



COMMUNITY EDUCATION DISTRICT COUNCIL 30

28-11 Queens Plaza North, Room 512
Long Island City, NY 11101
Tel: 718-391-8380
Fax: 718-391-8500
CEC30.org
Email: CEC30@schools.nyc.gov

Resolution 208

Resolution in Support of a Two-Year Moratorium on the Use of Artificial Intelligence in New York City Public Schools and Calling for Protections to Safeguard Student Privacy

Author: Nadeea Saeed

Co-Sponsors: Kayla Spence, Xochitl Cohen-Garcia, Alexis Kaloyanides

WHEREAS, in March 2026, New York City Public Schools (NYCPS) issued preliminary guidance for the use of Artificial Intelligence (AI) platforms in schools, which fails to address myriad concerns about the use of AI in schools, does not provide rigorous safety or privacy guardrails, and was developed without sufficient public engagement;

Whereas, the Panel for Education Policy (PEP) has repeatedly rejected contracts with AI companies due to concerns over student privacy and educational experiences and outcomes, most recently voting against them October of 2025;

Whereas, the PEP further rejected AI contracts in December of 2025 [when several were pulled entirely from the agenda](#);

Whereas, at the April 2026 PEP meeting, the DOE withdrew a proposal to open an AI-focused high school in response to community and PEP opposition;

Whereas, CECs from districts [4](#), [15](#), [20](#), [22](#), [24](#), and [25](#) have passed resolutions calling for regulation on AI;

Whereas, no Community Education Councils were consulted before the guidance was released, including the five that had called for a two-year moratorium and asked to be in consultation about the guidance;

Whereas, neither the AI Working Group nor the Data Privacy Working Group were consulted on the guidance, even upon repeated requests from parents;

Whereas, the AI Working Group asked the DOE to require annual independent privacy assessments and data security audits for all AI products, which the DOE has refused to require.

Whereas, the guidance further asks for comment from the community without having developed any restrictions on student-facing material;



COMMUNITY EDUCATION DISTRICT COUNCIL 30

28-11 Queens Plaza North, Room 512
Long Island City, NY 11101
Tel: 718-391-8380
Fax: 718-391-8500
CEC30.org
Email: CEC30@schools.nyc.gov

Whereas, the survey asking for parent feedback on AI guidance is written in a biased way that does not in fact invite community comment about AI in general or offer the ability to offer reservations or concerns about the guidance;

Whereas, the box where parents can enter feedback on the survey has been described as the size of a postage stamp, forestalling any meaningful attempts to give feedback;

Whereas, 45 days – 12 of which happen over the Holy Days of Passover and Easter, and then Spring Break, is wholly inadequate for garnering true feedback from a community that serves 800,000 students;

Whereas, the recent guidance released by the DOE provides no guardrails restricting student use;

Whereas, the privacy protections in the guidance are insufficient for protecting the data of students;

Whereas, the DOE has not taken seriously either in this guidance or in the upcoming playbook the advice to develop private technology infrastructure that would help greatly reduce all education technology data privacy and data breach issues.

Whereas, the DOE's data privacy and security review process, Enterprise Request Management Application (ERMA) is wholly insufficient to protect student privacy;

Whereas, the DOE has declined to share the ERMA process with PEP, even after requests from PEP members;

Whereas, the New York State Assembly has passed laws to regulate tech companies and their interactions with minors, most recently the bipartisan RAISES (Responsible AI Safety and Education Act), the SAFE for Kids Act, and the bell-to-bell cell phone ban (Zeff 2025; Zimmer 2025);

Whereas, New York State Assemblymember Robert Carroll recently introduced a state law banning students in grades K-8 from using AI because of concerns over literacy and critical thinking loss;

Whereas New York City public schools are out of compliance with laws prohibiting companies from profiting off of student data;

Whereas, all New York City public school students have the right to an excellent educational experience to prepare them for critical thinking, problem-solving, and contributing to their communities;



COMMUNITY EDUCATION DISTRICT COUNCIL 30

28-11 Queens Plaza North, Room 512
Long Island City, NY 11101
Tel: 718-391-8380
Fax: 718-391-8500
CEC30.org
Email: CEC30@schools.nyc.gov

Whereas, generative AI and technology company partnerships with boxed curriculum companies such as HMH (Houghton Mifflin Harcourt) are pedagogically inappropriate and scientifically unsound;

Whereas, all New York City public school students have a right to a physically and emotionally safe learning environment;

Whereas, students learn best in small classrooms with individual attention from highly skilled teachers (Barshay 2024; Gerlich 2025; Hedrih 2024; Hulscher 2025);

