companies require us to sign privacy agreements on behalf of our children, but are told that the DOE can sign on our behalf. This is against the law. These companies must get parental consent to use these apps, and not use the DOE to override parents. We need to take ed tech and AI out of our schools and put taxpayers money towards more teachers.

Testimony to Committee on Education and Technology

6-24-2026

I am a parent of two children in public elementary school in Brooklyn.

That AI is inevitable for teaching and learning in our schools is exaggerated, it is false, and it is an easy, dangerous response taken by the DOE, and by this City.

We need to consider how children, humans, learn and grow.

Using AI skips the most essential part of learning which isn't producing an essay or a slide deck, but thinking through what you want to say, what you know, synthesizing, wordplay, editing, research. And if you skip that step, or you get artificial assistance with this step then you have skipped the most important part, the learning part. Thinking about what you want to say is the critical part of learning, not necessarily the product.

Writing is thinking, art is thinking; collaborating, sharing is learning. Getting things wrong and rewriting a draft is learning.

Connecting your thoughts in a pattern is learning. We all know this. Removing that by a short-cut that is purportedly doing the thinking for you removes you, the kid, the person, from the process of learning.

Ask a young kid what they've learned after they've put together something with AI assistance, as well as with many other forms of technology, and they can't tell you. Because they've only focused on a prompt, a shortcut an output. They have not connected the dots. By promoting AI, we are telling kids it's ok not to learn.

Furthermore, when teachers are using AI for grading or assessing their students' work, kids get the message that these shortcuts are ok. That their effort and curiosity isn't important because speed and "efficiency" is the only goal. When teachers are employing AI, kids see that their work isn't worth a teacher's actual human attention. The connection is lost, the trust is lost. This is so concerning. How do you expect kids to learn and grow and become thoughtful adults with a learning environment that doesn't value their own learning?

I urge the Council, the DOE, all of us to listen to your gut, take the time, do the work that educators have been doing for years - and wait. Come up with a thoughtful response and policy for AI and technology use and non-use in the classroom. Wait.

Do not be badgered and lured by the seemingly limitless technology funds being offered. If AI was that good, that necessary, then we would adopt it naturally- not be pushed, bribed, infiltrated by it at every single turn to use it.

I urge the chancellor, the mayor, the city council to have the NYC DOE take a step back. Please, listen to what many other school districts in the country are finding out and doing by pausing AI inside

schools. The pitfalls and lacunas, platitudes and jargon in the draft guidance and the thousands of responses demonstrate we are not ready.

We will be ok without signing that million dollar contract with Google (or fill in the blank company). It's not a race because if you continue in this thoughtless break-neck speed, it's only a race to the bottom.

And our kids, our New Yorkers, are the ones who will pay for it.

Dear Councilmembers,

I write to you as a parent of one child who will be entering kindergarten this fall and another just entering 3k in City Council district 22. I am concerned about the DOE's use of, and policies (or lack thereof) concerning, the use of technology and AI and ask that the City Council act to regulate the use of technology and AI in the classroom.

In touring elementary schools, my family has witnessed "smart boards" reading to children and classrooms of kindergarten and first grade students where every child has a device – either an ipad or a chrome book. Friends with older children have told us of classes using AI to "help" write stories or using AI built into their chrome books to summarize passages. These facts, alone, are concerning ; young, elementary-aged children should not be spending time on screens in school and I would support a full ban in lower grades. However, it gets worse when you learn that the DOE is not aware of what apps or software are being used in each school – which varies by school and raises questions about privacy and the use of our children's data, among other things.

The DOE needs to be aware of what technology is being used in each school and limit screen time for all children. The use of edtech and AI should be "opt in" and only after parents are given complete information on the reasons why such technology is being used and how their children's data is going to be used.

Thank you,

Mark DellAquila

June 23, 2026

Dear City Council Members,

My name is Mathilde Laisne. I'm a parent of 3 with a rising Kindergartener and rising 3rd grader at P.S.119 in East Flatbush, Brooklyn.

I'm very concerned about the use of AI in our schools. AI is a new technology whose impact on children hasn't been tested. We already know from the research on screen time how detrimental exposure to screen time can be for children's development and learning. I refuse to sacrifice my children's generation to test new technology, only to find out what we already know: children need more time in human to human interaction and pen to paper learning.

Introducing AI in our schools will further remove them from this goal. As a privileged white parent with financial means, I also worry about how the use of AI could further deepen inequities in a system that is already highly racially and socially segregated.

I am also concerned about my children's personal information being collected by AI companies with no oversight to protect our privacy. Nothing guarantees us that our information won't be used to target vulnerable families for predatory for profit products.

At the very least, given the many unknowns, we should pause on any use of this technology in the classroom.

In the meantime, I would want a citywide assessment of potential AI technology in schools, their value and potential harms (educational, privacy, environmental, equity), and recommendations for use that centers the interests of our students and be tailored by grade. This assessment should be grounded in independent research and parent representatives should be included at every step, including in the formulation of recommendations.

We should regard AI companies as vendors with a vetted interest (their profit) and they should absolutely not be part of the group of people making this assessment.

Sincerely,
Mathilde Laisne

I'm a parent at the District 20 Pre-K Center (20Z013). I have several concerns about AI in school. The tech companies who are pushing this have no interest in educating children, they only care about exploiting them and maximizing profit. We saw similar exploitation in the 90s with the dot com bubble and I am not interested in watering down the education I got even further for my own child. As an author whose book was stolen by Anthropic and Meta to train their models, I am very familiar with the fact that LLMs function on stolen copyrights. Most importantly, these models require a disgusting amount of energy and water and are destroying the homes and health of our neighbors, especially in predominantly Black neighborhoods across the country. Using AI has been shown to decrease cognitive activity and induce psychosis. Schools are for learning, and I am furious that my child's well being is not being taken into account here.

I want a lifetime ban on AI for all students 3k-12.

June 25, 2026

Dear City Council Members,

My name is Meg Nayack. I am the parent of a rising fifth grader in District 20.

I am a college professor and work with several scholars who have detected how AI has damaged critical thinking skills in our students (particularly through the use of generative AI) and have noticed that both college and K-12 teachers are getting deskilled—developing a pedagogical stance or strong assessment-based learning outcomes is now taken care of by plugging words into some AI-powered platform (see: <https://pmc.ncbi.nlm.nih.gov/articles/PMC12909220/>).

AI has been demonstrated to have disastrous environmental impact because of the need to build data centers (<https://news.mit.edu/2025/explained-generative-ai-environmental-impact-0117>; <https://inria.hal.science/hal-04283245/document>), and to draw upon and perpetuate racist stereotypes (<https://hai.stanford.edu/news/covert-racism-ai-how-language-models-are-reinforcing-outdated-stereotypes>; <https://www.nature.com/articles/s41586-024-07856-5.pdf>). AI technologies have been found to WORSEN the very social ills that impact our children and families: deep-fake videos that target girls or queer and trans people in particular and are used in child pornography (<https://www.nature.com/articles/s44271-025-00381-9>; <https://www.justice.gov/usao-edny/pr/two-individuals-arrested-publishing-ai-deepfake-pornography-violation-take-it-down-act>); facial recognition (that is often incorrect) that impacts people of color and immigrants (<https://www.aclu.org/news/privacy-technology/more-than-a-dozen-wrongful-arrests-due-to-police-reliance-on-facial-recognition-technology>); violation of data privacy (<https://hai.stanford.edu/news/privacy-ai-era-how-do-we-protect-our-personal-information>); eroding interpersonal skills; increasing depression and anxiety-<https://www.hks.harvard.edu/faculty-research/policy-topics/science-technology-data/daily-ai-use-associated-depressive-symptoms>)

The only BENEFIT of AI (sometimes) is efficiency, but even that benefit is temporary when one considers that AI is basically allowing "cognitive offloading"—or letting AI take care of mundane tasks (which may help some overworked teachers)—but it actually takes significant effort to ensure that AI is not used as a mental shortcut but rather as an additional tool to create more opportunities for critical reflection (see: <https://www.nsta.org/blog/think-or-not-think-impact-ai-critical-thinking-skills>)—that extra amount of work actually ends up giving more labor to teachers. If a tool can be very dangerous or problematic without the proper oversight, then why are we using it, particularly when many schools and families do not have the resources or time to have such oversight? I have watched my child do research, and I really have to stay on top of her to make sure she doesn't take shortcuts with generative AI when using google. It is RATIONAL for a child to take any shortcut when struggling with homework, or when they just want to get it over and done with so they can go play, etc. We should not be encouraging or allowing the use of AI at all until we have far more comprehensive studies on the impact on young developing minds.

I support an AI moratorium due to the concerns listed in the previous answer. Students in some programs can be taught *about* AI and about the intensive algorithm auditing (<https://pmc.ncbi.nlm.nih.gov/articles/PMC11285902/>) as a part of an "ethics and technology" module perhaps in a civics class to debate the use of AI, but I am adamantly against the use of AI for learning and am very upset that my child was already able to access generative AI in her classroom at school.

