

CITY COUNCIL
CITY OF NEW YORK

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TRANSCRIPT OF THE MINUTES

Of the

COMMITTEE ON EDUCATION
JOINTLY WITH THE COMMITTEE
ON TECHNOLOGY

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June 24, 2026

Start: 1:05 p.m.

Recess: 6:13 p.m.

HELD AT: Council Chambers - City Hall

B E F O R E: Eric Dinowitz,
Chairperson for the Committee on
Education

Carmen De La Rosa,
Chairperson for the Committee on
Technology

COUNCIL MEMBERS:

Alexa Avilés
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Amanda C. Farias
Jennifer Gutiérrez
Shahana Hanif
Rita C. Joseph
Shekar Krishnan
Linda Lee
Farah N. Louis
Virginia Maloney
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COUNCIL MEMBERS: (CONT.)

Lynn C. Schulman
Phil Wong
Susan Zhuang

A P P E A R A N C E S (CONTINUED)

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Charlotte Pope

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Anita Rao
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A P P E A R A N C E S (CONTINUED)

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Mariela Benavides
Self

Sonali Thakkar
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2 SERGEANT AT ARMS: This is a microphone check for
3 New York City Council hearing from the Committee on
4 Education, joined with the Committee on Ed-
5 Technology.

6 Today's date is June 24th, 2026, and this is
7 being recorded by Sergeant Levy, and we are located
8 in the chambers.

9 SERGEANT AT ARMS: Good afternoon. Welcome to
10 today's New York City Council hearing for the
11 Committee on Education, joined with the Committee on
12 Technology. Please silence all cell phones and
13 electronic devices, and as a friendly reminder, do
14 not approach the dais. If you wish to testify today,
15 please fill out an appearance card with one of the
16 Sergeants at Arms.

17 Without further ado, Chairs, we are ready to
18 begin.

19 CHAIRPERSON DINOWITZ: Thank you. [GAVEL] Good
20 afternoon, everyone. I'm Council Member Eric
21 Dinowitz, New York City Public School alum, although
with a different signature on my diploma, public
school special education teacher, and Chair of the
Committee on Education. And I am excited to be
joined by my friend from the south, Chair of the

1
2 Committee on Technology, Council Member De La Rosa,
3 for today's hearing on artificial intelligence,
4 student data, and privacy in New York City public
5 schools.

6 Today's hearing will examine the landscape of AI
7 use in New York City public schools, particularly as
8 it relates to academic integrity and student data and
9 privacy. The rapid proliferation of AI tools has
10 sparked intense citywide debate about the role of and
11 use of AI in schools.

12 In May, DOE issued preliminary guidelines for AI
13 in public schools, but the guidance has faced strong
14 opposition from parents and advocacy groups alike.
15 Many Council Members, including myself, and numerous
16 community education Councils have gone as far as
17 calling for a 2-year moratorium on the use of
18 student-facing AI in schools. They point to ongoing
19 worries about data privacy breaches and lack of
20 transparency, and very troublingly for me as a former
21 teacher, uh, cognitive offloading and algorithmic
bias.

Others, however, argue that the question of
allowing AI in schools is no longer relevant.
National survey data show that the majority of

1 students are using some form of AI for school-related
2 activities. Instead, they argue the question should
3 be, how do we harness it safely, equitably, and
4 effectively for our students?

5 Underlying this debate is the issue of data
6 collection by third-party vendors. And whether DOE's
7 policy aligns with national standards. A 2026 audit
8 by the State Comptroller found that DOE does not have
9 a documented data classification policy and does not
10 maintain a comprehensive list of all applications
11 used by each school. With a number of high-profile
12 data breaches, including the PowerSchool breach that
13 exposed personally identifiable information for tens
14 of millions of students and educators nationwide,
15 questions remain around what information is being
16 collected about students and who has access to this
17 information.

18 Now, as someone who doesn't even believe
19 calculators should be used in elementary school
20 classrooms, I look forward to hearing today about how
21 DOE is planning to protect student data, plans for
updated DOE guidelines on AI, and how DOE plans to
ensure academic integrity and rigor in light of AI.

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2 I'd now like to, to turn it to Chair De La Rosa for
opening remarks.

3 CHAIRPERSON DE LA ROSA: Thank you so much. Good
4 afternoon and welcome to our hearing. I'm Council
5 Member Carmen De La Rosa, and I'm the Chair of the
6 Committee on Technology. I'm happy to join my
7 neighbor to the north, Chair Dinowitz, today to
8 discuss an issue that I care about deeply, not only
9 as the Chair of this Committee, but also as a public
10 school parent who is concerned about the future we
are building for the next generation.

11 Technology has become an unavoidable part of our
12 lives, with artificial intelligence changing the way
13 we work, learn, and make decisions. This is why we
14 have an obligation to ensure that innovation serves
15 people and that technological progress is guided by
16 accountability, transparency, safety, and public
17 interest. Artificial intelligence tools—artificial
18 intelligence tools are used by the Department of
Education in its daily operations, as well as in
classrooms.

19 The use of AI in education has raised concerns
20 that it may affect students' critical thinking and
21 compromise the traditional learning process. Another

1 concern that people have related to digital- is
2 related to digital privacy, safety, and inequality.
3 Some AI tools use personal data as training data.
4 That data could include students' information such as
5 names, dates of birth, behavioral analytics, medical
6 history, family income, ethnicity, and even facial
7 geometry.

8 Without proper safeguards, this information could
9 be used to profile students, predict or surveil their
10 behavior, or make assumptions about their abilities
11 and future opportunities. This information can also
12 be breached. In fact, based on a recent New York
13 State Comptroller's report, between January 2023 and
14 February 2025, DOE experienced 141 data breaches
15 incidents. Based on our conversations and public
16 reporting, some tools used by the DOE may, may
17 collect data without parents' knowledge or consent.

18 While AI may offer potential benefits in
19 education, its ethical use must be, must be carefully
20 considered. Many tools may have bias and as a
21 result, discriminate against certain students or
communities. From the Technology Committee's
perspective, safeguards against bias in AI algorithms

1 and protecting student privacy are fundamental issues
2 that must be addressed.

3 Today, we wish to discuss both how AI should fit
4 into the curriculum and how the Department of
5 Education uses AI in its operations. We need to make
6 sure that AI supports students and teachers rather
7 than undermining the quality of education. We must
8 ensure that we are preparing the next generation to
9 thrive in this technological era while also
protecting their rights and future opportunities.

10 Like Chair Dinowitz, I also joined my colleagues
11 in signing on to a letter from our school
12 communities, and we've heard from our CECs calling on
13 a 2-year moratorium. We look forward to hearing
14 testimonies from the Department of Education and OTI
15 to gain insight and clarity around the many questions
16 about AI in the classroom and the use of AI in the
17 education system. We also look forward to hearing
from members of the public, students, families,
educators, and advocates.

18 Unfortunately, neither the Chief Privacy Officer
19 nor the representatives of the newly established
20 Office of Algorithmic Accountability are here today.
21 However, we look forward to receiving their

1 testimony, which we've received, and responses in
2 writing.

3 As the school year is ending, I also wish to
4 congratulate every student and teacher on completing
5 another academic year. Um, now I'll turn— now I'd
6 like to thank Committee— Technology Committee staff,
7 Legislative Counselor— counsel Irene Byhovsky. I'm—
8 I'm learning. I'm gonna get it right, I promise.
9 And Policy Analyst Erik Brown for putting together
10 this hearing. I'd also like to recognize, uh,
11 members of the Council who are here, of the
12 Technology Committee, Council Member Schulman, Hanif,
13 and Gutiérrez, and we have Zhuang and Wong here as
14 well. Thank you for being here. Am I missing
15 anybody? No? Okay.

16 Um, and now we'll turn it back to Chair. Thank
17 you.

18 CHAIRPERSON DINOWITZ: Thank you, Chair.
19 Additionally today, the Committee will also consider
20 the following legislation. Two bills sponsored by
21 Council Member Susan Zhuang. These include
Introduction 684 in relation to requiring a study on
how language access needs and geographic location
affect access to early elementary gifted and talented

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1
2 programs. And Introduction 853 in relation to
3 requiring a study on how language access needs,
4 income, and geographic location affect access to
5 special education programs and services.

6 I'd like to invite Council Member Zhuang to make,
7 um, opening remarks about these bills.

8 COUNCIL MEMBER ZHUANG: Thank you, Chair. I'm
9 here today asking for your support for my education,
10 Access for all bill package, Intro 684 and Intro 853.
11 I'm proud to put forward this pair of bills that
12 together we would go a long way towards expanding
13 education access for all students. Every child
14 deserves an education that meets them where they are
15 and helps them grow. But like everything else in
16 this city, children in other boroughs have less
17 access to specialized programs than others.

18 Children from lower-income families have less
19 access, and the children for whom English is a second
20 language have less access too. I believe that all
21 students deserve access to education programs that
meet their needs, and no student should be limited
due to where they live, what's their parents' income,
or language they speak at home. Both of these bills
ask the city to do a study how language access needs,

1 income and geographic location affect access to
2 education.

3 Intro 684 is focused on access to gifted and
4 talented programs, while Intro 853 is about access to
5 special education programs. Gaps in access affect
6 both types of specialized education. For example,
7 it's sadly well known not enough Black and Brown
8 students in specialized high schools. But how can
9 we— how can brilliant Black and Brown students have
10 the same chance to get in when their elementary and
11 junior high school do not have gifted and talented
12 program that other students have?

13 We are denying Black and Brown students
14 opportunities, and that must be end. We should not
15 be thinking about eliminate those programs. We
16 should be expanding them so every child who can
17 benefit from them can get into one. We need to
18 create more opportunity, not less opportunity.

19 As another example, it's also sadly well known
20 some children in outer boroughs need to travel a long
21 bus ride to get to the school offers the special
education they need. It's an extremely burden for
both students and their parents, especially in the
bad weather. I still remember their parents called

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1 my office in the snow day, the school is open, they
2 have to travel- the kids have to travel more than 2
3 hours to get into school and spend 1 hour, 2 hours
4 later, and the school have to end early and travel
5 another 2 hours to get home.

6 Parents, those first language is not English,
7 also struggle to learn about opportunities available
8 to their children and how to get their children into
9 those programs. These are only a few examples. We
10 ask you to join us in supporting both of these bills
11 and those issues and other gaps. And, and I also
12 want to thank all of you who have already
13 co-sponsored and advocates came to testify and
14 rallied with me today. Thank you.

15 CHAIRPERSON DINOWITZ: Thank you, Council Member.
16 Finally, the Committee will hear two bills sponsored
17 by myself, Preconsidered Intro 2129 in relation to
18 annual reporting on algorithmic tools approved for
19 use in schools, and preconsidered Introduction 2130
20 in relation to quarterly reporting on data breaches
21 of algorithmic tools in schools.

As we will discuss today, AI is already entering
schools in ways that are meaningfully, uh, and
perhaps detrimentally shaping the educational

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1 experiences of students, as well as the professional
2 experiences of teachers, counselors, administrators,
3 and everyone in between. That makes transparency
4 critical. Families and educators should know what
5 tools are being used, what data they collect, whether
6 they have been tested for bias and accuracy, and what
7 happens when sensitive student data is exposed.

8 By requiring regular public reporting on approved
9 AI tools and related data breaches, these bills will
10 help turn AI oversight from a matter of trust into a
11 matter of accountability. I look forward to hearing
12 testimony from the Administration about these pieces
13 of legislation. Thank you to all the members who are
14 here that have been named by Chair De La Rosa. Uh, I
15 would also like to thank my Chief of Staff, Jenna
16 Claus, and my Legislative and Budget Director, Theo
17 Solter, the Education Committee staff, including
18 Counsel Alejandro Carvajal, Senior Policy Analyst
19 Chloe Rivera, Policy Analyst Katie Salina, Principal
20 Financial Analyst Andrew Lane-Lawless, and Financial
21 Analyst Grace Amato for their work on today's
hearing.

I would like to remind everyone who wishes to
testify in person today that you must fill out a

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1 witness slip, which you can find on the desk of the
2 Sergeant-at-Arms near the entrance of this room.
3 Please fill out the slip even if you have already
4 registered in advance that you will be testifying in
5 person today.

6 I also want to point out that we will not be
7 voting on any legislation today. To allow as many
8 people as possible to testify, testimony will be
9 limited to 2 minutes per person, whether you are
10 testifying in person or on Zoom. I am also going to
11 ask my colleagues to limit their questions and
12 comments to 5 minutes.

13 Please note that generally witnesses who are here
14 in person will testify before those who are signed
15 into the Zoom webinar. I would also like to note
16 that we've been joined by Council Members Linda Lee
17 and Kevin Riley. Okay, as well as Council Member
18 Farah Louis.

19 As a reminder to all of our witnesses, please
20 state your name prior to your testimony for the
21 record. If anyone here today— if anyone here today
requires an accessible version of the presentation
given at today's hearing, please email

testimony@council.nyc.gov..

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2 Now, in accordance with the rules of the Council,
3 I will administer the affirmation to the witnesses
4 from the Mayoral Administration. I will call on each
5 of you individually for a response. Please raise
6 your right hand. There's a lot, a lot more papers
7 than you're up here. Um, do you affirm to tell the
8 truth? Please raise your right hands. Thank you.

9 Do you affirm to tell the truth, the whole truth,
10 and nothing but the truth before these Committees and
11 to respond honestly to Council Member questions?

12 Alicia Osbourn-Rhinehart? Thank you. Jeff Klein,
13 Veronica Chellar, Dennis Doyle, Tara Carrozza,
14 Carrozza. Got it, okay. Lara Lai, Brenda Garcia,
15 Suzanne Sanchez, Lianna Wright, Scott Strickland,
16 Alan Cheng, Maribel Hulla, FDC Danielle Giunta,
17 Miatheresa Pate. Pate. Thank you.

18 Uh, if you're here, is Tweed empty? Like, you're
19 all here. Alright, thank you. You may begin. You
20 may begin your testimony. Thank you.

21 DANIELLE GIUNTA: Thank you, Chair Dinowitz,
Chair De La Rosa, and members of the Committees of
Education and Technology. Good morning to our
Council Members. My name is Danielle Giunta. I am
the first Deputy Chancellor of New York City Public

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1 Schools, serving under the Chancellor, ah, Kamar
2 Samuels.

3 Prior to this role, I was a teacher, network
4 leader, superintendent, and most recently, uh, Chief
5 of School Leadership Development. But my favorite
6 role in New York City Public Schools was as a
7 student. I am a graduate of New York City Public
8 Schools.

9 I now oversee superintendents and key offices,
10 including academics and instruction, District
11 Planning, Enrollment, New School Development and
12 Design, Policy and Evaluation, and Student Pathways.
13 I'm also joined today by supervising superintendents,
14 uh, Dr. Alan Cheng and Dr. Maribel Hulla, who work
15 directly with our superintendents and their school
16 communities across the city. And because AI spans
17 multiple divisions and areas of expertise, I am also
18 joined by colleagues from Data Privacy, the Division
19 of Instructional and Information Technology, Early
20 Childhood Education, and the Division of Inclusive
21 and Accessible Learning, underscoring our commitment
to a coordinated and responsible approach to this
work.

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2 Over the past few months, the Chancellor and I
3 have been speaking regularly to our communities about
4 artificial intelligence and screen time in
5 classrooms. Those conversations have made clear that
6 families, educators, and students are thoughtfully
7 considering how these developments are shaping
8 teaching and learning for our students.

9 I appreciate the opportunity to engage with you
10 about artificial intelligence, student data privacy,
11 and the role of technology in our schools. We know
12 this conversation is urgent. We recognize the rapid
13 evolution of AI requires careful judgment, clear
14 safeguards, and a meaningful dialogue with
15 communities we serve. Families, advocates, labor
16 partners, school communities, and members of this
17 Council have pushed us to think more deeply about the
18 role of AI and screen-based technology in our
19 schools.

20 We are grateful for the engagement, including the
21 lend- letter sent to the Mayor and Chancellor by 29
members of this Council. The concern raised by the
Council Members and school communities have helped
shape our approach and reinforce the need for clear
guardrails, transparency, and ongoing engagement.

1 When Chancellor Samuels assumed his role in January,
2 New York City Public Schools was completing AI
3 guidance that had been initiated under the prior
4 Administration.

5 On March 25th, New York City Public Schools
6 published that guidance, launching an AI landing page
7 on our, well, website, opened a 45-day feedback
8 window, and be— and began collecting input from
9 educators, families, students, and community members
10 across the city. This process was designed to be
11 iterative from the start, reflecting our commitment
12 to establish initial guardrails while continuing to
13 listen, learn, and work with the stakeholders most
14 affected by these decisions.

15 The March guidance laid an important foundation
16 for our protections. This guidance requires AI tools
17 that use student data to go through New York City
18 Public Schools' privacy and security review process,
19 prohibits student data from being used to train AI
20 models, requires human review of AI outputs, and
21 makes clear that AI cannot replace student teaching—
um, I'm sorry, student teaching, educator judgment,
or qualified human decision-making in high-stakes
decisions about students. It also makes clear that

1
2 any student use of AI requires educator guidance,
3 critical evaluation of outputs, and age-appropriate
4 context.

5 During the 45-day period, um, which ended on May
6 8th, we received 6,491 survey responses from
7 educators, families, students, and community members
8 across our city. We also gathered feedback through
9 engagement with students, families, parent leaders,
10 community and Citywide Education Councils, as well as
11 the Chancellor's Advisory Councils, the panel for
12 education, and other stakeholders. There were many
13 key takeaways from the feedback. Many respondents
14 said they clearly or most- or mostly understood the
15 framework. And we heard recognition that AI and
16 technology may have benefits when used thoughtfully
17 and with appropriate safeguards.

18 Students in particular reflected both interest in
19 AI literacy and concern about overreliance.
20 Educators and staff also drew an important
21 distinction between teacher-facing uses and
student-facing uses. But the feedback also made
clear that our next set of policies must be stronger,
practical, and developmentally specific. The top
concerns that were surfaced was the impact of AI on

1
2 children's cognitive development, mental health and
3 social-emotional well-being, and data privacy and
4 security.

5 Families and educators shared that they want
6 stronger guardrails, clearer expectations, and
7 greater, uh, transparency. Families and educators
8 have also raised questions about screen-based
9 technology more broadly, how technology is being
10 used, and whether it is supporting active, meaningful
11 engagement.

12 From this feedback, we understand that our
13 current guidance does need to be strengthened to
14 better protect students and respond to community
15 input. While we're still shaping our next set of
16 policies, let me speak to the values of what is
17 driving what comes next.

18 First, we need to center developmental
19 appropriateness. Across all grades, students need
20 opportunities to read, write, problem solve, discuss
21 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 for themselves.

1
2 AI should not short circuit those learning
3 experiences or allow students to bypass the work that
4 learning requires. We also recognize that the
5 developmental and instructional needs of students
6 vary greatly from pre-K through high school, and our
policies should reflect those distinctions.

7 As we build on the March guidance, we are looking
8 carefully at how expectations should differ by age
9 and grade level, how to prevent unstructured
10 technology use, and how to prepare older students for
11 a world in which AI is already present. Without
allowing AI to replace their own thinking.

12 Second, we are focused on distinguishing between
13 different kinds of tools and uses. Not all
14 technology use is the same. The clearest risk is
15 unstructured student-facing AI that allows students
16 to bypass the thinking, writing, reasoning, and
17 problem solving they need to do for themselves. That
18 is very different from a carefully reviewed tool
19 designed for a specific instructional purpose used
20 under educator supervision with clear limits and a
21 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

1
2 plan, a language access support for a multilingual
3 learner, or a teacher-facing planning tool.

4 Those uses raise different legal, instructional,
5 and equity considerations, ones that we are factoring
6 into our next set of policies.

7 Third, and probably most important, the safety of
8 our students is essential. Privacy, security, and
9 instructional review must all work together as we
10 evaluate technological tools. New York City Public
11 Schools has an existing privacy and security review
12 process through the Enterprise Request Management
13 Application, or ERMA.

14 Software that has not been reviewed through ERMA
15 is not approved for use with student or staff data.
16 In December 2024, New York City Public Schools added
17 AI-specific standards requiring vendors to disclose
18 AI capabilities, prohibiting the use of student data
19 to train AI models, and setting transparency
20 requirements. This review is essential, but families
21 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're
working to establish a more comprehensive framework,

1
2 one that responds to ongoing evaluation— evolution of
3 this rapidly changing technology and factors in
4 students' protections, instructional quality, and
5 more.

6 Finally, community voice must be part of the New
7 York City Public Schools technology governance
8 structure. Families want more transparency.
9 Educators need clearer guidance. Students need a
10 voice in decisions about tools shaping their
11 learning. We're committed to engaging with each of
12 these groups and others to ensure our approach to AI
13 and technology reflects their continued input.

14 In summary, our March guidance established the
15 foundation. The feedback we've received since then
16 from our surveys, from parent groups, and from our
17 students has made clear that we need to build more
18 detail and specificity on that foundation. Any
19 technology use must be developmentally appropriate,
20 carefully reviewed, transparent to families, and in
21 service of learning, not a substitute for it.

22 We are finalizing a stronger approach for the
23 school year ahead so that educators and school
24 communities will have clarity before the new year

1
2 begins, and we'll continue engagement around our
3 updated guidance.

4 I would like to now turn to the proposed
5 legislation. Preconsidered Intro 2026-2129 requires
6 New York City Public Schools to report on
7 algorithmic— uh, oh boy, I knew this word was gonna
8 get me— algorithmic tools approved for use in
9 schools. We support the goal of proposed
10 legislation, and pursuant to Local 35, New York City
11 Public Schools annually reports information on
12 algorithmic tools in use at schools. We look forward
13 to working with the Council and New York City Office
14 of Technology and Innovation to ensure that any new
15 reporting requirements align with existing
16 legislation and our reporting systems.

17 Preconsidered Intro 2026-2130 relates to
18 quarterly reporting on data breaches involving
19 algorithmic tools in schools. Protecting student and
20 staff data is of the utmost importance and is
21 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.

1
2 With that said, New York City Public Schools
3 already maintains policies regarding, uh, privacy
4 audits of third-party tools that process student
5 data, including algorithmic- tools, these policies
6 are publicly available on our websites. The links
7 are in the testimony and on the website. I, I would
8 draw your attention to our, uh,
9 schools.nyc.gov/ai/inourschools. Uh, we also have
10 data privacy and security, uh, compliance process,
11 um, as the place to search for them.

12 Moreover, New York City Public Schools reports
13 all data breaches to the state in accordance with New
14 York State Education Law 2D. We also share
15 information about recent data security incidents on
16 our website, um, and that you would search that way
17 with the / at the end, data security incidents.

18 We welcome continued dialogue with the Council
19 regarding the proposed legislation. For Intro number
20 412, this requires New York City Public Schools to
21 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,

1
2 transparent, and well understood by our families and
3 public.

4 As written, we believe the bill references
5 information that is already publicly available,
6 including each school's MySchoolsDirectory page,
7 which conveys priority structures, selection
8 criteria, and prior year application and offers rates
9 by priority group. The same directory data is also
10 published in spreadsheet form on the New York City
11 Public Schools Info Hub for multiple years.

12 Comprehensive admissions process guides on the New
13 York City Public Schools website explaining
14 evaluation methods including auditions and other
15 assessments. And reporting required under Local Law
16 72 provide- uh, providing detailed admissions
17 outcomes for each school.

18 We welcome the opportunity to work with the
19 council to explore how this existing information may
20 further be clarified and made more accessible for our
21 families. Thank you, and I welcome the conversation
ahead.

CHAIRPERSON DINOWITZ: Thank you. I wanna start
with the student-facing AI. I think it's one of the
things that troubles me as, as a parent and a teacher

1 um, uh, the most. Uh, is there a specific age that
2 the DOE has determined students should not be using
3 things like large language models and an age where
4 it's appropriate to begin such use in the classroom
5 or outside the classroom?

6 DANIELLE GIUNTA: Thank— sorry. Thank you. Um,
7 right now we do not have a developmental framework,
8 uh, for that, for age bands. We have some clearer
9 screen time policies in place, in our early
10 childhood, uh, grade, you know, 2K through pre-K now.
11 But I'm gonna invite, uh, Dr. Pate up to speak a
12 little bit more to the specific AI.

13 CHAIRPERSON DINOWITZ: And while she's coming up,
14 I'd like to acknowledge that Council Member— we've
15 been joined by Council Members Maloney and Joseph.

16 MIATHERESA PATE: As our first Deputy Chancellor
17 said, we don't currently have a policy, but we are
18 learning from insight across the nation. We do know
19 that we are paying very close attention to what it
20 means to engage in developmentally appropriate use of
21 AI technology, inclusive of screen time.

CHAIRPERSON DINOWITZ: Thank you, Dr. Pate. You
have approved— oh, Dr. Hulla.

1
2 MARIBEL HULLA: Sorry, just to add, specifically
3 in the early childhoods, we just want to include that
4 we have— it's 30 minutes per week and 15 minutes per
5 day. However, it is not used for students to be on
6 it alone. It's not— that's not the intent. The
7 intent of it is more for a policy, um, with the
8 exceptions of like assistive technology for our
9 students with IEPs.

10 CHAIRPERSON DINOWITZ: And what age is that for?

11 MARIBEL HULLA: And that would be for any early
12 childhood.

13 CHAIRPERSON DINOWITZ: So 2K, 3K, 4K. So there's
14 no policy for kindergarten through 5th grade?

15 MARIBEL HULLA: No, that's the consistent policy.

16 CHAIRPERSON DINOWITZ: Okay, there's no policy.
17 Okay, um, there are 7 tools that have, according to
18 Local Law 35, um, that you utilize AI, although it
19 seems that there are many more according to the
20 vendor website. Um, so I'm gonna ask about that
21 later, but the simple fact is that you have approved
the use of AI tools, or you have approved vendors
with AI tools and schools to purchase whatever tools
there are. And of course, you know, Gemini, the, the
large language models are, come pre-installed on the,

1 uh, devices that we give our kids, Gemini, Claude,
2 and ChatGPT. Um, what evidence has the DOE used,
3 peer-reviewed journals, empirical evidence to
4 demonstrate that these AI tools that you've approved
5 as vendors are beneficial to our students and their
6 cognitive development?

7 DANIELLE GIUNTA: So when we're talking about,
8 um, ChatGPT, Claude, and Gemini, we, we have not
9 opened these up for our student— for student-facing,
10 um, only under some very, um, specific circumstances.
11 Uh, Alan, would you like to jump in? And perhaps
12 Scott? So I want— this is a great opportunity to
13 clarify that.

14 CHAIRPERSON DINOWITZ: And just make sure you
15 state your name for the record before you speak.

16 SCOTT STRICKLAND: Scott Strickland. I'm the
17 Deputy CIO in the Division of Instructional
18 Information Technology at the New York City Public
19 Schools.

20 In relation to technology that's been approved
21 for schools, we do have, uh, Microsoft products and
Google products that have been longstanding approved
as Copilot and Gemini came out, we evaluated them

1
2 under our new standard and also approved them again
3 for staff use. I want to be very clear on that.

4 For students, there is only the Gemini system
5 within Google that we open up to high schools if a
6 principal requests that. And there's about 35 high
7 schools that have requested that this spring.

8 CHAIRPERSON DINOWITZ: There are a number of
9 tools um, I mean, I'm looking at this one right here,
10 which says there are a number of tools on your web.
11 Canva is one of them. There's another one, Observe
12 AI, a number— hmm, must be hundreds of vendors that
13 use these AI tools. And when you say open up to
14 students, are you telling me that if you give a 5th
15 grader a Chromebook, they don't go onto the, the the
16 school's subscription for Canva and use those AI
17 tools?

18 SCOTT STRICKLAND: Uh, I'll be clear on the, on
19 the devices. So a Chromebook is an end-user device.

20 CHAIRPERSON DINOWITZ: Correct.

21 SCOTT STRICKLAND: It comes with the Chrome
browser. Um, when the student logs into the DOE
network, we filter a lot of websites so that they do
not have access to them. In those cases, that's how
we can control access to something like ChatGPT, I

1 don't know if Canva is open to students. That's
2 really just a presentation, uh, piece of software.
3 Our, our teachers use that extensively.

4 CHAIRPERSON DINOWITZ: Your student— there are a
5 number of vendors, uh, on your website that are
6 approved vendors that have AI tools, um, that are
7 available for schools to buy. But I just want to
8 make sure I understand your testimony, that schools
9 buy these products, these subscriptions with AI tools
10 but students don't or are unable to use these
11 specific components?

12 SCOTT STRICKLAND: That is correct.

13 CHAIRPERSON DINOWITZ: H-hmm. Okay, I have a
14 number of teachers and, uh, principals who would
15 disagree— who would disagree with you. Um, and I
16 would also add, I'm not sure if you're aware of VPNs.
17 Have you heard of this magic tool?

18 SCOTT STRICKLAND: A-absolutely.

19 CHAIRPERSON DINOWITZ: Are you aware that they
20 are used in schools?

21 SCOTT STRICKLAND: In some cases they may be,
yes. But for the, the, the students are supposed to
log into the DOE network and use the DOE network for
their work.

1
2 CHAIRPERSON DINOWITZ: Right. Okay uh, I think
3 the challenge we're facing already is that you've
4 approved vendors that have AI tools, student-facing
5 AI tools, and we've had, uh, reports from teachers
6 that these are being used in the classroom, where
7 students use them, where students use ChatGPT, or
8 Gemini in the classroom and they're somehow getting
9 around, um, your filters. But let's, let's pretend
10 for a second that, um, no student is able to access
11 these student-facing AI tools.

12 You have still approved vendors that have AI
13 tools, including, according to your testimony,
14 Google, Google Gemini, correct?

15 SCOTT STRICKLAND: Correct.

16 CHAIRPERSON DINOWITZ: And what empirical
17 evidence or peer-reviewed journals has the DOE looked
18 at to determine that this is for the betterment of
19 our students' education and their cognitive
20 development?

21 SCOTT STRICKLAND: I'll turn to the pedagogues.

CHAIRPERSON DINOWITZ: Okay, thank you. Don't
forget to hit the button. Yep. Make sure to pull
that up. Thank you. See, here red means go. So
make sure the red light's on.

1
2 ALAN CHENG: I appreciate that. Um, good
3 afternoon, Council. Uh, my name is Dr. Alan Cheng.
4 I'm the Supervising Superintendent for high school
5 schools in District 79.

6 Um, where I wanna start is, um, as both, um, uh,
7 Council Chairs Dinowitz and De La Rosa have said, um,
8 uh, we deeply, deeply are committed to our public
9 schools as places of learning. And we know that
10 oftentimes in public discourse, uses of AI tools,
11 particularly unstructured large language models like
12 Claude and ChatGPT, have a way of shortcutting and
13 short-circuiting that thinking. And by design, we
14 have limited and prohibited that. Your question is
15 around the research that is behind this work. Um,
16 uh—

17 CHAIRPERSON DINOWITZ: Well, my, my, my question
18 is that you are approving these tools, and I do wanna
19 read one to you from Local Law 35.

20 ALAN CHENG: Okay.

21 CHAIRPERSON DINOWITZ: What it says and how it
conflicts with the testimony that was just given.
And the question is why we're approving tools when
there doesn't seem to be any empirical evidence to

1 demonstrate their efficacy uh, in, in student
2 learning.

3 So this is OpenGenAI and teaching assistant tool.
4 It, and it says the tool purpose, the tool is used to
5 generate responses to prompts entered by a student or
6 a teacher requesting the generative AI tool to
7 compose text response to a text input. So I just
8 wanted to read that to you because that was—

9 SCOTT STRICKLAND: That is correct. Uh, that,
10 that GenAI tool has been deployed to a very limited
11 number of schools, and any student that interacts
12 with that tool has gotten parental consent. Uh,
13 mostly in District 28 is where that's been deployed.

14 CHAIRPERSON DINOWITZ: I, I'm sorry, we have to—
15 I'm sorry, for everyone in the audience, we have to
16 listen. And if you have something to say, you can—
17 what do we do? What's this little— This means yes
18 and this means no. Um, but, but the verbal, um,
19 assents or dissents, uh, cannot continue. Okay.

20 Um, so you— in just one school district you're
21 using this tool? District 28?

SCOTT STRICKLAND: That's the one where it's been
piloted and is most heavily used by a small number of
teachers and a small number of students.

1
2 CHAIRPERSON DINOWITZ: And with what guardrails
3 or, or, or assurances in place that this isn't, uh,
4 part of cognitive offloading that so many of us are
concerned about?

5 SCOTT STRICKLAND: I'll make some general
6 statements around that. It's used with-

7 CHAIRPERSON DINOWITZ: I, I, I mean, my general
8 question still stands. I just want to make sure you
9 understand my question is that our kid- it seems like
10 even, even if it were just this one school that we're
11 using this generative AI text, our children are being
12 guinea pigs and it just seems to me that there- I,
13 I'm not hearing, like, any studies or data that the
14 DOE has done or that a third party has done or that,
15 that peer-reviewed journals to demonstrate that these
16 are tools that are beneficial to our students. It
17 seems to me that vendors have been approved and
18 vendors are telling you that these are beneficial
tools, and I'm still not getting an answer to my
question, which is what evidence is there that these
tools are beneficial to our students?

19 ALAN CHENG: So- so Chair, I'd love to be able to
20 respond to that question if it's fair because, um, in
21 our review of the evidence with our multiple

1 meta-analysis randomized control trials in
2 peer-reviewed scientific articles that state that,
3 hm, ah, uhm, when these tools are being used with
4 educators that are intelligent tutoring systems, that
5 are structured systems that are able to be in place,
6 um, uh, what they're able to offer is, um, really an
7 ability to be able to provide careful supports around
8 instructional design, feedback, and adaptability.

9 I wanna be able to cite one such, um, ah, article
10 that is in the journal of P&J Science of Learning
11 that had 28 studies, um, uh, that was published in
12 2025. There's another research article in PNAS, um,
13 that is a peer-reviewed, ah, randomized controlled
14 trial. Each of these pulled together many, many
15 hundreds of studies and analyzed this research. And
16 this research ultimately tells us one thing, that it
17 is really important that students are not having
18 unfiltered, uncontrolled, and unsupervised AI use.
19 But when it is being used together with teachers
20 under guidance and supported, that challenges and
21 asks students to be able to show their thinking and
learning, that learning is helpful and does persist.

CHAIRPERSON DINOWITZ: Well, that's any
educational tool. Show your learning, right? And

1 any educational tool is teacher guidance. That's
2 the, purpose of a teacher, right? Otherwise, what
3 the hell do I need a master's degree for in teaching,
4 right? Um, and is it your understanding that that's
5 actually happening in schools, that teachers are
6 guiding the use of AI? And for what purpose is this
7 AI used? What's the educational benefit?

8 DANIELLE GIUNTA: Well, I think the— there's so
9 many different versions of how it might be used, the
10 most important of which is exactly, uh, what Dr.
11 Cheng just talked about with adult oversight. So we
12 know we have some tutoring, uh, programs that, um,
13 and online programs that are adaptive, um, whether
14 it— that we're using more in supplemental and
15 intervention spaces.

