



## **SB906 Education - Artificial Intelligence - Guidelines, Professional Development, and Task Force**

*Friday, March 7, 2025*

EDUCATION, ENERGY, AND THE ENVIRONMENT

### **SUPPORT**

Our names are Julien Halleman, Noah Gordon, Olivia Chin, and Dhru Nahan, and we are students of Anne Arundel County and executive team members of the Chesapeake Regional Association of Student Councils (CRASC). We are writing in support of SB906 Education - Artificial Intelligence - Guidelines, Professional Development, and Task Force. If passed, this bill would ensure that AI is integrated into Maryland's K-12 education system in a safe, ethical, and effective manner. It emphasizes student and teacher support, privacy protections, workforce readiness, and professional development for educators.

In our ever-changing world, AI is undoubtedly becoming increasingly important to the functioning of our society and workforce. Furthermore, as seen in the recently created Department of Government Efficiency, AI is being used to make decisions that have lasting effects on our country—these decisions can be better understood with improved knowledge of AI. Thus, it is imperative that Maryland schools make a strong effort to educate teachers and students on AI and how to use it ethically and responsibly.

As students in Anne Arundel County, AI is frequently being misused for cheating and shortcuts in school. From math assignments to English essays to history packets, AI has become an easy way for students to avoid truly learning. Even worse, it has allowed students who are falling behind to go unnoticed. I have personally noticed that teachers who are more informed and engaged with AI are far more capable of detecting and addressing AI-related cheating. By spreading greater awareness of AI detection methods and response strategies among teachers, cheating will undoubtedly decrease, and AI can instead be used as a purely supplementary tool.

Furthermore, by creating a concrete list of permitted and prohibited AI tools, students will have a clearer understanding of how they should utilize AI—bringing certainty to a currently ambiguous topic in schools.

According to a study by the Pew Research Center, 26% of students from households earning \$75,000 or more report knowing “a lot” about ChatGPT, compared to only 11% of those from households earning under \$30,000. By integrating approved AI tools into the curriculum, education will become more equitable, reducing the unfair advantage that wealthier students have due to greater access to technology.

The CRASC Legislative Department refers back to the following relevant clauses of the CRASC Platform:

- *CRASC Supports...* Improvement in teacher professional development and other measures that improve the quality of instruction for students; (Plank 3, Clause F)
- *CRASC Supports...* The availability of tutoring and additional resources for all students; (Plank 3, Clause L)

Accordingly, CRASC respectfully requests a **FAVORABLE** committee report on SB906.

Respectfully Submitted,

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