Remember that technology (and our kids) are always several steps ahead of any "protective measures" DOE may try to put in place.

Sincerely,
Meg Nayack

June 23, 2026

Dear City Council Members,

My name is Meli Glenn. I'm a parent.

Please change the way we raise our children. As someone who works in tech, I believe we need guardrails around AI use for developing minds. Early research is already raising concerns that heavy reliance on generative AI may reduce critical thinking, executive functioning, creativity, and independent problem-solving when children use it as a substitute for learning rather than a tool to support it. Developing brains need opportunities to struggle, practice, and think deeply. We should be studying the long-term impacts and putting age-appropriate protections in place before AI becomes fully embedded in childhood.

It's not clear to me what we are solution we need- for reading and writing and problem solving? We need great teachers trained to do great work. Tech will never replace that. We need a moratorium on AI in NYC schools.

Sincerely,
Meli Glenn

June 26, 2026

Dear City Council Members,

My name is Meline Toumani. I'm a parent of two children at PS 19 East Village Community School, and a member of the School Leadership Team.

I support a moratorium on AI in NYC public schools.

Sincerely,

Meline Toumani

June 26, 2026

Dear City Council Members,

My name is Mercedes Girona. I'm a current sub teacher and an incoming teacher at a Crown Heights Middle School with 4 years of experience in MA.

I have been subbing all year and I cannot overstate the harm that AI has had on students, but I want to highlight something much more insidious: teacher AI use. We simply cannot expect children to abstain from AI use when some of their primary role models are using it on a regular basis. I have had multiple conversations with kids where they insist, correctly, that they shouldn't abstain from AI use if their teachers won't. No one who is party to student AI use can call themselves a caretaker for, or educator of, children.

The only way to eliminate AI use in schooling—which is unequivocally necessary based on plenty of research—is to contain learning to the school building, reduce screen time close to zero, and ban teacher use. Schools should be expected to create and implement strong anti-AI policies for their faculty and staff and encourage the reduction of homework. I think we all understand that students WILL use all the tools at their disposal when they have the opportunity, and so the bulk of their learning must be supervised by a professional. This is also a more equitable policy for myriad reasons, including lack of home support and varied amounts of free time to fit in homework outside of school.

Sincerely,

Mercedes Girona

Dear members of the council,

I am writing to ask that you urge the mayor to enact a two-year moratorium on the use of AI, based on the significant risks it poses to student privacy, cognitive development, their creativity and mental health, and to the environment, including accelerating climate change. I am dismayed to see that the guidance released previously offers no rationale for why AI belongs in our schools. The national organization [Fairplay recently released a letter](#) signed by over 200 organizations and experts, including medical professionals, calling for a five year moratorium because of its documented dangers to children. The idea that AI is inevitable or that our children will be left behind is contradicted by all of the serious research. AI literacy should be taught in dedicated technology classes; our children do not become AI literate simply by engaging with AI tools.

AI, and generative AI in particular, seems to be to be contrary to everything that is important about education. I marvel at the creativity, joy, and human interaction that are at the center of my daughter's Pre-K experience and hope this will be the case throughout her schooling. I trust in the expertise of teachers and hope we will support them with more resources rather than outsourcing the essential work of teaching to AI, which is flawed in so many serious ways.

In my professional life, I teach writing at the college level and have seen firsthand the detrimental effects of students who rely on generative AI. They lose out on the opportunity to think critically, to form their own ideas, to directly engage with the ideas of their peers and other scholars, and to work through the messy (but ultimately rewarding) process of figuring out what they think through multiple drafts and revision. I would hate to think that our younger students, from PreK-12, would be denied these opportunities to develop their cognition and critical thinking faculties at an even more formative age.

To maintain the integrity of our children's learning experience, I ask that you strongly consider enacting an AI moratorium as soon as possible, so that we can ensure any implementation of AI in schools is evidence-based.

Thank you,

Meredith Benjamin

Parent, PS 889 (Brooklyn, District 22)

From: [Michael Kimmel](#)
To: ACCO@dycd.nyc.gov; DycdAccessibility@dycd.nyc.gov; [Testimony](#)
Cc: gethelp@advocate.nyc.gov
Subject: [EXTERNAL] Request for Workforce, Disability, and Community Impact Review - DYCD COMPASS Awards
Date: Thursday, June 18, 2026 12:32:43 PM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to [REDACTED] as an attachment.

Hello,

I am writing as an affected parent and community member of ms 177 to request that DYCD produce a workforce-impact review, disability-impact review, and community-impact review BEFORE disputed COMPASS/SONYC awards are registered or implemented.

Afterschool staff are frontline workers. They know students, routines, disabilities, triggers, accommodations, sports teams, clubs, theater, debate, and late-pickup needs. When DYCD destabilizes afterschool staff, it destabilizes children. For disabled students, continuity of staff is continuity of access.

Before six-year contracts move forward, please provide:

1. Workforce: how many workers may lose jobs, hours, or placements; whether current site directors, group leaders, coaches, teaching artists, and club leaders will be retained; whether incoming providers must interview or prioritize current staff; whether pay, hours, benefits, and seniority will be preserved.
2. Disability: how DYCD will protect students relying on trusted staff, including students with IEPs, 504 plans, autism, ADHD, anxiety, sensory needs, or twice-exceptionality; staff training plans; de-escalation and sensory-support plans; policies against removal or exclusion for disability-related behavior.
3. Community: which programs, sports leagues, clubs, theater, debate, and cross-school activities may be disrupted; what will replace them.
4. Contract: registration status of each disputed award.
5. Transition: the school-specific transition plan preserving staff continuity, student relationships, peer community, extracurricular access, and disability access.

CHILDREN DO NOT ATTACH TO AWARD LISTS. THEY ATTACH TO PEOPLE.

Please confirm whether these reviews exist. If they do not, please explain why they were not completed before awards or registration, and whether DYCD will pause registration until they are.

Michael Kimmel
Ms 177

From: [Michael Kimmel](#)
To: gethelp@advocate.nyc.gov; DycdAccessibility@dycd.nyc.gov; ACCO@dycd.nyc.gov; ocamailbox@comptroller.nyc.gov; [Testimony](#)
Subject: [EXTERNAL] Urgent DYCD COMPASS Complaint - Disability Access and Afterschool Transition
Date: Monday, June 29, 2026 1:25:00 PM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to p[REDACTED] as an attachment.

Hello,

I am requesting assistance from the Public Advocate's office regarding DYCD's COMPASS/SONYC afterschool provider transitions affecting public school communities.

This is not provider preference. It involves public money, disability access, working-family reliance, frontline afterschool workers, community impact, and absence of school-specific transition plans.

Families have not received school-specific scoring, principal input, the provider crosswalk, disability-access plans, disability-impact reviews, workforce-impact reviews, community-impact reviews, or contract-registration status.

For students with disabilities, trusted adults, predictable routines, trained staff, de-escalation, sensory supports, peer groups, and stable activities are conditions of meaningful access. DYCD invoked students with disabilities as part of the COMPASS equity rationale, but families have not been shown how these transitions improve or preserve disability access. If students with disabilities were part of the rationale, disability access must be part of the implementation.

I have filed a formal disability-access grievance with DYCD. Please help obtain a substantive response and request that disputed transitions be paused or conditioned until DYCD provides the missing records and plans.

Public money should not fund opacity, rushed licensing, or disruption without evidence that disability access has been preserved.

Thank you,
Michael Kimmel
Ms 177

Thank you to the Technology and Education Committees, council members De La Rosa, Dinowitz, and others for holding this critical hearing on the timely issue of Artificial Intelligence software systems and their impact on public education, the staff, parents and students.

My name is Naveed Hasan and I am a proud parent of two children in our local upper Manhattan public schools. I am also and elected member of the Panel for Educational Policy, what used to be the NYC Board of Education. My academic and professional background is Computer Science, specifically AI as it has been developing since the late 1990s.

Today I want to highlight why I have joined calls for a 2 year moratorium in our schools. The reasoning is multidimensional, and touches on education technology in general, DOE vendor mandates being imposed on all schools, and the hollowing out of our professional teaching staff in the school system in favor of unnecessary outsourcing of core DOE educational functions.

A city and school system with a budget as large as ours must be able to set the terms of engagement when dealing with consultants and contractors. This means demanding vendors follow our directions. The city needs to build its own municipal technology infrastructure and human capital for the long term benefit of its residents, including all families and students. This is one of the only ways to guarantee data privacy and security for school's use of AI software, and we have existing, working examples of this model in use by school affiliated not for profit organizations, large corporations and sovereign systems for nation states. Without meaningful technology infrastructure specifically for the public good, people will be beholden to the whims of trillion dollar companies and their narrow profit motives.

On this city operated hardware and network, we should have a walled garden where whatever contracted vendors are deemed effective for teaching and learning are invited to securely host their software. Unionized city pedagogues and employees, would help determine what and how ed tech actually works to the benefit of our children.

