Maryland State Legislature - AI in Education.pdf

POSITIVES OF AI IN EDUCATION:

Personalized Learning: AI can tailor educational content to individual students, accommodating different learning styles, paces, and abilities. **Legislators should ask**: How can we ensure that AI systems provide equitable and effective personalized learning for all students?

Efficiency and Accessibility: AI can automate administrative tasks, provide 24/7 tutoring, and support remote or disadvantaged students. **Legislators should ask**: How can AI be used to bridge educational gaps and make education more accessible?

Data-Driven Insights: AI can analyze large datasets to identify trends and areas for improvement in educational systems. **Legislators should ask**: How can AI-driven analytics inform education policy and decision-making?

Teacher Support: AI can assist educators in creating customized lesson plans, grading, and identifying students who may need extra help. **Legislators should ask**: How can AI enhance teacher effectiveness and professional development?

NEGATIVES OF AI IN EDUCATION:

Bias and Fairness: AI algorithms can inherit biases from training data, leading to discrimination, or reinforcing existing inequalities. **Legislators should ask**: How can we ensure AI systems in education are fair and unbiased?

Privacy Concerns: The use of AI in education involves collecting and analyzing sensitive student data. **Legislators should ask**: How can we protect students' privacy and data security?

Overreliance on Technology: An overreliance on AI technology might lead to reduced teacher-student interactions and limited critical thinking development. **Legislators should ask**: How can we strike a balance between technology and traditional teaching methods?

Teacher and Job Displacement: The adoption of AI in education may raise concerns about potential job displacement for educators. **Legislators should ask**: How can we ensure that AI enhances, rather than replaces, the role of teachers?

LEGISLATION AND SUPPORT:

Data Privacy Regulations: Enact and enforce stringent data privacy laws to protect students' personal information.

Algorithm Transparency: Require transparency and accountability in AI algorithms used in education to identify and rectify bias. (transparency scores, and transparent decision frameworks can help users visualize performance in this area)

Equity Focus: Develop policies that prioritize equitable access to AI-enhanced education, particularly for underserved communities.

Professional Development: Allocate resources to train educators in AI technology, ensuring they can effectively integrate it into their teaching methods.

Oversight and Accountability: Establish oversight bodies or committees to monitor AI implementation in education and regularly evaluate its impact.

Research and Evaluation: Fund research initiatives to continuously assess the effectiveness and impact of AI in education.

Community Engagement: Engage with educators, students, parents, and stakeholders to gather input and feedback on AI implementation.
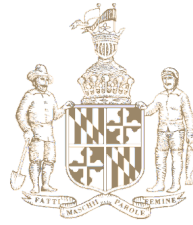
SB979 Testimony.docx.pdf
Uploaded by: Katie Fry Hester
Position: FAV

KATIE FRY HESTER
Legislative District 9
Howard and Montgomery Counties

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Education, Energy, and
Environment Committee

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Chair, Joint Committee on
Cybersecurity, Information Technology
and Biotechnology

THE SENATE OF MARYLAND
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Testimony in Support of SB0979: Education - Artificial Intelligence - Guidelines and Pilot Program

March 6, 2024

Chairman Feldman, Vice-Chair Kagan, and members of the Education, Energy, and Environment Committee:

Thank you for your consideration of Senate Bill 979. This bill is a significant step toward supporting our public school system in keeping pace with the changing landscape of artificial intelligence (AI). It recognizes the critical importance of integrating AI responsibly into our educational framework and the day-to-day operations of our schools.

During the interim, the Joint Committee on Cybersecurity, Information Technology, and Biotechnology took a look at the applications of AI in different slices of society, one of which was education. I'd like to refer you to the two-pager [1] attached to my testimony, developed by the Morgan State Center for Equitable AI and Machine Learning Systems, which outlines some of the opportunities and risks of using AI in the classroom and some really good questions we should be asking.

- OPPORTUNITIES
  - AI can tailor educational content to individual students, accommodating different learning styles, paces, and abilities. *How can we ensure that AI systems provide equitable and effective personalized learning for all students?*
  - AI can automate administrative tasks, provide 24/7 tutoring, and support remote or disadvantaged students. *How can AI be used to bridge educational gaps and make education more accessible?*
  - AI can analyze large datasets to identify trends and areas for improvement in educational systems. *How can AI-driven analytics inform education policy and decision-making?*

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[1] https://drive.google.com/file/d/1vUeyOeT8vDRz08lILfFGoK97dvWPzwpH/view?usp=share_link