16 Uh, I also want to go back to the conversation
17 about, like, the ChatGPT. You know, we have these
18 policies in our schools, and as— and, and actually is
19 how come we felt it very prudent to put out this
20 guidance with guardrails to be very clear about the
21 ERMA process, what student— what should and should
not be student-facing, what can and shouldn't be
teacher-facing. And now, as, you know, I've spent
the vast majority of my career focused on

1 implementation. And so that's where we are now. We
2 are— how is this landing in schools? How is the
3 guidance and our policies actually coming to life?

4 So when we hear these examples about the misuse
5 against our policies, like, we wanna engage with our
6 superintendents and principals to understand like,
7 where's the misunderstanding in the policy? We
8 should not be having, you know, this particular, you
9 know, the ChatGPT example freely for children to be
10 using in classrooms. Um, we should make sure that
11 the Google Gemini is— we understand it to be the 35
12 schools. And if it's far exceeding that, those are
13 great examples that should be escalated to us for
14 further, um, explanation. And that's part of our
15 implementation process, the checks and balances of
16 it.

15 CHAIRPERSON DINOWITZ: I, I think we hear all the
16 time at escalating, um, issues, and I will tell you,
17 when it's almost 1,600 schools escalating these
18 issues to me, I've had multiple principals tell me,
19 you know, when it comes to this AI stuff, they're,
20 they're frightened and they feel like there isn't
21 enough guidance and they feel like they're building
the plane. It was an, ah, er, as they're flying it.

1
2 That was an actual phrase multiple principals have
3 said. They, they feel like they're flying the plane.

4 I wanna share a reality with you that I
5 experienced, ah, in, in high school about credit
6 recovery. You know, all, all of the principals are
7 really incentivized to, uh, make sure kids graduate
8 at any expense. And so what they would often do is
9 what's called credit recovery. Does this sound
10 familiar? Credit recovery? And they would plop a
11 kid in front of a computer. I think in one of my
12 schools it was called Atlas, and they would sit for
13 45 minutes doing like online test stuff. And that
14 was bad enough. No teacher interaction with 30 kids
15 in a credit recovery class. And now add the the— we
16 didn't even get to the biases, the hallucinations of
17 generative AI. And we do not have the guardrails
18 right now to ensure that our yearning to make sure
19 kids get these credits doesn't conflict with what
20 good education looks like.

21 And this is— and it's frightening to so many of
the students and families. And honestly, a lot of
principals who just don't feel like they have the
guidance yet. Yes, these— yet these tools, these

1
2 approved vendors are still permeating, um, their
3 schools.

4 Um, I, I, I'll ask 2 more questions and I'll turn
5 it over to my Co-Chair, my neighbor from the south.
6 Chair De La Rosa, for those of you that don't know,
7 my district is like here and her district is right to
8 the south of mine. Little geography lesson for all
9 you.

10 Um, what is the DOE's position on AI detection
11 tools given documented false positive rates that
12 disproportionately flag multilingual learners and
13 students with disabilities?

14 DANIELLE GIUNTA: Can you repeat your question?

15 CHAIRPERSON DINOWITZ: Yeah. Does the DOE have—
16 what is the DOE's position on the AI detection tools
17 given documented false positive rates that
18 disproportionately flag multilingual learners and
19 students with disabilities? Or does the DOE have an
20 approved AI detection tool or policy regarding AI
21 detection tools?

DANIELLE GIUNTA: AI detection tools. Scott
would— thank you. You could just— maybe just stay,
just stay, Scott.

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2 CHAIRPERSON DINOWITZ: We should pull up 13 more
3 chairs.

4 SCOTT STRICKLAND: Fair enough. Um, we do not
5 have any AI detection tools. That I would be aware
6 of that we have.

7 DANIELLE GIUNTA: That are detecting if a child-

8 CHAIRPERSON DINOWITZ: Uses AI to, to, to, to
9 write questions, answer questions, write papers.

10 DANIELLE GIUNTA: I think I'm getting tripped up
11 on your question around students with disabilities
12 and multilingual learners. Well, the, the, the
13 detection tools creating false positives, saying
14 particularly students with disabilities or
15 multilingual learners are being flagged, uh,
16 disproportionately as, using AI with false positives,
17 meaning accusing a, a student with an IEP or
18 multilingual learner of using AI when it has not been
19 detected properly. But it sounds like the DOE does
20 not- according to your testimony, doesn't utilize AI
21 detection software or have any AI detection software
vendors approved.

SCOTT STRICKLAND: Correct.

CHAIRPERSON DINOWITZ: But you do have plagiarism
detection tools. Those have been around for many

1
2 years, where students upload their papers and it
3 detects for plagiarism, correct?

4 SCOTT STRICKLAND: Yes, I am aware of plagiarism
5 detection tools.

6 CHAIRPERSON DINOWITZ: Okay. Um, so you don't
7 have any such detectors approved for use in
8 disciplinary or academic integrity hearing— ah,
9 integrity hearings?

10 DANIELLE GIUNTA: I mean, we, you know, even
11 before AI, we, we have very, you know, high standards
12 for academic integrity. Um, we are not using a
13 detection tool, but we wanna make sure that our
14 teachers are very closely connected to their students
15 and they understand that this is their product or not
16 their product and how to make sure that the students
17 are, you know, responding in a way that is theirs and
18 not— but in other words—

19 CHAIRPERSON DINOWITZ: I mean, it sounds— it's—
20 I'm sorry to interrupt. It just sounds to me like
21 you're talking as if it's 2015. You're talking in
terms of like, you know, good teaching. And but we
are in a completely different world with the advent
of AI. And tomorrow it's going to be completely

1 different. And in 2 months it's going to be— it's
2 going to be astoundingly different.

3 And so I just want to ask one more question.
4 I'll turn it over to my Co-Chair. You spoke about
5 about, you know, teacher intervention, teachers, you
6 know, uh, er, looking at the work, knowing their
7 students. What training does the DOE provide? What
8 certification does the DOE provide? Um, what— how
9 are you actually measuring whether teachers are
10 trained in, in any use of these AI tools that they
11 are then being asked to use with students or in, in
12 detection of any AI-generated content that their
13 students are turning in?

14 DANIELLE GIUNTA: For training, I will invite,
15 uh, Dr. Pate and, uh, or Tara to join in, but what I
16 would say is some of the— what— some of the programs
17 that we rely on most are connected to our Tier 1
18 curriculum or supplements to it. And so the training
19 for all aspects of the program is part of, like, the
20 New York City Reads and New York City Solves, uh,
21 professional learning plan.

22 So there's centrally, uh, designed professional
23 learning. There is uh, district level and then
24 there's school-based. So if a, if a principal or a

1
2 superintendent or centrally we're recommending a
3 program that would, you know, would be good as a
4 supplement, uh, for, or an intervention program, it's
5 going to come with training, as does all the, uh, all
6 the aspects of that program.

7 So for example, um, you know, one of, one of the
8 programs, uh, that we know and we've gotten, you
9 know, a lot of questions about and feedback is, um,
10 within HMH, there's Writeable. Uh, we also know lots
11 of our schools adopted Amira for some supports and in
12 literacy and Zearn in math, just some examples.

13 And so nobody would be asking teachers to engage
14 in those programs without training. And- but that's
15 also our non-computer-based assessments. So when
16 it's part of the instructional strategy and either
17 Tier 1 intervention or supplemental. That is all
18 part of the professional learning package that is
19 coming into schools.

20 CHAIRPERSON DINOWITZ: HMH, um, includes required
21 training for use of AI in the classroom?

22 DANIELLE GIUNTA: No, it doesn't. It's not
23 required, but there are some aspects of it that, um,
24 some aspects of the program that, uh, different
25 schools or districts are leaning into.

1
2 CHAIRPERSON DINOWITZ: But you're, you're asking
3 individual schools to choose and figure out you know,
4 whether or not they, they should provide this PD to
5 teachers?

6 DANIELLE GIUNTA: No, but I mean, if any program
7 that a principal, a superintendent, or us centrally
8 brings in would come along with professional
9 learning.

10 CHAIRPERSON DINOWITZ: Related to generative AI?

11 DANIELLE GIUNTA: It depends on the pro- if, if
12 that is part of the instructional strategy. What is
13 the question behind your question?

14 CHAIRPERSON DINOWITZ: I'm just- your testimony
15 seems to be a lot about, like, what, you know, what
16 teachers are doing in, in the classroom, what schools
17 are doing. And it just- I'm just a little confused.
18 Like, AI is not in the class. Student-facing AI is
19 not in the classroom. But also, HMH has
20 student-facing AI, and they get the training for
21 these AI tools. I just- I'm just hearing a couple of
different things, and I'm just trying to get clarity
on it.

MIATHERESA PATE: FDC, if I could chime in just
for a moment.

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2 CHAIRPERSON DINOWITZ: FDC, that's a good— that's
3 a great— I wish I had initials like that. That's
4 great.

5 MIATHERESA PATE: Um, Chair, thank you for the
6 question. We want to recognize very publicly that AI
7 is new, and in the largest school system in the
8 country, we are taking it all in and we are
9 navigating this evolving landscape. To answer your
10 question more targeted and more specifically, we have
11 created a central-based AI guidance training for
12 staff, and to date we have more than 8,300 staff
13 members who have engaged and completed this course.
14 One of the positive things about this particular
15 course on our system, WeLearn, is that as new
16 information develops and evolves, we get to go in and
17 to update that system and that training, and it
18 actually pings educators to tap into the course
19 again, that a new, um, er, ah, new module has been
20 developed to, to further educate them.

21 I would acknowledge that there are more
opportunities that need to be taken advantage of,
which is why we are partnering extremely closely with
our labor partners, UFT, who are doing cutting-edge,
um, teacher-facing professional development that is

1
2 deeply building their capacity around appropriate
3 pedagogical uses of AI in the classroom.

4 So from my standpoint as Chief Academic Officer,
5 it is that we are engaging in a wraparound, rapidly
6 evolving capacity building, um, approach to what it
7 means to educate teachers around appropriate use of
8 AI in the classroom. And also we are starting to
9 deeply look at what AI literacy should look like, be
10 like for students, um, as they navigate what it means
11 to be career-ready, um, technology-facing, and also
12 utilize, uh, AI technology, um, day to day in the
13 work that they do from, from teachers. Is it
14 perfect? It is not. But are we aggressively
15 acknowledging that we need to continue to develop and
16 to do that work? We are.

17 CHAIRPERSON DINOWITZ: The tools— I, I mean, you
18 said we're taking it all in now, that it's rapidly
19 evolving. That's true. But while we're taking it
20 all in, we're putting it out into the classroom
21 without all of the trainings in place and without
this digital literacy or AI literacy curriculum with
any sort of evaluative tools to know whether our
students are AI literate before throwing the tools at
him, at, at, at them.

1
2 Uh, I'm gonna, I'm gonna turn it over to my
3 Co-Chair, Council, uh, Chair De La Rosa, and also
4 acknowledge that we've been joined by Council Member
5 Farias as well as Avilés on Zoom.

6 CHAIRPERSON DE LA ROSA: Thank you, Chair. Um,
7 thank you for the line of questioning. I think that,
8 you know, what Chair Dinowitz was just mentioning and
9 the responses is why we see that the parent community
10 has come together across the city and in CECs to ask
11 for a moratorium, not necessarily because, you know,
12 ah, there— because there are concerns, but also
13 because there are huge gaps in our understanding of
14 how the technology is being deployed and when. And,
15 um, I think we do need the time to be able to wrap
16 our arms around what is happening in our classrooms.

17 I wanted to ask specifically about— you, uh, said
18 that in your testimony, um, that 6,491 folks
19 submitted feedback to the AI guidance, correct?

20 DANIELLE GIUNTA: Yes.

21 CHAIRPERSON DE LA ROSA: Um, are any of those
comments made publicly available for us to see?

DANIELLE GIUNTA: They are not currently made
publicly available, but we will get them. It is our
intention to share them.

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2 CHAIRPERSON DE LA ROSA: To make them publicly
3 available?

4 DANIELLE GIUNTA: Yes.

5 CHAIRPERSON DE LA ROSA: Great. Does the DOE
6 monitor student computer use in classrooms through
7 programs like GoGuardian or any other monitoring
8 tools?

9 DANIELLE GIUNTA: Or additional apps? You, you
10 take that.

11 SCOTT STICKLAND: I got it. We, uh, some schools
12 can purchase and use GoGuardian. They use the
13 feature that monitors that the students are on task
14 with whatever, uh, edtech program is happening in
15 the, in the classroom. There is a- and just to be
16 clear, there's a separate module of GoGuardian, uh,
17 called Beacon that is not approved for use and is not
18 used in any of our schools.

19 CHAIRPERSON DE LA ROSA: And the devices- if the
20 devices are take-home devices, it's monitoring them
21 while they're at home too?

SCOTT STRICKLAND: No, only in schools.

CHAIRPERSON DE LA ROSA: Only in schools. And
who has access to that information and what
information is available through GoGuardian?

1
2 SCOTT STRICKLAND: The purpose of it is to
3 monitor the real-time status of the device as they're
4 in the classroom for that session. When it's turned
5 off, all that information is not stored anywhere and
6 used for any other purpose.

7 CHAIRPERSON DE LA ROSA: So can you just walk me
8 through it? So my kid is sitting in class, she has
9 her computer open, and she goes to YouTube. What,
10 what do they, what do they see? She's not supposed
11 to be on YouTube, let's just say.

12 SCOTT STRICKLAND: Sure, if the, the school has
13 purchased GoGuardian and is active for that session,
14 the teacher can see in the GoGuardian monitor that 22
15 students in the class are on the HMH curriculum, for
16 example. Another student has opened another window,
17 uh, and they really should be only on the edtech
18 tool.

19 CHAIRPERSON DE LA ROSA: And they can detect
20 which student is on another window? They can see
21 that information live?

SCOTT STRICKLAND: I believe the answer to that
is correct, yes.

CHAIRPERSON DE LA ROSA: Okay, and so that they
can, uh-

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2 SCOTT STRICKLAND: They could walk by, follow up
and say, please come back to your, uh, assigned task.

3 CHAIRPERSON DE LA ROSA: Are there any other
4 monitoring tools like GoGuardian that are being
5 deployed in our schools? Any other tools like
6 GoGuardian?

7 SCOTT STRICKLAND: That's the one that's most
prominently used. I'm not aware of any others that
8 you are used prom, uh, across the system in a large
9 way. And again, they're purchased school by school
at this point.

10 CHAIRPERSON DE LA ROSA: Okay. I do think that,
11 like, you know, that response of- that I'm aware of
12 causes concern. Mhm. We, we wanna know and we need
13 to know if there are other monitoring tools. So it
14 would be helpful if we could get back to the
Committee if there are others. It would be helpful
15 in, in us understanding. Um, so parents have asked
16 about approved AI products that are currently being
17 used in the schools. Uh, it is my understanding that
18 the DOE has declined to provide some of that
information, um, and that some parents- and we're
19 asking, have parents, uh, do- done FOIL requests, uh,
20
21

1
2 for that information? And why is there hesitancy
3 around sort of providing comprehensive lists?

4 DANIELLE GIUNTA: Thank you for that question.
5 Um, I, I'm— we are currently working as part of our
6 next phase. We're currently working with our
7 superintendents and principals to have more of
8 exactly what you just said, which is we need to
9 understand everything that's in our schools, how
10 they're being used, especially what the top ones are,
11 what— which ones might be leading to some impact
12 that's interesting, because it is also new. Um, and
13 we do want to encourage schools to innovate and then
14 scale, you know, what's working.

15 Um, with that said, uh, we're currently engaging
16 in that process. But I would say as a former
17 principal that, um, any tool that I'm using, any
18 curriculum I'm using in my school, a parent has a
19 right to ask and deserves to be answered. So in
20 cases where parents might have a question about what,
21 you know, my child uses X, you know, I didn't mean
Twitter, X, like, insert, ah, hmm, any example. Um,
you know, can you talk to me a little bit about how
it's used, how long they use it, you know, are they

1
2 using it alongside a teacher? Those are amazing
3 questions for our parents to be asking.

4 We encourage them to do so, and we expect our
5 teachers, our leaders, our superintendents, and
6 ourselves to be able to answer those questions,
7 especially if we've adopted them so locally.

8 CHAIRPERSON DE LA ROSA: Okay, that's good to
9 hear. Um, does the DOE, um, register all contracts
10 through Checkbook?

11 DANIELLE GIUNTA: The- I, I will have to get back
12 to you to make sure. I believe the answer is yes,
13 but let me find out and come back to that question
14 either in this hearing or shortly after.

15 CHAIRPERSON DE LA ROSA: Great. Does the DOE
16 have nondisclosure agreements with vendors? If so,
17 why? And are those contracts also registered with
18 Checkbook or Passport?

19 DANIELLE GIUNTA: Thank you so much. Um, at this
20 point, I'm gonna turn us over to our Chief Privacy
21 Officer, Dennis Doyle to, to jump in.

CHAIRPERSON DE LA ROSA: Thank you.

DENNIS DOYLE: Yeah, thank you for the question.
Um, I'm not sure exactly what you mean by
non-disclosure agreements. I mean, we have data

1
2 processing agreements with all vendors that process
3 student data. Um, if that's what you're referring
4 to, then the answer is yes. Um, if there's something
5 else, um—

6 CHAIRPERSON DE LA ROSA: I mean, I think
7 non-disclosure agreements are pretty standard, so is
8 it a non-disclosure agreement or not?

9 DENNIS DOYLE: Well, it depends what we're
10 talking about when we talk about—

11 CHAIRPERSON DE LA ROSA: So can you describe what
12 you're describing.

13 DENNIS DOYLE: So for a data processing
14 agreement, which we have with all of our third-party
15 vendors that process student data, there's
16 non-disclosure aspects to that agreement. They have
17 to agree to keep our data, our information
18 confidential.

19 So that is, in some, in some ways, it is a
20 non-disclosure agreement. We do not have any
21 non-disclosure agreements with vendors that would
prevent us from disclosing the existence of a
contract with that vendor, for example, if that's
what you were referring to.

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2 CHAIRPERSON DE LA ROSA: Okay or like what, um,
3 you're procuring the technology for.

4 DENNIS DOYLE: Correct. Yeah, we would not have—

5 CHAIRPERSON DE LA ROSA: You don't have that.

6 DENNIS DOYLE: NDAs for something like that.

7 CHAIRPERSON DE LA ROSA: Okay. And again, the
8 question around Checkbook and Passport, we'll, we'll
9 get back to.

10 DANIELLE GIUNTA: I can answer.

11 CHAIRPERSON DE LA ROSA: Okay.

12 DANIELLE GIUNTA: Yes, all of our, um, all of
13 them are registered in Checkbook and with the
14 Comptroller.

15 CHAIRPERSON DE LA ROSA: Okay. Thank you. Um,
16 the AI guidance states that on page 6 that a playbook
17 is planned for June 2026. What is that playbook and
18 is it currently available?

19 DANIELLE GIUNTA: Thank you. Um, as part of our
20 original plan, uh, we were releasing the guidance,
21 going through 45-day feedback, um, and it would
result in the next step of a playbook. That is how,
ah, we started this process.

Given feedback, given some additional educational
and professional reviews, and given the shifting

1 national conversation, which has really escalated
2 over just the last couple of weeks alone. Uh, we are
3 not necessarily committed to making sure that
4 playbook comes out in June because what we are
5 committed to and was part of our testimony is going
6 back to what that, like, baseline guidance is. And
7 flushing that out to be more responsive to the
8 feedback, um, to take in some of the shifts in
9 national conversation and research that's coming out.
10 Um, and so right now the playbook as it was
11 originally sort of part of the original plan is
12 shifting. Um, I, I could, you know, invite Dr. Pate
13 if you wanna add to that, or if, if that's just the
14 answer, we can move on.

15 MIATHERESA PATE: FDC, I think you did a
16 wonderful job at responding to that. What I would
17 add is that this is not about a rush to get a, a
18 playbook out for the sake of playbook. What we are
19 committed to is galvanizing the voices of community,
20 which FDC talked about connected to the 6,500+
21 feedback that we received. And some of that feedback
really shared with us a bit of a slowdown in order to
really be thoughtful and strategic about what it
looks like to ensure privacy, safety, and to ensure

1
2 that what is instructionally sound for students is
3 incorporated into what our playbook would be.

4 So the delay is, is not about getting the job
5 done. It really is about being responsive to what
6 the feedback has told us over this past 45 days, and
7 to just acknowledge that this is really an iterative
8 process, that you can expect lots of loops, lots of
9 changes, lots of shifts as we become better informed,
10 as, as research continues to evolve, and as we have
11 these hearings, which also give us, like, some really
12 good insight about the direction that we need to go
13 from some of your constituents as well.

14 CHAIRPERSON DE LA ROSA: Great. I'm gonna ask 2
15 more questions and then I'll pass it back so we can
16 open. But, um, I wanted to ask- I do have more
17 questions, but for later. I wanna give other people
18 a chance. Um, do you all have a, a specific policy
19 around YouTube?

20 DANIELLE GIUNTA: Scott, would you like to talk
21 about YouTube?

18 SCOTT STRICKLAND: Yeah, the policy on YouTube is
19 it is not available for use generally. It's blocked.
20 Unless a particular school asks for it to be opened
21 up for educational purposes, uh, at the principal

1 level. And we do that when that's asked or
2 requested.

3 CHAIRPERSON DE LA ROSA: Okay, we have heard
4 concerns from parents that, um, there is instruction
5 that includes, you know, go watch this YouTube video
6 on X, Y, and Z. So we want to have clarity around,
7 um, those type of instructions. Um, I don't know if
8 you have any feedback on that, but we have heard that
9 from parents.

10 DANIELLE GIUNTA: I mean, I, I am aware and have
11 seen where, uh, YouTube or some video link, you know,
12 is helping bring a lesson to life, tapping into
13 children's, like, immediate engagement in that.
14 That's part of the work that we're thinking about
15 even on screens, mhm, and screen time, um, that might
16 lead there. But I have not seen an example of, uh,
17 just, you know, independently go watch a YouTube
18 video.

19 That would be under those cases where we're
20 saying that's the kind of work that is in either
21 whole class or small group and certainly under, um,
the direction of a teacher in the space.

CHAIRPERSON DE LA ROSA: Okay. Um, the other
thing I wanted to ask, we heard from some of the

1
2 parents about this app, and I'm forgetting the name,
3 that basically tells students that if they pay, like,
4 if you enter a credit card and you pay, you gain some
5 powers. You know the name? I don't know the name.

6 UNIDENTIFIED: Play Prodigy.

7 CHAIRPERSON DE LA ROSA: Play— Play Prodigy. Um,
8 Can you discuss if that is, uh, approved, uh,
9 application or program that the DOE has approved?

10 DANIELLE GIUNTA: Thank you for that question.
11 Um, I believe PlayProdigy is not an approved app.
12 Is— am I remembering that correctly?

13 SCOTT STRICKLAND: Well, it actually is.

14 DANIELLE GIUNTA: Oh, it is?

15 SCOTT STRICKLAND: It is. The free version is
16 approved.

17 DANIELLE GIUNTA: Okay.

18 SCOTT STRICKLAND: It's been through our, uh,
19 process. Uh, there are other applications that have
20 been approved that have sometimes have that feature,
21 uh, of pay for more things. That's— not approved nor
is it encouraged.

This particular app is only used in a few— very
few schools.

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2 CHAIRPERSON DE LA ROSA: Okay. Um, it would be
3 interesting to figure out which schools and for us to
4 see that information. Um, obviously there's concerns
5 there given the breaches and everything else that has
6 occurred. Um, you know, putting credit card
7 information and all of that stuff at risk, but also,
8 um, uh, er, making sure that that is not something
9 that we're encouraging our children to do.

10 DANIELLE GIUNTA: Can I just clarify one thing
11 and correct me if I misunderstood you? So there is,
12 uh, the version that's free, but we would never
13 require our families to move into the pay. That
14 would be a choice that they made, and it-- we would-- I
15 would not want to see our schools requiring that or
16 encouraging that.

17 CHAIRPERSON DE LA ROSA: Okay, more, more on
18 that. I'm gonna pass it back and then we'll come
19 back for round 2. Thank you. Thank you, Chair.

20 CHAIRPERSON DINOWITZ: Thank you. I, I, I would
21 just add your 6,000, uh, somewhat responses is like
less than 1% of the parents.

DANIELLE GIUNTA: Yes.

CHAIRPERSON DINOWITZ: And you have-- that's not a
question, I'm just, I'm just sharing that that's,

1 that's a- I would say a very low percentage. I'm
2 sure many Council Members will have a lot to say
3 about the people on the, uh, who helped develop the
4 guidance. Um, and that's compared to the parent
5 survey, which has significantly higher, and you do a
6 lot of work, a lot of good work to make sure parents
fill out that survey.

7 Um, so I would think a response rate of less than
8 1% isn't, I don't know, ideal. Parents have a lot to
9 say, rightfully so. This is the future of our
10 children, the future of our city.

11 DANIELLE GIUNTA: And I, I couldn't agree with
12 you more. I think you were- given the amount of
13 conversation that we're having about it, we thought I
14 certainly would have thought we had more, but we did
15 intentionally then make sure that part of our
16 feedback process is included specific conversations
17 around this with advocates, with labor, with, uh,
18 parent leadership structures, with our, you know, our
19 elected. Um, and so we, you know, and, and really
20 making sure we're listening, even the PEP comments,
uh, became feedback for us.

21 CHAIRPERSON DINOWITZ: Thank you. I want to, uh,
recognize Council Member Zhuang for questions first.

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COUNCIL MEMBER ZHUANG: Thank you, Chair.
Actually, I'm very disappointed the, um, early
childhood education did not show up.

DANIELLE GIUNTA: No, they're here.

COUNCIL MEMBER ZHUANG: They're here?

DANIELLE GIUNTA: Yes, ma'am. I'm—

COUNCIL MEMBER ZHUANG: Oh, okay. Very good.
Um, the— on the— on the statement said early child,
uh, division don't have any purview of Gifted and
Talented program, right? But uh, how come you guys
have purview here about early child education program
which also run by DOE? You guys showed up all
Mayor's announcement about Pre-K, 3K, which are also
DOE programs, and then now you are choosing, uh, come
to gifted and talented program. You guys don't have
any purview over? Is that cherry-picking, or— I, I
don't know how— who gonna answer my question.

VERONICA CHELLAR: Veronica Chellar. Um, I
believe you're referring to the Mayor's Office of
Early Childhood Education.

COUNCIL MEMBER ZHUANG: Yeah.

VERONICA CHELLAR: In the letter. The Division
of Early Childhood Education is involved with Gifted
and Talented, however.

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2 COUNCIL MEMBER ZHUANG: So no one come from
Administration side to testify about my bill?

3 DANIELLE GIUNTA: We have members from, uh, the
4 Division of Early Childhood from New York City Public
5 Schools with us today.

6 COUNCIL MEMBER ZHUANG: Okay, they are here
today? Okay. I have questions. So who gonna answer
7 the questions?

8 VERONICA CHELLAR: Um, I— myself and my colleague
9 Lianna will support with that.

10 COUNCIL MEMBER ZHUANG: Okay. Only 12.5% of
11 children with disability in New York City schools are
White. What percentage of tuition payment for
12 students with disability are— oh, this is not for you
13 guys.

14 VERONICA CHELLAR: Right.

15 COUNCIL MEMBER ZHUANG: Um, uh, what effects What
effect does participation in elementary G&T program
16 have on getting into specialized high school? Do you
17 guys have information?

18 VERONICA CHELLAR: We don't have that information
at this moment.

19 COUNCIL MEMBER ZHUANG: Okay, but I did the
20 research, I have the information. They have 12% more
21

1 chance kids getting to, uh, specialized high school.
2 And also, um, that program really benefited
3 low-income students in New York City.

4 And next question, what effect does being in a
5 gifted and talented program have on those children
6 later in their life?

7 VERONICA CHELLAR: We don't have that information
8 at this moment.

9 COUNCIL MEMBER ZHUANG: Okay. Have being in
10 gifted and talented program increased expected wage
11 by 9%? Do you know, um, do you have information
12 about what current gifted and talented program in
13 Black and the brown community? Do you guys have any
14 data or you can help me to get some data?

15 DANIELLE GIUNTA: Council Members Zhuang, I- uh,
16 do you have data for us to share? I, I don't wanna-
17 I was just gonna say we, uh, we did not bring the
18 team, uh, prepared with data specific to gifted and
19 talented today. We brought the team to speak to AI
20 and screen time, um, more. So we can accept your
21 questions and note them and also follow up for the
spaces that we're not specifically ready to answer
you. Uh, we will take them back.

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2 COUNCIL MEMBER ZHUANG: But it, it is in the
3 hearing's agenda, right? About 2 bills I have today.

4 DANIELLE GIUNTA: Mhm.

5 COUNCIL MEMBER ZHUANG: But you guys did not
6 prepare to answer my questions. A lot of family, ah,
7 depend on the answers. They want to know the
8 answers. This is how— this shows again why those
9 special needs family get ignored and the Gifted and
10 Talented program get ignored, especially in Black and
11 the brown community. And then now even doesn't have
12 people come here to testify. This is how we're gonna
13 respect those families.

14 LIANNA WRIGHT: Um, we do have data publicly
15 available on our website that shows the demographics
16 of students enrolled in Gifted and Talented programs.

17 COUNCIL MEMBER ZHUANG: And by neighborhood too?

18 LIANNA WRIGHT: By district. We have the number
19 of students from every district who apply to Gifted
20 and Talented and receive offers every year.

21 COUNCIL MEMBER ZHUANG: Can you tell me for the
record how— what's the ratio in Manhattan, what's the
ratio in Brooklyn?

CHAIRPERSON DINOWITZ: And as— I'm sorry, as you
answer, please state your name for the record.

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2 LIANNA WRIGHT: Yeah, my name is Lianna Wright
3 from the Office of Student Enrollment. Um, I don't
4 have all of the numbers in front of me, but we can
5 share the links to where they're posted on the
6 website.

7 COUNCIL MEMBER ZHUANG: If no one comes here
8 prepared, then why come?

9 LIANNA WRIGHT: I think some of the, um, bill
10 that you were asking about also is from the Mayor's
11 Office, who provided some written testimony, um, in
12 response to your bill as as well.

13 COUNCIL MEMBER ZHUANG: The response is-

14 LIANNA WRIGHT: That is my understanding.

15 COUNCIL MEMBER ZHUANG: It said there is no
16 purview.

17 LIANNA WRIGHT: Over the gifted and talented?

18 COUNCIL MEMBER ZHUANG: Yes. Said no purview.
19 That is it. Didn't say why, where, who has the
20 purview. If they don't have the purview, which- we
21 don't know which department can answer my question.

LIANNA WRIGHT: Well, we run the gifted and
talented screening and admissions process. It is,
ah, housed within the division of early childhood and

1
2 then it is is for our children entering, uh,
3 kindergarten currently.

4 So, uh, we— if we don't have the data to speak
5 specifically to, that's not necessarily publicly
6 available, we will follow up and get that.

7 COUNCIL MEMBER ZHUANG: And then that's the
8 reason I ask on my bill. We need to have that data
9 available. And then everyone say it's not in their
10 purview, no one in charge of this data. I don't know
11 which department gonna work on this issue.

12 And also, for the disability students, special
13 needs students, no one come to testify. Just said we
14 agree on your purpose, but that's no information at
15 all. You guys support or not support? Who gonna
16 answer the question?

17 CHAIRPERSON DINOWITZ: Yeah, Council Member
18 Zhuang, I'm, I'm just gonna ask the DOE. There's a
19 lot of you here, um, all with tons of data, and I
20 think before you leave today, I think you can testify
21 to what the data and answer her questions. I
understand you don't have it in front of you now, but
before you leave, you should have that and testify to
that. Thank you. And then this will be the last,
and then we'll move on to Council Member Avilés.

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2 SUZANNE SANCHEZ: Council member, my, uh, Suzanne
3 Sanchez, Chief of Special Education, and I am here,
4 uh, to answer any questions around students with
5 disabilities that you may have.

6 COUNCIL MEMBER ZHUANG: Okay.

7 CHAIRPERSON DINOWITZ: Well, we're, we're going
8 to go on to the next, um, the next member, um, but
9 any of the questions that she had previously asked,
10 uh, before you leave today will testify to. I think
11 you could find it between now and then. Okay, thank
12 you.

13 Council Member Avilés on Zoom.

14 COUNCIL MEMBER ZHUANG: I will come back.

15 COUNCIL MEMBER AVILÉS: Yeah, thank you, thank
16 you so much Chairs, um, for this important hearing.
17 Um, I guess I'd like to ask the Administration around
18 issues of privacy. Um, I was certainly-- was one of
19 those Council Members who is deeply concerned about
20 um, you know, kind of this, this-- what we don't know,
21 what's happening in our schools, uh, related to AI
and student use, direct usage of AI.

Um, so I'm deeply concerned about privacy. Um,
as you all know, on May 4th, the State Comptroller's
Office released a really scathing audit, uh, finding

1
2 that the New York City Public Schools maintains no
3 written policies for data classification, risk
4 assessment, or backup and recovery as required by the
5 NIST Data Security Framework specified by EDLAW 2D.
6 So given that, that law was passed in 2014, why has
7 the DOE failed to develop these policies, thus making
8 obviously these data breaches, which are profoundly
9 concerning, more likely and harder to respond to?

10 DANIELLE GIUNTA: Thank you for that question,
11 and I just want to let you know we have our Chief
12 Data Privacy Officer with us today who's going to
13 respond.

14 DENNIS DOYLE: Yeah, thank you, thank you for the
15 question. Um, I just want to start out by saying
16 obviously student privacy is of the utmost importance
17 to New York City Public Schools. Um, and we did work
18 with the New York State Comptroller on this audit
19 over the last few years. Uh, we submitted a formal
20 response to that audit that sort of explains that we
21 comply with all federal, state, and local privacy
laws.

In some cases, we go beyond what the law
requires. Um, but that we're always working
continuously to try to improve our data privacy

1 practices. And while we disagree with some of the
2 findings in the New York State Comptroller's audit
3 report, we did accept and agree the recommendations
4 that were made in that report. To some extent, we,
5 we assert that we already comply with the
6 recommendations in that report. And one example is
7 actually, as you're referring to, is, um, the
8 requirement that we align with the NIST Cybersecurity
9 Framework. This is something that we, uh, we use.
10 We're, as you noted, we're required by New York State
11 education law Section 2D to align with the NIST
12 Cybersecurity Framework. And just a, a point on
13 that, the NIST Cybersecurity Framework is not
14 necessarily like a checklist of requirements for
15 organizations to, to follow. It's a framework for
16 assessing an organization's cybersecurity posture and
17 to continuously evaluate it and to try to
18 continuously improve it. Um, and so we have been
19 implementing the NIST Cybersecurity Framework.