For too long, the DOE has used unfettered and de facto unregulated vendors to do what any respectable education system should handle themselves. This outsourcing of core responsibilities must end, as its incentives are deeply misaligned with the good of our kids. With the terrible boxed curriculum mandates continuing to be imposed by the DOE, there are insidiously partnered Silicon Valley ed tech firms forcing device use in foundational learning. This is harmful to our kids and I ask the Council's help in prohibiting this private profiteering of public funds.

I call also on the mayor to establish an entity akin to EDC NYC, the Economic Development Corporation, specifically to establish a public private non profit partnership for technology policy and implementation for all New Yorkers. The greatest city in the world can lead the way with the best open source software, open standards hardware, open weights models and top technologists designing and maintaining it all.

Thank you!

Naveed Hasan
Elected Manhattan parent member, Panel for Educational Policy

+1 ### ### ####

<https://www.schools.nyc.gov/get-involved/families/panel-for-education-policy/members/naveed-hasan>

June 26, 2026

Dear City Council Members,

My name is Nicole Lipari McLaughlin and I'm a parent of a child at PS 102.

I oppose the widespread use of AI in schools because I believe it can undermine authentic learning and critical thinking. As someone who works in early childhood education, I've seen how children learn best through hands-on experiences, social interaction, creativity, and productive struggle. AI can make it too easy for students to bypass the learning process rather than develop the skills they need to think independently.

I'm also concerned about equity and privacy. Not all students have equal access to technology or the same level of support at home, which can widen existing achievement gaps. At the same time, many AI tools collect large amounts of student data, raising important questions about privacy and how that information is used.

Finally, I worry that overreliance on AI could diminish the professional expertise of teachers. Technology should support educators, not replace their judgment, relationships, or instructional decisions. Schools should prioritize human connection, curiosity, and critical thinking over convenience and automation.

I would like to see a moratorium on the use of AI in K–12 schools until independent research demonstrates that it improves learning without harming student privacy, equity, or well-being. I also support a comprehensive audit of all educational technology used in schools, meaningful parent opt-out options for AI and other digital tools, and policies that reduce unnecessary screen time—especially in elementary classrooms. Technology should supplement learning, not replace teacher expertise, human interaction, and hands-on experiences that are essential for children's development.

Sincerely,
Nicole Lipari McLaughlin

From: [Patricia Albuquerque de Andrade](#)
Cc: [Speaker Menin](#); [Testimony](#); ACCO@dycd.nyc.gov
Subject: [EXTERNAL] Constituent request — pause DYCD COMPASS / SONYC transitions until transparency and school transition plans are public
Date: Monday, June 22, 2026 5:21:29 PM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to [REDACTED] as an attachment.

Dear Council Member,

I'm your constituent and a parent at Wagner Middle School . I'm asking you to publicly demand that DYCD pause the 2026 COMPASS / SONYC provider transitions at displaced schools until DYCD releases, in writing:

1. The scoring sheets and award rationale for each displaced school.
2. The old-to-new provider crosswalk citywide.
3. A school-specific transition plan covering staffing, programming, late pickup, and disability access.
4. A 30-day appeal window with documented family and SLT input.
5. Comptroller contract-registration status for each award.

Families found out about provider changes after awards were already announced. We were never consulted. Six-year, public-money contracts affecting more than 100,000 NYC children should not move forward this way.

How this affects my family:

The after school program is a great way of engaging kids in social and extracurricular activities. My kids really enjoyed their time in the past two years.

Please reply in writing.

Patricia Albuquerque
[REDACTED]

School: Wagner Middle School

Profa. Patrícia Albuquerque, Ph.D.
Universidade de Brasília/University of Brasilia

From: [Rachel Goodman](#)
To: acco@dycd.nyc.gov; [Testimony](#); [District40](#); [Speaker Menin](#); gethelp@advocate.nyc.gov
Subject: [EXTERNAL] Request — written transition plan for our school before fall 2026 COMPASS / SONYC change
Date: Monday, June 22, 2026 2:09:01 PM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to [REDACTED] as an attachment.

Hello,

I'm a parent at School of the Future. Our afterschool provider is changing fall 2026. We learned of this on May 2026.

Please send a written, school-specific transition plan covering:

1. Staff continuity — will the incoming provider interview current site directors, group leaders, coaches, teaching artists, and club leaders?
2. Programming continuity — sports (including MSAL), theater, debate, fencing, clubs, enrichment.
3. Late pickup and dismissal handoff.
4. A parent communication plan and a named contact at the new provider before fall 2026.
5. A documented way for families and the SLT to raise concerns and receive a written response.
6. Contract-registration status of the award affecting our school.

How my family is affected:

I am a parent of an incoming sixth grader. We live in Brooklyn, and the decision to send our child to middle school in Manhattan, given all the logistics, was a complicated one. We based it in part on the strength of SOF's after school programming, knowing our child could stay there until one of her parents (both of whom work 9-5) could come get her. Depending on how things work out here, we may have to pull her out of SOF. It seems grossly unfair to the school and to us to make this change with so little communication to schools or parents, and with absolutely no idea what things will look like in the fall as of the last week of school.

Trusted adults and predictable routines are what makes afterschool work for children — not an extra to be sorted out after the contract starts.

Please confirm receipt and the date by which DYCD will provide the plan.

Rachel Goodman

[REDACTED]

School: School of the Future

June 26, 2026

Dear City Council Members,

My name is Rafael Mellifera. I'm a child caregiver and an expectant parent in Brooklyn.

I oppose AI in schools because it is not yet a well controlled tool which students can be trained to use to enhance learning, instead it's an uncontrolled tool being used to avoid learning. Students are allowed to use scissors, not chainsaws. Students deserve to be presented with tools that are vetted and proved appropriate for their use.

Adults need time to figure out a way to limit the scope of AI to that which helps a child in their learning. There needs to be safeguards in place to prevent kids from receiving incorrect information presented as factual, plagiarized content presented as original and explicit content framed as kid-friendly. AI is a car with no brakes and no seatbelts, before kids can use it we need to make sure they can do so safely.

Sincerely,

Rafael Mellifera

June 24, 2026

Dear Council Members,

My name is Rebecca Hodges. I'm a parent at Stuyvesant High School. I also have an elementary school teaching credential and a doctorate in US History.

I feel strongly that the process of writing, from brainstorming and developing an argument or expressive piece, to organizing thoughts and making an outline, to drafting, to polishing, to getting human feedback and revising—having students work through the whole process themselves without AI as a crutch is absolutely key to their development as critical thinkers. I do not believe that students can develop as thinkers merely by selecting among ideas readymade for them via prompts. In education, the end result is NOT the writing—it is the development of the capacity of the student. A student who has not developed as a writer will not be able to discern good writing and will therefore be a weaker thinker.

I also see a lot of uncritical acceptance of AI production as “truth,” when much of what AI produces is unsourced, linked to sources that don't actually support the claim, or linked to hallucinated sources. In my experience, about 2/3 to 3/4 of what is produced is reliable and that is a HUGE failure. Leaning on sources of information that are unreliable is completely inappropriate in a school setting.

I believe that if the goal of education is to produce skilled and discerning thinkers, the best bet at the moment is for students to work primary with pencil and paper, or with offline word processing programs.

Sincerely,
Rebecca Hodges

June 26, 2026

Dear City Council Members,

My name is Rebecca Simone, parent of child at PS 139; 21 year veteran HS teacher at FDR

21 years in teaching and one thing I can definitively tell you KIDS ARE LEARNING less. We have screens everywhere in our lives; more does not mean better. I have 21 years of data of the students that have sat in front of me, pen and paper and hard work and sore hands and thinking critically and struggling and all of it is far more successful in creating learners who retain information. (This run on sentence and excessive use of 'and' was intentional.) Heck, I'm writing this myself without AI! Fancy that! And you can get a sense of wit and personality (I hope). This is exactly what our kids are lacking and this is exactly what I want to prevent from happening to my own child. More AI and tech is NOT the solution. Hard work is actually a good thing. Studies show struggle in learning HELPS the learning process. Anything in life that you've gotten super easily, have you valued it? Like really valued it? There's your answer.

Moratorium is the first step. Then? Pen and papers. Hands on activity. Thinking. Being creative. Not expecting all answers to fit in a box. There is more out there than this.

Sincerely,

Rebecca Simone

June 26, 2026

Dear City Council Members,

My name is Rebekah Iuliano. I'm a parent and SLT member of P.S. 20 Clinton Hill School in Fort Greene Brooklyn.

AI has serious impacts on cognitive development and reduces brain function. NO AI in schools! I would prefer NO technology in schools either.

Sincerely,

Rebekah

Testimony at City Council Hearing, June 24, 2026, submitted in writing

Good evening, my name is Rotem Moscovich and I am the parent of a first grader at PS187. I appreciate the opportunity to speak in this forum in support of the two year moratorium on AI usage in New York City schools.

