

Community Education Council District 14

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RESOLUTION IN SUPPORT OF A TWO-YEAR MORATORIUM ON ARTIFICIAL INTELLIGENCE (A.I.) IN NYC PUBLIC SCHOOLS

Whereas, all New York City public school students have the right to a high-quality education that prepares them to think independently, solve problems creatively, and contribute to their communities;

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

Whereas, students report that AI undermines the trust between students and teachers that is the cornerstone of an excellent education (Laird et al 2025);

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

Whereas, there is evidence that overreliance on screen-based learning is leading to generational cognitive declines, and that those mental-health effects are more pronounced among children who use AI for school-sanctioned activities (Laird et al 2025);

Whereas, children and adolescents who interact with generative-AI chatbots are at risk of cognitive foreclosure and cognitive debt (that is, of never developing foundational thinking skills), and studies of the neurological effects of generative-AI use find that it leads to cognitive and long-term memory impairments, particularly in children and adolescents (Sandord 2024, Gerlich 2025);

Whereas, independent studies have found that generative AI erodes critical thinking and reasoning skills, and that nearly 70% of college instructors worry it's inflicting long-term damage on their students' ability to learn (Gross 2025, Hedrih 2024);

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

Whereas, the presence of generative AI in schools leads to documented increases in cyberbullying and sexual harassment (Hinduja, 2023);

Whereas, using generative AI poses significant mental health hazards, including AI psychosis, addiction, depression, and suicide (Sanford 2025; Jutla 2025; Hill 2025);

Whereas, AI products are typically introduced in schools without parents' knowledge, notification, or consent, even though they pose a unique threat to students' data and privacy (Langreo 2025);

Whereas, New York state Comptroller DiNapoli's [audit report](#) released on April 23, 2026, found that New York City Public Schools (NYCPS) is out of compliance with laws prohibiting companies from profiting from student data and does not maintain a list of all applications used by each school, does not have a documented data classification policy, does not always report breaches or notify affected parties within the required time frames, and does not ensure that employees handling students' personally identifiable information complete their required training;

Whereas, all New York City public school students have the right to equitable educational opportunities;

Whereas, algorithmic and generative AI products reproduce biases embedded in their training data, amplifying discrimination against students from historically marginalized groups, a tendency that has been documented by numerous independent organizations, including the Center for Law and Social Policy and the United Nations (Okoh 2024, UNESCO, 2024);

Whereas, NYCPS has not clearly articulated the circumstances in which AI can and cannot be used for instructional planning, diagnostics, or student-facing instruction, even though independent studies have shown that algorithmic assessments often produce unfair results (Warr et al 2025; Common Sense Media 2025);

Whereas, all New York City public school students have the right to a healthy and sustainable future;

Whereas, on April 24, 2026, Mayor Mamdani [announced](#), "Across our neighborhoods, we're pushing for creative, community-driven ways to cut emissions [as] we commit, unapologetically, to a just and sustainable future for all of us," while Sana Barakat, the city's DCAS Deputy Commissioner for Energy Management, [affirmed](#) that "The sustainable city we all aspire toward requires a collective effort at every level of government," including schools;

Whereas, the data centers used for training and operating AI require an extraordinary amount of power (most of it generated by fossil fuels, primarily natural gas and coal) and vast amounts of drinking water, while producing particulate pollution that increases hospital admissions and premature deaths on a local scale and carbon emissions that accelerate climate catastrophe on a global scale (Tanner et al 2026, Feldscher et al 2026);

Whereas, the use of generative AI violates longstanding [NYCPS environmental policies](#), which include, in the immediate term, commitments to improve the sustainability of its schools “by reducing greenhouse gas emissions, maximizing waste diversion, and creating green spaces for better learning outcomes,” and, in the longer term, a commitment to “achieve carbon neutrality by 2050 through various energy efficiency programs”;

Whereas, NYCPS has failed to genuinely engage with the New York City community about these and many other grave hazards that AI poses to the city’s public schools;

Whereas, CECs from Districts [4](#), [15](#), [20](#), [22](#), [24](#), [25](#), and [30](#) have passed resolutions calling for regulation on AI, and District [2](#), [4](#) and [20](#) passed a resolution regulating screen time in classrooms; District [4](#) passed a resolution calling for an audit of i-Ready, and District [2](#) has passed a resolution calling for strengthening privacy around ed tech;

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

Whereas, the Panel for Education Policy (PEP) has repeatedly rejected contracts for AI products due to concerns over student privacy, educational experiences, and outcomes;

Whereas, on June 9, 2026, a majority of City Council members wrote [a public letter](#) to Mayor Mamdani calling for a two-year moratorium on AI in NYC public schools;

Whereas, on September 2, 2026, Chancellor Samuels said, “We’re standing firmly in our belief that innovation does not mean more technology” as he and Mayor Mamdani announced a one-year partial moratorium on AI in NYC public schools with significant exceptions for educators and high school students;

THEREFORE, BE IT RESOLVED, that the District 14 Community Education Council calls on NYCPS to:

1. announce a *two-year* moratorium on generative AI in all schools, from 2K through 12th

grade, with exceptions limited to assistive technology provided through a student's IEP;

2. create a timeline for a new NYCPS tech policy developed in public collaboration with the community as a whole, rather than a small selective working group, which includes robust input from experts on privacy, racial justice, cognitive development, mental health, and environmental impact;

3. for every NYCPS school, conduct an audit of all digital products (apps, platforms, devices) used by educators and students, examining each product for generative-AI features and, if any are found, remove the product from school devices and block it on school networks; for all remaining products, conduct privacy assessments, data-security audits, and tests for algorithmic bias, with periodic re-checks to ensure that new AI features have not been added, all performed by independent experts without ties to the vendor, and make the results available to the public; new contracts for any digital products should specify allowed and disallowed uses.

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