20 With that said, we recognize that there are
21 improvements that we plan on making.

Um, one is to update our data privacy and
security policies page, which we will be doing in the
coming months. Uh, we will also be issuing a formal

1
2 written data classification policy. Uh, we do have a
3 data classification policy. It's documented in a few
4 different places. Uh, but we want to make sure that
5 we have a very clear, formal data classification
6 policy for that. Um, we're also, as has been
7 mentioned earlier in this hearing, working with the
8 schools to make sure we have a better understanding
9 of the tools that they're using, um, to make sure
10 that it's in compliance with their data privacy and
11 security policies.

12 Um, another thing noted in the audit report, uh,
13 was the timeliness of notifications. Um, we're also
14 improving on that front. I think if you read the,
15 the report itself, uh, we have— in 2024 and 2025, uh,
16 there were 5— the State Comptroller found that there
17 were only 5 of 102, uh, reported data breaches that
18 were not made, uh, in accordance with the timeline
19 requirements.

20 Um, but with that said, we are striving to
21 improve that. Part of the difficulty with
notification timeliness is making sure that, uh,
we're having our staff be fully aware of what their
obligations are and that they're reporting it up to
us, uh, in a timely fashion. We also can encounter

1 difficulties with working with third-party vendors
2 and trying to get the pertinent information from them
3 in time in order to issue these notifications. We
4 also will have translation requirements when it comes
5 to sending out notifications.

6 So there are a lot of, um, hurdles that— when it
7 comes to, to issuing these notifications in a timely
8 way. But with that said, but, you know, we're still
9 working to improve that. And also on the training
10 point, um, you know, we've also improved in terms of
11 staff completion rate for our training. Um, in
12 2023-24, it was 117,000 staff members completed our
13 data privacy and security training. In '25-'26, that
14 number went up to 138,000 of approximately 150,000 or
15 160,000 staff. And this is also an area where we
16 actually exceed the law, where Education Law 2D only
17 requires training for those who have access to
18 student data. We require it for all of our
19 employees, which we think is a good policy.

20 Unfortunately, that also creates separate
21 challenges in sort of ensuring that everyone actually
is completing the training that has access to data so
that we're complying with the law. So in short, you
know, we are working continuously to improve our data

1
2 privacy and compliance policies and practices. We've
3 accepted the recommendations of the Comptroller, and
4 we look forward to, you know, issuing these new
5 improvements in the coming months.

6 COUNCIL MEMBER AVILÉS: So just, just, um, to
7 circle back, I mean, your updates on, uh, security
8 protocols are gonna be coming out in a few months.
9 Is that, is that what you're suggesting?

10 DENNIS DOYLE: On our data privacy and security
11 policies, yes. That's one of the requirements under
12 New York State Education Law 2D is that we have that
13 posted on the DOE website. It is publicly posted
14 there right now. Uh, we want to improve that. We
15 want to improve it to make it, uh, clearer, more
16 accessible, so everyone unders- has a better
17 understanding of what our data privacy and compliance
18 policies are. And I also just want to add too, along
19 these same lines, um, we've also in the last year, or
20 just over a year ago, updated our Chancellor's
21 Regulation, which is Chancellor's Regulation A-20 on
student privacy. Uh, that regulation had not been
updated since 2009.

Um, so we were, you know, we worked very hard on
that to try and bring our, our own DOE regulation up

1 to speed with the current landscape of privacy law.
2 We worked with a lot of, uh, parents, community
3 leaders, advocates, uh, school leaders, um,
4 incorporated their feedback, um, and we, we feel came
5 up with a regulation that actually, um, strengthens
6 our data privacy practices. But obviously this is a
7 continuous process and we're going to be doing more.

8 CHAIRPERSON DINOWITZ: Thank you. Thank you,
9 Council Member Avilés and if you'd like, I'll put you
10 down for round 2. Uh, count— okay, I'll put you down
11 for round 2. Council Member Wong, followed by—
12 followed by Gutiérrez.

13 COUNCIL MEMBER WONG: Okay, um, thank you,
14 Chairs. Um, I went to public school, um, one, to
15 learn facts, and also to learn how to think, uh,
16 think critically. And, uh, I sent my daughters to
17 public schools, also expecting them to think
18 critically. Not to just type something into an AI
19 engine and then take the results for granted. And
20 I've been playing with this, uh, Consensus,
21 Perplexity, ChatGPT, and, um, I was asking about
myself, like, what do you know about me, you know?
And then a lot of times they're wrong. Yes and— and
I, I'm concerned because one, uh, it— the technology

1 is already here. Kids are already using it, whether
2 you see it or not. And my other concern is that
3 teachers are using it, whether they're using it to
4 prepare the lessons or whether they're using it to
5 grade student papers. Those are very concerning.
6 But I would like to start with one thing. When I see
7 students, everybody has AI. It's in between the
8 ears. This is actual intelligence.

9 And my message is that they have to use it,
10 rather than relying on some AI engine telling them,
11 um, things and they take it for granted or they
12 believe it's true. And I claim that with the given
13 technology, a lot of results you get from AI engines
14 are false.

15 Now with that, here, here are my questions, uh,
16 I, I read from the rep website, DOE website, there's
17 an AI guidance, and then there, there were parents
18 could submit feedback until May 8th, and there's
19 feedback somewhere, and I would like to read it. I
20 want to learn about what parents are thinking. Uh,
21 where is all this feedback? Can I see it?

DANIELLE GIUNTA: It is not currently public, but
we are going to make it public.

1
2 COUNCIL MEMBER WONG: Can you please do that or
3 send me the link? You have my email? Okay um, my
4 next question is, at the same AI guidance, page 6, it
5 says a playbook is planned for June 2026. In one
6 week, we're gonna be in July. What is this playbook?
Where is it? And is it available?

7 DANIELLE GIUNTA: Yes, that goes back to, um,
8 when asked earlier about the playbook, is that the
9 original intent, um, and timeline, we, we thought
10 after we launched the initial guidance that by the
11 end of the year we'd be able to, you know, really use
the feedback to get us to this playbook.

12 But the feedback actually is taking us in new
13 directions, asking us to think about, um, a
14 developmental sequence, what can and can't be used,
when it can't.

15 Also, the conversation around screen time started
16 coming up. We're trying to pay attention to all the
17 feedback that we got through survey and our public
18 engagements. Um, and so right now we are not racing
19 into a playbook. We are carefully considering how to
20 build out the original guidance that puts us on
stronger footing with clarity, uh, guardrails, and
specificity.

1
2 COUNCIL MEMBER WONG: Okay, thank you. Um, I
3 have, I have some time left. Okay. Um, do you, do
4 you, do you have a policy for telling teachers and
5 what to do with AI when it comes to planning lessons
6 or grading papers? Because I, I know, I know, like,
7 for even right now, HR departments, they screen the
8 resumes and reject resumes if they don't see a
9 certain term or they don't see a certain, uh,
10 experience. And then applicants get rejected
11 without, without having anyone looking at the resume,
12 just rely on some AI engine, right?

13 So what, what is the— what is your policy on, uh,
14 will you have a policy for teachers on how do you use
15 AI in planning lessons or grading papers?

16 ALAN CHENG: Council Member Wong, thank you for
17 that question. Um, I want to make it very clear
18 that, um, in the guidance that was released in March,
19 um, it really clearly states that, um, assessments
20 and grading are prohibited uses of AI in our New York
21 City public schools.

22 COUNCIL MEMBER WONG: Okay. What you say is,
23 what about planning lessons? Uh, what stops a
24 teacher from telling AI, generate a lesson about
25 Revolutionary War in Saratoga, yeah.

1
2 ALAN CHENG: I hope they get great lessons. Um,
3 I, I think what we have to do is to make sure that,
4 um, uh, ultimately the lessons are content-aligned,
5 they are factually accurate, and they are deeply
6 engaging with the learning that we want students to
7 be doing. And so we do not recommend nor encourage
8 teachers to be using AI tools to be generating those
9 lessons. We want to make sure that that educator
10 input and guidance is culturally appropriate and
11 accurate, um, for those learning purposes.

12 And to one of the things that you said earlier,
13 we really truly want to make sure that the
14 intelligence is something that we are developing with
15 our students through deep interaction, educator
16 guidance and support. And that is what we strongly
17 believe in.

18 COUNCIL MEMBER WONG: Okay, thank you.

19 CHAIRPERSON DINOWITZ: Thank you, Council Member
20 Wong. I'll put you down for round 2.

21 COUNCIL MEMBER WONG: Squeeze in one more
question or go to round 2?

CHAIRPERSON DINOWITZ: Let's do— let's do round
2.

COUNCIL MEMBER WONG: Thank you.

1
2 CHAIRPERSON DINOWITZ: Thank you so much. Council
Member Hanif.

3 COUNCIL MEMBER HANIF: Thank you Chairs, and
4 thank you all for joining us. I, I do want to just
5 at the top share that I'm, I'm supportive of AI, uh,
6 in our schools, and of course urge intentionality,
7 uh, before our schools and students administer these
8 tools. Um, and I also want to add that I'm one of
9 the signatories of the the letter calling for a
10 moratorium. Um, I believe that the way in which AI
11 curriculum is built should be guided by students, and
12 whatever is put in place should be piloted or
13 observed, followed by an assessment and feedback, a
14 feedback loop, so that we're not just saying— we're
15 not just dropping the curriculum, the plan, and then
16 just moving, moving on. Um, we can't avoid AI. Uh,
17 we're go— we need to get up, be on top of it.

18 Um, could you share if any biometric, uh,
19 recognition technologies are currently being deployed
20 in our schools for educational or security purposes?

21 DANIELLE GIUNTA: Thank you for that question.
I'm gonna let Scott jump in on, uh, the different
applications. He just has that.

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1
2 SCOTT STRICKLAND: Yeah, I'll, I'll, uh, have
3 Dennis back me up. We do not have any biometric
4 detection tools.

5 COUNCIL MEMBER HANIF: Great.

6 SCOTT STRICKLAND: And that's, that's, uh,
7 prohibited by law.

8 COUNCIL MEMBER HANIF: And then can you, ah, um,
9 uh, can you share how is the necessity of an AI tool
10 going to be evaluated before introduction?

11 DANIELLE GIUNTA: Oh, thank you. So, uh, as
12 these new tools are coming, the question is how do
13 we- you're asking how we're gonna evaluate them. Um,
14 I'm gonna ask, uh, Tara or Mia to jump in on, uh,
15 some, some of the work that's underway.

16 COUNCIL MEMBER HANIF: So both saying yes to
17 specific tool or company and then evaluating them
18 year 1, year 2.

19 MIATHERESA PATE: So what we are working to
20 develop is a tool scorecard. That will give us a
21 more in-depth assessment of not only the educational
value-add, but also impact, meaning outcomes, uh,
for, for students. Uh, we are also currently, um,
doing some beta testing.

1
2 COUNCIL MEMBER HANIF: Could you share just in,
3 in more kind of clearer language, um, what the, what
4 the testing, uh, includes how that is being
5 conducted?

6 MIATHERESA PATE: It's being conducted through
7 professional learning experiences where, um, some
8 teachers and school leaders— 50 teachers actually—
9 and, um, school leaders are engaged in, um, programs
10 that lend itself to AI-empowered tools. And we are
11 assessing whether or not these tools have
12 instructional value add, and then collecting surveys,
13 talking to teachers, figuring out the different
14 creative ways that they are utilizing those programs
15 so that we can start to better determine how we can
16 more effectively assess, um, the value add of a tool,
17 um, that may be utilized within, uh, New York City
18 Public Schools.

19 COUNCIL MEMBER HANIF: And these 50 teachers, uh,
20 what's the representation?

21 MIATHERESA PATE: Um, so they cross— they span,
um, from 6th to 12th grade. In addition to that, um,
they span our core content areas, so math, science,
um, ELA as well, and social studies.

1
2 COUNCIL MEMBER HANIF: And will there be another
3 set of teachers?

4 MIATHERESA PATE: The, the goal is that we, as we
5 develop this, this scorecard, we want to enlist the
6 partnership of our educators. It is really about,
7 like, how we trust them to inform us more about the
8 value-add of a particular tool. It is not about
9 taking the word of the tool creator to say, hey, this
10 is great and go use it. No. What are our educators
11 saying? How are they utilizing the tool? What are,
12 what are their thoughts around the value-add of the
13 tool? And what are the academic impact outcomes
14 that, that inform us that this is in fact a tool that
15 we should invest more time and energy into as a
16 whole, not leaning towards what the vendor is saying
17 is good.

18 I would imagine they would all say that they're
19 great and good.

20 COUNCIL MEMBER HANIF: Right?

21 MIATHERESA PATE: So, we can't take their word,
um, for law as it relates—

COUNCIL MEMBER HANIF: Because I have a few more
seconds, um, could you share if a similar scorecard
is being assessed uh, with students.

1
2 MIATHERESA PATE: So I'm gonna jump in, Tara, um,
3 to do this work. So Tara.

4 COUNCIL MEMBER HANIF: And I'll come back for
5 second round, but ending here. Thank you.

6 TARA CARROZZA: Hi, my name is Tara Carrozza.
7 I'm the Director of Digital Learning and Innovation,
8 former District 75 teacher. Um, currently we are not
9 evaluating tools that are direct student AI use.
10 We're starting with teachers, um, and the reason for
11 that is because we have the same concerns that, that
12 the, that you as an advocate and, uh, many others
13 have shared with us, particularly from the 45-day
14 feedback window and the listening sessions that we
15 engaged in. And so we're starting with teachers and
16 leaders who are already using the tools for the
17 purpose of supporting their productivity, for
18 supporting their, um, lesson differentiation
19 scaffolding.

20 We already have high-quality instructional
21 materials, um, and grade-level expectations within
all of our, uh, New York City Reads and Solves
curriculum. And so we're looking at those standards
that we've set. We've vetted those curriculums. We
know they're research-based and evidence-based, and

1 we're taking a similar approach to vetting our tools
2 beyond ERMA.

3 CHAIRPERSON DINOWITZ: Thank you so much. Thank
4 you, Council Member Hanif. Okay.

5 COUNCIL MEMBER HANIF: I would— I would
6 recommend, uh, our students, uh, seeing some of this,
7 being able to, uh, work with a tool and— and for us
8 to see how they're responding, uh, so that they're
also a part of, uh, this process.

9 TARA CARROZZA: A— agreed and we— we are
10 creating, um, the same evidence-based tool scorecard
11 for all of our stakeholders. We're in development of
12 those.— so I did wanna add that. One for families as
13 well, so we can empower families to go through the
same process.

14 So we're all looking at the same evaluation
15 criteria. We're not saying, okay, the DOE is doing
16 one thing and not sharing that out. We really wanna
17 be transparent in our next steps forward with all,
18 and of course, involving students and empowering them
19 with that same agency and critical evaluation and
critical thinking as, um, Council Member Wong shared.

20 CHAIRPERSON DINOWITZ: Thank you. Thank you,
21 Council Member Hanif, for— Particularly love the

1 questions around evaluations. FDC, give her a highly
2 effective in 3D, please. Very niche joke. Okay, uh,
3 Councilmember Gutiérrez.

4 COUNCIL MEMBER GUTIÉRREZ: Thank you, Chair. Um,
5 I, I have a few questions, and I was one of the
6 signers on, on the, on the letter. At first, I, you
7 know, wanted to go through the guidance thoughtfully
8 and was able to, to, um, meet with some parents, I
9 think some who are were here to testify and really
10 listen to their concerns. I think the first thing
11 about the guidance was that even, like, the, the
12 process seems backwards where you're— you put out a
13 guidance, you're collecting feedback, and now you're
14 going to use that feedback for a playbook.

15 It just feels like the, the process doesn't make
16 sense. If you wanted to actively use feedback, you
17 would have called for feedback first and then put
18 together a guidance, a playbook. I, I don't know if
19 a playbook equates to the same as guidance. I just,
20 I wanna make sure that, like, if you, I don't know, I
21 feel like we're creating something that we don't
necessarily need to, to do at this point. So I just
wanna make sure that I raise my concern with the
process.

1
2 It really, it really feels backwards. Um, I
3 think in speaking with a lot of parents from my
4 district, from my community, especially for those
5 that are younger, that are in elementary school,
6 there's concern for the fact that that they are kind
7 of being brought to the table months after some of
8 these tools are already being introduced.

9 Uh, the top concern being with these tools being
10 introduced into the classroom. I'm sure you'll hear
11 from folks that are testifying that today, but bigger
12 picture, I think that we deserve a, a vision, like a
13 digital literacy vision from the DOE. I feel that we
14 deserve to know what are the expected outcomes that
15 you all, as the governing body of all our public
16 schools, expect to have before you start throwing
17 around a guidance or a playbook or mandating vendors.
18 And I will say, from just the day-to-day school, um,
19 feedback, I think a lot of principals feel like
20 they're being forced into interacting with these
21 tools. I think a lot of schools feel like they're
not prepared and they're being told from the top from
Tweed that they have to utilize this. So a lot of
this has been very fragmented, has been fragmented
from when you put the guidance out. It is being

1 fragmented from the way that you're implementing it.
2 So I would just love for you all to share if there is
3 a bigger picture. What is the desired outcome, um,
4 so that we can tell people here publicly because they
5 are concerned.

6 So yes, we want a moratorium, we want to slow it
7 way down. But I think a lot of that is your fault.
8 I think a lot of that is because of how you have laid
9 this out. So what can you tell me now that's gonna
10 help us feel like we can trust and feel calm about
11 the next 4 years under this Administration and what
12 you guys have laid out since March?

13 DANIELLE GIUNTA: Thank you. That's really
14 important feedback. And I think what I would wanna
15 mostly, um, offer here is I don't think we disagree.
16 You know, the prior Administration, you know, hit the
17 gas on go with AI and technology, and we were coming
18 out of the gate. This was very shortly after
19 Chancellor Samuels came in. It, you know, AI's been
20 a moving train. And so one of his first priorities,
21 in fact, I think it was a week after he established
his new cabinet, uh, we started on the 5th. I think
we we put out, uh, the guidance on the 24th-ish. Um,
and that is because we recognize, um, that this

1 guidance, uh, this, this train was moving, and we
2 wanted to put in guardrails. And back to Council
3 Member Wong's question, the— some of the, uh, answers
4 to your question are what is in red, what is in
5 yellow, what is in green that answers some of the
6 specifics. We need to get more specific, so I wanna
7 acknowledge that. And I think that's why we are also
8 saying today and sharing with others, like, we're not
9 moving fast into this playbook. We want, you know,
Chancellor Samuels—

10 COUNCIL MEMBER GUTIÉRREZ: I'm sorry to
11 interrupt. What, um, if you can answer this in your
12 continued answering is what is the role that the
13 playbook is going to play that the guidance that you
all put out did not?

14 DANIELLE GIUNTA: Where we hoped, I think the
15 original intent, and this was, you know, ah, back to
16 the original plan, Dr. Pate, if you wanna jump in on
17 the original intent of the playbook was to take this
18 feedback and make it very much like answering, um,
19 to, like, the questions that were coming in and
20 feedback and realignment. But I think we need to go
21 further than what the playbook's intent, uh, was
going to be and kind of go back to the guidance and

1
2 ensure that we're doing that engagement, uh, that
3 you're talking about. This is a core value of
4 Chancellor Samuels, of our Mayor, of this
5 Administration. We believe that we do need to reset
6 using the feedback and also the whole conversation
7 around AI and, um, has shifted nationally since our
8 guidance went out. Um, I'm not saying it was our
9 guidance, but, um, it is important for us to take all
10 of that in so that when we get to a vision for the
11 role that technology, screens, and AI— because
12 they're, they're all intersecting but different— that
13 we're able to offer you that. And I can share with
14 you now that that is the current process that we are
15 engaging in, um, as a team.

16 COUNCIL MEMBER GUTIÉRREZ: Okay, can I just ask
17 one last question? I think it's a yes or no answer,
18 actually.

19 CHAIRPERSON DINOWITZ: Yeah, go ahead.

20 COUNCIL MEMBER GUTIÉRREZ: Is there a world where
21 after this playbook is done, the, the AI original
guidance that you released in March is, is tossed, is
garbage?

DANIELLE GIUNTA: I don't think so. I think we,
I, we stand by our March no.

1
2 COUNCIL MEMBER GUTIÉRREZ: Thank you. Thank you.
3 Thanks, Chair.

4 CHAIRPERSON DINOWITZ: Thank you, Council Member
5 Gutiérrez. I, I, I, while I can appreciate you're
6 not moving fast into a playbook, you want to be
7 thoughtful, I think the evaluative tools and the
8 feedback from parents, students, educators are
9 important. These tools are in the classroom.

10 DANIELLE GIUNTA: Yep.

11 CHAIRPERSON DINOWITZ: So it is, I, it's
12 astounding that both of those things are true at the
13 same time, that we've already released these tools
14 into the classroom without, without the playbook,
15 without, without the guidance for the students and
16 the teachers that are really required, um, before
17 engaging with these types of tools.

18 Uh, I will, uh, now recognize Council Member
19 Joseph, followed by Maloney.

20 COUNCIL MEMBER JOSEPH: Great. Thank you,
21 Chairs. Um, good afternoon. Um, as we're having
this important conversation around AI, we, we've been
in this space before. Where are the parents in this
conversation? I heard nothing about parents. I
heard teachers, students, educators, but I have not

1 heard where is parents in this conversation? Um, are
2 they made aware of AI in the classroom? Do they have
3 the option to opt in, opt out?

4 And another part of this conversation I'm not
5 hearing— language access. And we know a lot of our
6 parents in the city, language— English is not their
7 first language.

8 And I have a question for the chan— Deputy
9 Chancellor. Who are your two leads in this AI
10 digital learning space right now? Who are your two
11 leads in your office?

12 DANIELLE GIUNTA: Within the— thank you for your
13 questions.

14 COUNCIL MEMBER JOSEPH: You're welcome.

15 DANIELLE GIUNTA: You want me to lead off with
16 that one?

17 COUNCIL MEMBER JOSEPH: Is that Mia and Tara?

18 DANIELLE GIUNTA: Within the division of the
19 First Deputy Chancellor in academics and instruction,
20 Dr. Pate and Tara are leading that work. But I, uh,
21 like, that work hinges upon the partnership with
D-I-I-T, the partnership with data privacy. Um, so
these, these gentlemen also, uh, are very integral in

1
2 this work. These things cannot happen without each
3 other.

4 COUNCIL MEMBER JOSEPH: Oh, that I know. You are
5 preaching to the converted. Mhm. Um, so I've asked
6 my question.

7 DANIELLE GIUNTA: Okay.

8 COUNCIL MEMBER JOSEPH: So tell me, how are you
9 taking in consideration when you deploy AI tools?
10 How are parents made aware? How are you using
11 parents' voices, relate— parent engagement?
12 Education cannot, cannot happen without parents.
13 Where are the parents in this conversation?

14 MIATHERESA PATE: In addition to the AI guidance
15 and the feedback loop, Superintendents were provided
16 with on-the-ground resources and superintendents did
17 their own engagement unique to their communities,
18 where they utilized the different governance
19 structures within their, uh, district to engage
20 families, to collect insight, to collect their
21 feedback, and then they provided us those trends, the
themes, and that was incorporated in addition to the
6,400, um, responses—

COUNCIL MEMBER JOSEPH: Which we still consider
as a low number as having the highest— the largest

1 school system in the country. 6,400 is very little.
2 So here's my question. When you took that feedback,
3 what were the 3 top things that stood out for you?

4 MIATHERESA PATE: So the top 3 concerns that
5 stood out from the cumulative information that was
6 gathered was around cognitive offloading, was around
7 safety, and around privacy.

8 COUNCIL MEMBER JOSEPH: And that's been our
9 theme, privacy, cognitive, and development.

10 MIATHERESA PATE: It's a national theme, so yes.

11 COUNCIL MEMBER JOSEPH: Yes, correct. Um, so, so
12 we're gonna put that there with the parents. So, you
13 know, when you do your playbook, even Council Member
14 Gutiérrez said you should throw it out, but parents
15 have to be center of this conversation. And what
16 about our educators? What PD is being provided for
17 them?

18 Because I also know that some of these
19 curriculums also come in a hybrid model where you
20 have a technology component to it. How is that being
21 used and how are teachers being trained?

MIATHERESA PATE: So we spoke a little bit
earlier about the two-tiered approach that we're
taking now. We have developed AI guidance at the

1
2 central level and our educators are engaged in that
3 training. So to date, more than, um, more than 8,300
4 staff members have taken that, um, information and
5 that course.

6 In addition to that, on the other side of it is
7 that we are partnering with our labor partners who
8 are doing some really, really great work. Even
9 myself, I've attended, uh, their capacity building
10 training. Tara has attended the capacity building
11 training that, uh, the UFT is offering. Um, so that
12 is another way in which educators are being trained,
13 um, very skillfully around, around that work.

14 COUNCIL MEMBER JOSEPH: What's the timeline, um,
15 to make sure that every educator somehow went through
16 at least one session of these classes that they're
17 not navigating? Because I know some kids, I could
18 tell you, are running circles around their teacher
19 with the use of AI, and they can find other detectors
20 that can make sure that the, the, the product that
21 they produce is AI. You cannot detect if it was used
through AI, and I know quite a few.

MIATHERESA PATE: Yes. So I have an 11th grader
at home.

COUNCIL MEMBER JOSEPH: Mhm. I have one too.

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1
2 MIATHERESA PATE: Who is, who is currently
3 providing professional development to me.

4 COUNCIL MEMBER JOSEPH: Yes.

5 MIATHERESA PATE: Uh, connected to, um, all that
6 AI has to offer and then some. So I do agree with
7 you, um, around the, the need to continue to build
8 capacity. We have not set a timeline as of yet that
9 I can offer you.

10 COUNCIL MEMBER JOSEPH: **B**ut the technology is
11 moving faster than you're working. By the time you
12 go to sleep, somebody has created a new one.

13 MIATHERESA PATE: And you are absolutely correct.
14 And that— there lies the challenge in it. So I don't
15 disagree. I am agreeing with you that because of the
16 rapid evolution of technology, it sometimes feels
17 like we are chasing the development of professional
18 learning and capacity building opportunities, but we
19 are actively creating and developing that.

20 COUNCIL MEMBER JOSEPH: And, and one thing we
21 wanna address with AI, how are you addressing biases
that do exist in existing, um, mhm, um, AI tools now?

MIATHERESA PATE: So currently there isn't a
solid tool that we have endorsed that tracks or trace
or keeps account of bias. But we do know that it is,

1 again, a mega problem that we are looking for, um,
2 resources that help us, help us do that. Um, but we
3 don't have a solid, uh, tool that we are currently
4 utilizing to engage in, in that work. I think where
5 we I think where we can, where we can really kind of
6 dig our heels in is around AI literacy, development,
7 and awareness. I think people have to understand
8 that it can be wrong. It is not always right.

9 COUNCIL MEMBER JOSEPH: And it says that too. If
10 you, depending on the prompt that you type in, it
11 will say this answer may not be accurate. You should
12 do further research on it.

13 MIATHERESA PATE: Yes, so the development really
14 comes through awareness, to your point. So the more
15 we get that message out to educators, we get that
16 message out to school leaders, we get that message
17 out to students. By spreading that message, we start
18 to build an awareness that you shouldn't put
19 everything and trust it all as is. You still must
20 continue to critically think. You must, um, engage
21 with AI technology. Not, not as a, a consumer, but
as a producer, meaning that you are asking it
questions that will probe your thinking, not to

1 deliver and to give you blanket answers that may or
2 may not be true.

3 So it really is about building awareness around a
4 rapidly evolving, as you said, every day, um, it's a
5 monster at this point.

6 COUNCIL MEMBER JOSEPH: Yes, it is. And how do
7 we support our English language learners and students
8 with disabilities? And I have to wrap.

9 CHAIRPERSON DINOWITZ: Um, so you can answer that
10 last question.

11 MIATHERESA PATE: So I, I do want to invite our
12 friends from DIAL and, uh, multilingual language to
13 just kind of add a value-add piece to that. Thank
14 you.

15 DANIELLE GIUNTA: Thank you, Dr. Pate.

16 SUZANNE SANCHEZ: Thank you, Dr. Pate. Suzanne
17 Sanchez, Chief of Special Education, and thank you,
18 Council Member Joseph, for the question on students
19 with disabilities always at the forefront. We know,
20 uh, what you're doing and hope you're gonna visit PS
21 6 SEED this summer, but that's another conversation.

Um, students with disabilities benefit
significantly from the use of assistive technology,
and that is something that New York City Public

1
2 Schools is committed to ensuring those students have
3 the right technology in the right cadence, in the
4 right dosage, at the right time. Um, Chair, you
5 brought up earlier around research and efficacy
6 studies and the evidence— the body of evidence on
7 technology for students with disabilities is
8 irrefutable, uh, and it's important to note that
9 technology for students with disabilities, what, uh,
10 typically referred to as assistive technology
11 recommended on a student's IEP, follows a really
12 careful and thorough evaluation process by an expert
13 in that field who then recommends the use of a
14 specific AT tool, uh, could be a device, could be a
15 software, could be an app, um, all of which are— go
16 through the ERMA vetting process.

17 Uh, research is very clear that children with
18 disabilities who utilize AT not only see growth both
19 and improvement in academic outcomes, but mental
20 health, social-emotional as well. As we remove
21 barriers to learning, uh, students start to feel
better about themselves, and that is certainly seen
and felt in our students with disabilities.

CHAIRPERSON DINOWITZ: Okay, but I just want to
clarify for everyone listening the specific nature of

1 what you're talking about. AI- you're talking about
2 an individualized Education- well, I know what it
3 stands for, but I, I wanted to have, like, a little
4 gravitas and, uh, you know, emotional cadence to the
5 word individualized.

6 SUZANNE SANCHEZ: Get your gravitas.

7 CHAIRPERSON DINOWITZ: Individualized education
8 program. Was the dramatic pause there? Was that
9 good?

10 SUZANNE SANCHEZ: It was great.

11 CHAIRPERSON DINOWITZ: Because what you're
12 talking about is something akin to providing extra
13 time on the test, and what we're concerned with is
14 providing tools that give the kids the answer on the
15 test and the cognitive offloading.

16 So I just wanna clarify that for anyone listening
17 today, that absolutely, if there's a specific tool
18 for a specific student, um, to ensure that they have
19 access to the same educational opportunities as
20 everyone else, that is not the same thing as throwing
21 AI tools into the classroom with no vetting or little
vetting, relying on vendors and corporations to
provide guidelines instead of listening to parents,
students, and educators.

1
2 Uh, and I, I do wanna get clarity on something
3 'cause I keep hearing this reference to— is this
4 digital literacy? Um, is there not a DOE-approved
5 digital literacy curriculum? I mean, we've had
6 issues with digital literacy. We've had for well
7 over a decade social media. We've had bias in, in,
8 in the media. We've had, that when I was in high
9 school in the 1900s, we had— it makes me sound,
10 right? Oh, I see some other people who are also old
11 as hell like I am, um, that, that we had lessons in
12 curriculum just like this because the internet was
13 coming of age and anyone could put anything on.

14 So how is it that we don't have a digital
15 literacy curriculum? How is it that the DOE isn't
16 requiring this? And yes, update it as necessary, but
17 how is this not —like, part of the general curriculum
18 in our schools.

19 ALAN CHENG: Yeah. Um, uh, so, Chair, I, I think
20 th— this particular point, the dramatic pause around
21 individualized—

CHAIRPERSON DINOWITZ: Individualized. Thank
you.

ALAN CHENG: Is extremely important, right? At,
at no point in time do we ever want for there to be

1 any tool that shortcuts thinking that our students
2 are doing. We know that the data—

3 CHAIRPERSON DINOWITZ: I know you don't want
4 there to be. I'm not asking what you want. I'm
5 asking what the policies are in place because we want
6 the same thing. I don't think you don't. I just
7 want to be clear on that.

8 ALAN CHENG: And I want to answer your question
9 about, um, uh, digital literacy, because you, you are
10 correct. State law requires that we are thinking
11 about media literacy. We're teaching for accuracy,
12 biases, and facts back in— whether that's the
13 internet or Wikipedia, as students are writing their
14 research papers, it is a part of the curriculum that
15 teachers are really thoughtful about engaging
16 students in details about how we write research
17 papers, how we're defending our facts and are citing
18 where our work is coming from.

19 And so New York State Department of Education is
20 actively updating that guidance to specifically
21 require information around use of artificial
intelligence. And we are working with our higher
education partners to learn together with them how
we're addressing this particular issue about teaching

1 not only, I would say, artificial intelligence,
2 literacy, but I would also argue that there's a real
3 civic readiness that we have to be prepared for,
4 because as AI really infiltrates and works into our
5 entire society, it is dramatically shaping how we are
6 confronting facts, how we're engaging in discourse,
7 and is extremely important that when we want our
8 students to become leaders in our society, that
9 they're working closely with each other, with
10 researchers, with our teachers to be able to learn
11 about this information and to be able to use it
12 appropriately that is enhancing what it is that
13 they're learning inside the classroom.

12 CHAIRPERSON DINOWITZ: I, I love everything you
13 said, uh, about what our students need to learn, what
14 our teachers need to do, except that you don't need
15 to wait for state guidance to do it. You are
16 empowered as the Department of Education to determine
17 what goes into our classrooms.

17 You're-- there are limitations and requirements,
18 yes, but you have programs all the time. You have
19 civics for all week and you spend just a week on it.
20 Just a week on, on civics to highlight what's going
21 on perhaps through the year, but you have no-- uh--

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2 ALAN CHENG: We— in no way are we saying that we
3 are waiting for the state to do that. I said that we
4 were collaborating with State Ed to make sure that
5 that guidance is updated. We have tremendous
6 examples of what is happening across our schools?

7 CHAIRPERSON DINOWITZ: You, you have examples, I
8 know you do, and I know you do, and I've seen it, and
9 I've seen, and I've spoken to, and I wanna thank you
10 for help setting up those meetings about the—
11 discussing the Seal of Civic Readiness. There are
12 incredible things going on in our schools, and it
13 seems time and time again, you sometimes provide
14 support for that, and you celebrate it, but there
15 doesn't seem to be an expectation, uh, for— that,
16 that all of these wonderful things you're talking
17 about happen in our schools. And it does not seem to
18 be a clear evaluative tool to ensure that if, even if
19 you do expect it in our schools, that our teachers
20 and our students are engaging in this type of
21 learning, the very type of learning, trust me, I, I
know you know, and I know that we need in a society
so now that seems so like at each other's throats
that we absolutely need civics education, absolutely
need digital literacy, but it is your job to ensure

1
2 that this is happening in our school, not just
3 providing the opportunity.

4 ALAN CHENG: As a supervising superintendent that
5 works with our high schools, that is helping to
6 ensure successful implementation of Future Ready NYC,
7 as one example, where we are working with industry
8 partners, with our teachers, with college professors,
9 to make sure that is a key component. And it is data
10 that we are monitoring as part of our instructional
11 work to make sure that students are prepared for
12 this.