Different people come to support this moratorium for different reasons. And while the privacy piece is important to me, my number one concern is students not gaining the cognitive skills they need to write cogently, form an argument, think critically and creatively, if AI is used in their classroom. Already, there are countless studies pointing to this issue. The Brookings Institute conducted a year long study using interviews, focus groups, consultations with over 500 stakeholders—from students to parents to educators across 50 countries, and a close review of over 400 studies. And what they found is that the risks of AI usage in a classroom “undermine children’s foundational development” which puts students’ capacity to learn at risk.

The other aspect of AI usage that concerns me is our children’s mental health and social emotional development, with chatbot usage undermining –again I am quoting Brookings-- “their ability to form relationships, recover from setbacks, and maintain mental health” especially as chatbots are designed to agree with the user at all times, creating kids who are uncomfortable or worse with an opinion other than their own. In a society as polarized as ours is right now, turbocharging that is dangerous. Socialization is an incredibly important facet of school, so let’s do everything we can to keep kids connecting with their teachers and each other, rather than with robots.

A two-year moratorium gives leaders in education time to partner with the DOE to create guardrails to safeguard our kids: both their privacy and well-being, as well as their right to form critical thinking and writing skills. This is essential both for the individual, and on a societal level. Thank you for your time.

June 26, 2026

Dear City Council Members,

My name is Ryan Berger. I am a public school English teacher in the DOE.

AI has entered the picture at a time when many of New York's students are still struggling with basic reading and writing. It has completely outsourced their need to retain information, engage with material, develop their own thoughts and opinions, and ultimately grow as people. It should not be neglected to mention that there is a false pretense surrounding the idea of objectivity and bias surrounding LLMs. If students have any intellectual ownership over the products this technology spits out, they will be at the mercy of the companies shaping their minds. At worst, they will grow up with significantly less mental fortitude and capability the more this technology impedes their formative years. Lastly— it is completely unacceptable for teachers to use our students work to help train these LLMs without their consent and without compensation.

I would prefer to see the use of generative AI banned in schools. A moratorium is a minimum and at least provides some time for the most volatile years of this new, unstable technology to settle down.

Sincerely,

Ryan Berger

From: [New York City Council](#)
To: [Testimony](#)
Subject: Wed, Jun 24 2026 @ 1:00 PM - Committee on Education (Jointly with the Committee on Technology.)
Date: Friday, June 12, 2026 3:25:46 PM

Attendee will be: Submitting written testimony

[REDACTED]

Attendee name (Zoom name): Salvatore Birardi

[REDACTED]

Hearing: Wed, Jun 24 2026 @ 1:00 PM - Committee on Education (Jointly with the Committee on Technology.)

Subject of testimony: As the District Attendance Coordinator, using the New Visions Portal has been a tremendous asset to analyzing data to support our families here in District 30.

Organization: Other

Organization if "Other": NYCPS

If a testimony was uploaded, it will be in the attachments.

June 24, 2026

Dear City Council Members,

My name is Samantha Casolari. I am a parent of a child at a public elementary school in Brooklyn.

AI is harmful for development, mental health and environment and should be entirely banned. ZERO presence of AI in schools as well as school curricula.

Sincerely,
Samantha Casolari

June 24, 2026

Dear City Council Members,

My name is Samantha Vincenty and I am a parent of a rising second grader in D15.

There is a growing body of research to support that AI use curtails the cognitive & critical thinking skills our kids need to succeed and the only parties offering "evidence" of positive learning outcomes happen to be the companies who want to make customers out of our kids. What is the DOE's concrete reason for rushing this still-developing tech into schools beyond "well, AI is here?" Why can't budget money be used to upskill teachers instead? I'm also disappointed by the NYC DOE's lack of concern about how LLMs and other AI-powered platforms deepen equity gaps among student populations.

I would like to see a full ban on chatbots in school for at minimum 3k-8th grade and money rerouted from AI tech vendors (Google, OpenAI) to teacher training and resources to better support students. I support a two year AI moratorium in public schools because the proposed DOE policy offers alarmingly few/vague guardrails and a full commitment to implementing AI even though its future use cases are still nebulous.

Sincerely,
Samantha Vincenty

From: [Cindy Choung](#)
To: gethelp@advocate.nyc.gov
Cc: DycdAccessibility@dycd.nyc.gov; ACCO@dycd.nyc.gov; ocamailbox@comptroller.nyc.gov; [Testimony](#)
Subject: [EXTERNAL] Urgent DYCD COMPASS Complaint - Disability Access and Afterschool Transition
Date: Monday, June 22, 2026 12:43:00 PM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to [REDACTED] as an attachment.

Hello,

I am requesting assistance from the Public Advocate's office regarding DYCD's COMPASS/SONYC afterschool provider transitions affecting public school communities.

This is not provider preference. It involves public money, disability access, working-family reliance, frontline afterschool workers, community impact, and absence of school-specific transition plans.

Families have not received school-specific scoring, principal input, the provider crosswalk, disability-access plans, disability-impact reviews, workforce-impact reviews, community-impact reviews, or contract-registration status.

For students with disabilities, trusted adults, predictable routines, trained staff, de-escalation, sensory supports, peer groups, and stable activities are conditions of meaningful access. DYCD invoked students with disabilities as part of the COMPASS equity rationale, but families have not been shown how these transitions improve or preserve disability access. If students with disabilities were part of the rationale, disability access must be part of the implementation.

As a concerned community member and parent, I am outraged by the lack of transparency and care put into these new funding decisions--deeply affecting so many families, but especially those caring for children with special needs and disabilities.

Please help obtain a substantive response and request that disputed transitions be paused or conditioned until DYCD provides the missing records and plans.

Public money should not fund opacity, rushed licensing, or disruption without evidence that disability access has been preserved.

Thank you,
Sang Yi Choung
PS 45
[REDACTED]

Testimony for City Council Committees on Education and Technology, June 24, 2026

To the Committee Members,

My name is Sarah Kerman, and I am the parent of two children at P.S./I.S. 187 Hudson Cliffs, in District 6. I am writing to support a two-year moratorium on AI usage in New York City public schools.

As a parent and as a teacher myself, one of my primary concerns is that generative AI use takes the focus of school away from the social-emotional connections that form the foundation of all sorts of learning. One thing that we learned from the COVID-19 lockdown was the primary importance of relationships to a positive and fruitful learning environment. Using generative AI in the classroom signals to students – especially, but not only, students who may already be feeling lost or marginalized – that those personal connections don't matter. Scientific studies have already shown that this lack of connection impedes both cognitive development and social-emotional development in children.

I also believe that school should be a place where children should learn how to generate ideas, how to have confidence in themselves as thinkers and learners, and how to deal with setbacks. Using generative AI has the potential to undermine all of these foundational goals. If students are encouraged to “outsource” these important steps to a computer program, they will lose opportunities to develop their creativity and cultivate critical thinking skills. Again, a scientific study from MIT has already shown that, literally, less brain activity occurs when students use AI to help with a piece of writing, than when they write independently.

A two-year pause on generative AI in the classroom would prevent hasty implementation, and allow teachers, administrators, and families to make better-informed decisions that will keep students' learning at the forefront. Thank you for your consideration.

June 23, 2026

Dear City Council Members,

My name is Sarah McBride. I am a parent at IS 318.

I'm not 100% opposed to AI, but at the current moment I am. This technology is too new and too rapidly changing to have an understanding of how it's useful to education. This combined with the clear science that points to the fact that children learn better from humans makes me very concerned about AI in schools anytime soon.

We're mainly exposed to i-Ready and Gemini guided learning in school and YouTube out of school. All seem to sap attention span and reward more time spent on the platform. Gemini guided learning is a tool that is supposed to act like an AI tutor, but it seems to kill off lateral thinking skills. None of which is taught in school, but is something that all teachers strive to develop in children. I'd like to see an audit of all ed tech products in use to understand all the elements, reduced screen time in general, options for ed tech opt out as well as a diverse committee for clearness on the ethics, benefits, and harms of AI in an educational setting.

I would like to see a 5yr moratorium and a healthy committee to deep dive into ethnics and effects of AI before anything is implemented in a classroom.

Sincerely,

Sarah McBride

June 25, 2025

Dear City Council Members,

My name is Sarah Naughton. I'm an upcoming 3K parent at K280.

I'm extremely concerned about the threat AI in schools poses to my children's ability to learn critical thinking skills and use their own imaginations. Though my children are still very young, I've seen the way AI has interrupted my own peers from sitting with uncertainty, using their own creativity, or struggling through a problem on their own. The shortcuts it offers are just too tempting. I would hate to see AI rob my children of the same opportunities in school before they've even had a chance to develop these skills and flex these muscles. I feel certain it would impact them negatively.

The solution I see is more interpersonal time with teachers and peers. Practical lessons. Time outdoors if possible. Time for art and music. All the things we know enrich children's growing brains and lives.

I support a moratorium because firstly I think we need to learn a lot more about AI before we unleash it in our schools. And ultimately I believe we need to make plans to keep it out of our schools permanently until it's benefits can be proven.

Sincerely,
Sarah Naughton

June 26, 2026

Dear City Council Members,

My name is Shaeril McBrown and I'm a graduate at Hostos.

I support a moratorium because AI ruined everything. I want to see real artists and their real art win.