- AI can assist educators in creating customized lesson plans, grading, and identifying students who may need extra help. *How can AI enhance teacher effectiveness and professional development?*
- RISKS
    - AI algorithms can inherit biases from training data, leading to discrimination or reinforcing existing inequalities. *How can we ensure AI systems in education are fair and unbiased?*
    - The use of AI in education involves collecting and analyzing sensitive student data. *How can we protect students' privacy and data security?*
    - An overreliance on AI technology might reduce teacher-student interactions and limit critical thinking development. *How can we strike a balance between technology and traditional teaching methods?*
    - The adoption of AI in education may raise concerns about potential job displacement for educators. *How can we ensure that AI enhances, rather than replaces, the role of teachers?*

SB 979 provides a framework for the State to begin to address these opportunities and risks and is an important first step in addressing the use of AI in education. Broadly, the bill does this by establishing definitions, collaboration, and procurement:

- Definitions:
    - Articulates definitions for artificial intelligence and personal information
- Collaboration:
    - Establishes collaboration on best practices between MSDE, the Governor's Executive Council's Artificial Intelligence Subcabinet, and Local Boards of Education:
        - The Department of Education, in consultation with the Artificial Intelligence Subcabinet, develops state guidelines, standards, and best practices in alignment with the Federal guidelines on artificial intelligence.
        - Each county board will designate a point of contact for artificial intelligence.
        - It requires the department to coordinate with the CTE committee and the CTE Skills Standards Advisory Committee on the integration of AI into Maryland's College Career and Readiness (CCR) standards.
        - Requires the department to include AI-inclusive professional development for teachers.
- Procurement:
    - Establishes procedures for the development, procurement, and implementation of AI systems by a local board that will ensure that they will not:
        - Result in any unlawful discrimination;

- ■ Have an unlawful, disparate impact on an individual or group
- ■ Have a negative impact on the health, safety, or well-being of an individual or group
- ■ Do not collect personal information from a student, group of students, principal, teacher, or staff member without the written approval of DOIT.

For the record, I am submitting an amendment that makes a few technical changes to the bill. Specifically, these amendments will tweak the definition of AI, strike the definition of impact assessment, and add a requirement for progress and a final report.

Senate Bill 979 embodies a forward-thinking and thorough strategy for incorporating AI into Maryland's K–12 education. By welcoming contributions from various stakeholders, setting explicit standards, promoting cooperation, and managing risks, this legislation establishes Maryland as a pioneer in harnessing AI to improve educational achievements.

For these reasons, I respectfully request a favorable report on SB 979.

Sincerely,

Katie Fry Hester

Senator Katie Fry Hester
Howard and Montgomery Counties
Senate Chair, Joint Committee on Cybersecurity, Information Technology & Biotechnology

(NCF) SB979 Letter (SUPPORT)(2024).pdf
Uploaded by: Laura Nelson
Position: FAV

Senator Brian Feldman, Chair
Senator Cheryl Kagan, Vice-Chair
Senate Education, Energy, and the Environment Committee
Miller Senate Office Building, 2 West
Annapolis, Maryland 21401

Re: **Senate Bill 979: Education - Artificial Intelligence - Guidelines and Pilot Program - SUPPORT**

March 6, 2024

Dear Chairman Feldman and Committee Members:

As President & Chief Executive Officer of the National Cryptologic Foundation (NCF) and member of the Maryland Cybersecurity Council on the Workforce Development Sub-committee, I write this letter in support of Senate Bill 979, entitled*: Education - Artificial Intelligence - Guidelines and Pilot Program*.

NCF's mission is to advance the nation's interest in cyber and cryptology. We do this by:
- o Educating citizens to be cyber smart individuals;
- o Developing pathways for the future cyber and cryptologic workforce and;
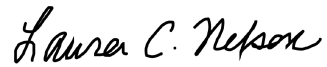- o Engaging and convening partners to address emerging cyber and cryptologic issues.

Our efforts help reduce cyber workforce deficits and current skills shortfalls, promoting cyber-related professions as a fulfilling career choice. The purpose of this Senate Bill 980 aligns with the NCF's educational and workforce goals in Maryland and across the country.

If passed, Senate Bill 979 would require the State Department of Education, in consultation with the AI Subcabinet of the Governor's Executive Council, to develop and update guidelines on artificial intelligence for county boards of education and to develop a pilot program to support the AI Subcabinet of the Governor's Executive Council. The bill would also require the Department to develop certain strategies to coordinate and assist county boards to provide recommendations for integrating artificial intelligence into certain college and career readiness standards.