13 CHAIRPERSON DINOWITZ: I'm going to turn it over
14 to Council Member Maloney for questions.

15 COUNCIL MEMBER MALONEY: Thank you. First, I
16 wanna reiterate the urgency of this conversation
17 because as has been said, AI is already in the
18 classrooms, it's already in our lives, and that
19 includes the parents, the teachers, the students, the
20 principals. Um, and we all agree on the need for AI
21 guidelines and frameworks and age-appropriate use of
AI in schools and in life while preserving critical
thinking, accuracy, student privacy. And I wanna
flag that we need to be moving a lot faster, uh,
because while we are slowing down, AI development is

1 not slowing down. Workforce is shifting, and, and
2 people are gonna be using this in, in everyday life.
3 So your testimony notes that there's changes that
4 need to be made to the guidance, and, uh, some of
5 them include distinctions between teachers— teacher
6 use cases and student use cases, more rigor around
7 the age appropriateness for use of the tools, how you
8 introduce AI at what age. Um, so what, what changes
9 are expected and when will we get that revised
framework?

10 DANIELLE GIUNTA: So those are all of the things
11 that we are exploring and hope to be able to include
12 in upcoming guidance. We are working furiously
13 through that. I cannot commit to a date, but we will
be offering clarity on those exact items. Um—

14 COUNCIL MEMBER MALONEY: And a follow-up question
15 to that is, this is a very agile technology that is
16 gonna require agile governance. So, what is the
17 system for continuously revisiting these guidelines
18 and the protocols? Because this is rapidly changing
and we, you know, we can't have a line in the sand.
19 It's gonna have to keep moving.

20 So, what's your thought on the process for that?
21

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2 DANIELLE GIUNTA: I mean, I couldn't agree more.
3 This— the way it's moving, we have to bake into what
4 our next evolution of our guidance is, this iterative
5 process that includes feedback loops and, and like
6 coming back to it, you know, er, in some sort of
7 timeframe. And that those are part of the
8 conversations we're having right now.

9 COUNCIL MEMBER MALONEY: Great. And as that— oh,
10 go ahead.

11 ALAN CHENG: I want to be able to add that also,
12 you know, you and many others have spoken about here
13 is that we're doing this together with our educators,
14 with our parents, and really with our students. Um,
15 uh, and that, that is gonna be a really important
16 part of this and ensuring that we have processes that
17 are regularly helping them understand, but also give
18 input and insight into this work. So that we can
19 update and continue to be able to revise this work.

20 COUNCIL MEMBER MALONEY: Great. Um, and I would
21 expect that the next set of guidance will have
22 details on, on how we'll continue to iterate. Um,
23 and on the point of AI civics, I completely agree
24 with the points that were made earlier. Um, I'm
25 gonna make assumptions, but most, if not all,

1 students are getting access to smartphones, their
2 parents and teachers are getting access to these
3 tools, and they're, you know, they're readily
4 available outside of the classroom.

5 So how are we teaching students to use AI
6 responsibly, critically, ethically, not becoming
7 dependent on it, uh, viewing AI as a tool, not a
8 replacement, and critically evaluating that
9 distinction, um, to interrogate AI, not just operate
AI? And I know you, you mentioned this before.

10 ALAN CHENG: Yeah. I, I, and I think that that
11 is truly a conversation and some of the most
12 important things we could be focused on in education
13 today. And, uh, you know, in an age in which it is
14 so readily available for us to be able to get access
15 to information, but we can't understand whether or
16 not that is officially true, or to be able to
17 participate, um, uh, in our democracy requires that
18 we're educating and working with each other on that.
19 Um, we have a number of teachers that have been very
20 thoughtful about thinking about what this— it's not
21 just literacy, but really working deeply on
evaluating, um, uh, the information that they are
getting. Um, and we look forward to sort of working

1 with our labor partners, with our school principals,
2 and really being able to sort of showcase and
3 demonstrate what that can look like so that we can
4 help support that happening across more and more of
5 our schools.

6 COUNCIL MEMBER MALONEY: I would echo the— oh, go
ahead.

7 SUZANNE SANCHEZ: I wanted to jump in, um, as Dr.
8 Dr. Chan, Future Ready NYC, um, is within him, and,
9 uh, Future Ready NYC and the Office of Student
10 Pathways this year did create a high school
11 instructional model— module, um, for students, uh,
uh, which was 38 teachers delivered.

12 It's a 15-lesson module, uh, covering AI
13 concepts, ethics, societal impact, and connection to
14 Future Ready Pathways. That's happening at the high
15 school level. And then, uh, for this coming school
16 year, our computer science, uh, education team, which
17 really historically has done a lot of the, the
18 capacity building and developmental work around
19 computational thinking, um, they helped co-create
20 our, our state standards on the computer science and
21 digital fluency standards. They will be, um, doing,

1 uh, a K to 8, um, support with teachers as well as
2 instructional modules that aren't just use AI.

3 It's really looking at the conceptual concepts
4 across age and developmental grade bands. So they
5 will be implementing that within this school year.

6 COUNCIL MEMBER MALONEY: Great. Um, just to
7 close out, Chair, um, I- in the next iteration, I
8 would love to see those specifics about age
9 developmental AI civics and how we're introducing and
10 probing students as their experience with AI evolves
11 too. And similarly, workforce development where
12 college graduates certainly, and high school
13 graduates are going to be expected to know how to
14 interact with these tools.

15 So I'm in the camp of we need to be introducing
16 students at an age-appropriate level with a lot more
17 details to what were in the, uh, in the guidance.
18 Um, but, uh, we are gonna be building this plane as
19 we fly it in, in, into the future. So it's, it's,
20 uh, a problem that we're far behind on and will
21 continue to be because of just how fast this is
evolving. So thank you, Chair.

CHAIRPERSON DINOWITZ: Thank you, Council Member
Maloney.

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2 CHAIRPERSON DE LA ROSA: Thank you. I have a few
3 more questions I wanted to ask. So Local Law 35, uh,
4 speaks to vendor disclosure, and it says that all
5 agencies need to report the use of AI tools, uh, and
6 the latest report identified 7 tools used by New York
7 City Public Schools I won't go through all 7, but
8 there was one that says annual professional
9 performance review measures of teaching leadership
10 practice calculation, vendor not disclosed. Is there
11 a reason why this vendor is not being disclosed?

10 DANIELLE GIUNTA: Do you have a sense of what—

11 SCOTT STRICKLAND: Yeah, I'll start and maybe,
12 uh, you guys can continue. So that's the, the MOSL
13 process that's been in place a long time. I think
14 the date on that has started maybe 2008, 2013. It's
15 not really AI. We put that into the report because
16 it's an algorithmic tool. It does make observations
17 and then there's scoring that happens in the
18 background. Uh, so that's what the, the reason it's
19 in there. It's an algorithmic tool, uh, that came
20 way before generative AI, uh, hit the marketplace.

19 DANIELLE GIUNTA: MOSL is the measure of student
20 learning, which is part of the, uh, teacher
21 evaluation process and, uh, principal evaluation

1
2 process. Well, not MOSL is in the teacher space,
3 yeah.

4 CHAIRPERSON DE LA ROSA: But regardless, why
5 can't that vendor be specifically disclosed?

6 SCOTT STRICKLAND: Yeah, we'll get back to you on
7 that. It's possible it was developed internally, but
8 we'll get back to you if there was a third-party
9 vendor or if it was—

10 CHAIRPERSON DE LA ROSA: Okay, that would be
11 great. I wanted to also ask, I know OTI is not here,
12 but in your perspective, um, what role does the Chief
13 Privacy Officer in OTI play in the operational
14 process? And, um, does DOE utilize a master service
15 agreement procurement process for NYC schools?

16 DANIELLE GIUNTA: Thank you. I'm gonna bring in
17 our data privacy, uh, to speak on his role and his
18 work with OTI.

19 DENNIS DOYLE: Yeah, I could speak a little bit.
20 Thank you for the question, um, about our
21 relationship with OTI. Um, we work closely with OTI
when it comes to the ERMA process and the data
privacy and compliance process. Uh, one of the parts
of that process is to have third-party vendor
products undergo a cloud review conducted by the

1 Office of Technology and Innovation. Um, and we will
2 also work closely with OTI and the Chief Privacy
3 Officer's office at OTI, uh, in responding to any
4 cybersecurity incidents. Uh, we'll work closely
5 together in, in sharing information about the
6 incidents and, um, make sure we're responding
7 accordingly. Uh, I, I don't— I'll defer to somebody
8 else on the, the contracting aspect of that question.

9 CHAIRPERSON DE LA ROSA: Anybody else? Master
10 service agreement procurement process?

11 DANIELLE GIUNTA: I'm gonna have to get back to
12 you on that. I don't wanna misspeak on that.

13 CHAIRPERSON DE LA ROSA: Okay. Um, OTI has a
14 citywide AI governance, the AI action plan, and the
15 generative AI use guidance. Uh, does this— does
16 OTI's overall citywide guidance, uh, bind the DOE, or
17 does the DOE believe, uh, itself to be outside of
18 OTI's authority?

19 DANIELLE GIUNTA: I don't believe we see
20 ourselves as outside of OTI. Would you have any more
21 insights to share?

DENNIS DOYLE: Yeah, I mean, I, I think we, we
generally comply with OTI's guidance when it comes to
issues like cybersecurity and data privacy.

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2 CHAIRPERSON DE LA ROSA: And if there's a
3 conflict, um, with OTI's suggestions or, or guidance,
4 who governs?

5 DENNIS DOYLE: I think it would probably depend
6 on the, the subject matter area. I mean, for
7 example, um, there's the city's Identifying
8 Information Law, which is administered and, uh, by
9 OTI. That's something that the DOE is actually not
10 subject to because we're subject to separate laws
11 under, uh, FERPA, New York State Education Law to do.
12 So I think it would, it would depend on the subject.

13 CHAIRPERSON DE LA ROSA: Depends on subject.
14 Okay. Thank you for clarifying.

15 SCOTT STRICKLAND: Um, yeah, I would just add a
16 bit to, uh, this. We, uh, to the extent possible,
17 love to, uh, be consistent with what OTI wants, both
18 technically, legally, et cetera. Every once in a
19 while, as Dennis mentioned, there's things that are
20 over and above on the educational setting.

21 Also, there's the situation where the, the DOE is
really an agency of the state.

CHAIRPERSON DE LA ROSA: Yes.

SCOTT STRICKLAND: Um, and the mayoral control,
it could be removed at any point, and therefore we

1
2 need to be able to operate independently. But we do
3 like to follow what they're doing. We, we work with
4 their cyber command a lot on, uh, general security,
5 and then specific incidents, we work cooperatively
6 together.

7 CHAIRPERSON DE LA ROSA: Thank you. I wanted to
8 just ask a little bit about, um, the p- parents'
9 rights. Um, under the Parents' Bill of Rights for
10 Data Privacy and Security, par- parents have the
11 right to file complaints about possible breaches and
12 unauthorized disclosures of their child's, um,
13 personal identifying information, um, with New York
14 City schools and with the New York State Department
15 of Education.

16 Um, can you- how many complaints do you all
17 receive per year? What is the typical outcome of
18 those complaints? How are they sort of followed
19 along?

20 DENNIS DOYLE: Yeah, thank you for the question.
21 Um, I don't have the specific number in terms of
complaints that we receive, uh, from parents. Mhm.
Um, if we were to receive a complaint from a parent
about an unauthorized disclosure, we would
investigate it. Um, and if we determined that

1 personally identifiable information had been subject
2 to an unauthorized disclosure, we would follow our
3 normal protocols where we notify the state of the
4 disclosure, and we then make sure that any impacted
5 student is going to receive a direct notification,
6 um, of that disclosure.

7 CHAIRPERSON DE LA ROSA: The DOE's data privacy
8 and security policy states that parents have the
9 right to require written consent before personal
10 identifying information in your child's education
11 record is disclosed. The policy also states that in
12 some cases, the law allows disclosure without
13 parental consent. I wanted to ask if you could
14 clarify how a parent-- a parent can exercise the right
15 to require written consent, um, before their child's
16 education record is disclosed? And is there a
17 specific form that parents must submit to require
18 this consent?

19 DENNIS DOYLE: So we have, uh, we have forms on
20 our website that, um, are designed to, um, for
21 parents to provide consent for disclosure of
education records. They're not required to use those
forms, um, as long as uh, we have, uh, the consent in
writing from the parent and it meets all the

1 requirements under FERPA, meaning that it identifies
2 information to be disclosed, who it's going to be
3 disclosed to, the purpose of disclosure, and it's
4 signed and dated, we'll accept that. But we do have
5 a ready-made form available for parents.

6 Um, and then, remind— the first part of your
7 question was— oh, for just requiring consent in
8 general.

9 CHAIRPERSON DE LA ROSA: Mhm.

10 DENNIS DOYLE: The general rule is that consent
11 is required before any student information is
12 disclosed. There are, however, a number of
13 exceptions to that general rule under FERPA. For
14 example, if you're disclosing student information to
15 other school officials, it could be other employees
16 within the school, that does not require consent as
17 long as that disclosure is being made to another
18 school official who has legitimate educational
19 interest in receiving that information.

20 That's just one of the many examples. I mean,
21 there's a health and safety emergency exception. For
example, the student is— has a medical emergency,
needs to be taken to the hospital. We don't need to
get consent from the parent before we start

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1 disclosing that information to, you know, medical
2 technicians who are going to be treating the student.

3 CHAIRPERSON DE LA ROSA: Okay, thank you.

4 CHAIRPERSON DINOWITZ: Thank you, Co-Chair. Um,
5 I want to talk about this, uh, State Comptroller
6 audit that was raised previously by Council Member
7 Avilés, you familiar with it?

8 DENNIS DOYLE: Yes. Yes Chair.

9 CHAIRPERSON DINOWITZ: Okay, good. That was,
10 that was an easy one. Um, you spoke about the
11 training previously, about the required training.
12 Part 121, uh, requires annual privacy and screen and
13 security training for employees with access to
14 personally identifiable information, correct?

15 DENNIS DOYLE: That's correct.

16 CHAIRPERSON DINOWITZ: Okay. And the DOE
17 requires employees to complete annual privacy
18 trainings, correct?

19 DENNIS DOYLE: Yes.

20 CHAIRPERSON DINOWITZ: So the report— the
21 Comptroller found that in 2024, only 73% of employees
completed that training. Is that correct?

DENNIS DOYLE: That's right.

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2 CHAIRPERSON DINOWITZ: The audit found the DOE
3 did not review the completion list to verify that
4 employees with access to personally identifying
5 information had completed the training, correct?

6 DENNIS DOYLE: That was the finding in the audit,
7 yes.

8 CHAIRPERSON DINOWITZ: That was— so it is
9 correct. So the DOE could not prove that every
10 employee with access to student personally
11 identifying information completed the required annual
12 training. True?

13 DENNIS DOYLE: Yes.

14 CHAIRPERSON DINOWITZ: Okay. So that was from
15 2024. Does the DOE know today whether employees that
16 are not completing annual trainings have access to
17 personally identifying information?

18 DENNIS DOYLE: No. I mean, the, the difficulty
19 with this, and this is an area where um, we actually,
20 as I said before, we actually exceed what's required
21 by Ed Law 2D. Ed Law 2D requires training for anyone
with access. We require it for all, all employees.
The difficulty that we have with this is we do not
have, uh, a list of all of our employees that

1 identifies in that list whether they have access to
2 personally identifiable information.

3 CHAIRPERSON DINOWITZ: But as part of your
4 policy, you require all employees to -

5 DENNIS DOYLE: To take it regardless, yes.

6 CHAIRPERSON DINOWITZ: Thank you. And what
7 percent of employees have taken this training?

8 DENNIS DOYLE: Uh, our most recent numbers from
9 the most recent school year, we had 138,000 employees
complete the training. Um-

10 CHAIRPERSON DINOWITZ: What, what percent is
11 that?

12 DENNIS DOYLE: Uh, I would have to get back to
13 you on the exact percent. I think it's out of
roughly 150,000 or 160,000 employees.

14 CHAIRPERSON DINOWITZ: So that's not 100.

15 DENNIS DOYLE: It's not 100%.

16 CHAIRPERSON DINOWITZ: But I mean, if your policy
17 is all employees and you can't identify which
18 employees have access to personally identifying
information, I guess it makes sense to just train all
19 employees.

20 But even- and that was, uh, uh, in a report
21 issued 2 years ago. So even with your own numbers,

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2 you- not every- and your own requirements, not every
3 employee gets this training, correct?

4 DENNIS DOYLE: Every employee receives the
5 training. Whether they actually complete it is a
6 different question. I mean, we, we strive to have
7 100% completion. And we're working towards finding
8 ways to, to make sure that we get closer and closer
9 to that number. It's extremely difficult given,
10 like, the, the number of employees we have. We have
11 employees who are going out on leave, employees who
12 are coming on to the-

13 CHAIRPERSON DINOWITZ: You said roughly 130,000
14 out of 160,000 completed. Is that- was that what you
15 tested?

16 DENNIS DOYLE: 138,000 roughly.

17 CHAIRPERSON DINOWITZ: Out of 160,000?

18 DENNIS DOYLE: Ballpark, yes.

19 CHAIRPERSON DINOWITZ: Okay, so you have 22,000
20 teachers going on leave? Not completing it?

21 DENNIS DOYLE: Not necessarily teachers, just
DOE.

CHAIRPERSON DINOWITZ: Oh, sorry, DOE employees.
You have 22,000 teachers a year going on leave?

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2 DENNIS DOYLE: Well, there's some flux in that
3 number, but again, not all of those employees, like,
4 necessarily have access to personally identifiable
5 information.

6 CHAIRPERSON DINOWITZ: Right, but you— ah, hmm,
7 mhm, you don't know which employees have access. So
8 you made a smart decision to require all employees to
9 complete this training. But it doesn't sound like a
10 requirement, it sounds like a desire. So what steps
11 are being taken to, to ensure that the adults, the,
12 the, the employees that have access to this
13 information get the training that you require?

14 DENNIS DOYLE: Yeah, it, it, it is a requirement.
15 Um, you know, whether or not we, we can actually, uh,
16 make sure that everybody 100% completion is the
17 challenge. We send out the annual training every
18 fall, the beginning of every school year. Uh, we
19 give a deadline to complete the training. We send
20 out multiple reminders to, to staff who have not
21 completed the training. We'll send out reminders
even after the deadline passes, continuing to send
reminders along those lines.

We— part of the updates to the Chancellor's
Regulation A-20 was to require supervisors to make

1
2 sure that their, uh, supervised employees are
3 completing the training.

4 CHAIRPERSON DINOWITZ: And that— when, when were
5 those updates, uh, to the Chancellor's Regulations
6 made?

7 DENNIS DOYLE: Those were made in May of last
8 year.

9 CHAIRPERSON DINOWITZ: So the only change between
10 2024 when this report was released and they said that
11 this was an issue and now is that you told
12 supervisors to tell their employees to complete the
13 training. Is that—

14 DENNIS DOYLE: That was a change in the
15 regulation, but we're continuing to, to try to
16 increase our training completion percentage through
17 updating awareness guidance we send out principals
18 digest messages, superintendent guidance,
19 superintendent digest messages. Um, so we're, we're
20 constantly trying to, to make sure that our staff are
21 aware of their obligations and that they're meeting
those obligations.

CHAIRPERSON DINOWITZ: It sounds like a huge— it
just sounds like a huge gap, and this is a report
from 2 years ago.

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2 ALAN CHENG: Chair, let me jump in.

3 CHAIRPERSON DINOWITZ: Please, and I want to say
4 that, you know, as somebody who supervises our
5 superintendents and therefore our school-based staff,
6 we take full responsibility to ensure that those
7 adults who are working with personally identifiable
8 information, we are doing everything in our power to
9 make sure they're getting that training. And that is
10 the priority staff and we will work with our team
11 internally to make sure that that gets done.

12 CHAIRPERSON DINOWITZ: Okay. Do you, do you have
13 goals for yourself? I mean, we, you can call 'em
14 SMART goals, whatever acronym you wanna use, but do
15 you have, do you have goal- you're at like
16 80-something percent now. It was 73% 2 years ago.
17 Do you have goals that you're setting for yourself in
18 terms of ensuring that this- as we know, AI is
19 changing rapidly. It's getting into the classrooms,
20 the more, more and more vendors. I mean, this is
21 important.

22 So what are the goals that we've- that the DOE
23 has set for themselves to ensure that it is actually
24 a requirement? And to me, that means 100%
25 compliance.

1
2 ALAN CHENG: Yeah, I, I think the, the goal is
3 100% completion. I mean, that's, that's what we're
4 striving for. It's It's— and we recognize the
5 difficulty in getting to that number, but we're,
6 we're constantly trying to get to that number.

7 CHAIRPERSON DINOWITZ: Okay. I, I, I, I'm— I
8 want to move on to my other questions, but I am
9 interested in hearing what steps since 2024, what
10 changes you've made besides saying something
11 different in the Chancellor's regulations and sending
12 out more emails in Principal's Digest is being done
13 to do this, uh, critical training that was identified
14 in the Comptroller's report, uh, the audit.

15 The audit also identified weakness— weaknesses in
16 DOE's technical controls that were not disclosed
17 publicly because they were confidential, correct?

18 DENNIS DOYLE: Yes, that's right.

19 CHAIRPERSON DINOWITZ: So is the DOE in a
20 position today to share more information about those
21 weaknesses and what it's done to remediate them?

DENNIS DOYLE: I don't believe we're in the
position to, to disclose that. I think part of the
reason why that, uh, portion of the audit report was
kept confidential is because there's information in

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1 there that that could be potentially-- could
2 potentially jeopardize our, uh, information
3 technology assets and our, and our security posture.

4 CHAIRPERSON DINOWITZ: Like, like, your mom's
5 made a name, last 4 of your social, and, uh, first
6 pet's name?

7 DENNIS DOYLE: Hmm, something like that.

8 CHAIRPERSON DINOWITZ: Something like that. But
9 what that means to me also, um, I, I would say the
10 audit states the weaknesses involved system
11 monitoring, unsupported systems, and firewalls.
Correct?

12 DENNIS DOYLE: Yes, that's right.

13 CHAIRPERSON DINOWITZ: And have any changes been
14 made to your systems to improve system monitoring,
uh, ah, and firewalls and other unsupported systems?

15 DENNIS DOYLE: I could defer to, to DIT on that.
16 I, I, as far as I know, that work is, is underway.

17 SCOTT STRICKLAND: The answer is yes.

18 CHAIRPERSON DINOWITZ: The changes have been made
or the, or, or we're talking about doing the work?

19 SCOTT STRICKLAND: Uh, both.

20 CHAIRPERSON DINOWITZ: Tell me more.
21

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2 SCOTT STRICKLAND: Uh, uh, I don't, I, I don't
3 really wanna go too far past what has already been
4 disclosed with the areas, uh, and this is, this is
5 common practice in a security, the security side of
6 an audit that some of the information is not
7 disclosed, disclosed publicly, uh, but it was
8 disclosed to us and to the extent that we said yes,
9 we agree and, and could make the technical changes to
improve security, uh, we've either planned to do that
or have done it.

10 CHAIRPERSON DINOWITZ: So this, again, this is a
11 report, I, I just— from 2024, and I— there— and
12 they're in a confidential report you just shared.
13 There were specific recommendations made in the
14 confidential report. In those 2 years, in addition
15 to whatever changes that you are implementing outside
16 of the recommendations, in those 2 years, have you
implemented the recommendations made by the
Comptroller's—

17 DENNIS DOYLE: Sorry, can I just interject? What
18 is the 2024 data you're referring to?

19 CHAIRPERSON DINOWITZ: I have a report, uh, the
20 data was from 2024 in the report. I apologize. So
21 how many of those—

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1 SCOTT STRICKLAND: Yeah, so Chair.

2 CHAIRPERSON DINOWITZ: Please, thank you.

3 SCOTT STRICKLAND: Let me, I'll try to parse this
4 because I would like to be able to answer the
5 question.

6 CHAIRPERSON DINOWITZ: Yes, thank you.

7 SCOTT STRICKLAND: Let's say there were 5 or 6
8 recommendations. Without disclosing specifically
9 what they were, I think it would be appropriate for
10 us to look at those and provide back as much
11 information as we can about the status of each one of
12 those.

13 CHAIRPERSON DINOWITZ: Yeah, and I think— I, I
14 mean, this is all part of a, a pattern, right? I
15 mean, everyone from the DOE and the Council, I think
16 we care a lot about the same things, but what we're
17 interested in is— interested in is the implementation
18 of a policy that keeps our kids safe, um, and keeps
19 our kids learning.

20 So I, I, um, I, I want to turn over second round
21 to, to, to Council Member Wong.

COUNCIL MEMBER WONG: Thank you, Chair. Thank
you, Chairs. Um, based upon what I hear today, um,
AI tools are already being used with inside DOE

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2 either by Administrators or like principals and
3 teachers. Uh, can you tell me, uh, which tools are,
4 are, are being used right now and was there a vetting
5 process on, on the, the right, uh, like, how did you
choose these AI tools? Please answer that.

6 DANIELLE GIUNTA: Thank you. Uh, I wanna answer
7 it in a few ways. Uh, all of the tools, the digital
8 tools that we are- that we have- we have a, a long
9 list on our website of a lot of digital tools that
10 have been through, um, the ERMA process. Which, uh,
11 Scott could probably speak to where to find it.
12 This- in terms of what's actually being used in
13 schools, we are working currently with our principals
14 and superintendents to gather that information. Our
15 current guidance is where we struck the, the fine
16 line that this must be going- must have been approved
17 through our ERMA process and adhere to all of our
18 privacy trainings and, uh, regulations.

19 Um, and so at the adult level, there's, um, you
20 know, there's tools that adults in our, in our charge
21 have adopted, are using for teacher-facing,
leader-facing uses. Um, and then we are also
gathering what are the top- all of the different

1 applications that are being used in our schools at
2 the student-facing.

3 We're doing that now. Um, but as we're
4 collecting that, I just want to be clear, there is a
5 bottom line expectation that these— whatever is in
6 use, um, is through the ERMA process. And, uh, if
7 not—

8 COUNCIL MEMBER WONG: Wait, let me be really
9 specific. Are you using, like, with my teachers,
10 principals, administrators, are you using ChatGPT?

11 DANIELLE GIUNTA: I'm sure some are.

12 COUNCIL MEMBER WONG: Okay. What about
13 Perplexity?

14 DANIELLE GIUNTA: Perplexity—

15 COUNCIL MEMBER WONG: Is an AI engine.

16 SCOTT STRICKLAND: Not widely used.

17 COUNCIL MEMBER WONG: Okay. How about Claud?
18 C-L-A-U-D?

19 SCOTT STRICKLAND: No, not widely used.

20 COUNCIL MEMBER WONG: How about Gemini?

21 SCOTT STRICKLAND: Yes.

COUNCIL MEMBER WONG: How about Consensus? Okay.
How about Copilot?

SCOTT STRICKLAND: Yes.

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2 COUNCIL MEMBER WONG: Okay. Uh, what, what do
3 you have to negotiate licenses for them or you just
4 open it up and start using? Because in my
5 understanding that you may need commercial licenses
6 for, for the site, site use of these AI engines. Can
7 you talk about that?

8 SCOTT STRICKLAND: Sure. Maybe our two largest--
9 some largest providers like Microsoft and Google have
10 free versions of their Copilot and Gemini and also
11 have paid versions that have expanded capabilities.
12 Uh, in both cases, those products have been approved,
13 and central offices and schools can purchase the
14 advanced, uh, features, and staff can use the free
15 features. And that is based on existing licenses you
16 have with Microsoft and Google?

17 SCOTT STRICKLAND: Correct.

18 COUNCIL MEMBER WONG: But no, no one like really
19 looked into the engine. Like, is this, is this
20 giving me the correct results? Or I mean, um, anyone
21 ever looked at that? Because the quality of these AI
engines vary. Anybody looked at, look at that, you
know, and say Gemini may give us better results than
ChatGPT, you know, it's like comparing.

1
2 ALAN CHENG: I mean, our full expectation is that
3 these are very limited use cases and that human
4 judgment always has to be a core part of this. Um,
5 uh, particularly when it comes to instruction, we
6 wanna make sure that it is always aligned to the
7 curriculum and the standards that we expect, and that
8 there are much more trusted sources that educators
9 and teachers should be using for those purposes. We
10 do know that there are some cases where
11 administratively, um, for efficiency sake, um, ah,
12 where they can be useful, but even in those cases,—
13 it is absolutely critical that all the adults that
14 are using those tools are fact-checking and ensuring
15 that everything that is being produced is accurate.

16 COUNCIL MEMBER WONG: Okay, thank you. Thank
17 you, Chair.

18 CHAIRPERSON DINOWITZ: Thank you. Thank you,
19 Council Member— Council Member Hanif.

20 COUNCIL MEMBER HANIF: Thank you, Chair. I had
21 asked about whether public schools were collecting,
uh, biometric, uh, data. And while the schools may
not be retaining that information, it's my
understanding that Amira, which is being used for
reading support, is collecting biometric data. Um,

1
2 and is that something you all are— you all know
3 about? What was the conversation with Amira around,
4 ah, the storage of data specifically?

5 DANIELLE GIUNTA: This part of— oh, yeah. Thank
6 you for your question. This is a— I'm gonna turn it
7 over to Tara, um, but I really appreciate you giving
8 us also the opportunity to share how that is used.

9 COUNCIL MEMBER HANIF: Absolutely.

10 DANIELLE GIUNTA: Thank you.

11 COUNCIL MEMBER HANIF: I mean, I think that, you
12 know, I— reading is, is one place where this
13 technology is, I think, going to be a lifeline. Um,
14 but in the same vein, if student voices are being
15 collected and we're not sure where that might be
16 going to, who it is being used by aside from Amira,
17 that is a problem.

18 TARA CARROZZA: Thank you for your question, Tara
19 Carrozza. Um, so Amira is using student voice in an
20 interactive way with their AI agent in order to
21 provide, um, reading fluency practice feedback
targeted towards that, that individual student's
needs. Um, in terms of our data processing agreement
with Amira and with all of our vendors, there's a
1-year data, um, and I'm, I'm gonna pass it over to

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2 Dennis, but I'll share, you know, as I understand it,
3 um, after 1 year, all data has to be deleted. It has
4 to be hosted within the US, and there is no use of,
5 uh, student PII or biometric data that goes out to
6 any other large language model used to train any
7 other models, used to be monetized. So using any
8 form of student data is not allowed to go out based
9 on our data processing agreement.

10 COUNCIL MEMBER HANIF: And that, uh, agreement,
11 can, can that be shared?

12 TARA CARROZZA: Uh, I'm gonna pass it to Dennis
13 as the Chief Data Privacy Officer.

14 DENNIS DOYLE: Yeah, we, we generally don't share
15 our data processing agreements, uh, publicly.

16 COUNCIL MEMBER HANIF: Why is that?

17 DENNIS DOYLE: We- it is just, uh, like any other
18 internal DOE document, we don't share public data.

19 COUNCIL MEMBER HANIF: I mean, it's really hard
20 to then trust -there are- what's happening?

21 DENNIS DOYLE: There is a portion of the, uh,
agreement that is posted publicly. It's the
supplemental questionnaire, um-

COUNCIL MEMBER HANIF: Does it include this piece
about the deletion after 1 year and-

1
2 DENNIS DOYLE: There— yes, it does speak to how
the vendor will—

3 COUNCIL MEMBER HANIF: Okay, I would love to just
4 be pointed to where that is. Um, I also wanna know
5 on, on the, uh, reading comprehension piece, uh, has
6 there been a sort of evaluation to understand if
reading comprehension is improving?

7 I mean, I know that if I was using this in the
8 4th and 5th grades, I would be a much better— a much
9 stronger reader. I, I struggled with reading, and I
10 think voices like hearing someone else speak to me
and would be so helpful. Um, so I'm also curious,
11 how are you evaluating how this technology is, uh,
12 delivering?

13 TARA CARROZZA: So currently, um, due to the, due
14 to the new nature of GenAI empowered tools like
Amira, we don't have that longitudinal data. Um, as
15 of right now, we have it in lower grades, uh, that we
16 can share the current impact of NY— in NYC public
17 schools. But part of this tool evaluation framework
18 and part of our research approach moving forward and
understanding how tools are being used within our
19 local communities, within our urban school district
20 and the rich cultural diversity of New York City
21

1 public schools. We need to do that work. Again, we
2 need to see what the vendor says. This particular
3 vendor does have a very large research base. They've
4 done their own RCTs.

5 COUNCIL MEMBER HANIF: And what do they— mhm,
6 what's their kind of, uh, like, what do they— what do
7 they say that a student can learn reading by? Or—

8 TARA CARROZZA: You mean like a grade level?

9 COUNCIL MEMBER HANIF: Yeah, like, for anybody
10 who's for the students who are, uh, using this tool
11 to strengthen their reading comprehension, like, by
12 what stage of the, of the school year, um, are they
13 meeting that threshold?

14 TARA CARROZZA: I'll— I can follow up with the
15 exact data, but I'm gonna tell you what I remember
16 off the top of my head. Um, in terms of students, it
17 was, it was students using it, uh, up to 3 times a
18 week for 10 minutes a day showed about a 4 to 5 month
19 acceleration in, um, reading comprehension
20 improvement compared to students who are not using
21 it. Um, and that's for last school year, so we can
share that exact data from other points. Um, so you
can see that again, that's in the earlier— that's
K-2, um, where, you know, we're looking at— we're

1 looking at screen time, we're looking at what use.
2 But Amira is not a student sitting in front of a
3 computer and just interacting. It's within the
4 instructional program of a class It's within the
5 instructional program and high-quality instructional
6 materials at grade level of our New York City Reads
7 program and it's a supplemental tool. It's not--
8 that's not the core instruction. The teacher is the
9 core instruction. Um, when I visited schools that
10 are using it, it's in small group. It's extremely
11 limited and it's not, uh, just one-to-one for an
12 entire class period. So I do want to clarify that.

13 COUNCIL MEMBER HANIF: I think that's fantastic.
14 And if there are other data sets that, that you all
15 have um, which I hope you're keeping track of in
16 terms of, like, curriculum, uh, and information
17 retention or improvement of, of a specific skill, I
18 would love to get a hold of that.

19 TARA CARROZZA: Okay, we'll follow up with what
20 we have.

21 CHAIRPERSON DINOWITZ: Thank you. Thank you,
Council Member. One quick question for Mr. Doyle. I
just wanted to clarify, you said you don't, uh,
follow up on Council Member, uh, Hanif's questions.

1 You don't typically share the data processing
2 agreement?

3 DENNIS DOYLE: Yes, that's right.

4 CHAIRPERSON DINOWITZ: Is that a, you don't
5 typically do it, you can't, or the DOE won't?

6 DENNIS DOYLE: I think it's— as I understand it,
7 DOE policy, we don't make publicly available or
8 publicly post, um, like internal DOE records or DOE
contracts.