Sincerely,

Shaeril McBrown

From: [Shanna Tengshe](#)
To: [District6](#); ACCO@dycd.nyc.gov; gethelp@advocate.nyc.gov
Cc: [Speaker Menin](#); [Testimony](#); ocamailbox@comptroller.nyc.gov
Subject: [EXTERNAL] Parent story — DYCD COMPASS / SONYC afterschool transition at our school
Date: Saturday, June 27, 2026 10:19:29 PM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to [REDACTED] as an attachment.

Dear Council Member, DYCD, and Public Advocate,

I'm a parent at Computer School. DYCD's 2026 COMPASS / SONYC contract is changing our afterschool provider this fall, and my family is asking you to pause this transition until DYCD publishes a written, school-specific transition plan.

How this is hitting my family:

Manhattan Youth offers high-quality sports programming and a variety of engaging after-school options. Mona has been an exceptional parent coordinator, and the program's quality is unmatched. We are concerned the new provider will not offer the same depth of opportunities for our children. My daughter has been training with the track team for months, and without Manhattan Youth our sports programming will disappear — which is heartbreaking and deeply frustrating. Please do not take Manhattan Youth away from our students.

Current provider: Manhattan Youth

Incoming provider: YMCA

We learned of the change: recently

Before fall 2026, please publicly request that DYCD release the school-by-school scoring, the old-to-new provider crosswalk, and the staffing, programming, late-pickup, and disability-access transition plan for our school.

This is a real family with a real child. We deserve a written answer.

Shanna Tengshe

[REDACTED]

School: Computer School

City Council Testimony

Hello, my name is Shannon Ritchey. I am a parent of a 3rd grader in Greenpoint, Brooklyn, an SLT member, a member of AIM, and a member of D14 Families for Human Learning. I am here today to speak out against the use of AI in our schools and to encourage a push from the council to reduce our usage of Ed Tech products.

First, I would like to thank the council members who have signed on to our moratorium proposal. Thank you for listening to your constituents. To those who haven't yet signed, I hope you are listening today.

You are all capable of reading the mountains of articles and studies that show AI use in children is detrimental to their mental health, causes cognitive off-loading, and creates innumerable concerns about privacy. It's quite easy to see why we should not be incorporating AI into mandatory curricula, yet we are. It's nearly impossible, however, to find real data supporting the use of AI in education. So, what are we doing here? Why aren't we listening to scientists, researchers, or education experts? Why are we simply trusting the words of salespeople, of representatives from Ed Tech and AI companies?

These companies, who collect millions in tax-payer dollars, see our children as nothing more than data to be harvested. According to a New York Times article, Google claimed, "investing in schools helps onboard kids into Google's ecosystem." Schools are force-feeding kids tech products and those products are collecting, storing, and selling private information pulled from our children's brains. This is a plot straight from a dystopian sci-fi novel yet we are living this reality every day when we send our children to school.

I have been pushing District 14 for years now to get rid of iReady. I know from my experience as a teacher and the knowledge gleaned from my MSED that this technology is not working for our students. Amira is not helpful, it is not how we KNOW kids learn to read, and it can cause actual harm. My own son, who is a voracious reader, was stuck repeating simple words over and over because the robot could not understand his speech. He had hearing loss (which is now fixed) and his speech was hard to understand as a result. His teachers were able to easily communicate with him, but the bot was not programmed for kids like my son. Instead he got increasingly frustrated, stuck on simple words, because his pronunciation did not match what the bot needed to hear. After a lot of back and forth with his principal and the superintendent of D14, I was told I could not opt him out of this product. I did it anyway, with the quiet help of his teacher. This is not okay, and this is not how we should be teaching our youngest learners. What about kids who do not have a parent with the educational background knowledge and free time I happen to have? Who is advocating for them?

I'd like to share one more story. This year my son came home and told me some kids in his class had been playing "freaky" games at school on their chromebooks. He said he even played some but they scared him. He explained that his teacher sent them to this website, [geometry-](#)

[games.io](https://www.games.io), when they were finished with their state practice tests. They used this site for days. I checked it out myself and I was horrified.

I saw a game called "School Fury" where you use various weapons to destroy classrooms. In fact, searching "school" on the site shows you several violent school-related games, including one where kids can "escape an evil teacher." There is a disgusting "surgery simulator" with graphic blood and gore content. There were dating games, "cam-girl" games. The amount of horror, gore, violence, and sheer garbage available on this website was shocking. I cannot believe my third-grader had full access to this during class time. I immediately emailed the school, and asked how this got through the filters. They didn't know.

I learned the teacher used a program called Hapara to monitor the students' chromebooks during class. This only showed the URLs, but not images from their screens. Because she assumed this was a safe and appropriate math games website, she didn't notice anything was amiss until a student complained to her that the games on the site were scary. This was after they had been using the site for days.

I asked for my son's internet history and was denied access, as they share chromebooks. Parents have no way of knowing what their children are doing on their chromebooks at school, which is completely unacceptable. The filters are clearly not strong enough, and we cannot trust in them. I don't allow my son to use the internet at home without my direct supervision, and it is usually because he needs it for homework. He is 8 years old. The idea that he and his classmates played these games is sickening. It is even more sickening that they accessed them on the "safe" computers during class time. I pushed to have this site blacklisted by the DOE, and after over a month it was still available. Nothing had been done. How can we trust that the DOE has our students' best interests at heart, if they can't even keep them safe?

Our kids and our teachers deserve more than being reduced to data collection. The kids deserve an education that is not being plopped in front of a screen, headphones on, silently sitting next to classmates doing the same. Speaking as an educator myself, learning is driven by human connection. It is not merely pouring information from one source into another, which is essentially how Ed Tech products work. If we want a robust public education system we need to nurture it and curb the over-reliance on screens. We need an AI Moratorium now, and this city needs to stop seeing our children as products being ripened for harvest by Google and predatory ed tech companies.

Sincerely,
Shannon Ritchey

**Subject: Urgent: End Discriminating Practices
Requiring Minors' Sensitive Data for Housing,
Education and Healthcare**

From: Shaun Butler

Dear Politicians:

**Am writing to urge yor immediate (all three branches
of government) actuib agaubst systemic familial
status discrimination via the unnecessary collection of
minors' personal data.**

Families are routinely denied housing, education and vital services unless they surrender sensitive identifiers belonging to children. This includes birth certificates, Social Security Numbers (SSNs), and sweeping HIPPA disclosure overrides to pediatricians and OB/GYNs.

The Scope of the Problem:

- Housing Rentals: Landlords block or compromise applicants by demanding children's SSNs or birth certificates under the guise of background checks,

directly violating the Fair Housing Act (FHA) protections against familial status discrimination.

They will offer approved application with this as condition or delay!

- Education Enrollment: Schools and extracurricular programs erect barriers for immigrant and low-income families by conditioning enrollment on non-essential, highly sensitive documentation.
- Service Providers: Medical, extracurricular, and ADA service providers increasingly require broad

medical record releases to third parties violating consumer privacy and child safety protocols.

- Harm to Vulnerable Populations:
- Identity Thefts: Minors are the prime targets for lifetime identity theft when their SSNs are leaked from unsecured databases.
- Housing Insecurity: Families face immediate or prolonged homelessness when they refuse to sign over broad, unsafe parental disclosure overrides to corporate landlords and associates.

- **Chilled Access to Care:** Parents are forced to cancel critical therapy, medical appointments, and ADA accommodations due to coercive, all-or-nothing data collection policies.

- ** Requested Legislative Actions**

1. **Ban Minors' SSN Mandates:** Prohibit housing providers and non-financial entities from mandating a minor's SSN as a condition of service or tenancy.

1. **2.Restrict Medical Overrides:** Limit the scope of pediatric and OB/ GYN disclosure overrides to strictly necessary data, banning blanket waivers.

1. **3.Strengthen FHA Enforcement:** Increase penalties for housing providers who use data requests to screen out or penalize families with children.

1. No parent should have to choose between their child's data privacy and their basic need for housing, health, and education. I welcome the

opportunity to discuss draftin a legislative
solution to protect our community's children.

-

June 25, 2026

Dear City Council Members,

My name is Stephen Horn. I'm a parent of a rising first grader at MSC.

I work for a company which heavily utilizes AI in most things we do. The only people who utilize AI in a productive way are those who understand the ins and outs of the tool or who have any prior experience in using it. Those who succeed are those that have a deep understanding of the current processes, where they can be supplemented or improved with AI, and have the vision of what a better outcome looks like. If our children have access to AI and come to rely on it to understand and answer questions, they will be robbed of the opportunity to develop the ability and confidence to be problem solvers and instead only excel in doing what they are told. This is not what we want for our kids.

Additionally, the pace in which AI changes is so fast that whatever our children learn about AI will likely be obsolete by the time they get to their next grade level.

Lastly, right now, AI is cheap. That low cost will not last. I imagine if we incorporate AI into the curriculum now while it's cheap, once prices rise we will not be able to support its continued use with our budget. At that point, how much time will we have lost to AI while we could've strengthened our existing curriculum.