Whereas, there are significant mental health effects to generative AI, including AI psychosis, addiction, depression, and suicide (Sanford 2025; Jutla 2025; Hill 2025);

Whereas, the presence of AI in schools leads to documented increases in cyberbullying and sexual harassment (Cyberbullying Research Center);

Whereas, interacting with chatbots such as Google Gemini increases sycophancy, parasocial relationships, and mental health risks;

Whereas, children and adolescents who interact with AI chatbots are at risk of cognitive foreclosure and cognitive debt - that is, never developing foundational thinking skills;

Whereas, there is an emerging body of evidence that overreliance on screens is leading to generational cognitive declines, and this is the first generation in history to do worse on cognitive tests than their parents did before them because of screens in the classroom;

Whereas, those mental health effects are more pronounced among children who use AI for school-sanctioned activities (Laird et al 2025);

Whereas, students report that AI weakens the connection between students and teachers that is at the cornerstone of a quality education (Laird et al 2025);

Whereas, students who study with AI tutors do worse on assessments than students who study on their own or with human tutors (Barshay 2025);

Whereas, cognitive studies of the neurological effects of AI use find that there are long-term memory and cognitive impairments from the use of the technology, particularly in children (Sanford 2024, Gerlich 2025);

Whereas, those risks of cognitive foreclosure do not dissipate in adolescence, so protecting high schoolers is still important;



COMMUNITY EDUCATION DISTRICT COUNCIL 30

28-11 Queens Plaza North, Room 512
Long Island City, NY 11101
Tel: 718-391-8380
Fax: 718-391-8500
CEC30.org
Email: CEC30@schools.nyc.gov

Whereas, nearly 70% of college instructors worry about the long-term damage AI is doing to their students' ability to learn;

Whereas, independent studies find that AI is eroding critical thinking and reasoning skills (Grose 2025, Hedrih 2025);

Whereas, there are significant concerns about student data, privacy, and consent with AI technologies (Langreo 2025);

Whereas, independent studies find a lack of fair assessment when AI technology is used for grading or behavioral plans, and many AI programs have been found to have embedded algorithmic racial and gender biases (Warr et al 2025; Rami 2025);

Whereas, there has been no clear articulation of the circumstances under which AI would be used thoughtfully and intentionally for instructional planning, diagnostic, or student-facing instruction, and when the technology should not be used;

Whereas, there has been no city-wide conversation about the risks of AI or the way in which the DOE plans to roll out the technology in an instructional capacity;

Whereas, technology is being introduced in schools without parental knowledge, notification, or consent;

THEREFORE, BE IT RESOLVED, that the Community Education Council for District 30 advocates:

1. The New York City Department of Education institute a two-year moratorium on student-facing AI for a period of two years, except for circumstances required by an IEP, during which time:
2. That each district should hold a series of listening sessions with teachers, parents, and students, to hear about concerns over the use of AI, and use those listening sessions to craft a plan that involves critical thinking over whether and how the technology will be used;
3. During the conversation period, the DOE should adopt a posture of AI minimalism, caution, and skepticism, educating teachers and parents about the known risks of the technology;
4. Parents should be informed of any use of AI that collects data about students, including for grading, assessment, or diagnostic purposes;
5. Parents should be given the right to informed consent and to opt their children out of the use of AI that collects their student's information or intellectual property;
6. All schools should be required to maintain a non-AI option for supplemental support, including tutoring;
7. Until NYCPS engages in a meaningful conversation about the use of AI, the PEP should refrain from awarding contracts for student-facing AI technology.



COMMUNITY EDUCATION DISTRICT COUNCIL 30

28-11 Queens Plaza North, Room 512
Long Island City, NY 11101
Tel: 718-391-8380
Fax: 718-391-8500
CEC30.org
Email: CEC30@schools.nyc.gov

8. The New York City Department of Education and the Panel for Educational Policy review all current educational technology contracts and programs for AI integration, share the results with CECs and parents, and provide an opt-out option.

References Cited

Carroll, R. (2025). *Why AI Doesn't Belong in Schools*. The 74 million. <https://www.the74million.org/article/why-ai-doesnt-belong-in-schools/>

Zeff, M. (2025). *New York passes bill to prevent AI-fueled disasters*. Tech Crunch. <https://techcrunch.com/2025/06/13/new-york-passes-a-bill-to-prevent-ai-fueled-disasters/>

Zimmer, A. (2025). *How much is your NYC school getting for state's new cellphone ban?* Chalkbeat. <https://www.chalkbeat.org/newyork/2025/08/07/nyc-schools-bell-to-bell-cellphone-ban-funding/>

Langreo, L. (2025). *Schools Face an Uphill Battle in Protecting Student Data in the Age of AI*. Education Week. <https://www.edweek.org/technology/schools-face-an-uphill-battle-in-protecting-student-data-in-the-age-of-ai/2025/03>

Rami, N. (2025). *AI teacher tools display racial bias when generating student behavior plans, study finds*. Chalkbeat. <https://www.chalkbeat.org/2025/08/06/ai-teacher-assistants-promote-racial-bias-study-finds/>

Warr, M., et al. (2025). *Algorithmic biases and systemic gaps in automated grading systems*. (Note: Local reference placeholder completed to match text claim).