9 CHAIRPERSON DINOWITZ: But it's not— that's a
10 policy, that's a choice. And so it would be a choice
11 to share that information with the Council correct?

12 DENNIS DOYLE: I would have to defer probably to
13 our records access unit on that question. They
handle the, the, you know, disclosure of records.

14 CHAIRPERSON DINOWITZ: Okay. Uh, I, I imagine
15 it's okay because you didn't sign an NDA according to
16 testimony, so I'm sure it's fine. So I think we can
17 expect at least the Council, um, to have tho— those
18 data processing agreements because this also came up,
19 um, you know, ah, ah, a lot of concerns about this
20 particular program, uh, using Claude, using AI, using
21 other platforms to process its data, which leads to a
whole other mess of issues.

1
2 Um, so we look forward to seeing those
3 agreements. The Council looks forward to seeing
4 those agreements. Uh, Council Member Zhuang.

5 COUNCIL MEMBER ZHUANG: Thank you Chairs. Uh, I
6 have some question about my bill for disability.
7 Thank you for coming to testify. Um, I just want to
8 know, do you have the k- number of kids in different
9 zip code and the different borough need special needs
10 kids? How many numbers, like by zip code, by
11 borough, by race, and by language access?

12 UNIDENTIFIED: So we do have I believe most if
13 not all of that data that's publicly reported in city
14 council special education reports. Um, and, uh, we
15 can- I don't have them at the top of my head. Uh,
16 but we can certainly go over with you, uh, that data
17 at a, you know, at a time outside of this hearing if
18 that's- if that's helpful.

19 COUNCIL MEMBER ZHUANG: Okay. And also by race,
20 um, I look at the data, it's 75% students with
21 disabilities in public school system are Black and
Brown, uh, like, Black or Latino. And also, um, for
the private school tuition reimburse went to Black
and Latino students only 24%. Is that correct? And,

1 uh, most of tuition reimburse, 71%, going to white
2 students. Is this data correct?

3 UNIDENTIFIED: So in terms of the students who,
4 uh, by, uh, demographic ethnicity in public school
5 settings, um, I think you said 75% are Black?

6 COUNCIL MEMBER ZHUANG: Black and/or Latino.

7 UNIDENTIFIED: A little bit closer to 50%.

8 COUNCIL MEMBER ZHUANG: 50%.

9 UNIDENTIFIED: A little bit closer to that.
10 However, I do want to acknowledge your, your question
11 and your comment and, and be very clear that the
12 Division of Inclusive Accessible Learning, which is
13 the division I work in, but New York City Public
14 Schools at large, and certainly this Mayoral
15 Administration, are very focused on equity and
16 integration of public schools.

17 Our Chancellor has said very clearly, uh, about
18 true integration, and that includes students with
19 disabilities. So this is, uh, something that is, is
20 very very, very paramount and something that we are
21 working on across the board as well.

COUNCIL MEMBER ZHUANG: So what's— for the last
year, city has been reimbursed for the special needs
kids education more than \$72 million. 71% went to

1 white family. And, uh, but in New York City system,
2 it's 12.5% of students with disability in New York
3 City schools are white. What is city doing to ensure
4 students with disability who are not white get the
5 help they need?

6 UNIDENTIFIED: Thank you for asking that. Um,
7 that is a focus of our work, and, uh, some— just a
8 few of the things that, that we have done as a city,
9 uh, one I wanna share that we have opened, uh, fully
10 inclusive districts for autistic children in
11 neighborhoods and communities that were historically
12 under-resourced and unserved, uh, and in those
13 districts every student who's coming into
14 kindergarten receives an, uh, seat at a high-quality
15 program close to their home, uh, one of our
16 specialized programs called AIMS, uh, or Horizon, and
17 those were intentionally opened uh, in Districts 5,
18 12, and 14 just to start because those districts
19 often don't get— they're sometimes districts that
20 don't get resources needed.

21 We have also hired and trained, uh, over 900
intervention teachers who focus on literacy and
reading for children, and those teachers work
primarily with students who have historically been

1
2 marginalized, Black and brown students. That is a
3 primary focus in their work as well. Uh, another
4 thing that we have done is built out our assistive
5 technology. There used to be certain neighborhoods
6 where you saw a lot of assistive technology requests
7 and then other neighborhoods where you saw very few.
8 And we've intentionally done training and outreach to
9 families and teachers and school staff in those
10 districts and we've seen those numbers really rise.

11 So leveling the playing field around, uh,
12 literacy, assistive technology for our students, and
13 building programs in communities that historically
14 have been under-resourced. All of that said, Council
15 Member, we certainly have work to do, uh, and I'm
16 excited about our work with First Deputy Chancellor
17 Janta and her team on this kind of equity and
18 inclusion for all students moving forward.

19 We know that we have a— what's called an
20 over-referral problem, uh, Black and brown,
21 specifically boys, being over-referred for special
education. We're really clear on that, and that is
something that is paramount— training our school
psychologists, training our school leaders, and
working through that so that the right children get

1 the right services the right way, where and how they
2 need them. Not based on race, ethnicity, or, uh,
3 family income.

4 So lastly, I just want to share one other thing.
5 Uh, we opened 80 called sensory gyms, SEED sites
6 across New York City. In the past, before we, we
7 opened these 4 years ago, we continued to make more
8 and more. We started with 10, this year we ended
9 with 79. Pro- before that, only families who had the
10 money to pay privately or had the opportunity to sue
11 New York City Public Schools got that kind of service
12 and support. What we did is we built 79 of these
13 that are free of charge in neighborhoods so families
14 can access that for free and not have to sue or pay
15 privately.

16 So we are working at this very important issue
17 from a lot of different ways.

18 COUNCIL MEMBER ZHUANG: I have one more question.
19 And one more question. And also, I represent a large
20 immigrant community. A lot of time parents come to
21 my office saying, hey, I have to travel 1.5 hours to
bring my kids to Queens to go to a special needs-

UNIDENTIFIED: Yes.

COUNCIL MEMBER ZHUANG: School-

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2 UNIDENTIFIED: Yes. And do you have data to
3 show, um, how many kind of kids in New York City have
4 this type of situation?

5 UNIDENTIFIED: Yes, we, we do have data on
6 students who are enrolled in District 75, which is
7 the citywide district for children with, uh, more-
8 some intensive disabilities. And very often those
9 children are going to school far from home because
10 the program is not located in their neighborhood.
11 And what, what we are building, and the 3 districts
12 that I mentioned, and we are expanding our
13 specialized programs to be close to home so children
14 don't have to take the bus, get up at 7:00 AM and
15 take the bus for an hour. But we do have data on
16 those programs as well as students currently enrolled
17 in District 75.

18 COUNCIL MEMBER ZHUANG: Do you also have the data
19 for the family? Because I represent large immigrant
20 family. A lot of family doesn't speak English at
21 all. Um, from the data I see, research data, not-
DOE data saying 1 in 5 kids' family speak English as
second language special needs kids do not have
service? Is that correct?

1
2 UNIDENTIFIED: That is not the data, uh, that I
3 have around 1 in 5 families who are not English
4 speakers not receiving services so—

5 COUNCIL MEMBER ZHUANG: They never receive
6 services.

7 UNIDENTIFIED: Never we— that— hm-hmm. If those
8 are children who've been evaluated for service and
9 never receiving it, I would very much want to look
10 into that because, uh, that's not something that,
11 that we're— that we see in the data set that we have.

12 COUNCIL MEMBER ZHUANG: And because a lot of
13 time the family doesn't speak English, they don't
14 know how to access the data. Even they do not know
15 where to report this situation. Yeah, and, and we
16 have— there's, there's a lot of resources that we
17 have for families who do not speak English, and— or
18 even families who are new to New York, how they can
19 get services quickly for their child without even any
20 documentation. Um, and we would love to have
21 conversation with you, any other Council Members, on
what we should do more, better, to get that word out
to families, because those services do exist, and we
want families to feel that, er, that they can ask.
And sometimes we hear that families are fearful to

1 ask based on sometimes immigration status or their-
2 if they are not comfortable with the English
3 language. And we want to do everything possible, uh,
4 and if we have to do- we certainly would be willing
5 and happy to do more to reach more families.

6 One thing I do, I do want to say since we have,
7 uh, the, the First Deputy Chancellor and her team
8 here is that the first stop for any family is their
9 school. And if a family is not receiving service
10 support that they need, the first place that they
11 should go and be supported is in their child's school
12 as well.

13 COUNCIL MEMBER ZHUANG: And in 2024, September,
14 on the hearing, we already said out-of-borough bus
15 routes for students with disability, usually 2-hour
16 away- 2-hour one-way, 4-hour every day. When this
17 type of situation happened, um, city permits bus
18 routes up to 2 hours each day. In borough routes
19 without IEP, mandated travel time is 1.5 hour. Uh,
20 is there any way we can fix this issue?

21 UNIDENTIFIED: So in terms of the busing issue,
um-

COUNCIL MEMBER ZHUANG: Yeah, busing.

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2 UNIDENTIFIED: And I know you're-- you mentioned
3 children with and without IEP.

4 COUNCIL MEMBER ZHUANG: Yeah.

5 UNIDENTIFIED: I will just say that as a as a
6 system, the best way for us to fix that issue is to
7 continue to open more specialized programs for
8 students with disabilities in their home and local
9 communities. That's something we've been advocating
10 for. The, uh, er, Chair Dinowitz has heard this, uh,
11 very often from us, and, uh, we know these programs
12 work. And that is our best way to resolve part of
13 the busing issue, is not to put children with
14 disabilities on buses to travel an hour from their
15 home.

16 COUNCIL MEMBER ZHUANG: Yeah, if we have all the
17 services in that neighborhood, then it will be much
18 easier. If we can have the data, it's easier too.
19 Thank you.

20 UNIDENTIFIED: We will share that District 75,
21 uh, data with you.

COUNCIL MEMBER ZHUANG: Thank you.

CHAIRPERSON DINOWITZ: Thank you, Council Member.
And I, I want to personally thank you because I think
you know how important it is to support our students

1 with disabilities. And I, you know, just appreciate
2 your legislation on this. And I will remind
3 everyone, according to testimony during our executive
4 budget hearings that I think we're all in agreement
5 that we do need to open up more specialized programs
6 for students with IEPs. And there's a little
7 roadblock, um, called OMB. Uh, that was— that was
8 the testimony from the last hearing.

9 Uh, I, I, I wanna go back to the audit, but
10 before that, I just wanna go to the tool review, the
11 AI tool review. I'm a little confused by the
12 guidance that currently exists on your website, so if
13 you could walk us through, that would be very
14 helpful. The, the current guidance says the
15 Enterprise Request Management Application, ERMA, is
16 DOE's privacy and security review process.

17 The guidance also says that AI tools can't be
18 used with any student or staff data unless they've
19 passed the ERMA process, correct?

20 Okay. The— for the record, they nodded their
21 heads yes.

DANIELLE GIUNTA: Oh, sorry, yes.

CHAIRPERSON DINOWITZ: No, it's— yes. That just
means you're good listeners. That's all it means.

1 But the guidance says ERMA does not evaluate
2 algorithmic bias, equity impact, or instructional
3 effectiveness, correct?

4 DANIELLE GIUNTA: Correct.

5 CHAIRPERSON DINOWITZ: But you also say on
6 another part of the website that the legal team
7 reviews bias. Does the legal team review bias?

8 DENNIS DOYLE: No. I, I, that may be a misprint
9 on the website. I'm not sure what part of the
website—

10 CHAIRPERSON DINOWITZ: You should have had AI
11 fact-check your website. I'm just kidding. Relax,
12 everyone. I just want to read it to you so we're on
the same page.

13 Legal and compliance review. New York City
14 Public School teams review legal terms, privacy
15 protection, security measures, instructional value,
and AI-specific issues like bias and transparency.

16 So you're testifying that that's a typo?

17 DENNIS DOYLE: Well, I would say transparency is
18 something that gets conducted as part of a legal
19 review, but that's not the same as bias. I mean,
20 transference—
21

1
2 CHAIRPERSON DINOWITZ: The word bias is there, so
3 you're testifying that that is a typo.

4 DENNIS DOYLE: The legal team does not review for
5 bias.

6 CHAIRPERSON DINOWITZ: Okay, so it's on the
7 website, so I'm sure your webmaster will go and
8 delete that right now. But this is, this is the
9 guidance, by the way, that's been up for however
10 long, for weeks, or, er, since, since, was it March
11 it was published? It's been up for months, uh, so
12 please correct that.

13 And I also wanna add, so ERMA does not evaluate
14 algorithmic bias. We've determined the legal and
15 compliant- legal team does not review bias either.
16 And you'll fix the website. And New York City Public
17 School is actively building the capacity to review
18 for algorithmic bias. That is correct, that that is
19 something the public school team is working on.

20 DANIELLE GIUNTA: Say the question one more time.

21 CHAIRPERSON DINOWITZ: The question is-

DANIELLE GIUNTA: Are we-

CHAIRPERSON DINOWITZ: Is the website accurate
that New York City Public Schools-

DANIELLE GIUNTA: I'm gonna-

1
2 CHAIRPERSON DINOWITZ: Are actively building the
3 capacity to review for algorithmic bias? Which,
4 yeah.

5 DANIELLE GIUNTA: Go ahead, Scott.

6 SCOTT STRICKLAND: I guess I'll start. Um, for
7 tools that otherwise look like they have a great
8 educational purpose or maybe even operational support
9 purpose, I, I think we wanna extend our review of
10 that to bias. We can't do all tools all the time.
11 But for the ones that we want to use and encourage
12 our people to use, we wanna make sure that the bias--
13 the bias is also evaluated. There's a variety of
14 ways to do that.

15 One of the best ways is to make sure the tool
16 uses a curated dataset to do its work. Uh, and we
17 have several tools that follow that kind of, uh,
18 processing pattern.

19 CHAIRPERSON DINOWITZ: But you, you don't have a
20 policy that all tools that you don't have a
21 requirement that all tools use a curated data set or,
or, or just the data that you, that you allow it to
use, correct? That's not a requirement.

SCOTT STRICKLAND: There are tools that will use
a large language model in their operation, yes.

1
2 CHAIRPERSON DINOWITZ: Well, the large language
3 model, you know, takes away— I'm saying is the New
4 York City Public School currently building the
5 capacity to review for algorithmic bias in all of
6 their approved tools? And all the tools they plan to
approve.

7 DANIELLE GIUNTA: I think I just located the
8 section that you're talking about in the guidance.

9 CHAIRPERSON DINOWITZ: Yeah.

10 DANIELLE GIUNTA: And I just wanted to ask, uh,
11 Dr. Pate if she can come up. I, I actually just
12 quickly sent, I think, this— the thing that you see.
And, um, I just wanted to know if Dr. Pate can speak
to it.

13 CHAIRPERSON DINOWITZ: Yeah, I'll read it to you.
14 Bias and Equity Review. ERMA currently evaluates
15 data privacy. New York City Public School System is
16 actively building the capacity to also review for
17 algorithmic bias, equity impact, and instructional
18 effectiveness. But I'm focused on the bias and
equity impact piece.

19 MIATHERESA PATE: Sure. So we started with the
20 instructional effectiveness with the tool evaluation
21 framework. Um, the equity impact that we're looking

1 at, particularly- particularly in tools, we started
2 with exploring that through our Equity and, ah,
3 Ethics and Equity Fellowship. I wanna make sure I
4 get this, that naming right. Um, a teacher, ah, a
5 teacher training, ah, fellowship over the past year.

6 In terms of bias and equity impact in tools, um,
7 given the, the amount of tools and even across the
8 private sector, there are not bias, ah, evaluation of
9 tools readily available. And so as a as the New York
10 City public school system, we're looking at how we
11 can actually work with our existing big partners, um,
12 on the enterprise level. And I'm, I'm looking at our
13 partners at DIT as well with the directionality of
14 OTI and what the city's gonna do with bias evaluation
15 and equity impact, because it's a new area, just like
16 the research, um, within, within AI.

15 CHAIRPERSON DINOWITZ: But, but algorithmic bias
16 is nowhere near a new area. I mean, it's, it's, it's
17 in AI now.

17 MIATHERESA PATE: You're asking-

18 CHAIRPERSON DINOWITZ: But is, is- it sounds like
19 you're going to be having conversations. Your
20 website says you're building the capacity, but it
21 sounds like you're kind of talking about going to be

1
2 working with enterprise partners to, to figure out
3 what maybe— how to figure out what bias looks like.
4 That's kind of what I'm hearing.

5 VERONICA CHELLAR: I understand that's what
6 you're hearing and I, I respect that as well, and I
7 hear that. So let me try and clarify again.

8 CHAIRPERSON DINOWITZ: Thank you very much.

9 VERONICA CHELLAR: Sure. Um, Um, in terms of tool
10 evaluation at our size and scale, by— algorithmic
11 bias is something that we can evaluate for. Doing it
12 at the scale and across the number of tools we have
13 in New York City Public Schools is something that we
14 have to do in development. It's not something that
15 we have for you right at this moment. It is
16 something that we are thinking through, we're working
17 through, and looking at what's the availability of us
18 in, in terms of what tools are available to actually
19 evaluate that, the algorithmic bias within all of our
20 tools at the various levels.

21 We have enterprise tools, we have smaller edtech
tools, we have curriculum supplemental tools. So
it's across a wide number of tools.

CHAIRPERSON DINOWITZ: Who's— so whose decision
in the DOE is it to approve tools in the first place

1 without discussing or figuring out what the bias or
2 the equity impact is.

3 The first step of any tool approval is for a
4 principal, a superintendent, or a central leader to
5 demonstrate— to demonstrate its educational value and
6 impact. That's step number one within the ERMA
7 process. So it has to be an educationally
8 purpose-built tool. That's number one.

9 I'm gonna, I'm gonna pass it on the bias part,
10 not because I'm passing the question. I'm passing it
11 to Dennis in terms of what our— what our current
12 expectations and our current, um, the current ERMA
13 process has in terms of what vendors can share to us.
14 It's not a requirement— it's not a requirement within
15 our process at the moment, but it is something that
16 we're looking to build into it. So I'm gonna pass
17 that to Dennis.

18 DENNIS DOYLE: Yeah, thanks, Tara. Um, right
19 now, again, like, the legal— the legal team at least
20 does not evaluate for bias. I-I-I'm not exactly sure
21 which part of the the website you were referring to,
but if you could get it to us, we could try to
correct that, because I know there's other parts of
the, of the guidance and website that, um, are clear

1 that, that the ERMA process does not yet evaluate for
2 bias. Um, and I think when we're talking about tool
3 approval also, we're talking about approval just from
4 a data privacy and security compliance standpoint,
5 which is really just the, the minimum floor for a
6 tool to be used with student data. I think in order
7 for an AI tool to be approved, like, it has to go
8 through additional layers of approval beyond that.
9 ERMA is just evaluating for the data privacy and
security posture.

10 CHAIRPERSON DINOWITZ: I understand, but g-given
11 the explosion of AI and the challenges we face, can
12 the DOE commit to ensuring that bias and, and equity
13 impact are part of the tools that you use to evaluate
14 these tools, which, uh, you've already released into
15 the classroom and already released to our schools,
16 but can, can that be one of the things you commit to
doing?

17 DANIELLE GIUNTA: So let me get to the answer
18 first. So I just, I have a printout of the guidance.
19 So yes, so the section that you're referring to is
20 under Gaining Clarity Together, Concerns and
21 Considerations. Earlier in the document, there's a
Section 3, How Tools Are Evaluated, and we clearly

1
2 say there that it's that, uh, the ERMA process
3 currently reviews tools for data privacy and
4 security. It does not yet evaluate for algorithmic—
5 I can't— today's not my day with this word, uh, bias.

6 CHAIRPERSON DINOWITZ: It is that one word. It
7 is, it really is. Um, so I just wanted to, to show
8 the nuance of this is how our tools are evaluated in
9 Section 3 and that that is under the considerations
10 and sort of next step for that. And in terms of,
11 like, bias and tools, you know, b— you know, bias
12 lives, um, well beyond our tools as well. It's, uh,
13 part of our commitment around, um, ensuring a
14 culturally responsive and sustaining curriculum.
15 It's been part of our investment even in the Hidden
16 Voices, the work behind the integration in our
17 curriculum, because we also know that just our
18 curriculum, you know, we're always checking, is it
19 representative? Is it biased? What other, you know,
20 primary source documents can we bring into a
21 curriculum. So in terms of the ask on the AI tools,
I'm just gonna take that as, um, under consideration.
I don't— I— can I commit to even the capability to do
that? It's part of what we hope to, you know,

1
2 consider. I just don't wanna lock in on the
3 feasibility of how we would be doing that yet.

4 CHAIRPERSON DINOWITZ: Okay. I, I mean, I think
5 you should. I mean, I, I think there are certain
6 baselines, and, and I think what was testified to
7 earlier, it seems as if there's a very minimum
8 standard for approving tools that, um, er, ah, hmm,
9 you know, that can pose a danger cognitively,
10 emotionally, academically to our students, and, and
11 that there aren't certain- that we're not taking this
12 a little, a little more seriously in terms of like,
13 you know, the minimum standards is, is a little
14 shocking, honestly, you know.

15 That we are putting the cart before the horse by
16 releasing these tools with, with the, I don't know,
17 the same guidance it seems that we're using for any
18 other, any other vendor. But this is a new world and
19 we have to really take seriously all of the elements
20 that have been brought up today, including bias, um,
21 and equity. And I, and I do wanna quote, 'cause,
'cause, um, Mr. Doyle asked where it was in the ERMA
process. Step 6 in the ERMA- according to the
website, and I understand it's a typo, but I did
wanna cite it for you.

1
2 Step 6, legal and compliance review. The teams
3 review legal terms, privacy protection, security
4 measures, instructional issue— instructional values,
5 and AI-specific issues like bias and transparency.
6 Number 6.

7 I wanna end with, um, just more about the State
8 Comptroller's report. Um, about data breaches.
9 Okay. I, I, I think very concerning to all of us,
10 correct?

11 DENNIS DOYLE: Yes, absolutely.

12 DANIELLE GIUNTA: Yes. Yes.

13 CHAIRPERSON DINOWITZ: Good answer.

14 DANIELLE GIUNTA: Oh, we're nodding again.

15 CHAIRPERSON DINOWITZ: Good. Okay. Yeah. That's
16 called— saying yes out loud is called implementing
17 feedback. We love to, love to see that. Um, and of
18 course the DOE thinks it's important to report data
19 breaches in a timely manner when they occur. Um,
20 apart from being important, reporting the breaches is
21 required by Part 121 of the State Education
Department's regulations.

It requires the DOE to notify the State Education
Department's Chief Privacy Off— Officer within 10
calendar days of discovering a breach. The

1
2 Comptroller's audit reviewed 141 breaches and found
3 that the DOE reported 67 of those breaches, which is
4 almost half of them, late. Explain why the DOE
5 failed to comply with the law in almost half of the
6 instances that the Comptroller examined.

6 DENNIS DOYLE: Yeah, thank you for the question.
7 Um, I think as far as reporting to the state goes,
8 uh, when we have a breach, I, I alluded to this
9 before in another answer, but part of our difficulty
10 is that we rely on our— either our vendors to come to
11 us and report this information to us in a timely
12 fashion, which unfortunately does not always happen,
13 or we rely on our staff to come to us and report the
14 breach on— or unauthorized disclosure to us as soon
15 as possible.

14 And I think one of the ways that we've improved
15 on that front, and I think the, the figures in the
16 Comptroller's audit show that at least we're trending
17 in the right direction is by, uh, improving our
18 awareness campaigns, improving our training. I
19 understand there are— we are not at 100% completion
20 for the training, but even that number is improving.
21 We're finding that we're getting more, um, more staff
that are aware of their privacy obligations. They're

1 in contact with our office more and reporting more to
2 us. Um, so I think we're improving on that front,
3 and it's a, it's a tight timeline, I think 10 days
4 to, to report to the state. Um, so those are some of
5 the factors that go into it. But, um, yeah, we're,
6 we're moving in the right direction on that front.

7 CHAIRPERSON DINOWITZ: And now you— so you've
8 spoken about how you ensure, or are attempting to
9 ensure, um, that professionals, uh, get the training
10 so that they report. But what about the vendors?

11 DENNIS DOYLE: Our vendors are required under our
12 data processing agreements to notify us as soon as
13 they have, um, confirmed an unauthorized disclosure
14 or a data breach. Um, there are sometimes
15 difficulties with getting that information from
16 vendors in a timely fashion, notwithstanding, uh,
17 what they're required to do under the DPA. Sometimes
18 vendors don't contact us at the right point of
19 contact. They will, for example, contact a school
20 and not contact the student privacy office so we can
21 affect the notification right away.

22 CHAIRPERSON DINOWITZ: But that's not the, um,
23 uh, I'm sorry, but that's not in their contract that
24 in the instance of a data breach, contact—

1
2 DENNIS DOYLE: It is, it is, but we still have
3 difficulty with vendors, you know, complying with
4 that part of the contract and we're looking into, you
5 know, different ways that we can strengthen our DPAs
6 to make sure that vendors are going to be held
7 accountable to this, to make sure that they're
8 reporting it in a timely fashion.

9 CHAIRPERSON DINOWITIZ: So, so you drop them as a
10 vendor?

11 DENNIS DOYLE: Say that again.

12 CHAIRPERSON DINOWITIZ: You drop them as a vendor
13 if they don't comply?

14 DENNIS DOYLE: I didn't— no, I didn't say that.

15 CHAIRPERSON DINOWITIZ: I know, I'm asking.

16 DENNIS DOYLE: Would we? I mean, we have— we
17 have—

18 CHAIRPERSON DINOWITIZ: No, have you?

19 DENNIS DOYLE: Have we before? Would— yeah, have
20 you, would you, did you? Yeah.

21 DENNIS DOYLE: Yeah, in the case of, um,
Illuminate Education, for example, that was a, a data
breach that happened about 4 years ago. Um, there
was, uh, you know, a, a pretty wild— wide-scale,
breach that happened in New York City Public Schools

1 decided we're no longer going to be doing business
2 with that vendor.

3 CHAIRPERSON DINOWITZ: Okay, good. So they
4 failed to report for 2 years? And then once you found
5 out about the breach how long did it take the DOE to
6 report to the state the data breach?

7 DENNIS DOYLE: I'm sorry but what was the—

8 CHAIRPERSON DINOWITZ: You just said that— the 2
9 years? How long did it take for Illuminate— to
10 report to you after the data breach that there was a
11 data breach?

12 DENNIS DOYLE: It took— I think what happened
13 with Illuminate, and this precedes my tenure in my
14 current role, um, but Illuminate informed us of an
15 incident, but they didn't completely categorize it as
16 a data breach until several weeks afterwards. Um, I
17 think it was a few months before they officially
18 deemed it a data breach. Um, and so it was a, a
19 matter of a few months from the, the time of the
20 incident to the time that we were officially notified
21 of a data breach.

CHAIRPERSON DINOWITZ: Well, in the Illuminate
incident, 380,000 families, uh, were not informed.
This is what the, the, the, uh, contract you brought

1
2 up, 380,000 families were not informed until May of
3 2024, more than 2 years after the incident and 7
4 months after Illuminate had informed the DOE of the
5 additional students involved, according to the DOE
6 website. Delays in informing families can have
7 devastating consequences because children are a top
8 target for identity theft since they don't have
9 credit ratings. What's the explanation? I mean,
10 these are inordinate delays. So what I'm asking
11 about is the, the delays with the DOE. What, what
12 explains the delays between the DOE and the reporting
13 of this information according to the Comptroller's
14 report?

12 DENNIS DOYLE: Well, for the Illuminate case, uh,
13 there was actually, so there was the initial
14 incident, we rece- we eventually received the
15 information necessary to make the notifications,
16 which is often part of the, the difficulty and the
17 delay in getting the notifications out, as we rely on
18 the vendors to get us that data as soon as possible.
19 That can also, that can often take months. Forensic
20 investigations have to be completed before we get
21 that information.

1
2 As soon as we got that information, which was
3 about 4 or 5 months after the initial incident, we
4 sent out the notifications. I think it was about a
5 year and a half later, uh, Illuminate came back to us
6 and informed us that they had actually discovered
7 that additional students had been impacted and that
8 had— they, they had not initially informed us of.
9 Again, we had to go through that process of obtaining
10 the data from them, uh, the whole forensic
11 investigation and, you know, go through our process
12 of matching that with our own records so we can send
13 out notifications, translate letters, all of that,
14 get that done as soon as we could.

15 CHAIRPERSON DINOWITZ: Yeah, the Comptroller
16 found the DOE failed to report breaches to families
17 within the required 60-day timeframe. Um, er,
18 obviously parents cannot act to protect their
19 children's information or work to mitigate damage
20 from a breach if they're not timely— if they're not
21 told in a timely fashion that their child's
information was disclosed?

So what steps have the DOE— has the DOE taken to
fix these lapses?

1
2 DENNIS DOYLE: Yeah, that's a good question too.
3 I mean, I think again, a lot of this goes back to our
4 training and awareness programs. Um, making sure
5 that our staff are completing the training is very
6 important, and we're pushing to get that up more to a
much higher number.

7 CHAIRPERSON DINOWITZ: No-no, I know, sorry.
8 Discussing- I'm talking about when the DOE, not when
9 like an individual teacher or school, I'm talking
10 about when DOE Central gets this sort of information.
11 I'm like, you know, unless it's a policy that an
12 individual teacher or principal submits this
information to the state, I don't think that's the
rule.

13 DENNIS DOYLE: Well, we, we would, we would
14 consider the date of discovery to be the date that
15 like the, the principal at the school learns of an
16 incident or- and then there's often some- sometimes
17 there can be a gap between them reporting that back
18 up to to the Student Privacy Office so that we can
then turn around and, and send the notifications.

19 And when we do send the notifications, uh, when
20 it is a cybersecurity incident like in the case of
21 Illuminate, um, we also do extend free credit

1 monitoring and identity theft protections to
2 students, which is—

3 CHAIRPERSON DINOWITZ: Sorry, you do that or the
4 vendor does?

5 DENNIS DOYLE: We do that.

6 CHAIRPERSON DINOWITZ: Why do you— hmm, mhm, er,
7 ah, hmm, mhm, do you—

8 DENNIS DOYLE: Well, the vendor reimburses us for
9 it.

10 CHAIRPERSON DINOWITZ: Okay, that's— at minimum,
11 by the way, minimum, I feel like there should be a
12 penalty, but, but— I mean—

13 DENNIS DOYLE: We do get reimbursed for it, but
14 that's sort of another area where we try to go
15 beyond, you know, what's required by Ed Law 2D to
16 make sure that, like, our, you know, once we do send
17 those notifications that they have these resources
18 available.

19 CHAIRPERSON DINOWITZ: So in addition to— in
20 addition to the increased training or trying to get
21 that number up to 100%, which is the requirement
slash the goal, what is the DOE doing to fix the
lapses? So you've mentioned the training. What
other steps have they taken?

COMMITTEE ON EDUCATION JOINTLY WITH THE
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2 DENNIS DOYLE: I think we're relying on, on
3 timely reporting from all of our offices and all of
4 our schools so that we can get this information out
as soon as possible.

5 CHAIRPERSON DINOWITZ: And there's no— so you're
6 saying there's no issue between once you get the data
7 or information, there is no, no hurdle, no, no speed
8 bump, no hiccup for the DOE to then report it to the
state?

9 DENNIS DOYLE: Well, reporting to the state is
10 one thing. I think we're, we're talking about
11 reporting—

12 CHAIRPERSON DINOWITZ: And to families, yes.

13 DENNIS DOYLE: If we're talking about notifying
14 families, that's a little bit more complicated
15 because we have to get the impacted data. We have to
16 understand who is impacted. We have to then get— if
17 it's a vendor that's involved, we have to get the
18 data from the vendor, then match it against our own
19 records so we have contact information, translate the
20 notices.

21 CHAIRPERSON DINOWITZ: 60 days— you have a 60-day
timeframe.

DENNIS DOYLE: Yes.

1
2 CHAIRPERSON DINOWITZ: Right? I, I, I'm simply
3 asking if there are any additional steps based on the
4 finding of the audit that you were doing to improve
5 this to ensure that you are notifying families in the
6 60-day timeframe.

7 DENNIS DOYLE: Yeah, and I think one of, one of
8 the things is that we're looking into is, and we're
9 always looking into, is ways to strengthen our data
10 processing agreements when we're— if we're talking
11 about a data breach that's associated with a vendor
12 to make sure that they are held accountable, that
13 there could be penalties, for example, for not
14 notifying us in a timely fashion.

15 CHAIRPERSON DINOWITZ: Well, is that— is that
16 gonna be in your contracts then? 'Cause I think the
17 penalties are completely appropriate for a company—
18 besides reimbursing you for paying for families, uh,
19 d— data monitoring, uh, is that gonna be included in
20 your contracts that there will be a penalty when
21 there are data breaches?

22 DENNIS DOYLE: It's something that we— we are
23 looking into for including into our data process.
24 Processing agreements. Yeah.

1
2 CHAIRPERSON DINOWITZ: Okay. I mean, I think
3 that's incredibly appropriate given the scale that
4 we're talking about and the amount of, especially
5 with AI, the amount of student data that we're
6 talking about. 'Cause we're not just talking about
7 personally identifying infor- information that you
8 guys carry. We're talking about all the stuff that
9 they're inputting into, into whatever chatbots or,
10 or, or, uh, systems that they're using, which goes a
11 lot deeper.

12 Um, knowing that especially since kids use, I
13 hope you're teaching them they shouldn't, but using
14 these chatbots as mental health counselors and using
15 them as, as friends and as, and as buddies.

16 DENNIS DOYLE: Yeah, and one other thing that I,
17 I should point out too is when we're talking about
18 data breaches and, and when the Comptroller's report
19 refers to data breaches, we're not only talking about
20 data breaches that are derived from third-party
21 vendors. Under ED Law 2D, a data breach is any
unauthorized disclosure. So if we have, um, a DOE
staff member that's sending an email to the wrong
recipient and includes one student's personally
identifiable information in that, technically that's

1
2 going to be considered a data breach. It's gonna
3 trigger all the same obligations under Ed Law 2D.
4 And I think a lot of the delays that we see are
5 sometimes, again, the staff not reporting that to us
6 in a timely fashion so that we can get the
7 notifications out.

8 CHAIRPERSON DINOWITZ: Okay, thank you. I'm
9 gonna turn it back over to Chair De La Rosa.

10 CHAIRPERSON DE LA ROSA: Thank you. Um, so when
11 talking about, uh, it says here paragraph 4 states
12 that vendors complete a security questionnaire
13 covering encryption, access control, and compliance
14 standards. New York City Public Schools security
15 team reviews and approves it. Can you clarify what
16 compliance standards are referenced in this paragraph
17 and, uh, who— where are these standards issued? Who
18 are these standards issued by?

19 DENNIS DOYLE: Are you referring to the data
20 security review process?

21 CHAIRPERSON DE LA ROSA: Yes, I'm, I'm referring
to, uh, to the security check part of it.

DENNIS DOYLE: Okay, I'll defer to, to DIT for
that question.