We need to put a hard pause on AI. It is moving too fast to waste our limited resources on AI when whatever we put in place now will be pointless shortly thereafter.

Sincerely,
Stephen Horn

TO: Committees on Education and Technology

From: Sylvia Nunez

Re: AI Moratorium

Date: June 23, 2026

Dear Committee Members:

My name is Sylvia Nunez. I'm a life-long resident of Queens. I am 40 years old. I have a child headed to pre-k at ps Q188. A year and a half ago my husband and I made the enormous investment of purchasing a home in district 26, in large part because of the quality of the local public schools. My husband and I come from humble beginnings but are now both attorneys. We are living proof that education is often the only way to a life of comfort and security. The quality of our children's education is of great importance to us.

Being elder millennials and having grown up before the omnipresence of the internet, we had the luxury of a childhood spent off-line. That experience has made us not only critical but extremely averse to and angry at the role that technology plays in the lives of today's children. Accordingly, our children are predominantly screen-free at home. You might imagine, then, my shock and, frankly, rage upon learning how pervasive for-profit ed tech is in schools. What's worse is the prospect of the use AI - the tool people use as a short cut - *in schools themselves*. It seems obvious to anyone who has children's well-being at heart that the use of AI in school, especially by the kids themselves, is A TERRIBLE IDEA. There are no independent studies suggesting AI (or for profit Ed tech software, for that matter) benefits kids at all. To the contrary, the ways AI can inhibit learning are clear - stunting children's problem solving and critical thinking skills. The machine does the work for them!

So what's the point?? The reason big tech wants this stuff in the classroom is clear - their bottom line. Allowing the DOE to move forward with this untested, unvetted technology that no one can truly understand or predict is a disgrace on so many levels. The children of all those wealthy tech executives aren't using iPads and AI. They go to private schools which curtail the use of technology. So why should our children be sacrificed at the altar of big tech? As such, concerned parents demand more paper, more personal connections, and - at the very least - a moratorium on the use of AI in classrooms. Thank you.

Sylvia Nunez

June 26, 2026

Dear City Council Members,

My name is Tracy Chan. I am a parent at PS 184.

I oppose AI because it's too early for the kids and I want them to try find answers themselves. I want more human interaction between teacher and students. I support a moratorium today.

Sincerely,

Tracy Chan

The Risk: Indiscriminate usage of “Turnitin” and similar AI tools to vet student work without clear policy, strategy, context or human engagement.

Teachers regularly use AI detection tools to scan students’ work for authenticity. Sadly, I sympathize with the necessity. But the net effect doesn’t improve learning. Without reading a student’s submission or considering the student’s capabilities, the default is assuming guilt via an AI lie detector until innocence is proven.

Within an hour or so of submission, students receive an ambiguous email from their teacher like this one sent to my daughter on the last week of school: “Hi A, your Interim Assessment was flagged for AI usage. Please make sure to fix and resubmit.” Fix and resubmit. For a student who hasn’t used AI, what are they supposed to fix?

No detailed feedback from the teacher provided: no specific pages, paragraphs, language, concepts, logic, or formulas, for a 20-page paper that serves as the end of year assessment for an 11th grade IB math class. For my daughter, who produced the highest score on her Algebra Regents exam at her Title 1 middle school, (pre-AI) and who continues to work hard in all her classes, this vague accusation was catastrophic. Not least because she was baffled that her personal narrative discussed the relationship between mathematics, geometry and crochet, a hobby she’s practiced since she was 11, described in detail how she varied her stitches in each of the 9 crochet artifacts she physically created.

I’m not naive. Surely many students turn to AI for help, as do teachers. But the rules, if you can call them that, are vague at best. No one knows what is allowable, or excusable. If AI can be used to automatically assume the worst, shouldn’t the questionable material at least be reviewed and communicated by the teacher to the student? Especially for a 20-page math paper that serves as an end of year assessment including personal reflections, research questions, data collection and mathematical formulas?

“Educators must critically evaluate all AI-generated output for accuracy, appropriateness, and potential bias. AI responses should never be accepted at face value” NYC Public Schools’ Guidance on Artificial Intelligence (AI) March 2026.

To be clear, technology may offer some benefits. But it must be employed with human judgement. And if it’s a tool to assist in learning, educators and policy makers need to start with concrete problems and goals to clarify when it’s appropriate and how it should be deployed. As evidence of where this can be lacking, I share the following conversation from my 11th grade daughter’s recent experience.

K.T. (teacher)

Wed, 17th June 2026

1:43 pm

“Hi A, Your Interim Assessment was flagged for AI usage. Please make sure to fix and resubmit by Sunday at 11:59PM.”

A.B. (student)

1:59 pm

“What part got flagged? I didn’t use it, so I’m not sure what to even change?”

NYC Public Schools’ Guidance on Artificial Intelligence (AI) released March 2026 states, *“AI is not...A replacement for your child’s teacher...a replacement for the trust between families, educators...Always accurate...”*

By Thursday afternoon, she added photos of her crochet samples and made a few minor edits. In the end, it was accepted and she wasn’t penalized. Has she figured out how to navigate AI vetting tools that are notoriously imperfect? Maybe. What is more tragic is the erosion of trust caused by a casual insinuation of dishonesty and laziness. I don’t think the teacher intended that effect. But emotions are intense when the stakes are high. She had worked hard and in the end was hurt by a teacher’s default use of technology that lacked thoughtful deployment.

My daughter is but one example. Teachers have called out students for AI usage based on vetting algorithms all year with many students (without explaining how to students or parents) leading to resentment when students don’t use it, and when they do, contributing to confusion of what’s acceptable, when and how. And we are no clearer at the end of the school year than we were at the beginning. I don’t doubt that AI can provide some benefits. But guidelines, policies, and execution must treat AI usage systemically, not by addressing each part of the education ecosystem as independent resources and levers. And not by assuming guilt first, that leads to ad-hoc responses that tear down trust without any contributing to learning.

Tricia Davies

Parent of 11th grader

100% written by a human.

June 26, 2026

Dear City Council Members,

My name is Vidhi Shah. I'm a parent in District 14 and a creative director in advertising.

There seems to be a narrative that parents are opposed to generative AI in education because we don't understand it, whereas the truth is that we're opposed to it because we DO.

There have been numerous studies that prove that exposure to AI hurts brain development. The one that particularly stood out to me was a study by MIT Media Lab from 2025 titled Your Brain on ChatGPT, in which 3 groups of people were asked to write a paper, one using AI, one using Google search, and a group using nothing at all. It found that of the three groups, AI users had the lowest brain engagement and "consistently underperformed at neural, linguistic, and behavioral levels." The lead author Nataliya Kosmyna, while publishing the study said "I am afraid in 6-8 months, there will be some policymaker who decides, 'let's do GPT kindergarten.' I think that would be absolutely bad and detrimental," she says. "Developing brains are at the highest risk."

And funnily enough, that is exactly what we are debating today.

I'd love to see a greater focus on child-led learning where kids are encouraged to be inquisitive and arrive at an answer instead of having it being served up to them.

We've talked a lot about the downsides of AI, but I'm still struggling to see what the upside is. If the worry is that kids are going to fall behind in using technology, just hand a 3 year old an ipad for 5 minutes, and you'll see that they can figure it out. Technology is designed to be easy to learn, it's designed to be user friendly. But we're not raising a generation of "users", it's not our job to raise consumers. It's our job to raise dreamers, thinkers, people who can find creative solutions to problems that don't even exist yet. And the best way to give them those skills to put their development over profit, and to put a moratorium on the use of AI in schools.

Thank you for your attention.

Sincerely,
Vidhi Shah

Testimony in Support of Int. 684 and Int. 853

Good afternoon Chairperson and members of the Committee.

My name is Yi Fang Chen , and I am a New York City public school parent. I am writing today in support of Int. 684 and Int. 853.

Every child deserves access to an education that meets their needs and allows them to reach their full potential. That includes students who need additional support through special education services, as well as students who require advanced academic challenges through gifted and talented programs.

I support these bills because they seek to better understand how language barriers, income, and geography affect access to educational opportunities. We cannot effectively address inequities unless we first understand where they exist and why they persist. Data-driven policy making is essential to ensuring that all families, regardless of neighborhood, language, or socioeconomic status, have fair access to programs that serve their children.

As an advocate for gifted education, I believe it is particularly important to examine barriers that may prevent talented students from underserved communities from accessing advanced academic opportunities. Giftedness exists in every neighborhood, every racial and ethnic group, every language community, and every income level. Yet too many capable students are overlooked because their families may not have the same access to information, preparation resources, or educational opportunities.

Expanding access should not mean reducing opportunities for students who currently benefit from gifted education. Rather, it should mean identifying and supporting talented students wherever they are found and ensuring that all families have a fair chance to access these programs.

Similarly, students who require special education services deserve equitable access to evaluations, services, and support regardless of their ZIP code, family income, or primary language. No child should be denied the services they need because of barriers beyond their control.