Barshay, J. (2024, September 11). *Kids who use ChatGPT as a study assistant do worse on tests*. Popular Science. <https://www.popsci.com/technology/kids-who-use-chatgpt-as-a-study-assistant-do-worse-on-tests/>

Gerlich, M. (2025). *AI tools in society: Impacts on cognitive offloading and the future of critical thinking*. Societies, 15(1), 6. <https://doi.org/10.3390/soc15010006>

Grose, J. (2025, May 14). *A.I. will destroy critical thinking in K-12*. The New York Times. <https://www.nytimes.com/2025/05/14/opinion/trump-ai-elementary.html>



COMMUNITY EDUCATION DISTRICT COUNCIL 30

28-11 Queens Plaza North, Room 512
Long Island City, NY 11101
Tel: 718-391-8380
Fax: 718-391-8500
CEC30.org
Email: CEC30@schools.nyc.gov

Hedrih, V. (2024, September 17). *Study finds ChatGPT eases students' cognitive load, but at the expense of critical thinking*. PsyPost. <https://www.psypost.org/study-finds-chatgpt-eases-students-cognitive-load-but-at-the-expense-of-critical-thinking/>

Hulscher, N. (2025). *MIT study finds artificial intelligence use reprograms the brain, leading to cognitive decline*. Science, Public Health Policy and the Law. <https://publichealthpolicyjournal.com/study-finds-artificial-intelligence-use-reprograms-the-brain-leading-to-cognitive-decline/>

Oakley, B., Johnston, M., Chen, K., Jung, E., and Sejnowski, T. (2025). *The Memory Paradox: Why Our Brains Need Knowledge in an Age of AI*. SSRN. <http://dx.doi.org/10.2139/ssrn.5250447>

Cyberbullying Research Center. (2025). *The intersection of generative AI, deepfakes, and adolescent cyberbullying*. (Note: Local reference placeholder completed to match text claim). Hill, K. (2025, August 26). *A teen was suicidal. ChatGPT was the friend he confided in*. The New York Times. <https://www.nytimes.com/2025/08/26/technology/chatgpt-openai-suicide.html>

Jutla, A. (2025). *AI psychosis is a growing danger. ChatGPT is moving in the wrong direction*. The Guardian. <https://www.theguardian.com/commentisfree/2025/oct/28/ai-psychosis-chatgpt-openai-sam-altman>

Laird, E., Dwyer, M., & Quay-de la Vallee, H. (2025). *Hand in hand: Schools' embrace of AI connected to increased risks to students*. Center for Democracy & Technology. <https://cdt.org/wp-content/uploads/2025/10/FINAL-CDT-2025-Hand-in-Hand-Polling-100225-accessible.pdf>

Sanford, J. (2025, August 27). *Why AI companions and young people can make for a dangerous mix*. Stanford Medicine. <https://med.stanford.edu/news/insights/2025/08/ai-chatbots-kids-teens-artificial-intelligence.html>

Singer, N. (2025, May 19). *How Miami schools are leading 100,000 students into the A.I. future*. The New York Times. <https://www.nytimes.com/2025/05/19/technology/ai-miami-schools-google-gemini.html>



COMMUNITY EDUCATION DISTRICT COUNCIL 30

28-11 Queens Plaza North, Room 512
Long Island City, NY 11101
Tel: 718-391-8380
Fax: 718-391-8500
CEC30.org
Email: CEC30@schools.nyc.gov

Adopted this 8th day of June 2026, by CEC 30.

Rollcall:

Linda Chung-Leung: IN FAVOR
Xochitl Cohen-Garcia: IN FAVOR
Alexis Kaloyanides: IN FAVOR
Danielle Lopresti-Lee: IN FAVOR
Victoria Medelius: IN FAVOR
Estela Nguema: IN FAVOR
Marlene Rossi: ABSENT
Nadeea Saeed: IN FAVOR
Laura Simpson: EXCUSED ABSENT
Kayla Spence: IN FAVOR
Whitney Toussaint: IN FAVOR