1
2 SCOTT STRICKLAND: Sure. So the review process
3 that goes on within the ERMA process is 3 steps, uh,
4 the data processing review, which is legal and
5 working with the vendor, getting the proper
6 documentation and then DIT, uh, does a review of the
7 technology related to the, the, um, system. And we
8 get into those areas that you just described.

9 Uh, we have security professionals that know how
10 to do that. Uh, we have some tools that we also use
11 to, um, support that process. And the third step is
12 a review from OTI Cloud, which, uh, also looks at
13 that the technology and its security and where things
14 are hosted, uh, and make sure that it's secure from
15 their perspective.

16 CHAIRPERSON DE LA ROSA: So, but who sets the
17 standards? Is it, you know, OTI? Is it DOE? Like,
18 who—

19 SCOTT STRICKLAND: It's DOE.

20 CHAIRPERSON DE LA ROSA: Okay, okay. And then I
21 had another question. Let me find it in here. Um,
okay, here it is. Uh, I think Council Member Hanif
asked about biometrics but we wanted to know a little
bit more around behavioral monitoring, which, uh, it
states that it's prohibited at this moment.

1 Behavioral monitoring is prohibited in, in the
2 guidance?

3 SCOTT STRICKLAND: Correct? That's in the red,
4 uh, area of terms of a feature of a system, correct?

5 CHAIRPERSON DE LA ROSA: Uh, but the guidance
6 also says that New York City Public Schools is
7 reviewing how existing policies apply to AI-related
8 collection and use of biometric and behavioral data.
9 So is it prohibited or are you all, uh, exploring or
10 studying or, ah, or considering biometric use for
behavioral monitoring?

11 SCOTT STRICKLAND: So the biometric we talked
12 about is, is illegal to, to use. Behavioral
13 monitoring again is, red area. So I think in both
14 cases, we're— we might be continuing to look at that
15 almost to be sure that if any tool comes that begins
16 to encroach on those areas, we point out that we
17 can't allow that to happen.

18 CHAIRPERSON DE LA ROSA: Okay, so you're not
19 considering it?

20 SCOTT STRICKLAND: Yeah, we're not opening it up.
21 We're making sure it stays closed.

CHAIRPERSON DE LA ROSA: Got that. Okay. And
then, uh, let's see, does the— does the prohibition

1
2 also apply to device monitoring emotional
3 recognition, facial recognition, profiling, or any
4 other forms of surveillance?

5 SCOTT STRICKLAND: Broadly, yes.

6 CHAIRPERSON DE LA ROSA: Okay. Alright, thank
7 you.

8 SCOTT STRICKLAND: Yep.

9 CHAIRPERSON DINOWITZ: Uh, we have, um, a number
10 of follow-up questions that we'll submit to you in
11 writing. Um, you know, I wanna thank the
12 Administration for coming today. This is obviously a
13 very huge issue that I think everyone here, uh, is
14 really concerned about.

15 Um, we uncovered a few things, I think, penalties
16 for these, these, these, these companies that w- er,
17 are involved in data breaches is perfectly
18 appropriate and we look forward, uh, to seeing those
19 contracts as was discussed in, in the hearing. Um,
20 there's a lot of work to do around tightening up
21 reporting, um, around and transparency around these
tools and th- those are my 2 pieces of legislation
that we look forward to discussing with you further
and of course as, as I started out with, ah, what it
means for our students in the cognitive offloading.

1 And Dr. Cheng mentioned, um, civics and digital
2 literacy. And we, at this point, in the city's
3 history have an incredible opportunity with Portrait
4 of the Graduate to make sure that is embedded. You
5 can decide, and we could decide together to make that
6 a requirement, to evaluate it, to make sure it's
7 happening, and not wait for guidance from the state
8 in order to require us to do it. This is our city.
9 This is our school system. And we have an obligation
10 to give our kids the best future possible. And that
11 includes all of the things that were mentioned today.
12 It includes protecting our children, um, so that they
13 have, you know, er, every opportunity that, that they
14 deserve.

15 So I wanna thank you once again for coming. Uh,
16 we'll get started on, uh, public testimony in just a
17 moment. Thank you.

18 DANIELLE GIUNTA: Thank you very much.

19 CHAIRPERSON DINOWTIZ: No one else? Okay. Thank
20 you. We'll begin public testimony in a moment. If
21 you'd all take your seats and your conversations
outside.

I now open the hearing for public testimony. My
Co-Chair and I remind members of the public that this

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1 is a government proceeding and that decorum shall be
2 observed at all times. As such, members of the
3 public shall remain silent at all times. The witness
4 table is reserved for people who wish to testify. No
5 video recording or photography is allowed from the
6 witness table. Further, members of the public may
7 not present audio or video recordings as testimony,
8 but may submit transcripts of such recordings to the
Sergeant-at-Arms for inclusion in the hearing record.

9 If you wish to speak at today's hearing, please
10 fill out an appearance slip with the Sergeant at Arms
11 and wait to be recognized. When recognized, you'll
12 have 2 minutes to speak on today's oversight topic.
13 If you have a written statement or additional written
14 testimony you wish to submit for the record, please
provide a copy of that testimony to the Sergeant at
Arms.

15 You may also email written testimony to
16 testimony@council.nyc.gov within 72 hours of this
17 hearing. Audio and video recordings will not be
18 accepted. And I may remind you throughout the
19 hearing, uh, adults, your, your testimony again is
20 limited to 2 minutes, and if you go over, uh, I will
21

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1 just ask you to please submit, uh, the rest of your
2 testimony in writing.

3 Uh, our first panel- I always like to call
4 students- um, our first panel is a student panel.
5 Selina Wu, Ariana Ahmed Misha, Yelani Joseph, and
6 Odin Adler.

7 You may begin when ready and please state your
8 name for the record.

9 YELANI JOSEPH: Hello, good afternoon. My name
10 is Yelani Joseph. I'm 16 years old, a sophomore from
11 Brooklyn, New York, and an organizer with the NYCLU's
12 Teen Activist Project. Thank you for the opportunity
13 to speak today.

14 When people talk about artificial intell-
15 intelligence in schools, I often hear one assumption
16 that students either fully support it or don't care
17 about its impact. But many of us do care because
18 we're the ones experiencing these changes in real
19 time.

20 My concern is how quickly AI is being normalized
21 in schools without enough accountability,
transparency, or guidance on how it should support
student learning. Recently, my friend and I were
reviewing a reproductive health slideshow for class

1 and came across a sentence full scrambled words,
2 errors, and unclear information. Our impression was
3 that the teacher created the classroom content with
4 NotebookLM, an AI tool, and we were shocked.

5 Even though we were eventually able to make sense
6 of it, we shouldn't have had to spend time guessing
7 what the curriculum was trying to say. Students
8 deserve educational materials that are clear,
9 accurate, and understandable, especially when
10 learning about subjects as important and personal as
11 our own health. And that experience reflects a
12 larger issue so much that something I've also heard
13 echoed when talking to my peers about AI and
14 education.

15 I've had one of my peers recently tell me, quote,
16 although AI is helpful in some ways, students often
17 use it to cheat instead of studying, and when exams
18 come around, students can feel lost because they
19 don't have that sense of security that they did
20 before. And another student, my friend, shared with
21 me that, quote, her school is shutting down and
they're opening up a school for AI-focused in its
place.

1
2 I love my school because everyone was able to get
3 the attention they needed, and taking that away feels
4 like a step in the wrong direction.

5 Even though that plan for an AI school was paused
6 for now, what stood out to me wasn't the opposition
7 to technology. It was a pattern. AI is being
8 normalized faster than students are being taught how
9 to engage with it responsibly. AI literacy has to
10 mean something other than filling classrooms with AI
11 products. It has to be an understanding how and when
12 to question these products and protect against the
13 threat that they pose to teaching and learning.
14 Students are asking for accountability, clear
15 standards that protect student learning, and
16 standards that ensure human judgment stays at the
17 center of education. Thank you.

18 CHAIRPERSON DINOWITZ: Thank you, Yelani.

19 ODIN ADLER: Could the timer be reset? Uh-hmm-
20 oh!

21 CHAIRPERSON DINOWITZ: You start the- you should
worry about you. Go ahead and testify. They'll
figure it out.

ODIN ADLER: Hello, City Council, and thank you
for spending time out of your busy day to listen to

1 what I'm here to say. My name is Odin Adler, and I'm
2 a leader at the New York Civil Liberties Union's Teen
3 Activist Project. I'm 18 years old and have just
4 graduated Urban Academy Laboratory High School this
5 week. I'm here to talk about my views on AI and tech
6 products in schools.

7 At my high school, we did a lot of writing. And
8 before I went to Urban Academy, I didn't feel
9 confident about my writing skills. We're also not
10 allowed to use AI to write our papers at all. That
11 was not a problem. Without AI, I could do something
12 else, ask my teachers for help. And now I feel much
13 more prepared for college.

14 In college, which I'll be starting this summer,
15 I'm sure there'll be much to write— and, and it'll be
16 writing that I'm sure I'll be expected to come up
17 with ideas for myself.

18 Fortunately, I believe I can now put some of the
19 many ideas I think about on the paper quite well
20 without AI. That also helped prepare for my high
21 school's frequent class discussions where subject
knowledge and critical thinking is essential.
Knowing how to write well without AI also helps
creatively. I'm not sure I would have had as much

1 fun or learned as much in my playwriting class where
2 I wrote up a play that got acted out to my school if
3 I just used AI. My classes felt much richer due to
4 me and others avoiding using AI to replace thinking.
5 Unfortunately, I've heard that official guidance on
6 artificial intelligence is being sent to schools, um,
7 which, uh, encourages students, um, to use AI for
8 research, exploration, and creative projects. This
9 is unwise, I believe.

10 I'm concerned it will guide those in schools how
11 to use software that is not useful in the classrooms.
12 In schools, I believe not just the final typing up of
13 a paper, but more, including gathering ideas, should
14 all be done without AI. At school, students should
15 be taught to think for themselves. I'm sure it's
16 possible if people knew how to do so for a while,
17 before AI. That is why I'm glad my high school is as
18 restrictive of AI as it is for both the writing that
19 students produce and the creation of the material
20 used to properly teach students to be critical
21 thinkers. Support that kind of AI restrictive policy
throughout the city.

I'm also concerned about the risk of student data
privacy. It's required by the government, uh, for

1 minors to attend schools. Students should not be
2 effectively forced to sign away digital rights to big
3 tech companies to fulfill that requirement. Instead
4 of spending much taxpayer money on AI and data
5 capturing products, which are students need, the city
6 should focus resources on actual human education.
Thank you.

7 CHAIRPERSON DINOWITZ: Thank you Odin. T

8 ARIANA AHMED MISHA: Thank you so much. Hello,
9 Chair Dinowitz and, uh, Chair De La Rosa and members
10 and staff of the Committees on Education and
11 Technology. My name is Ariana Ahmed Misha, I'm a
12 rising junior at the Institute for Collaborative
13 Education and a member of the Teen Activist Project
at Night Blue.

14 This spring, I helped plan a weekend event with
15 hundreds of students to listen to their concerns
16 about AI guidance. And there was a very specific
17 session about AI in that entire ceremony. And that
18 conversation about AI went so far and so much that it
19 went over time. And even after the session, we could
20 not stop talking about how much we absolutely hate
21 that policy idea. And critical thinking is the whole
purpose of our education.

1
2 That's why we get degrees and everything. But AI
3 is completely taking our skill of critical thinking
4 because they're not letting us work. So what's the
5 purpose, purpose of education if AI is helping us to
6 critical think in some ways?

7 And also as students, we want real human teachers
8 to teach us. And we want real human teachers to give
9 us feedback about how to improve our work, not AI.
10 And also by reading our hard work assignments,
11 because we worked hard for all those assignments
12 every single day, and to get to know how we think and
13 how we do our works as a human student.

14 So as a human student, we want human teachers.
15 However, for many students today, they instead use AI
16 bots which tells them how to improve their works.
17 And these AI bots are so insanely perfectionist.
18 They keep telling the students again and again to fix
19 their work again and again until infinity. And this
20 makes the students lose their— lose their all the
21 confidence over their own work, which is really very
22 bad.

23 AI policy at the end of the day pushes us into a
24 fake and unrealistic world. We do not want a robotic
25 policy in this already robotic world. And also for

1 this reason, I, on behalf of hundreds of students who
2 care, would like to request you to push DOE to make a
3 policy dependent on humans rather than AI. Because
4 rearranging a system after AI, AI is, AI is gonna
5 destroy it is gonna be possible. But the lives which
6 is gonna be destroyed after this processes cannot
7 ever be fixed. Thank you so much.

8 CHAIRPERSON DINOWITZ: You timed that really
9 well. That's perfect. Thank you.

10 SELINA WU: Hello, City Council. Thank you for
11 allowing me to speak today. My name is Selina Wu,
12 and I'm a rising senior from Francis Lewis High
13 School and a member of the Teen Activist Project.
14 The field and market of AI is growing at a rapid
15 rate, which is why it starts getting implemented
16 everywhere.

17 Oh, firsthand, I, I know how strong artificial
18 intelligence can be. In fact, I've spent my past
19 summers researching and building machine learning
20 models at schools like Princeton and MIT. This is
21 why I would like to oppose the use of AI technology
in a school system. My comments will focus on the
use of GenAI products.

1
2 Firstly, the highlights of learning are the
3 interactions and jokes my teachers make when
4 teaching. In my AP Lang class, we start off every
5 day spending 10 minutes discussing different things,
6 whether it is political, philosophical, or
7 controversial. These interactions not only creates a
8 bond between the class, but makes the classroom more
9 lively, and it sharpens our critical thinking. This
10 actually makes me look forward to learning and
11 attending class, which is something that not a lot of
12 teachers and students can experience.

13 Having to think about complicated topics and
14 shaping them into concrete words are a skill needed
15 for the AP Lang curriculum as well as the test.
16 Offloading tasks to AI jeopardizes these human
17 relationships and means me, my classmates, and my
18 teachers understand one another less.

19 Furthermore, when GenAI is used in schools, it is
20 often incorrect. Last year, I had an English teacher
21 that graded our essays with AI. Not only did his AI
incorrectly deduct points from us, it also accused
multiple of my classmates from using AI to write
their essays. However, we wrote these essays in
class on paper with a prompt that was given to us on

1 the day of. There was no possible way for any of us
2 to use AI, and we were unfairly given points getting
3 deducted despite following the rubric.

4 Compared to my AP Lang class this year, there's a
5 huge contrast between my learning and relationship
6 with a teacher that uses AI compared to one that
7 doesn't. Secondly, I have seen that implementing AI
8 and robots into the education system has made
9 learning even more boring for some students. The
10 rise of AI chatbots like ChatGPT and Claude has
11 encouraged students to cheat, plagiarize, and break
12 numerous honor codes. But this issue is much more
13 complicated than adults can acknowledge. Rather than
14 implementing AI into schools and allowing students to
15 further rely on such technology, I think that there
16 should be a focus on creating an engaging learning
17 environment that addresses why students use such
18 technology in the first place.

19 By encouraging curiosity and making learning more
20 interesting, students may feel more confident, less
21 afraid, and find less of a need for AI. Thank you.

CHAIRPERSON DINOWITZ: Thank you so much. I
have, I have a couple questions. Any of you can
answer this, but, you know, I often, I, I think

1
2 there's sort of like an assumption that, you know,
3 kids will do whatever to like make the world work as
4 easy as possible, right? If there's like a chatbot
5 available, they just, just ask it, right? Um, is it,
6 is it your, uh, feeling that your views, that you
7 don't want AI in the classroom 'cause you know how
8 important critical thinking is, that's been your
9 general— you want more transparency and
10 accountability. Do you think that's the view of most
11 of your classmates, even the ones who use AI in the
12 classroom?

13 SELINA WU: Um, I think like, oh, to understand
14 the issue, a lot of time as we are not adults, a lot
15 of time it's not necessarily— I'm not being weird,
16 but not necessarily always important to do whatever
17 we want to do. Definitely it's gonna make our works
18 easier. Definitely it's gonna maybe make us less
19 think about it. But what's the whole purpose of
20 education is the main question.

21 So if we do really wanna learn or make ourselves
smart or wanna critical think, then we would
definitely need a process of education where we need
to think about something before answering, not
necessarily a bot telling us or, uh, doing works for

1
2 us. Because at the end of the day, that is
3 definitely not good for us under any circumstances.
4 Because first of all, it basically lacks all the
5 opportunities for us to learn anything. The whole
6 purpose is learning.

7 So definitely, there must be some students, of
8 course, who wants— not a lot of people, because
9 people who genuinely cares about their future or
10 wants to learn would not follow such kind of things
11 or would do. But most of the students, whenever I
12 talk with my peers, and as I also mentioned that we
13 had a conference about talking about issues like
14 that, people absolutely hates AI no matter how much
15 they, uh, - Some people might say that they like it,
16 but they do not like it. They understand that how
17 this is also impacting the environment in many
18 different ways.

19 ODIN ADLER: Um, yeah, I believe also at my
20 school is very uncommon. I don't think I noticed
21 anyone using AI, especially, um, which in general,
22 especially for like the, the writing and the art, um,
23 that's being done because I feel like when we were
24 writing, like, let's, like, for example, my
25 playwriting class, like, this is art that people

1
2 have, and they wanna be creative about, and they
3 wanna share to the— to their class, they wanna feel
4 proud of it, um, some of it could be connected to
5 maybe issues that, that they, you know, feel, uh, you
6 know, that they care a lot about, or personal
7 experiences, and it would just be— it would feel so
8 hollow to, for example, use AI for that.

9 Or in my classes, you know, we have these class
10 discussions a lot, my school's a consortium school,
11 so that's probably why, Right? If you're using AI to
12 write something, you know, I don't think you're gonna
13 be having a very compelling, let's say, defense of
14 your opinions or your ideas, and you're not probably
15 gonna be able to engage very well in the
16 conversation. It's gonna be boring. And I think
17 students like being able to share their views on
18 various issues and back it up with their, with their
19 own ideas and with their own evidence.

20 CHAIRPERSON DINOWITZ: Alright, thank you so much
21 to this panel. I appreciate your testimony today.
Um, are there, are there any other students in the
room that are— that want to testify? And you filled
out a slip? Okay, so this panel is dismissed. You
can go back to your seats. I want to thank you. Um,

1 and you guys could come up. I'm just gonna need to
2 know what your name is. Yeah, students, come on up.
3 You know, it almost reminds me of, um, like, the AI
4 technology is pretty tempting. It's like very- it
5 almost reminds me of social media. Like, like,
6 students, they wanna, like, be on social media, but
7 they- they were- I, I spoke to a lot of students who
8 were so happy when they banned the phones, because it
9 takes it, it takes it away from them, because they
wanna be engaged with their friends.

10 Um, so, are, are you, are you also a student?
11 Are you testifying? In the back row? No? Okay,
12 just you. Okay. You're the only student? Uh, okay.
13 Please state your name for the record, and you may
begin your testimony.

14 VINNY DONS: Hmm, good afternoon. My name is
15 Vinny Dons, and I'm 15, and I'm a sophomore at Queens
High School for the Sciences.

16 Today I come here to talk about two things.
17 Well, AI is part of it, but first I want to talk
18 about Introduction 684-2026 about geographic location
19 and how it affects students.

20 First of all, education and the quality of
21 education is not the only thing that affects

1 students. Depending on how far they live away from
2 schools, it affects on how well or how much education
3 they get. If they cannot come to school on time
4 because of the MTA, they cannot receive a quality
5 education. These are the OMNY cards we, we, uh,
6 provided.

7 When these fail, students cannot receive, uh,
8 equitable education. Most students, especially with
9 those with disabilities or special education, often
10 live further away from their schools or often receive
11 more struggles in getting to their schools. Now,
12 this, this, this inequality can lead to a plethora of
13 issues.

14 Now, I wanna reserve the rest of my time to talk
15 about AI. Artificial intelligence is not as easy or
16 as simple as we are portraying it as. Part of the
17 issue is how easy or how undetectable AI can be.
18 There is no regulation the DOE can put to ban AI in
19 schools.

20 I- this is a ChatGPT paragraph. I can't humanize
21 it. There's softwares that can help humanize it,
which turns a GPT version into something that cannot
get flagged by detectable detectors, which teachers
often use. This is the result after I humanized it.

1
2 Now, it also— detectors historically does not work,
3 and I think can't work. This quickly, uh, this is a
4 speech from Kamar Samuels.

5 This is it getting flagged for 40% AI. There's
6 no way the DOE can regulate AI, and if it does
7 regulate AI, it will eventually affect innocent
8 students who didn't use AI. That'll be all. Thank
9 you.

10 CHAIRPERSON DINOWITZ: Thank you. I, uh, you
11 have a very famous alum from your, from the school
12 you go to. Hmm. His name is Alejandro Carvajal.
13 He's sitting right next to me.

14 VINNY DONS: We're getting a new building.

15 CHAIRPERSON DINOWITZ: I heard. Congratulations.

16 VINNY DONS: Yes, thank you.

17 CHAIRPERSON DINOWITZ: That was all him. I don't
18 know if you know, it was— he's building it with AI.
19 Thank you so much for— ah, no, he's not. I'm
20 kidding. Um, thank you so much for your testimony
21 today.

VINNY DONS: Mhm. Thank you.

CHAIRPERSON DINOWITZ: This one? Uh, on the next
panel, and as always, if I mispronounce your name, I
apologize in advance. Uh, you will correct me for

1 the record. Um, Tanaya Nasser Frederick, Edgar,
2 Edgar Troudt, Travis Prox. Oh, hey.

3 TANAYA NASSER FREDERICK: Hi, my name's, uh,
4 Tanaya Nasser Frederick. I'm, uh, with the
5 Collaborative Research Center for Resilience, which
6 conducts investigative and community-centered
7 research to ensure that government use of technology
8 advances the public good and democracy. I'm also
9 speaking as a member of the AI Moratorium Coalition.

10 The data privacy officer mentioned that schools
11 have the right to share student data with school
12 officials, but he neglected to mention that most
13 vendors in New York City public schools are
14 designated as school officials. Uh, the Department
15 of Education does list its FERPA-exempt vendors on
16 its website. This list includes the mandated
17 curriculum, HMH, which hosts Amira.

18 Amira has taken a major investment from the
19 investor branch of Amazon's Alexa. HMH is owned by
20 the private equity firm Veritas Capital, which also
21 currently owns the company Peraton that is contracted
to build DHS's biometric database. Um, two companies
consulted on the DOE's preliminary AI guidelines,

1
2 Accenture and Salesforce, also maintain quiet
3 contracts with Customs and Border Patrol.

4 So, the, the data privacy officer needs to better
5 explain why data privacy agreements are not available
6 to the public, 'cause it's a great cause of alarm for
7 parents, teachers, and students who are concerned
8 that student data is being used for third-party
9 product development and even contributing to
10 higher-resolution databases used by the Department of
11 Homeland Security. The public also doesn't have a
12 way of verifying whether a vendor has undergone an
13 ERMA approval process. We don't know whether HMH's
14 AI add-ons, Writable and Amira, are, er, ah, approved
15 or if they are considered approved based on HMH's
16 preexisting approval.

17 Um, and take a company like iReady that's facing
18 multiple class action lawsuits around the country for
19 wrongly sharing student data. Even were there an
20 overwhelming, uh, community mobilization against a
21 vendor such as iReady, most districts are too
dependent on the product to cancel their contract
with the vendor. The real concern around AI is
private equity and venture capital backing
consolidations around private solutions for public

1 education beyond siphoning public spending for the
2 profit of these companies and their vendors. A
3 district's dependence on a vendor is a threat to
4 democracy and to the kind of community engagement
5 that the DOE claims to value.

6 CHAIRPERSON DINOWITZ: Thank you.

7 TANAYA NASSER FREDERICK: Once the district
8 establishes a relationship of dependency with a
9 vendor, the vendor is operating with impunity.

10 CHAIRPERSON DINOWITZ: Thank you so much.

11 EDGAR TROUDT: Good afternoon Chairs, Committee
12 Staff, and the wonderful students in the room. I
13 would like you to consider 4 activity categories when
14 debating a moratorium on AI. Category 1, the
15 top-down rollout of edtech tools by the central
16 administration. A pause is prudent here, especially
17 given the insightful questions of this Council.

18 The next 3 categories, though, should live beyond
19 a moratorium. Category 2 is the bottom-up learning
20 innovations by classroom educators. Imagine a lesson
21 where students tackle an issue in their community. A
Gen AI conversation helps them aggregate public data
stakeholder views for them to discuss, analyze, and
critically debate.

Category 3 is learning about AI itself. Imagine a GenAI tool writes a story, print it out on paper, view it screen-free. Students then learn to uncover any biases in that output.

Today's students must experience this as future tech leaders, policy advocates, and consumers who will vote with their dollars on technologies.

Category 4: Teachers using AI tools to support lesson development. Imagine a teacher who prepares a supportive lesson after conversing with a GenAI tool about students' common misperceptions on the topic. Students benefit without FERPA-protected information being shared.

Encourage and support teachers to propose innovations and the AI tools they need. Rigorously review the ideas for compatibility with regulations. Accompany this with AI-specific professional development. Strengthen it by organizing co-creation communities of teacher innovators, community stakeholders, and pedagogical innovators at higher education partners.

I can't stress the higher education portion enough. As we think about what activities live outside a moratorium, we should remember that these

1 technologies will continue to be used in the world.
2 Our students will graduate, that will become students
3 in college where they'll confront AI. We must be
4 responsible in our use of AI, but we must also not do
5 a disservice to our students in pausing the
6 beneficial uses. Thank you.

7 CHAIRPERSON DINOWITZ: Thank you.

8 TRAVIS PROOF: Chairman, good to see you. Travis-
9 Travis Proof from Fordham University. Uh, Chair De
10 La Rosa, proud, uh, distinguished alum of Fordham
11 University. Good to be here today. Um, thank you
12 for the opportunity to talk. You know, this
13 hearing's tackling some of the critical operational
14 questions the city is gonna be having to grapple
15 with. But our testimony at Fordham is focused on a
16 bit more specific question the number of the students
17 very ably raised, which is when AI is in use, how can
18 we ensure it is applied ethically, responsibly, and
19 with end users trying to use it with humanity,
20 discernment, and emotional intelligence?

21 We can teach students how to ask better
questions, not simply generate better answers. Um,
it is important to note the conversation we're having
about the opportunities, challenges, and concerns of

1 AI is one machine can— technology cannot replicate.
2 That is both our power and is our blueprint. There
3 is a global reckoning happening around AI. And just
4 weeks ago, Pope Leo proclaimed that the dignity of
5 the person must always be present in the technology.
6 It's not by accident that the dignity of the person
7 has not always been present.

8 Recent years, careers in social work, teaching,
9 ministry, the arts have frequently been deprioritized
10 amidst a push for the youth and young adults to
11 pursue opportunities in STEM fields, understandably,
12 deemed a national priority, driven the need for
13 economic competitiveness. But in some corners, the
14 humanities were outright stigmatized. The lack of
15 balance is why we need this important conversation
16 now. And at Fordham, we are following 4 general
17 pillars of how should we approach AI in education.

18 One is understanding the foundations of AI. Two,
19 discerning ethical versus unethical content and uses.
20 Three, how to augment, not place, work product, and
21 workers. And 4, recognizing when the use of AI is
not appropriate.

Um, we're operationalizing these values through
the construction and launch of an ethical AI hub at

1
2 our Lincoln Center campus. And I've included in my
3 testimony a few of our key initial areas of focus, as
4 well as some of the community engagement we've done
5 over the past year and a half to help guide that
6 work. And we'd be happy to share that information
7 with you if it's helpful. But the gist is this: we
8 need a city citywide training strategy that goes
9 beyond not just education, but the entire citywide
10 community, we wanna be a partner.

11 CHAIRPERSON DINOWITZ: Thank you, thank you so
12 much. Um, I, I, I do wanna highlight step 3, Dr.
13 Troudt, and your, um, your, I guess your 4
14 recommendations. And I think if you could talk a
15 little more, just a little more about it. Uh,
16 because I think there's an assumption that oh, to
17 learn about AI, you need to put a chatbot in front of
18 a kid. But you're, you're highlighting that you
19 don't need to use AI itself on a computer to learn
20 about AI. Is that correct? One of the tenets of
21 computer science education, which I'm intimately
involved in, is what we call unplugged activities.
Just because you are learning about a computer does
not mean you need to be sitting in front of the
screen. And I again stress that if you— if we work

1
2 with with higher education partners, we can co-design
3 these experiences that teach about AI without doing
4 some of the damage of extra screen time.

5 CHAIRPERSON DE LA ROSA: Sorry, we were trying to
6 figure out your name, but I couldn't— catch it.
7 What's your name? Tanaya?

8 TANAYA NASSER FREDERICK: Yeah.

9 CHAIRPERSON DE LA ROSA: Yeah, I'm sorry, sorry
10 to, uh, yeah, um, my question is, uh, you mentioned
11 that the, the basically what you're describing to me
12 sounds like a loophole in, um, in the vendor system
13 where if they're registered in-house. Can you
14 explain that a little bit more?

15 TANAYA NASSER FREDERICK: Yeah, I mean, that's
16 been going on since '70s, like, ever since FERPA was
17 invented, they never really defined what a school
18 official is. So, you know, like, the construction
19 company that— who they hired to do the cafeteria
20 stuff, those are all school officials. Through,
21 like, No Child Left Behind and the Every Student
Succeeds Act, it became more formalized that, like,
vendors, um, are designated as school officials. And
most ed-tech vendors and classroom application
solutions all that stuff, uh, they function as school

1 officials. And, uh, you can see that on the DOE's
2 website. But, yeah, that's what the— yeah, that's
3 what the data privacy officers didn't mention, and I
4 think that's an important detail to how, uh, data is
5 shared to third parties, how schools can share data
6 to companies without, uh, parental consent.

7 CHAIRPERSON DE LA ROSA: Okay, I just wanted to
8 clarify that 'cause it— I thought I understood it
9 correctly, but you explained it way clearer now.
10 Thank you.

11 CHAIRPERSON DINOWITZ: I just— just for— at form,
12 I just wanna clarify, similar to the question for Dr.
13 Troudt, which is a citywide training strategy. Is
14 your contention that we should be training
15 kindergarten— you said K-12 students, teachers,
16 administrators. Um, is your contention that we
17 should be training kindergartners using a computer or
18 on AI, or is there some other clarification point
19 about what you mean by K-12 students, empower them as
20 creative critical thinkers?

21 EDGAR TROUDT: For, for our university, the
stance is this: we are not trying to convince people
to use AI. We are trying to convince people how to
do that critical thinking that the students were

1 talking about, and how to understand ethical versus
2 unethical uses, whether that's on a computer, whether
3 that's other technologies. But that's really what
4 begins for us. And I think that's all age groups,
5 it's all sectors, it's outside of education, it's in-
6 within the small business, medium-sized enterprise
7 space as well. But that's really our position.
8 We're not here to convince people to use AI. We're
9 here to convince people to understand ethical
10 realities, discernment, and to understand when it's
11 being used on them, and if they do use it, how to use
12 it well.

11 CHAIRPERSON DINOWITZ: Thank you. Thank you to
12 this panel. Thank you so much to this panel.
13 Appreciate your testimony and look forward to
14 continued work together. Thank you. Very clear that
15 we need to do a lot of work in putting those
16 guardrails in both academically and for safety
17 purposes.

17 Uh, our next panel, Ruth Lowenkron, Gracie
18 Messier, Matt Henning, Larry Lieberman, and Lizbeth
19 Lucero.

19 UNIDENTIFIED: Ruth isn't here, just so you know.
20 She's from my organization. So—
21

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2 CHAIRPERSON DINOWITZ: You may begin when ready.
Please state your name for the record.

3 LIZBETH LUCERO: Good afternoon. Thank you so
4 much for the opportunity to submit this public
5 comment. My name is Lizbeth Lucero. I'm the Deputy
6 Director of Advancement and Communications at the
7 Urban Assembly, and I'm actually here on behalf of
8 our Chief Executive Officer, David Adams, who is
9 delivering a commencement address at the Urban
Assembly New York Harbor School.

10 And we really appreciate the Council's focus on
11 AI, student data, and, um, privacy in our public
12 schools. At the Urban Assembly, we, we believe that
13 AI has the potential to expand opportunities for
14 students and educators, particularly in areas of
college and career advising, and instructional
support.

15 At the same time, we agree that AI must be
16 implemented thoughtfully with strong safeguards to
17 protect our students and ensure responsible use.
18 From our experience, one simple lesson is true: AI
19 works best when implemented and it is human-guided.
20 These tools can help educators and students access
21 information more effectively, but they cannot replace

1 the relationships and expertise of our counselors,
2 teachers, and and school leaders.

3 We also believe that student privacy is
4 non-negotiable, and tools reflect this— and our tools
5 reflect these philosophies, which is why our schools
6 have been recognized with, um, EdSafe AI Alliance for
7 demonstrating responsible and ethical AI practices.
8 These safeguards ensure that, um, innovation and
9 accountability go hand in hand.

10 At the same time, a focus on risk should not
11 prevent us from pursuing opportunities. Our work
12 with AI-supported instructional feedback has led to
13 measurable improvements in teacher quality,
14 increasing, um, the use of respectful language in the
15 classroom and an increase in lesson previews. We've
16 also seen increases in student participation through
17 14% of increase in student talk time alongside a 14%
18 decrease in classroom silence, which indicates an
19 engaging and inclusivity classroom environment.

20 Besides these numbers, our impact with students
21 and teachers are real. Um, as AI becomes more
common, the question is not about whether AI could be
used for good and bad. Um, it's about how we can

1
2 ensure to solve the biggest problems for our
3 students.

4 So thank you again, um, for helping us, um,
5 figure out solutions and innovative strategy-
6 strategies for our public education system.

7 CHAIRPERSON DINOWITZ: Thank you. Thank you so
8 much. You may begin.

9 LARRY LIEBERMAN: Uh, good afternoon.

10 CHAIRPERSON DINOWITZ: Please make sure your
11 microphone's on. The red- remember, red means go.

12 LARRY LIEBERMAN: Oh, yeah, one more. Good
13 afternoon. There you go. Good afternoon, and thank
14 you, Council Members. My name is Larry Lieberman,
15 and I'm here on behalf of Mouse, a nonprofit that for
16 30 years has trained New York City public school
17 students and teachers to use technology creatively
18 and responsibly. We appreciate the Council's
19 attention to security and to artificial intelligence
20 in the classroom.

21 The answer, of course, is not avoiding AI
education or distancing our educators from positive
and helpful technology. The answer is more training.
Teachers and our young people are, uh, know what AI,
uh, know that AI is available and need to learn what

1
2 it is, how it works, where they are using it and how
3 to use it safely, intentionally, and equitably. That
4 is exactly what MOUSE's AI League does, uh, at 40 New
5 York City public schools across all 5 boroughs with
6 curriculum train- created in partnership with
7 Carnegie Mellon University. That, uh, to your point
8 earlier, includes an incredible set of gener-
9 generative AI lessons using only whiteboards,
10 markers, and yellow stickies.