I commend the Council Member for introducing these bills and for recognizing that educational equity requires understanding the challenges families face. By studying these issues, New York City can make informed decisions that help ensure every student receives an education that meets them where they are and helps them thrive.

Thank you for the opportunity to testify, and I urge the Council to pass Int. 684 and Int. 853.

Thank you.

From: [A NYC Parent Coordinator](#)
To: [CharterTestimony@citycharter.nyc.gov](#); [info@thecommission.nyc](#)
Cc: [hgarrido@dc37.net](#); [dpinnock@cucs.org](#); [appeals@nyccsc.nyc.gov](#); [EducationCommittee@council.nyc.gov](#); [CivilService@council.nyc.gov](#); [Speaker@council.nyc.gov](#); [District1](#); [District2](#); [District3](#); [District4](#); [District5](#); [District6](#); [District7](#); [District8](#); [District9](#); [District10](#); [Dinowitz](#); [District12](#); [District13](#); [District14](#); [District15](#); [District16](#); [District17](#); [District18](#); [District19](#); [District20](#); [District21](#); [District22](#); [District23](#); [District24](#); [District26](#); [District27](#); [District28](#); [District29](#); [District30](#); [District31](#); [District32](#); [District33](#); [District34](#); [District35](#); [District36](#); [District37](#); [District38](#); [District39](#); [District40](#); [District41](#); [District42](#); [District43](#); [askSimcha](#); [District45](#); [District46](#); [District47](#); [District48](#); [District49](#); [District50](#); [District51](#); [district25@counc.nyc.gov](#); [ChancellorTestimony@schools.nyc.gov](#); [panel@schools.nyc.gov](#); [dcasinfo@dcas.nyc.gov](#); [nycchancellor@schools.nyc.gov](#); [Chancellor@schools.nyc.gov](#); [press@comptroller.nyc.gov](#); [Testimony](#); [NYC Council Hearings](#); [FACE@schools.nyc.gov](#); [parentcoordinators@schools.nyc.gov](#); [ebisgaard@cityhall.nyc.gov](#); [intergov@cityhall.nyc.gov](#); [dfuleihan@cityhall.nyc.gov](#)
Subject: [EXTERNAL] URGENT FOLLOW-UP: Written Testimony Submission - Parent Coordinator Workforce Modernization (DC37- Local 372)
Date: Saturday, June 20, 2026 10:39:54 AM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to [REDACTED] as an attachment.

I have served New York City's public schools for nearly thirty years, and I work today as a Parent Coordinator. I offer this testimony to identify a structural inefficiency in how this city defines, classifies, and plans for one of its most essential frontline workforces. Modernizing that structure is squarely within your mandate to make government work better.

Parent Coordinators have become one of the most relied upon workforces within New York City Public Schools, yet the systems governing the position remain largely unchanged from a role designed more than two decades ago. The result is a growing gap between what the City expects Parent Coordinators to do and how the position is officially classified, supported, and planned for.

The Parent Coordinator role was created in 2003 under the Children First reforms, the same year mayoral control took effect. The original charge was narrow and clear: serve as a liaison between families and the principal, welcome parents, and support the Parent Association.

Today there is a Parent Coordinator in nearly every one of the city's 1,597 public schools, and the job bears little resemblance to that 2003 description. We are now communications managers, enrollment specialists, attendance partners, translators and interpreters for limited-English families, technology support for parents navigating online systems, community resource navigators, event coordinators, and the implementation partners who carry new city and state initiatives into the building.

During COVID-19, we were the human infrastructure that kept families connected to schools, distributing devices, explaining remote learning, and guiding families to food and benefits. When the City needs a policy delivered to the families of its roughly 906,000 public school students, it runs through us.

The problem is one of government modernization. The duties expanded; the classification did not.

Parent Coordinators are paid on the Community Associate civil service line, a title whose specifications were never written for the scope of work we now perform. I raise compensation here not as a request, which I understand sits outside your authority, but as the clearest available measure of how far the City's classification system has drifted from operational reality.

When a title's pay and specifications no longer match the work being performed, that gap is not merely a labor concern. It is evidence that the system used to define, value, and plan for the position has fallen out of date. Compensation is the diagnostic, not the demand.

The salary range runs from roughly \$44,000 for new hires to just under \$74,000 at top step, and there is no built-in advancement pathway that reflects the specialized, year-round, family-facing work we do.

There is a higher community title, Community Coordinator, whose job description often aligns more closely with the day-to-day responsibilities of many Parent Coordinators than the title under which they currently serve. Yet no formal pathway exists between the two positions, creating a persistent disconnect between operational reality and the City's classification, advancement, and compensation structures. A workforce whose responsibilities have grown for two decades while its classification and compensation structure stood still is, by definition, a workforce the City's planning systems have stopped tracking accurately.

The result is a classic efficiency failure. The City invests little in retaining institutional knowledge, experiences turnover and vacancies in a role that depends heavily on trust built over years, and loses the very continuity that makes family engagement work. When a job title no longer describes the job, the City cannot effectively plan, budget, recruit, retain, or staff it. That is precisely the kind of outdated constraint this Commission was created to identify.

Government inefficiency occurs when workforce structures fail to reflect operational reality. When agencies depend on employees to perform responsibilities that exceed the design of their official title, government loses the ability to accurately plan staffing needs, measure workloads, evaluate performance expectations, and retain experienced personnel. Persistent misalignment between what a title pays and what its holders actually do is one of the most reliable warning signs that planning and classification systems have stopped functioning effectively. Over time, this creates avoidable turnover, institutional knowledge loss, reduced continuity, and service disruption.

Many of us have given decades to this system. Yet because our duties grew without our classification keeping pace, long-serving Parent Coordinators approach retirement on salaries that never caught up to the work. The recent Parent Coordinator allowance, while welcome, does nothing to strengthen retirement security because it is not pensionable. People who have spent a working lifetime serving New York City's families should not reach the end of their careers unable to adequately prepare for retirement because the systems governing their position failed to evolve alongside the work itself.

A modern workforce structure should also provide a realistic pathway to economic security. While compensation itself falls outside the Commission's authority, workforce structures that fail to keep pace with evolving responsibilities inevitably produce compensation outcomes that lag behind operational reality. A modern government should be able to offer employees

performing essential public services a pathway to both career advancement and a living wage.

This issue extends beyond retirement. Parent Coordinators have become one of the most relied upon workforces within the Department of Education, yet compensation continues to lag far behind the value, responsibility, expertise, and institutional knowledge the position now demands. Over the years, the role has expanded far beyond family engagement. Parent Coordinators have become the frontline implementation team for school, district, and citywide initiatives. With every new initiative, expectation, and mandate, more responsibilities are added to the position while the structures governing compensation, advancement, and workforce planning remain largely unchanged.

The City has transformed Parent Coordinators into indispensable employees while maintaining systems that continue to treat the position as though it were operating within its original scope. The work has evolved. The expectations have evolved. The demands have evolved. The systems governing the position have not.

I am encouraged that District Council 37, whose Local 372 represents Parent Coordinators alongside Community Associates, Community Coordinators, and School Neighborhood Workers, is represented on this Commission through Executive Director Henry Garrido. That presence underscores that workforce modernization is not a side issue but central to government effectiveness.

The Charter already recognizes this principle. Section 813 gives the Civil Service Commission authority to review title classification and personnel administration. The opportunity before you is to make that review regular, transparent, data-driven, and accountable rather than occasional and largely invisible.

I respectfully urge the Commission to consider charter amendments that would:
Establish a regular, mandatory cycle for reviewing civil service classifications so that job titles are periodically evaluated against the actual duties employees perform.

Require the City to publish workforce planning data, including vacancy rates, turnover rates, years-of-service data, and compensation information by title, so policymakers and the public can identify where workforce structures are no longer aligned with operational realities.

Create transparency and accountability mechanisms requiring agencies to report when a title's actual duties have substantially diverged from its official specification.

Establish expectations that classification systems, advancement pathways, and workforce planning practices evolve alongside the work itself.

Require agencies to identify positions where significant responsibility growth has occurred without corresponding review of classification structures, allowing policymakers to proactively address workforce misalignment before it becomes a service delivery problem.

None of these recommendations require the Commission to set salaries or rewrite collective bargaining agreements. They simply ask the Charter to require that government regularly evaluate whether its workforce structures still reflect reality.

New York City cannot modernize government if its workforce structures remain frozen in the

past. Parent Coordinators represent one example of a broader challenge facing City government: jobs evolve, responsibilities expand, and public expectations change, yet the systems used to classify and plan for those jobs often remain static.

Building mechanisms that ensure workforce structures evolve alongside the work itself would strengthen accountability, improve retention, preserve institutional knowledge, and make government more effective for the New Yorkers it serves.

Thank you for your time and for the opportunity to be heard.

From: [A NYC Parent Coordinator](#)
To: [CharterTestimony@citycharter.nyc.gov](#); [info@thecommission.nyc](#)
Cc: [hgarrido@dc37.net](#); [dpinnock@cucs.org](#); [appeals@nyccsc.nyc.gov](#); [EducationCommittee@council.nyc.gov](#); [CivilService@council.nyc.gov](#); [Speaker@council.nyc.gov](#); [District1](#); [District2](#); [District3](#); [District4](#); [District5](#); [District6](#); [District7](#); [District8](#); [District9](#); [District10](#); [Dinowitz](#); [District12](#); [District13](#); [District14](#); [District15](#); [District16](#); [District17](#); [District18](#); [District19](#); [District20](#); [District21](#); [District22](#); [District23](#); [District24](#); [District26](#); [District27](#); [District28](#); [District29](#); [District30](#); [District31](#); [District32](#); [District33](#); [District34](#); [District35](#); [District36](#); [District37](#); [District38](#); [District39](#); [District40](#); [District41](#); [District42](#); [District43](#); [askSimcha](#); [District45](#); [District46](#); [District47](#); [District48](#); [District49](#); [District50](#); [District51](#); [district25@counc.nyc.gov](#); [ChancellorTestimony@schools.nyc.gov](#); [panel@schools.nyc.gov](#); [dcasinfo@dcas.nyc.gov](#); [nycchancellor@schools.nyc.gov](#); [Chancellor@schools.nyc.gov](#); [press@comptroller.nyc.gov](#); [Testimony](#); [NYC Council Hearings](#); [FACE@schools.nyc.gov](#); [parentcoordinators@schools.nyc.gov](#); [ebisgaard@cityhall.nyc.gov](#); [intergov@cityhall.nyc.gov](#); [dfuleihan@cityhall.nyc.gov](#)
Subject: [EXTERNAL] Re: URGENT FOLLOW-UP: Written Testimony Submission - Parent Coordinator Workforce Modernization (DC37- Local 372)- Supporting Evidence Attached
Date: Monday, June 22, 2026 12:54:39 PM
Attachments: [PC Evidence File COGE-4.pdf](#)

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to [REDACTED] as an attachment.

Dear Chair Gaspard and members of the Commission:

Further to the written testimony I submitted to the Commission as a New York City Parent Coordinator, I am attaching supporting evidence for the record.

The attached document sets out the factual basis behind that testimony: the history and scope expansion of the Parent Coordinator title since its creation in 2003, the civil service classification framework under Charter Chapter 35 and DCAS Personnel Rule 11, and publicly available data drawn from the official Local 372 "All Community Titles" pay order effective May 26, 2025. It documents the structural classification gap described in my testimony - the absence of any standing mechanism to re-examine a title against its evolving duties - and outlines why a Charter-level review mechanism would address it. It is offered to support that structural case, and not as a request that the Commission set compensation or reclassify any title, which I understand falls outside its authority.

I respectfully ask that this material be entered alongside my prior testimony in the public record. Thank you for the opportunity to contribute to the Commission's work.

Respectfully submitted,

A New York City Parent Coordinator
28 years of continuous service

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☒ in favor ☒ in opposition

Date: 06/24/26

(PLEASE PRINT)

Name: Adrian Bae

Address: [REDACTED]

I represent: Self-representation

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☒ in opposition

Date: _____

(PLEASE PRINT)

Name: Dr. Kaliris Salas

Address: [REDACTED]

I represent: CECY, RPS, AIM

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 6/24/26

(PLEASE PRINT)

Name: Molly Sprack

Address: _____

I represent: Center for Independence of the

Address: 1010 Ave of the Americas

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Dennis Doyle

Address: _____

I represent: NYCPS

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

6/24/26

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: OLYMPIA VAZI

Address: AI MORATORIUM

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Tara Carrozza

Address: _____

I represent: NYCPS

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Lara Lai

Address: _____

I represent: NYCPS

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Brenda Garcia

Address: _____

I represent: NYCPS

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Suzanne Sanchez

Address: _____

I represent: NYCPS

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Lianna Wright

Address: _____

I represent: NYCPS

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Scott Strickland

Address: _____

I represent: NYCPS

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Alan Cheng

Address: _____

I represent: NYCPS

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Maribel Hulla

Address: _____

I represent: NYCRS

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: FDC Danielle Giunta

Address: _____

I represent: NYCRS

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Mia Theresa Pate

Address: _____

I represent: NYCRS

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Jeff Klein

Address: _____

I represent: NYCP

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Veronica Chellar

Address: _____

I represent: NYCP

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Alicia Osbourn-Rhinehart

Address: _____

I represent: NYCP

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 2129, 2050 Res. No. _____

☒ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Matt Henning

Address: _____

I represent: TechNYC

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Julie Zhang

Address: _____

I represent: Homecrest Community Services

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Leonie Harrison

Address: _____

I represent: Parent Coalition for Student Rights

Address: SAI Moratorium

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Travis Pronix

Address: [REDACTED] Bronx

I represent: Fordham University

Address: [REDACTED]

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Kelly Chaner

Address: [REDACTED] Brooklyn NY

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Jay Edidin

Address: [REDACTED] Forest Hills

I represent: _____

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: LISA WALKER

Address: [REDACTED] BK NY 11215

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Tenaya Nasser-Frederick

Address: 33-51 84th St. Jackson Heights

I represent: Collaborative Research Center for Resilience

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Shannon Ritchey

Address: [REDACTED] Brooklyn NY 11222

I represent: AIM

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: CRAIG GARRETT

Address: [REDACTED] KENT AVE.

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Eman Gad

Address: _____

I represent: Guls for Gender Equity

Address: DSC-NY

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Andrea Ortiz

Address: _____

I represent: Dignity in Schools

Address: Campaign NY - DSC-NY

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☒ in favor ☐ in opposition

Date: 6/24/26

(PLEASE PRINT)

Name: Beckham Cowley

Address: [REDACTED] Manhattan

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. at moratorium Res. No. _____

☐ in favor ☐ in opposition

Date: 6-24-2026

(PLEASE PRINT)

Name: CARRIE HILL

Address: [REDACTED] BK 11222

I represent: myself

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Adrian Savov

Address: [REDACTED] end ave

I represent: myself

Address: [REDACTED] end ave

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Kristin Sann

Address: [redacted] West End Ave

I represent: Myself CEC3 Co-President

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. preconsidered Res. No. _____

☒ in favor ☐ in opposition

Date: 6/24

(PLEASE PRINT)

Name: KAISER

Address: 400 E 17th St

I represent: Alliance for Quality Education

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: GREG PAIK

Address: [redacted] Brooklyn, 11215

I represent: myself

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 6/24/26

(PLEASE PRINT)

Name: Liat Olenick

Address: 205 Clinton Ave

I represent: Climate Families NYC

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 684 Res. No. _____

☒ in favor ☐ in opposition

Date: 6/24/2026

(PLEASE PRINT)

Name: VIATIN CHU

Address: [REDACTED] 18 Ave. Whitestone, NY

I represent: PLACE NYC

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Vinny Dons

Address: _____

I represent: Self

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 853 Res. No. _____

☐ in favor ☐ in opposition

Date: 6-24-26

(PLEASE PRINT)

Name: Ruth Lavenkron

Address: 151 W 30th St, NY, NY 10001

I represent: NY Lawyers for the Public Interest

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 853 Res. No. _____

☐ in favor ☐ in opposition

Date: 6/24/26

(PLEASE PRINT)

Name: Graue Messier

Address: 151 W. 30th St, NY, NY 10001

I represent: NY Lawyers for the Public Interest

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Edgar Trought

Address: [Redacted] Garden City

I represent: Self NY 11530

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: June 24, 2026

(PLEASE PRINT)

Name: Lizbeth Lucero

Address: 90 Broad Street

I represent: Urban Assembly

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: LARRY LIEBERMAN

Address: [REDACTED] NY, NY

I represent: MOUSE ORG

Address: 25 BROADWAY, NY NY

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: June 24 2026

(PLEASE PRINT)

Name: Nichele Blondmonville

Address: [REDACTED] Street Cambria Heights NY 11411

I represent: Lead for Humanity

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 684 Res. No. _____

☒ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: STEPHEN STOWE

Address: [REDACTED] BROOKLYN, NY

I represent: MYSELF 11209

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: ODIN ADELER

Address: _____

I represent: TEEN ACTIVIST PROJECT, NYCLU

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: YELANI JOSEPH

Address: _____

I represent: TEEN ACTIVIST PROJECT, NYCLU

Address: _____

Please complete this card and return to the Sergeant-at-Arms

STUDENT

THE COUNCIL THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: ARIANA AHMED MISHA

Address: _____

I represent: TEEN ACTIVIST PROJECT, NYCLU

Address: _____

THE COUNCIL THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Arianna Rebolini

Address: _____

I represent: _____

Address: _____

STUDENT

THE COUNCIL THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: SELENA WU

Address: _____

I represent: TEEN ACTIVIST PROJECT, NYCLU

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: EFFI ZAKRY

Address: _____

I represent: myself

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Josef Szende

Address: _____

I represent: myself

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Charlotte Pipe

Address: _____

I represent: New York Civil Liberties Union

Address: _____

Please complete this card and return to the Sergeant-at-Arms