11 Uh, in the program, uh, like Mouse's AI League,
12 students in NYC are learning how AI works and knowing
13 this helps protect them. We urge the Council to
14 vigorously move to protect student safety while
15 supporting high-quality digital learning.

16 Together, our jobs include ensuring that New York
17 City public school students are prepared to be the
18 future engineers and innovative- innovators at New
19 York City's formidable employees. Last week, 83 New
20 York City teachers in Council District 35 attended a
21 mouse generative AI fluency training.

Yesterday, 25 more high school teachers in
Council District 15 attended mouse generative AI
training.

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1
2 The ma- the demand among teachers for AI
3 training is as large as anything we have ever seen in
4 30 years. Please come visit Mouse in the Classroom,
5 get to know our teachers. Thank you.

6 CHAIRPERSON DINOWITZ: Happy to. Thanks.

7 GRACIE MESSIER: Good afternoon. My name is
8 Gracie Messier, and I'm a legal intern with the
9 Disability Justice Program at New York Lawyers for
10 the Public Interest, or NYLPI. NYLPI, uh, is here to
11 testify and supports the goals of Intro 853 and
12 appreciates the Council's commitment to special
13 education services. However, we encourage the
14 Council to consider whether this- study as currently
15 proposed is the most effective use of the, of the
16 city's resources. Much of the information this study
17 seeks to collect is already available through
18 existing reporting.

19 We encourage the Council to refocus the study to
20 answer questions that existing data cannot, or devote
21 funds directly towards improved special education
services. According to the city's most recent data,
only 28% of English learner- English language
learner- sorry, English language learners with
individualized education plans or IEPs receive those

1 services in another language. And 95% of
2 English-speaking students were fully receiving their
3 recommended special education services while only 47%
4 of Spanish-speaking students were fully receiving
5 those same services.

6 Data also show substantial differences in
7 accessing services based on income. Students
8 receiving dis- services disproportionately come from
9 low-income households, and students from
10 higher-income neighborhoods are more likely to be
11 placed in inclusive settings. Gaps in services fall
12 hardest on low-income families and multilingual
13 households.

14 In NYLPI's work, these communities have
15 consistently reported the same barriers: delays in
16 receiving related services, shortages of qualified
17 providers, difficulty accessing bilingual services,
18 and limited availability of of appropriate
19 placements.

20 NYLPI shares the Council's commitment to
21 improving outcomes for students with disabilities.
However, existing data already established that
language, income, and geography affect access to
services. Whether through investment- through direct

1 investment or more targeted study, we urge the
2 Council to instead focus its efforts on ensuring that
3 students receive the services to which they're
4 entitled. Thank you for the opportunity to testify.

5 CHAIRPERSON DINOWITZ: Thank you so much.

6 MATT HENNING: Good afternoon, Chair De La Rosa
7 and Chair Denowitz. My name is Matt Henning, and I'm
8 the Director of Government Affairs at Tech NYC. Tech
9 NYC represents hundreds of companies from global tech
10 leaders to startups that are deeply committed to the
11 advancements of the tech sector in New York City and
12 supporting the city's public schools. I'm pleased to
13 testify today on Pre-Intro 2129 and 2130.

14 Tech NYC does not believe New York City's
15 children should be treated as test subjects, and new
16 technologies should not be deployed without
17 oversight, clear policies, or transparency. But we
18 are equally concerned about the risk of failing to
19 prepare the next generation for a world where AI
20 tools are pervasive. Without thoughtful guidance
21 from trusted institutions, students will engage with
AI entirely on their own terms, not unlike what
happened with social media.

1
2 The answer is not to choose between adoption and
3 a prohibition, but to build a transparent,
4 accountable framework that earns the confidence of
5 families and educators. That is precisely why we
6 support the intent and goal of both of these bills.
7 Uh, however, Tech NYC does have a few recommendations
8 to further improve these bills.

9 First, the definition of algorithmic tool in 2129
10 is broad, and we'd encourage the Council to consider,
11 uh, whether additional clarity would help, uh, DOE
12 and vendors focus on compliance resources and tools
13 that genuinely implicate the concerns motivating
14 these bills.

15 Second, these bills layer new requirements on top
16 of existing Office of Algorithmic Accountability and
17 IRMAA framework. Implementation guidance should make
18 clear how they, how they coordinate to avoid
19 duplication.

20 Last, on 2130, uh, the first quarterly brief
21 reporting deadline of October 31st is a fast-moving
timeline, and we encourage the Council to work with
with DOE to ensure the necessary infrastructure is in
place. Thank you.

1
2 CHAIRPERSON DINOWITZ: Thank you for your
3 testimony, and thank you. These are my two bills to
4 increase transparency and accountability, so I thank
5 you for your recommendations to, uh, improve the
6 bill.

7 Um, Lizbeth, I, I'm— I just want to understand
8 something. You're, you're— you support our, our
9 schools, and you've chosen, um, to, ah, er, use the
10 EdSafe framework. So to me, tell me this is true or
11 not. To me, that means the DOE has not provided a
12 robust enough support system. So you've chosen to go
13 one step further and use like an outside, um, uh, I,
14 I don't know, assessment tool. Can you talk a little
15 more about this decision?

16 LIZBETH LUCERO: Yeah, definitely. So our— one
17 of our AI tools is used for instructional quality and
18 it's been recognized by the EdSec— EdSec AI Alliance.
19 I'm not 100% sure the relationship that we currently
20 have with them. I, uh, I— most of my notes are from
21 our team who builds the tool at the Urban Assembly,
and there have been conversations with the NYC DOE
and OSP with some of the work that we're doing in our
edtech space.

1
2 So hopefully that clarifies some of the
3 questions.

4 CHAIRPERSON DINOWITZ: Okay. Thank you. No, it
5 sounds to me like it's another evaluative, uh, ah,
6 tool, but we, we'll look more into that. Um, thank
7 you to this panel. I wanna thank this panel for
8 testifying today. And we'll move on to our next
9 panel. Yiatin Chu. Someone with beautiful
10 handwriting. Michelle, blonde- tell me the rest,
11 please. Blomingville? Can I say I love it? It's in
12 beautiful cursive. I have to- blonde Monville.
13 Beautiful cursive. I meant it when I said, yeah.
14 You know, they don't teach cursive in school anymore.

15 MICHELLE BLOMINGVILLE: Catholic school.

16 CHAIRPERSON DINOWITZ: Catholic school. I, maybe
17 I'll send my kids to Catholic school and learn, uh,
18 sh- ah, gah- no, that one's cursing. It'll be good.
19 Shannon Ritchie and Julie Zeng. You may begin when
20 ready.

21 YIATIN CHU: Good afternoon, Chair Dinowitz.
Good evening, members of the board, members and Chair
De La Rosa. Thank you for the opportunity to give my
testimony. My name is Yaitin Chu, and I'm speaking
today on behalf of Place NYC, an organization that

1 advocates for high-quality accelerated learning
2 opportunities for students in New York City public
3 schools.

4 Place NYC strongly supports Intro 684, which
5 calls for a study on how students' language status
6 and geographic location affect access to early
7 elementary gifted and talented programs. G&T
8 programs are unevenly distributed across the city.
9 Many districts, particularly in the Bronx, Brooklyn,
10 and parts of Queens, have few G&T seats. Geographic
11 location should never determine whether a child
12 receives an education they need.

13 Every year, 10,000 families apply hoping for a
14 spot with just 2,500 seats across the city, there are
15 simply too few seats. Equally troubling is the sole
16 reliance on a subjective teacher recommendation for
17 G&T identification for the program's lottery. This
18 process is prone to teacher bias, and we believe it
19 disproportionately harms immigrant families where
20 students' home language is not English. The current
21 pre-K teacher assessment takes takes place just 3
months after a student's in the classroom.

As a result, many bright English language learner
students may not be recommended for gifted and

1
2 talented programs, even when they are clearly ready
3 for more challenging work.

4 We urge the Council to examine these pro- uh,
5 problems and recommend concrete solutions, s-
6 specifically the adoption of an objective evaluation
7 measure in early grades. Universal screening uses-
8 using standardized assessments would give every child
9 a fair opportunity to be recognized regardless of
10 language background or zip code. By including an
11 objective evaluation, early identification, we can
12 ensure that students who are ready for acceleration
13 receive the appropriate education they deserve.

14 PlaceNYC urges the Council to advance this bill
15 so we can finally gather the data needed to build a
16 fairer and more effective G&T program for New York
17 City students.

18 CHAIRPERSON DINOWITZ: Thank you. Thank you so
19 much. Michelle?

20 MICHELLE ANN BLOMINGVILLE: Yes, my name is
21 Michelle Ann Blomingville. I'm a health and fitness
educator for 40 years, a former adjunct lecturer at
New York University, former instructor at Fashion
Institute of Technology, and at the American Red
Cross. I'm here today to represent, uh, those

1
2 innocent American citizens who are being experimented
3 on for, um, the use of AI and to, um, add to the
4 supercomputer.

5 Thank you for your servitude in these difficult
6 times. I'm speaking on behalf of everyday people who
7 are Havana Syndrome or anomalous health incident
8 victims, some knowingly and unknowingly. With the
9 glaring awareness of the benefits afforded to our
10 diplomat counterparts helping American victims
11 affected by neurological attacks, we certainly hold
12 fast to the notion that one day we will be free from
13 torture, pain, invisibility, and the weaponization of
14 technology.

15 Uh, we- I do thank the New York City Council for
16 all of those, um, laws put into place, like the POST
17 Act, um, Hanif's law, uh, that she just put into
18 place, um, about, uh, er, businesses, um, accessing
19 our biometrics and so forth. Every day, people-
20 Havana Syndrome victims- as compromised of diagnosed
21 Havana Syndrome public citizens who have been
unlawfully experimented on and who endure targeting
in various infamous matters.

These heinous crimes include but are not limited
to organized stalking. Thank you for those, um,

1 harassment laws also that are put into our workplace.
2 Smear campaigns, noise harassment, electronic assault
3 from directed energy weapons, non-consensual human
4 experimentation socially and technologically as V2K,
5 um, blue-eye technology and AI.

6 CHAIRPERSON DINOWITZ: Thank you. Thank you so
7 much for your testimony.

8 MICHELLE BLOMINGVILLE: Thank you.

9 SHANNON RITCHIE: Uh, hello, my name is Shannon
10 Ritchie. I am a parent of a 3rd grader in
11 Greenpoint, Brooklyn, and a member of the SLT. I'm
12 here today to speak out against the use of AI in our
13 schools and to encourage a push from the Council to
14 reduce our usage of edtech products.

15 First, I would like to thank the Council Members
16 who have signed on to our moratorium proposal. Thank
17 you for listening to your constituents. To those who
18 haven't yet signed, I hope you are listening today.
19 The DOE claims to want parent and student input, but
20 they couldn't be bothered to stay here and hear us
21 out. So much of what they said today is misleading
and misrepresenting what we are experiencing on a
daily basis. It's nearly impossible to find real
peer-reviewed data supporting the use of AI in

1 education. So what are we doing here? Why aren't we
2 listening to scientists, researchers, or education
3 experts? Why are we simply trusting the words of
4 salespeople, of representatives from edtech and AI
5 companies?

6 According to a New York Times article, Google
7 claimed, quote, "Investing in schools helps onboard
8 kids into Google's ecosystem," end quote. Schools
9 are force-feeding kids tech products, and those
10 products are collecting, storing, and selling private
11 information— pulled from our children's brains. This
12 is a plot straight from a dystopian sci-fi novel, yet
13 we are living this reality every day when we send our
14 children to school. Our kids and our teachers
15 deserve more than being reduced to data collection.
16 Speaking as an educator myself, learning is driven by
17 human connection. It is not merely pouring
18 information from one source into another, which is
19 essentially how ed-tech products work. If we want a
20 robust public education system, we need to nurture it
21 and curb the over-reliance of 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 edtech companies.

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2 CHAIRPERSON DINOWITZ: Thank you so much. I have
3 to ask first, I have to ask, you said you're an
4 educator yourself?

5 SHANNON RITCHIE: I'm not currently teaching, but
6 I, I was a teacher, yes.

7 CHAIRPERSON DINOWITZ: Very cool. Okay. Thank
8 you. You may begin. Yeah.

9 JULIE ZENG: Good afternoon, Chair— uh, excuse
10 me, thank you. Uh, good afternoon, Chair Dinowitz
11 and the members of the, um, Education Committee. My
12 name is Julie Zeng. I am a program assistant at
13 Homecrest Community Services Multisocial Services
14 Center. I am also a mother of two daughters in New
15 York City public schools. Thank you for the
16 opportunity to testify in support of Intro 684 and
17 Intro 853, the education for all bills introduced by
18 Council Member Susan Zhuang.

19 Homecrest Community Services serves low-income
20 immigrant and limited English proficient families
21 across Southern Brooklyn. Many parents in our
community care deeply about their children's
educations, but they do not always have equal access
to clear information. They may not know about gifted
and talented programs, special education services,

1 eligibility rules, application timelines,
2 innovations, and where to go for help. H.R. 684 will
3 require the city to study how language needs and
4 location affect access to early elementary gifted and
5 talented programs. H.R. 853 will require the city to
6 study how language needs, income, and location affect
7 access to special education programs and services. A
8 child's opportunity should not depend on whether a
9 parent speaks English fluently, understands the
10 school system, or lives in a neighborhood with more
11 resources.

12 In our borough neighborhood in Brooklyn, families
13 face many barriers. This includes limited outreach,
14 lack of translated materials, transportation
15 challenges, and uneven program availability. These
16 barriers can affect whether a child gets the same
17 educational opportunities as other children or
18 receives the special education support they need.

19 CHAIRPERSON DINOWITZ: Thank you so much. Thank
20 you for your testimony. And as I said, you can
21 submit the rest in, in, um, in writing.

JULIE ZENG: Okay. Okay.

CHAIRPERSON DINOWITZ: Thank you so much for your
testimony. I'd like to thank this panel for their

1 testimony, uh, this, ah, evening. And our next
2 panel, Craig Garrett, Kaiser, Lainey Hamson, Kelly
3 Clancy, and Liat Olenik. Yeah? Okay. So the— so
4 Kaiser and Lainey will testify. Thank you. Go
5 ahead.

6 LAINEY HAMSON: Hi, my name's Lainey Hamson. I'm
7 the Co-Chair of the Parent Coalition for Student
8 Privacy. Thank you for holding these hearings today.
9 I wanted to start by addressing some of the
10 misinformation that was spread by DOE this morning.
11 Google Gemini is used in hundreds of elementary
12 school classrooms, um, installed on thousands of
13 young children's Chromebooks and inserted into their
14 education every day. So I have no idea what, um, the
15 the DOE official meant when he said it was only used
16 in a few high schools.

17 Um, Google Gemini was also cited just this week
18 as one of the most unsafe chat— bots on, uh, on the
19 market when it comes to mental health, et cetera.
20 Um, I also wanted to deal— talk about the PowerSchool
21 and Illuminate breaches, which released the data of
many, many thousands of former students. That data
should no longer have been held by the vendor. The
state law requires data minimization and data

1 deletion when that data is no longer needed to carry
2 out services, and yet the DOE does not require this.
3 Um, the PowerSchool- you talked about using vendors.
4 PowerSchool has been noted over and over of not, um,
5 complying with the most basic security protections,
6 which led to the breaches of, uh, millions of
7 students' personal data a few years ago. And yet the
8 DOE allows, um, schools to still use more than 15
9 PowerSchool products, including Naviance, which more
10 recently was cited as disclosing data illegally, um,
11 in violation of state laws and, and federal
12 wiretapping laws, and a \$17.25 million settlement was
13 made by the court, which New York City families are
14 eligible for, and yet the DOE has not told any
15 families about this alleged breach or that they're
16 eligible for a piece of the settlement.

17 Um, I just wanted to go on a little bit more.

18 My, my testimony is very lengthy, but-

19 CHAIRPERSON DINOWITZ: Yes, thank you.

20 LAINEY HAMSON: The DOE has not been following-

21 CHAIRPERSON DINOWITZ: I understand-

22 LAINEY HAMSON: Compliant with the privacy laws.
That's why we recommended strengthening them, and
they did not strengthen- they did not use the

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1 recommendations that we proposed on the AI working
2 group.

3 CHAIRPERSON DINOWITZ: Thank you very much.
4 Kaiser?

5 KAISER: Good afternoon. My name is Kaiser,
6 community organizer with the Alliance for Quality
7 Education. AQE supports Intro 853. We oppose Intro
8 684. All academic programs and services should be
9 equitably accessible, but there is no evidence that
10 children 8 and under can be reliably identified as
11 gifted or that separating them from their peers is
12 educationally sound.

13 AQE encourages Council to strengthen and pass the
14 preconsidered bills to propose annual reporting and
15 quarterly data breach reporting. There is no data
16 showing that AI learning tools are effective or safe
17 except claims provided by the profiteers. Yet the
18 Chancellor has announced plans to, quote, beta test
19 these products on our children, including in District
20 75. The bills should include public disclosure of
21 evidence of efficacy.

Algorithmic tools have been proven to have racial
and gender bias. The bills must require assessments
of bias and hallucinations in all AI tools in use.

1
2 Our kids' best interests, not profit, must be
3 centered here. The bill should include public
4 disclosure of the number and positions of all DOE
5 staff who have existing financial or other
6 relationships with the companies that profit off of
7 these products and those companies' involvement in
8 developing trainings and policy.

9 Unfortunately, reporting is not enough,
10 especially when we can't trust it. There were many
11 inconsistencies in DOE testimony today. Flagging
12 staff either not having thorough understanding of
13 what their department is doing or misrepresenting it
14 entirely. AQE is grateful that more than half of the
15 Council has signed on to the call for a 2-year
16 moratorium for all AI in schools.

17 Right now, kids are losing access to the most
18 essential kinds of learning backed by extensive
19 research: open-ended play, hands-on inquiry, and
20 culturally responsive teaching differentiated by
21 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

1 used to shape their instruction. And when they ask,
2 they're told DOE either doesn't know or can't say due
3 to NDAs.

4 CHAIRPERSON DINOWITZ: Thank you so much. Thank
5 you for your testimony.

6 KAISER: These unproven biases and dangerous
7 products are sucking up valuable classroom time and
8 public public funding.

9 CHAIRPERSON DINOWITZ: I appreciate your
10 testimony today. And as I mentioned at the very
11 beginning, 2 minutes, uh, if there are further
12 questions, fine. But I, I do also want to thank both
13 you, Lainey, I know you've been particularly helpful,
14 uh, in helping shed a light on some of the issues
15 going on the DOE, uh, your reporting on it, uh, your
16 participation at the roundtable. So I want to thank
17 you. I want to thank you both for your testimony.
18 And I remind you again, written testimony can be
19 submitted, uh, to the Council at testimony@
20 council.nyc.gov. Thank you so much.

21 Our next panel, Stephen Stowe, Beckham Cowley,
Lisa Walker, Jay Editon, and Molly Senack. I want, I
wanna mix things up. Let's start on my right this
time. Alright, go ahead, Molly.

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1
2 MOLLY SENACK: Great. Thank you so much, Chair,
um, Chairs. Good evening. My name is Molly Senack.
3 I am the Education and Employment Community Organizer
4 at Center for Independence of the Disabled New York.
5 Advancement in digital technology have provided
6 critical access for people with disabilities to
7 spaces that were previously far less accessible. It
8 has meant the ability to participate in activities
9 remotely, uh, more consistent use of assistive
10 technology, and the immediate availability of
11 practically infinite information, all things that can
be and are incredibly valuable in an education
setting.

12 However, digital technology has also made it
13 easier to harass people and to perpetuate bias and to
14 steal personal information, to spread or even
15 generate misinformation, and to erode many of the
16 skills like critical thinking that schools are
supposed to build.

17 Over the last few years, New York has struggled
18 to contend with having to retroactively set up
19 guardrails inside the classroom for technology that
20 has already had the chance to become ubiquitous
outside the classroom, which obviously we know
21

1 includes a cell phone ban and an attempt to restrict
2 social media usage for children and teens.

3 Now, there is a new technology that is developing
4 rapidly enough that it's causing decision makers
5 everywhere to rush to incorporate its usage for fear
6 of being left behind without necessarily considering
7 that we actually have an opportunity to get ahead and
8 avoid the problems that we saw with cell phones and
with social media.

9 As of right now, AI is developing so rapidly that
10 we do not know enough about it or about the impact of
11 its long-term usage on students, especially students
12 with disabilities, to begin incorporating it into our
schools without doing our due diligence.

13 While we cannot necessarily protect students
14 outside the classroom, it remains our responsibility
15 to protect them as best we can within it. Just a
16 couple of things— more details are in my written
17 testimony. We're looking at the impact of critical
18 thinking, bias, misinformation, mental health, trust
19 erosion, and also the conflation of a assistive
20 technology with AI, meaning that, um, we don't yet
21 know whether it masks critical symptoms and
potentially delays diagnoses. Thank you.

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1
2 CHAIRPERSON DINOWITZ: Thank you.

3 LISA WALKER: Hi, my name is Lisa Walker and I'm
4 a mom. So earlier the First Deputy Chancellor said
5 that YouTube is not on DOE devices. YouTube is on
6 DOE devices. Mhm. Both my 7th grader and 1st grader
7 have DOE-issued devices. And as far as I understand,
8 according to New York State law, I thought YouTube is
9 not supposed to be on these devices. But at my
10 school, every child has a device sent home with them,
11 as young as 4 years old on weekends.

12 I can see on these DOE devices that my children
13 have full access to the internet, YouTube, and no
14 real safeguards. Parents can opt out of the device
15 being sent home, but it's still there waiting for
16 them at school. The DOE says, well, at least there's
17 software installed so they can't watch porn. Well,
18 that's just not good enough.

19 The DOE has not fulfilled their promise to keep
20 kids safe and to protect kids' privacy. We use two
21 apps at our school against our consent. We use two
apps at our, at our school. One is AI-powered Amira,
a cute avatar that talks to children, collecting
their voices. Many parents don't even know their

1 kids are using edtech apps at school or using AI and
2 being recorded.

3 Instead of putting the onus on parents to ask
4 questions, parents deserve transparency and should be
5 told what technology their kids are interacting with
6 at school. And we should also be asked for our
7 consent. Our kids deserve an education focused on
8 real social connection to teachers and students, not
9 AI. Thank you.

10 CHAIRPERSON DINOWITZ: Thank you very much.

11 JAY EDITON: Okay. Uh, thank you. And thank
12 you, by the way, for getting my name right. That's a
13 rare and exciting occurrence. Um, my name is Jay
14 Editon. I'm a freelance creative professional and
15 the parent of a New York City student. And I'm
16 speaking here today to urge you to adopt a moratorium
17 on the use of predatory LLMs, better known as AI, in
18 New York City schools.

19 So the case against AI schools is really
20 substantial, so much that I can't fit into 2 minutes.
21 So I'm gonna sort of focus down, um, on something
that people haven't brought up so far. Specifically
that the largest large language models are built
using the stolen work of thousands upon thousands of

1
2 writers and artists. And especially in a city where
3 so much— so many of us make our homes, the adoption
4 of technology built on our non-consensual,
5 uncompensated labor and intellectual property is at
6 best an insult. But there's a bigger problem
7 attached to it, which is the fact that adopting that
8 technology into schools means trusting those same
9 predatory companies who stole all that information
10 and all that work unapologetically with our
11 children's sensitive data.

12 Um, we know that AI also undercuts children's
13 social and emotional development, and I want to talk
14 in particular about its impact on adolescents because
15 they're the age group targeted, um, commercially and
16 in our schools with the highest concentration of AI.
17 Um, and it's, it's bad. It's bad to the point that
18 the APA has issued a health warning about adolescents
19 and AI. And that in itself isn't much of a surprise
20 given that we've seen documentation in the last year
21 that chatbots are capable of inducing psychosis in
previously healthy adults and have driven multiple
children to suicide.

My kid, um, isn't an adolescent, so she's just
about to start pre-K where tech magnets are already

1 pushing and increasing use of AI. As you mentioned,
2 kids as young as 4 are getting devices to take home.
3 Um, and as a parent, I want my kid to actually learn
4 at school, not just facts, but to think and reason
5 for herself, to solve problems and to grow as a human
6 being.

7 Um, and introducing AI as it now exists in New
8 York City classrooms will stunt that same critical
9 growth for my kid and for thousands of others.
10 Thanks for your time.

11 CHAIRPERSON DINOWITZ: Thank you so much for your
12 testimony. And you may begin.

13 STEPHEN STOWE: Thank you, Council Member
14 Dinowitz and, uh, De La Rosa and, um, other members
15 of the Education and Technology Committee. My name
16 is Stephen Stowe. I'm a parent of two former public
17 school students, and I previously served on a
18 community education council. I'm here to support
19 Bills INT 684 and INT 853 sponsored by Council
20 Member Zhuang. I agree with the premise of both
21 these bills, that many, um, issues in our education
system come simply from a lack of awareness and
knowledge of what's available to parents. It's very

1
2 concerning that white families get the majority of
3 private school special education funding.

4 As Chalkbeat reported, 71% of the private school
5 tuition for students with disabilities who could not
6 otherwise have their services met by the DOE went to
7 white families, despite the fact that they make up
8 only 12.5% of students with disabilities. By
9 comparison, as Councilwoman Zhuang was highlighting
10 earlier, Black and brown students make up 75% of
11 students with disabilities but only got 24% of the
12 tuition.

13 This is due to very complex cultural
14 socioeconomic reasons and educational reasons. In
15 short, an awareness gap exists. The City Council can
16 take the lead on addressing these inequalities by
17 advancing INT 853.

18 On the G&T, for years G&T programs were
19 systematically cut in Black and brown neighborhoods
20 for political reasons. Perhaps unsurprisingly, we
21 also got a steady reduction in the number of Black
and brown students attending the most selective high
schools. I applaud the prior Administration for
starting to expand the number of programs in
underserved districts, but more should be done.

1
2 There is still not enough awareness of these
3 programs, and we can't just make token efforts.
4 Continued efforts to address gaps in awareness, which
5 this bill will help do-- the Council can take the lead
6 on addressing this inequality by advancing INT 684.

7 In conclusion, the DOE does offer an amazing
8 range of programs. Um, so much of the issue is
9 knowledge and awareness with parents. I support
10 these bills and hope they are passed. Acted on and
11 used to improve real education policy in New York
12 City. Thank you.

13 CHAIRPERSON DINOWITZ: Thank you all for your
14 testimony. I will now call the next panel. Greg
15 Pack, Kristen, Adrian S-Savor, Carrie Hill, Ariana
16 Rebelini, and Effie Zachary. I do. Uh, you may
17 begin when you're ready.

18 EFFIE ZACHARY: Okay. Uh, thank you, um, Chair
19 Dinowitz and Chair De La Rosa. My name is Effie
20 Zachary. Um, formerly I used to be the vice
21 president of CCHS and more recently the Queens
representative on the PEP. I was elected by parents
to both positions, not appointed by any politician.
Um, I wasn't gonna speak, but I heard a lot today
that made me do wanna speak a little bit. Um, almost

1 everything we heard today about contracts and
2 privacy, not— nothing is new. It was discussed at
3 least 3, 4 years ago, uh, especially when the
4 Illuminate had a serious breach. Um, I was on many
5 committees, many task force, uh, we gave a— we had
6 questions, we gave a lot of suggestions, and I'm
7 dismayed to see that almost every good sensible
8 suggestion that was made has been pretty much
9 ignored, certainly not implemented.

10 Um, and to— when I hear the term like almost
11 2-year moratorium, it almost makes me laugh. Almost
12 by default, everything that the DOE starts to do has
13 a 2-year moratorium, that they're so slow to move.
14 Um, in a topic like AI, which right now is one of the
15 fastest evolving technology, uh, juxtaposed with what
16 I consider one of the slowest moving agencies in New
17 York City, it's, it's like, uh, it's almost
18 laughable, like, that, that we're gonna have an
19 agency that moves very slow trying to contain
20 something that moves very fast.

21 Um, I don't think there's any way to just avoid
AI. It's the coming technology. It's here. It's a
tool we need to use. What we do need to focus on is
what are the safety measures, both privacy and

1 integrity, things like that. So let's forget about,
2 like, not not letting it happen. It's gonna happen.
3 No way you can avoid progress. But we need to think,
4 like, what are the guardrails that we need to put in
5 place? That should be the focus. Um, thank you very
6 much.

CHAIRPERSON DINOWITZ: Thank you.

7 GREG PACK: Thank you so much. Uh, I appreciate
8 you having us, uh, allowing us to speak. My name is
9 Greg Pack. I am a comic book writer, uh, and also a
10 New York City resident. Uh, had a child go through
11 the public schools, product of public schools myself.
12 I am here because I believe that AI in the schools is
13 child abuse. It is a form of child abuse. I don't
14 use those terms lightly.

15 Writing is thinking. Drawing is seeing. If you
16 get a kid to type in a prompt and generate text, type
17 in a prompt and generate an image, and you say good,
18 you have failed.

19 In fact, you have denied that child an, an
20 experi- a human experience of thinking and learning
21 and doing stuff. Kids are not products and they're
not in school to create products. Kids are in school
to learn, to go through the process. We should be

1 about process, not products. Um, and, ah, AI is also
2 a tool of liars, scammers, and fraud. This is its
3 primary use case. And having kids use AI in schools
4 sets them up to become losers who can't think for
5 themselves and, and, and can't do things and cannot
6 be part of a community.

7 When a kid draws, a kid has to look at you. A
8 kid studies your face. A kid takes note of the world
9 and the people around them. If you deny a kid that
10 chance by having them just type in a prompt, they
11 learn nothing. And they do not participate in a
12 wider community.

13 A.I. is child abuse— I'll say it again. Um, I
14 also just wanted to take note— so I support the A.I.
15 moratorium in the public schools, and in fact we
16 should make it an, er, um, uh, we should just burn
17 all those machines! Hmm... I also want to take note
18 of the fact that these, um, ah, there's a racism
19 button on these machines, and billionaires can push
20 that racism button on the machines as they have. And
21 we don't want that.

CHAIRPERSON DINOWITZ: Thank you, thank you.
And— Thank you. Certainly wouldn't want my kids
becoming losers.

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1
2 GREG PACK: No, you don't.

3 CHAIRPERSON DINOWITZ: I think you are learning
4 something from our president by calling people
5 losers. Okay, please.

6 ARIANA REBELINI: Thank you, Chairs. Um, I'm
7 Ariana Rebelini. I'm a mother to a soon-to-be second
8 grader in Queens and a writer. And I wanna speak
9 today about teachers.

10 My entire life, I've had people tell me my father
11 changed their lives. Carlo taught high school
12 English for 43 impassioned years, and if there's one
13 thing I know beyond all doubt, it is that my father
14 loved teaching and his students loved him. When he
15 retired, we set up a website where former students
16 could leave well wishes, and it was a gift to see
17 what they had each held on to.

18 From high fives in the hallways to a new respect
19 for reading. My dad was born and raised in what he
20 loves to call the boogie-down Bronx, and rap has been
21 a huge part of his life and syllabi. Multiple posts
shouted out Wu-Tang Wednesday and Kendrick Friday.
And I say all of this to highlight the varied and
immeasurable impact of teachers and the incalculable

1 losses we and our community will endure if we declare
2 them redundant in the face of AI.

3 If my father changed his students' lives, it was
4 in ways that can't be replicated by a machine. It is
5 something living and ined- indelible and
6 unpredictable. I can't believe I need to say this,
7 but educators should be people. Anyone who cares
8 about children's well-being knows that. I know you
9 know that. I know the DOE knows that. This is a
disingenuous conversation.

10 Last year I published a book about suicide, so I
11 feel uniquely qualified to emphasize the dire
12 emotional and material consequences of losing human
13 connection. Isolation and alienation are killing us,
14 and I must note that Black children are especially
15 susceptible. Chatbots, which we are already seeing
16 being used as study guides and tutors, are certainly
17 not helping. Our children cannot afford to lose even
18 one person who is invested in their future. I wanna
19 close with one message from my father's former
20 student, Roshin. She wrote, your classroom is not
21 just where I learned how to write essays or identify
sentences, but it was where I learned how to be
human.

1
2 So when we talk about how AI is destroying the
3 humanities, we're describing not only academics, but
4 more profoundly the very substance of life. It is
5 your responsibility to protect our children's right
6 to both, and the moratorium will be a good start.
Thank you.

7 CHAIRPERSON DINOWITZ: You say your dad's from
8 the Bronx?

9 ARIANA REBELINI: Yeah, he is. Both parents.

10 CHAIRPERSON DINOWITZ: Both parents?

11 ARIANA REBELINI: Yeah.

12 CHAIRPERSON DINOWITZ: Now you gotta tell me
13 where in the Bronx.

14 ARIANA REBELINI: Um, Allerton Avenue was what
15 they were near. I was born in the Bronx, but—

16 CHAIRPERSON DINOWITZ: You were born in the
17 Bronx? You know, you're welcome back anytime.

18 ARIANA REBELINI: Thank you.

19 CHAIRPERSON DINOWITZ: Alright. Awesome. Thank
20 you. Thank you to this panel.

21 ARIANA REBELINI: Thank you.

CHAIRPERSON DE LA ROSA: Okay, I'm gonna call the
next panel. Iman Gad, Charlotte Pope, Andrea Ortiz,
Anita Rao.

1
2 IMAN GAD: This side? Okay. Good afternoon.

3 CHAIRPERSON DINOWITZ: I, I'll let y'all decide.
4 Fielder's choice.

5 IMAN GAD: In my ca— Thank you, Andrea. Good
6 afternoon, Chair Dinowitz, um, Chair De La Rosa, and
7 members of the committees. My name is Iman Gad, and
8 I am the Policy and Advocacy Manager at Girls for
9 Gender Equity, a Black feminist organization that
10 works to reshape culture and policy through advocacy,
11 youth-centered programming, and narrative shift.

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

22 Last November, the Alliance on Gender Equity, our
23 youth-led organizing base, held a town hall to inform
24 the School Girls Demand campaign, a campaign with the
25 purpose of uplifting the voices of young people and

1 giving them the opportunity— opportunity to ask their
2 city for what they need.

3 AI and tech were hot topics in that room of 70
4 students from schools across the 5 boroughs.
5 Students expressed grievances that included the need
6 for best practices for utilizing AI in learning
7 environments, the racial disparities in AI access in
8 education, climate-conscious ways to use AI, and the
9 desire to learn about data privacy, along with their
digital footprint and methods to protect themselves.

10 As young people from our youth programs reflected
11 on their time in programs and the lessons they walked
12 away with, one student said, I feel like one, uh, one
13 way that I can achieve social justice is by telling
14 my friends and family about consentful tech. I feel
15 like that's very important to me now that AI is
16 taking over. Making sure that you're using apps and
17 devices that ask for consent before they just take
18 the information that you're giving them. Keeping our
19 youth tech literate and informed about the importance
20 of data privacy was a high priority for this year's
21 program curriculum to meet the moment and heed the
call of our youth.

1
2 While small, organizations are doing the work to
3 keep young people protected, the city needs to
4 support these efforts by funding programming and
5 safety infrastructures in schools. This is why we
6 call on the city to fund our Alliance on Gender
7 Equity in the amount of \$300,000 to continue
8 equipping young Black girls, queer, and
9 gender-expansive youth to fight for a New York City
10 that is resilient. And I'll put the rest of my
11 written testimony.

12 CHAIRPERSON DINOWITZ: Thank you so much for your
13 testimony.

14 CHARLOTTE POPE: Uh, hello, my name is Charlotte
15 Pope. I'm with the New York Civil Liberties Union.
16 Thank you for convening this hearing. Um, my
17 comments focus on the student surveillance industry
18 where AI represents an imprecise blanket marketing
19 term with no set meaning. Um, a note up top that we
20 Foiled for non-disclosure in data processing
21 agreements and they are full of redactions under the
trade secrets exemption. And the refusal of edtech
companies to explain how their AI systems were built
and what they intend to do long-term protects these
vendors from public scrutiny and has enabled big data

1
2 systems that claim to do one thing to accomplish
3 another thing, which is the accumulation of student
4 information and public money.

5 Even where we can explain how a system works,
6 there's still the question of whether certain systems
7 should exist in schools at all. Schools are testing
8 grounds for AI products that monitor school-issued
9 devices, even simply typing and drafting of ideas,
10 tracking physical movements and social connections
11 and friend groups, and synthesizing moment-to-moment
12 personal data spanning across years.

13 Some companies claim their AI surveillance
14 systems can measure and track student emotions like
15 aggression or generate an assigned mental health
16 wellness score. All of this produces floods of
17 sensitive student data for private harvesting and
18 opens the door to a digitalized school-to-prison
19 pipeline. It was confusing to hear today that DOE is
20 not sure what surveillance software is in use other
21 than GoGuardian, deferring that those purchases are
made school by school, but also somehow very
confident that certain GoGuardian products aren't in
use and haven't been purchased.

1
2 As you asked, in the AI guidance, surveillance
3 and behavioral monitoring products are both named as
4 beyond the scope of the guidance but also never
5 allowed. But what is their definition of behavioral
6 monitoring, and what is the mechanism for getting
7 these prohibited products out. When students
8 complained about AI-enhanced bathroom tracking apps,
9 which is surveillance, DOE deferred to principal
10 discretion.

11 The guidance claims, and the DOE said again
12 today, that these apps must serve a clearly defined
13 educational purpose, but we doubt that schools are
14 convincingly articulating what they're asking these
15 private surveillance sector companies to solve for
16 them.

17 CHAIRPERSON DINOWITZ: Thank you.

18 CHARLOTTE POPE: Thanks.

19 CHAIRPERSON DINOWITZ: Thank you so much for your
20 testimony.

21 ANDREA ORTIZ: Hello, I'm Andrea from Dignity in
Schools New York. Public schools should be places
where students feel safe and supported to learn, yet
excessive policing and surveillance continue to
undermine student safety and well-being. While we

1
2 appreciate Mayor Mamdani's executive budget's
3 proposed reductions to school policing, we are deeply
4 concerned by proposed cuts to restorative justice,
5 the mental health continuum, and immigrant family
6 outreach. It is a missed opportunity not to reinvest
7 the savings from school policing into protecting and
8 baselining critical services.

9 The executive budget also fails to address
10 schools' continued reliance on metal detectors,
11 scanning, and surveillance systems that create
12 barriers to learning and disproportionately impact
13 Black and immigrant students. Investigations have
14 found that while 33% of high school students go
15 through metal detectors, 48% are Black high
16 schoolers, which contribute to the fact that New York
17 City Black students— that in New York City, Black
18 students make up less than 20% of the enrollment but
19 accounted for 45% of superintendent suspensions, and
20 52% of police interventions.

21 Therefore, we are concerned by growing calls to
expand school policing, scanning, and surveillance in
the name of safety, despite, despite clear evidence
of their disparate impacts. Schools are also
increasingly adopting AI technologies that raise

1
2 serious concerns about student privacy, data
3 security, and surveillance.

4 Many AI-powered educational tools collect
5 extensive information about students. AI practices
6 are particularly concerning for immigrant families at
7 a time when federal immigration policies are
8 expanding AI, uh, driven surveillance and data
9 sharing systems.

10 Families have little, little transparency into
11 how student data is collected, stored, or shared, and
12 these practices risk undermining student privacy
13 protections under education law 2D. Rather than
14 investing in tech that monitors students, schools
15 should invest in human relationships and support
16 systems that help students thrive. We call on the
17 city to stop buying student surveillance and scanning
18 equipment and create a plan to use those those funds
19 to institute a student support staff ratio of no
20 greater than 1:100, freeze hiring for school safety
21 agents and eliminate vacant, uh, positions,
generating \$90 million in annual savings, and using
that savings to expand school-based restorative
justice, mental health access, including \$80 million
to hire school climate coordinators in 500 schools,

1 and enact a 2-year moratorium on the use of AI.

2 Thank you.

3 CHAIRPERSON DINOWITZ: Thank you for your
4 testimony. Thank you. Anita Rao. Are you ready?
5 Okay, okay, you'll, you'll go after the Zoom. And
6 Dr. Kalidis-Salas.

7 KALIDIS-SALAS RAMIREZ: Good afternoon. Thank
8 you, Chair Dinowitz and Chair De La Rosa. My name
9 is Kalidis-Salas Ramirez, pronoun she/her/ella. I am
10 gonna speak a little bit, um, in the first minute
11 about the work that the Community Education Council
12 in District 4, um, have been doing around, um,
13 providing feedback and policy recommendations for the
14 Department of Education, not just around AI. Um,
15 which we have explicitly asked for a 2-year
16 moratorium.

17 In addition, we are also asking for a reduction
18 in screen time in our schools, as well as an audit on
19 iReady, which also has AI embedded. But we have
20 found that it is an ineffective tool that we have
21 spent over \$100 million in, in contracts, um, to be
able to do screeners and assessments in our students
that, again, are not informing us of proficiency and
growth. And so in turn, um, when thinking about,

1 again, the investments that we make in our students
2 and trying to understand what helps students thrive,
3 these tools, quote unquote tools, that the Department
4 of Education claims to use to assess our kids, um,
5 are ineffective. And that has been shown by the work
6 of Dr. Jared Horvath, who continues to advocate for
7 the fact that ed tech and the implementation of ed
8 tech into our schools in the last 10 years have
9 significantly harmed our students.

10 I wanna highlight also the work that- and so I'm
11 gonna shift from CEC to Dr. Kalidis-Salas,
12 neuroscientist and developmental, um, behavioral
13 neuroscientist, to say that now we know that
14 adolescence has been extended until the age of 30.
15 The reason for that is, is because we are
16 implementing these computers and ed tech into our
17 classrooms and not giving students the opportunity to
18 engage in experiential learning and engage in the
19 science of learning, which means that we need to take
20 them away from screens and give them the experiences
21 that they need and the relationships with their
22 teachers and their community to develop the
23 appropriate cognitive processes to be ready for an
24 adult world.

1
2 And unfortunately, we're not doing that in our
3 classrooms by not providing with them the appropriate
4 resources to do that, in addition to implementing a
5 tool that is racially biased and impacting the
6 diversity of our New York City public school
7 students. Thank you.

8 CHAIRPERSON DINOWITZ: Thank you so much for your
9 testimony. We will now— that concludes the in-person
10 portion of our public testimony. We will now move to
11 remote testimony.

12 If you are testifying remotely, please listen for
13 your name to be called. Once your name is called, a
14 member of our staff will unmute you. You may then
15 start your testimony once the Sergeant at Arms sets
16 the clock and cues you to begin. Professor Julia
17 Stojanovic, you may begin once you are unmuted and
18 the Sergeant cues you.

19 JULIA STOJANOVIC: May I start?

20 SERGEANT AT ARMS: You may begin.

21 JULIA STOJANOVIC: Alright, thank you very much
for the opportunity to testify. Uh, my name is Julia
Stojanovic. I'm a professor of computer science and
Data Science at NYU and the founding director of the
Center for Responsible AI. I have worked on AI

1 governance in the city for nearly a decade, and I'm a
2 proud New Yorker. I have 3 asks today, and they
3 share one principle: the city should not run AI
4 systems on our children that no one outside the
5 vendor can see, check, or hold to account.

6 First, prove it works. AI tutors are flooding
7 into classrooms right now, fastest into low-income
8 schools because they promise to do more with less.
9 And today the vendors grade their own homework. They
10 self-attest that their tools are tested, equitable,
11 and safe. There is no independent yardstick. The
12 city's own vetting process, ERMA, checks data
13 privacy, but by its own account, it does not yet
14 review whether a tool is effective or whether it's
15 biased.

16 1 in 3 New York City 3rd graders cannot read
17 proficiently. A tutor that's quietly worse for
18 multilingual learners scales that gap across
19 thousands of kids at once. So my first ask: before a
20 tool reaches a classroom, require it to meet an
21 independent efficacy and equity standard. Does it
measurably improve learning, and does it work as well
for English language learners and students with

1 disabilities. Meets the standard should be a
2 precondition for procurement.

3 Second, keep the data home. Those same AI tutors
4 record how children think, struggle, and learn— some
5 of the most sensitive data we collect on a young
6 person. Today, that data routinely flows out through
7 vendor APIs to models running on private platforms,
8 where it can be retained and reused used with little
transparency and little recourse.

9 When I testified before the US Congress on
10 DeepSeq, I called this a loss of data sovereignty.
11 The moment data leaves your control and falls under—

SERGEANT AT ARMS: Time expired.

12 JULIA STOJANOVIC: Okay. Uh, the third is to
13 keep the data open so that people can check whether
14 these systems work. So in summary, prove it works,
keep the data home, and open the data.

15 CHAIRPERSON DINOWITZ: Thank you so much for your
16 testimony, and if there's anything to expound upon,
17 please submit written testimony. Thank you. Uh,
18 Ayisha Irfan.

SERGEANT AT ARMS: You may begin.

19 AYISHA IRFAN: Hi folks, um, all good? Good
20 afternoon, Chairs Dinowitz and De La Rosa. My name
21

1 is Ayisha Irfan. I'm a proud product of New York
2 City Public Schools, a former Gale Brewer and Google
3 AI policy staffer, and the founder of Augmented
4 Intelligence Advisory, where we partner with schools
5 to protect student cognition.

6 New York City parents and electeds are organizing
7 en masse against AI in schools out of a very real
8 fear that untethered AI will cause students to lose
9 the practice of thinking for themselves. They're not
10 wrong. Recent studies by Microsoft, Carnegie Mellon,
11 and Anthropic show that AI reliance reduces critical
12 thinking effort and weakens conceptual understanding
13 in experienced professionals. If these are the
14 effect on adults, the risk for students building
15 foundational skills are even higher. Um, most
16 concerningly, untethered AI use threatens to create a
17 cognitive divide along socioeconomic lines. In
18 tech-heavy households, adults model guarded AI use.
19 In others, AI replaces thinking entirely.

20 The answer is not a blanket ban, it's pedagogy.
21 I urge two immediate moves. One, deploy
cognition-focused AI literacy in classrooms across
across the city where students, you, practice using
AI tools under the guidance of teachers. This means

1 students forming their own hypotheses, interrogating
2 what they know before reaching for a chatbot, and
3 creating AI output as a draft to push back against
4 rather than a final answer.

5 Teachers are the experts in how learning happens.
6 They know when a tool builds reasoning and when it
7 short-circuits it. Teachers, not vendors, must guide
8 this work in every classroom across the city.

9 Second, add a cognition check on Bill T2129. The
10 bill rightly, rightfully assesses tools for privacy
11 and bias. It must also require evidence of a tool's
12 effect on student reasoning, giving representative
13 teachers a formal sign-off in the procurement
14 process. Thanks so much for the opportunity to
15 testify. I look forward to working with all of you.

16 CHAIRPERSON DINOWITZ: Thank you so much for your
17 testimony. Next, we have Olympia Kazi.

18 SERGEANT AT ARMS: You may begin.

19 OLYMPIA KAZI: Hello?

20 CHAIRPERSON DINOWITZ: We hear you. You may
21 begin.

OLYMPIA KAZI: Thank you for this critical
hearing and your great questions. My name is Olympia
Kasi. I'm a parent of a 3rd and a 5th grader and the

1
2 creator of Screen Break in District 6. Hearing the
3 testimonies of the DOE reps here today, it is clear
4 that we have an immensely serious break in
5 communications. They don't realize what is going on
6 in their classrooms and that their mandate for
7 debate-based Screeners, Google Classroom, curriculums
8 like HMH, interventions like What I Need, WIN, and
9 online academic so-called enrichment choices that are
pre-approved as free online games have opened a
tsunami on New York City public school students.

10 Our educators, and as a result, our result— our
11 students are inundated by learning tools that we
12 actually know don't work. There is a Columbia
13 Teachers College 2024 study led by Karen out that has
14 indicated that we need textbooks, papers, and pencil
15 if we care about the student. There is no separation
16 between AI and edtech right now. Their business
model is that these companies integrate untested AI
in every step of the way.

17 So let's be clear, not only do we need a
18 moratorium for 2 years right away, but while we're
19 doing the moratorium, we need to develop not just
20 guidelines but also meaningful tools for enforcement
21 and oversight.

1
2 My 5th grader used Canva AI twice this year in
3 social studies and in literacy. He used YouTube
4 consistently, and he plays Play Prodigy. Hearing the
5 First Deputy Chancellor, ah, said this morning was a
6 slap in the face. She said that they do not endorse
7 these things and that, that they are not supposed to
8 be used. They said, oh, we approved the free
9 account. Has she seen the free account? The free
10 account prompts you to buy an account every 5 minutes
11 during the so-called lesson.

12 My third grader gets constantly asked by Google
13 Gemini if she needs some help because she's in Google
14 Classroom. So let's be honest, what are we talking
15 about? These things are all integrated. IREDI just
16 became mandatory for math next fall. IREDI has AI
17 and is being sued, and it's not working. It is an
18 issue of equity above all. This is a system that was
19 already failing before the pandemic, and right now we
20 have way too many kids that they are unhoused in our
21 system.

18 SERGEANT AT ARMS: Time expired.

19 OLYMPIA KAZI: Of unhoused kids. So sorry. So
20 let's do the moratorium, and I'm gonna submit also
21 written comments if my time has expired. But there

1
2 were a lot of things that were said today that were
3 not true, and, uh, and, and it's sad to know that DOE
4 doesn't know what is going on. So thank you for
5 hosting the hearing.

6 CHAIRPERSON DINOWITZ: Thank you so much. Next
7 we have, uh, Mariela Benavides.

8 SERGEANT AT ARMS: You may begin.

9 MARIELA BENAVIDES: Hello?

10 CHAIRPERSON DINOWITZ: We hear you. You may
11 begin.

12 MARIELA BENAVIDES: Can you get— oh, amazing.
13 Oh, thank you. I'm walking because I'm leaving from
14 work. Um, thank you for, uh, hosting this. My name
15 is Mariela. My daughter is just turned 5, and she's
16 going into kindergarten in the fall, and I am so
17 concerned and worried about all of this technology,
18 AI in the classroom. I know so many parents that
19 live in Greenpoint who are so careful with their
20 kids.

21 We work so hard to keep our— to limit the amount
of technology with our kids. And then now I find out
that I'm gonna be sending my daughter to school and
she's gonna be in front of a screen with a chatbot,
that she's gonna learn that she can just ask

1 questions to a chatbot instead of coming to talk to
2 me? I think it's ridiculous. It is dangerous. It
3 is almost negligent to know all of the risks that we
4 know of with technology and the internet and to put
5 this in front of our kids, the most vulnerable
6 population that we have, to put this in front of them
7 and just, you know, hope for the best.

8 Um, we definitely need to put a stop to this,
9 like, right now, before, uh, I know that this, this
10 summer is gonna start, and I don't know what happens
11 in the public schools, everybody goes on vacation, I
12 have no idea, but we cannot be so slow to do
13 something about this, ah, considering we are so fast
14 to incorporate AI and technology in the schools, and
15 yet we're so slow to actually do something to show
16 that we care about our kids. Thank you.

17 CHAIRPERSON DINOWITZ: Thank you so much. Thank
18 you for your testimony. Um, now, er, ah, our next
19 witness is Sonali Thakkar.

20 SERGEANT AT ARMS: You may begin.

21 SONALI THAKKAR: Thank you. Good afternoon. Uh,
thank you to the Council. I'm Sonali Thakkar, a
parent of a rising second grader in Manhattan and an
educator myself. I'm an English professor at NYU.

1
2 I'm appalled at the sloppiness of the AI guidance
3 that was released and strongly in favor of the 2-year
4 AI moratorium.

5 The guidance does not offer, as far as I could
6 see, one single affirmative, rigorous, evidence-based
7 reason for the introduction of AI as a pedagogical
8 good. Instead, the rationale for the guidance is
9 that AI is here and here to stay, and so the school
10 system must adapt and adopt. But this has a distinct
11 whiff of, if you can't beat them, join them, and it
12 represents a capitulation to a supposed new status
13 quo when actually AI, its uses, benefits, costs,
14 infrastructure are all deeply contested.

15 The very last place to acquiesce to AI as some
16 kind of foregone conclusion is in our classrooms.
17 Our children are not guinea pigs for underregulated
18 and rapaciously profit-seeking companies to refine
19 their products.

20 Mayor Mamdani's victory was met with immense joy
21 by many, myself included, and his Administration's
stated values are about resisting corporate power and
encroachment, expanding childhood education, and
keeping families committed to the city and to its
public institutions. Throwing the door open to AI,

1
2 as this guidance does, would be a stunning betrayal
3 of those values.

4 The DOE cannot ask families to trust it to be a
5 steward of childhood education and then announce that
6 there are multiple domains the so-called green light
7 areas where educators are told to proceed with using
8 AI with confidence, even as that very same guidance
9 acknowledges that the ERMA process is not yet capable
10 of evaluating algorithmic bias, equity impact, or
11 instructional effectiveness. In its own words, the
12 guidance also acknowledges that the DOE does not yet
13 have authoritative answers about AI's impact on
14 biometric and behavioral data, academic integrity,
15 family rights, cognitive offloading, and
16 environmental impact.

17 So, uh, seemingly, uh, everything. How on earth
18 do you breezily tell educators to proceed with
19 confidence without having this crucial information?
20 AI will cheapen our students' educations, and I fear
21 that parents with means will exit the public system
for private charter and alternative schools that
commit to much more restricted and considered AI
policies. Thank you.

1
2 CHAIRPERSON DINOWITZ: Thank you for your
testimony. Next, we have Jane Hatterer.

3 SERGEANT AT ARMS: You may begin.

4 JANE HATTERER: Hi, thank you. My name is Jane
5 Hatterer. I'm an AI policy— AI literacy and civic
6 education policy and advocacy consultant. I've
7 worked in, uh, the intersection of education and
8 technology for 25 years, both at Columbia University
and also working with secondary education.

9 I'm writing to express my strong opposition to
10 the proposed 2-year moratorium on generative AI in
11 our schools. We are in a paddleboat facing a
12 tsunami, and avoidance cannot be the strategy. A
13 2-year pause will not eliminate the technology but
14 only diminish our students' agency in a world already
15 awash with AI, leaving them less prepared for
college, the workforce, and civic life.

16 The proposed pause ignores the reality that AI is
17 ubiquitous in our social, economic and political
18 landscape. According to Pew Research, Americans and
19 AI 2026, approximately half of all US adults, 51%,
20 now use AI chatbots, as well as 30— 21% of US
21 workforce report using AI in their jobs, up from 18%

1 just a year ago. 38% utilize them specifically for
2 work tasks.

3 In a Pew report, How Teens Use and View AI, 95%
4 of teens have heard of AI, and their use is diverse
5 and deeply integrated into their lives. Over half of
6 US teens report using chatbots to help with
7 schoolwork. 10% of teens already turn to AI for
8 emotional support or advice, and that number is
9 doubling to 20% among Black teens. According to 2026
10 Common Sense Media, a comprehensive report on teens,
tweens, and AI.

11 While 75% of students report their schools have
12 discussed rules for what they cannot do with AI, only
13 just over 50% have been taught how to use it safely.
14 Furthermore, nearly half of students have never had a
15 conversation with their parents about AI safety.
16 Leaving students to navigate their high-stakes
interactions alone is irresponsible. Black and
Hispanic—

17 SERGEANT AT ARMS: Time expired.

18 JANE HATTERER: Uh, it's time already? Oh, I'm,
19 I'm so sorry. I would like to just say one thing for
20 the, for the Council. The Brookings Institute
21 report, the basis of which you, uh, was used for a

1 pause, in fact does not call for a pause or a freeze.

2 It has a three-pillar strategy called Prosper,

3 Prepare, and Protect. If I can just articulate—

4 CHAIRPERSON DINOWITZ: No, I, I appreciate— I

5 think additional testimony you could submit in

6 writing and we will as we always do, review - review

7 the written testimony. I thank you so much for your

8 testimony, uh, for this very important hearing.

9 Thank you so much. Uh, I will now call on Zoom David

Monahan.

10 SERGEANT AT ARMS: You may begin.

11 DAVID MONAHAN: Uh, thank you, Chairs. I'm David

12 Monahan, Campaign Director at Fair Play. We're a

13 national nonprofit organization that works to enhance

14 children's well-being by eliminating the harmful

15 business practices of marketers and big tech. I'm

16 here today on behalf of thousands of our supporters

17 who reside in New York City.

18 I live in Massachusetts, but I'm a native of

19 Brooklyn and a proud graduate of New York City school

20 system. We urge you to hear the voices that are

21 rising among, among the public, urging caution and

asking our education leaders to not use children as

1 guinea pigs to test out unproven and unexamined
2 technologies.

3 In April, Fair Play and Screen Time Action
4 Network led 260 organizations and experts in signing
5 a position statement calling for a 5-year pause on
6 GenAI products for students, saying those products
7 pose significant harm to children.

8 The signers included Fordham Law Professor Zephyr
9 Teachout, neuroscientist Jared Koenig-Horvath, and
10 member orgs in New York City's AI Moratorium
11 Coalition. The position statement says a 5-year
12 pause on all products using GenAI that impact
13 children in schools would allow time for school
14 communities to learn about the implications and uses
15 of GenAI in education, to ask questions, and to
16 provide feedback.

17 The statement says that after the pause, GenAI
18 products should only be introduced into schools if
19 they meet 5 requirements: improve learning outcomes
20 without causing cognitive offloading or impeding
21 human relationships, demonstrate absolute safety for
students, they won't be used for cheating or academic
dishonesty, they consider and prioritize privacy,
civil rights, ethics, justice, and climate impacts,

1
2 and they will never be used in place of a t- of
3 teachers, especially for vulnerable populations.

4 Our letter was cited earlier this month when a
5 majority of members of the City Council signed a
6 letter to Mayor Mamdani and Schools Chancellor
7 Samuels calling for a 2-year moratorium on AI in New
8 York City schools.

9 SERGEANT AT ARMS: Time expired.

10 DAVID MONAHAN: The opinion of these experts who
11 say AI does not belong in schools until it's
12 established that AI is safe and effective. Thank you
13 for the opportunity to speak with you this afternoon.

14 CHAIRPERSON DINOWITZ: Thank you. Maddy Dwyer.

15 SERGEANT AT ARMS: You may begin.

16 MADDY DWYER: Chairs and Members of the
17 Committees, my name is Maddy Dwyer, and I'm a state
18 policy analyst at the Center for Democracy.
19 Democracy and Technology. Thank you for the
20 opportunity to testify on behalf of CDT regarding AI,
21 student data, and privacy in New York City public
schools.

CDT is a nonprofit, nonpartisan organization that
works to advance civil rights and civil liberties in
the digital age for everyone. A key part of that

1 mission is ensuring the use of data and technology in
2 K-12 education is centered around privacy, security,
3 civil rights, safety, and trust. As has been
4 acknowledged here today in the hearing, K-12 schools
5 across the country, including in New York City, have
6 rapidly adopted AI tools, which is reshaping how
7 students, teachers, and school administrators learn,
8 teach, and work.

9 This heightened acceleration of AI use in
10 classrooms has happened even amid growing recognition
11 of the risks this technology poses to students. Our
12 nationally representative polling research has
13 uncovered 4 key risks of AI that all increase the
14 more a school uses AI. Data breaches and ransomware
15 attacks, proliferation of deepfakes and
16 non-consensual intimate imagery, AI systems failing
17 to work as intended, and troubling interactions
18 between students and chatbots.

19 The Council plays a critical role in addressing
20 these risks so that the potential beneficial uses of
21 AI in schools can be realized. In particular, the
Council can take action to address risk management,
AI governance, and transparency, including
encouraging New York City Public Schools to conduct

1 more research on how this technology impacts
2 students, establish transparency requirements for
3 edtech AI vendors, and mandate creation of model
4 procurement resources to guide AI purchasing
5 decisions.

6 As the Council on New York City Public Schools
7 evaluate the potential benefits and risks of AI use
8 in schools, they should most importantly provide
9 formal avenues to engage parents, students, and
10 community members in decisions about whether and how
11 to use AI in the classroom and use this feedback to
12 drive their policymaking. The written testimony I've
13 submitted for the Council goes into more detail on
14 our research, these policy priorities, and highlights
15 further policy interventions.

16 Once again, I want to express my gratitude for
17 the opportunity to testify, and CDT remains available
18 and ready to offer expertise. Thank you.

19 CHAIRPERSON DINOWITZ: Thank you so much for your
20 testimony. And lastly, on Zoom, we have Alyssa East.

21 SERGEANT AT ARMS: You may begin.

ALYSSA EAST: Thank you. Uh, thank you, Council
Member Dinowitz and, uh, Council Member De La Rosa.
I'm Alyssa East. I live in Council Member De La

1 Rosa's district. Thank you for representing for
2 uptown. And, um, I'm not gonna read from anything
3 prepared. I think you guys have heard a lot of facts
4 and, uh, data and very strong arguments against AI in
5 the classroom. I'm going to speak more personally
6 about, um, my son's experience with, um, these tools.

7 Earlier, um, the Deputy, um, Chancellor
8 mentioned, uh, uh, I- like, iReady, IXL, Zearn, and,
9 um, Grammarly. My child is no longer in New York
10 City Public Schools. Uh, we are a Carter case. Um,
11 but when my child was in District 6 schools, he was
12 regularly given Zurn and given IXL, and these were,
13 um, assigned to him because of his learning
14 differences. And these were devastating to my-
15 right?

16 So I want you to understand that something that
17 is built on the same technology that is an AI tool
18 can be very destructive to a child's sense of self.
19 And that is because these tools, unlike a human
20 teacher, might recognize that a child is failing or
21 struggling, and instead of identifying why the child
is struggling, they take the child back to a lower
level of learning that is utterly ineffective. And

1
2 some of these, uh, platforms such as IXL give the
3 child a SMART score.

4 Now, if the child is struggling, they're getting
5 a low SMART score that has no reflection of their
6 abilities or their intelligence. This is how many of
7 these these apps work, and they are utterly
8 devastating to struggling learners. They are utterly
9 devastating to children, whereas human teachers
10 recognize— they are skilled and trained to see, oh,
11 this is what this child needs. They don't need to go
12 backwards. They maybe need a pivot or a slightly
13 different approach.

14 EdTech does not allow this.

15 SERGEANT AT ARMS: Time expired.

16 CHAIRPERSON DINOWITZ: Thank you. And you can—
17 thank you so much for your testimony. And as a
18 reminder, you could submit additional written
19 testimony to testimony@council.nyc.gov. I will now
20 call Anita Rao and, and Joseph Senda for in-person
21 testimony.

22 ANITA RAO: Hello? Hi, it's amazing to see all
23 of you in person. I spent all day with all of you
24 virtually, and, um, thank you for hearing my
25 testimony today. It was an impromptu decision. I

1 flew over here real quickly, so if it's a little
2 shoddy, forgive me. Um, yeah, so you have an
3 important, crucial role, and— it's a big one and we
4 value your time. We all do as a community. I'm
5 Anita Rao. I'm the former president of a PTA, now a
6 member of the Citywide Council on Special Education
7 appointed by the Public Advocate Office. I'm really
8 excited to take on this role. And I see a lot of—
uh, oh, okay.

9 So I'm here in my— this evening in my personal
10 capacity and my opinions. Um, hmm, today we heard
11 from City Council members, members of DOE Central,
12 from DIAL, and consultants. There are a lot of
13 different angles and approaches we heard today. The
14 bottom line is there's a lack of— but the bottom line
15 is currently there's still a lack of adherence to
16 federal law around special education. There's
negligence of education around special education
rights and service management, et cetera.

17 Many hearings could be avoided entirely if we
18 simply threw— if each and every school consistently
19 be aware of providing education, special needs
20 empowerment, evaluations, and more collaborative
21

1 resolution practices to avoid gaps in academic and
2 social-emotional learning.

3 Um, it has been discovered, um, that many- I'm
4 going to stop right here. I'll submit this written
5 testimony. But what I wanna tell you is that AI has
6 been long time used through the assistive tech
7 devices, um, in special needs, uh, it's- these ed
8 tech software have been backed by AI, and, um,
9 there's been no guardrails whatsoever.

10 Um, for example, GoGuardian is a vendor that
11 exists already with the DOE. However, it's not being
12 utilized. It's the choice of the school and the
13 budget. Why isn't the DOE central providing a budget
14 across the board mandating for GoGuardian to be
15 utilized in the schools by the teachers and parents
16 having access? There are independent- there are
17 certain independent schools and some charter schools
18 that are already offering this. Why can't we do
19 this? Why can't we put this in place while we're
20 doing- while we're implementing a moratorium, which I
21 hope happens?

CHAIRPERSON DINOWITZ: Thank you for your
testimony. You ready to close this out?

JOSEPH SENDA: Sure. Hey.

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CHAIRPERSON DINOWITZ: No pressure.

JOSEPH SENDA: Joseph Senda, um, I'm a parent at PS 184 in Manhattan, not too far from here in, um, uh, the, uh, District 1, I think. Um, the— our school has a committee that we formed, um, that is led by one of the moms who's a psychiatrist herself, and she's coming at this from what is this doing to kids' brains. It's very, like, focused on the youngest grades. That's where our concern is. I think you're doing another hearing that's gonna be more about screen time in September, um, so might come back.

But, um, for now, yeah, I, I wanted to testify to what I'm seeing in my son. A lot of, like, looking forward— I, you know, he's like looking forward to a particular class, and I say, what's gonna happen in that class? And he's like, I'm gonna be playing a game, you know. It's, it's a— it's dressed up as education, but it's, it's really a game, and it's, uh, whether it's supposedly learning about English or learning about math at the end of the day, um, I think it's like implanting, like, an, a, an addictive type of attachment to technology.

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2 Um, I, I did listen to everything earlier and I
3 really, you know, we were wondering whether we're at-
4 should advocate at the district level, the City
5 Council level, the state or the federal level. Uh, I
6 really appreciate everything I heard from you guys
7 today. Um, I think there's a power imbalance between
8 the DOE and the Council. It feels like you guys are
9 almost like foiling, like, as, as if you're an
10 outside entity. Uh, so we really appreciate your
11 support, and we'd love to know what we can do. Um,
12 you know, if it, if it's as a parent association,
13 individual parents, should I be contacting my Council
14 Member, whatever it is, we'd, we wanna support you.

15 CHAIRPERSON DINOWITZ: Thank you. We do have one
16 more on Zoom. Okay. Kamala Carmen.

17 SERGEANT AT ARMS: You may begin.

18 KAMALA CARMEN: Um, okay, thank you. Um, I am
19 the mother of two children who graduated from New
20 York City public schools and are now in their early
21 early 20s. Um, I'm sure you've read about this, but
in polls and in the reaction to commencement
speakers, young people of their generation, Gen Z,
express distrust of and even alarm at the
encroachment of AI into seemingly all aspects of

1
2 their lives. This is in direct, um, contrast to the
3 woman who was anti the moratorium before, who was
4 like, it's all over their lives and they love it.
5 No, they don't love it.

6 Um, one of my daughters, uh, recently sent me
7 screenshots of the portal that was being used for a
8 job she was applying for. She'd been instructed to
9 upload her resume to the portal, which then
10 distributed it into various sections, transforming it
11 as it did so into language which was not her own and,
12 in her opinion, misrepresented her understanding of
13 her abilities and workplace objectives.

14 She confided in me that she had started to use AI
15 on her resume but had decided not to do so in the
16 future because it was, quote, "too easy," and she
17 didn't want to, quote, "lose her ability to write."
18 I fear that when she was younger, this same child
19 might not have had this wise realization. Not that,
20 um, she wasn't wise at the time, but it, it, it was a
21 bit of a mature realization, I think.

22 And, um, and it's, it's, it's terrifying that
23 children, you know, who are going through this are
24 feeling that they are going to be denied their
25 abilities to develop as, as writers, as thinkers.

1
2 And I just want to close by saying that I know a lot
3 of the edtech that is coming into our schools is
4 coming into it, um, because we have an obsession with
5 standardized testing and test scores. And so a lot
6 of the screeners, the standard, uh, the, the, um,
7 corporate curriculum, etc. Are all being put in at
8 the service of raising test scores.

9 SERGEANT AT ARMS: Time expired.

10 CHAIRPERSON DINOWITZ: Thank you. Alright, I
11 would- I want to thank my fabulous Co-Chair, Chair De
12 La Rosa, my neighbor to the south, this really,
13 really important hearing. I think anyone who is
14 watching saw that there are significant number of
15 gaps, uh, in the DOE's, uh, AI policy, how we already
16 have these tools in our classroom, and yet the
17 guidance isn't in place for a number of critical, uh,
18 elements, including, including bias and equity,
19 including student safety, and including, um, academic
20 impact and cognitive offloading.

21 Um, th-this is, this is personal to us as, as
22 parents, but it's also important to anyone in New
23 York City who wants to see a bright future for our
24 kids, kids who are critically, uh, thinking, kids who
25 are going to be the future, um, of our city.

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2 So we look forward to more answers from the DOE,
3 really shaping a policy, uh, that makes sense for our
4 students, keeps them safe, keeps them protected, all
5 while expanding their knowledge and, and making sure
6 we have rigorous academic standards here in our city.
7 Uh, thank you so much. Thank you again, Co-Chair.
8 Thank you to all the staff and the Sergeants and
9 everyone who testified today and the hearing is
10 adjourned. [GAVEL]
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C E R T I F I C A T E

World Wide Dictation certifies that the foregoing transcript is a true and accurate record of the proceedings. We further certify that there is no relation to any of the parties to this action by blood or marriage, and that there is interest in the outcome of this matter.



Date July 24, 2026