Over the past year the influence of Artificial Intelligence (AI) in everyday life has risen dramatically with AI capabilities available to the general public. While there are certainly benefits to the use of AI that includes, among others, smart decision making, automation for repetitive jobs, improved customer experience, and faster and smarter data analysis, there are also some pitfalls that must be understood. The ethical use of AI must be taught and understood by our educators and students as these capabilities are implemented into our systems and adopted for use in everyday life. This will require policies and safeguards to be put in place to protect our systems and more importantly, our students who represent the future of our nation. The vision of the NCF is to strengthen trust in the digital ecosystem. Senate Bill 979 is a vital step to securing that vision for the state of Maryland.

It is for these reasons; I am in full support of Senate Bill 979. I strongly urge this committee to give this legislation a **FAVORABLE** report and to enact this important piece of legislation.   Thank you for your consideration.

Sincerely,

Laura C. Nelson

Laura Nelson
President & Chief Executive Officer
National Cryptologic Foundation

SB0979 Testimony.pdf

Uploaded by: Nikhita Bhatt

Position: FAV

Encode Justice DMV Chapter
SB0979 Testimony
Nikhita Bhatt, Emilie Garrabrant

As a group of high school and college students, we strongly support the passage of Senate Bill 979, which aims to establish guidelines and regulations for the use of artificial intelligence (AI) in the classroom. We have witnessed firsthand the impact of AI technology in our educational institutions, and we believe that this bill is crucial in ensuring its safe and effective implementation.

The absence of standardized policies and guidelines surrounding AI use in our classrooms has resulted in a lack of guidance for both educators and students. This has left us feeling unprepared for the future that lies ahead, where AI technology is becoming increasingly prevalent. We firmly believe that AI is not just a passing trend, but a transformative force that will shape the way we live and work.

By enacting Senate Bill 979, we can pave the way for a more systematic and responsible integration of AI in education. The bill will require the State Department of Education to collaborate with the AI Subcabinet of the Governor's Executive Council to develop and update guidelines, standards, and best practices for county boards of education. This collaborative effort will ensure that AI is used in a safe, responsible, and ethical manner, placing students and teachers at the center of educational technology. The bill also discusses using evidence-based approaches and stakeholder collaboration in order to create these policies, which demonstrates a commitment to utilizing the most effective and well-informed practices in the development of AI guidelines for education. This evidence-based approach will ensure that the policies put forth are grounded in research and are tailored to meet the unique needs of our students and educators.

This bill includes provisions to prevent discrimination and protect privacy in the context of AI system implementation. It ensures fair treatment for students and faculty by mitigating biases and promoting equal opportunity. The bill also establishes guidelines to safeguard private information, such as phone numbers and browsing history, ensuring that data is handled responsibly and with consent. These provisions prioritize fairness, non-discrimination, and privacy, creating an inclusive and secure environment for all.

Furthermore, the bill calls for the development of strategies to assist county boards and superintendents in implementing these best practices. This support will foster a consistent and effective approach to AI integration across the state, benefiting students and educators alike. It is essential that we equip our educators with the necessary tools and knowledge to navigate this rapidly evolving technological landscape.

In conclusion, Senate Bill 979 is a crucial step toward ensuring the safe and responsible use of AI in our classrooms. As students, we urge you to support this bill and pave the way for a future where AI technology is seamlessly integrated into our education system. Together, let us embrace the transformative power of AI and empower our students to thrive in the digital age.

SB 979.Artificial Intelligence in Education Guidel

BILL: Senate Bill 979
TITLE: Education - Artificial Intelligence - Guidelines and Pilot Program
DATE: March 6, 2024
POSITION: SUPPORT WITH AMENDMENTS
COMMITTEE: Education, Energy, and the Environment
CONTACT: John R. Woolums, Esq.

The Maryland Association of Boards of Education (MABE) appreciates the intent of Senate Bill 979 to facilitate the optimal uses of artificial intelligence (AI) in public education.

On January 8, 2024, Governor Wes Moore issued an [Artificial Intelligence Executive Order](#) and a set of actions which he described as focusing on "the responsible use of artificial intelligence, user-centered design in digital services, ensuring equal access to all information technology, and protecting Maryland's digital infrastructure through enhanced intergovernmental partnerships." MABE has a long track record of supporting legislative funding and policy initiatives related to digital accessibility and cyber security, both issues addressed in the Governor's announcement. Similarly, the Governor's Executive Order is comprehensive regarding the deployment of AI in state government, including under the oversight of the new AI Subcabinet.

Beyond the scope of the Executive Order, however, MABE is also keenly interested in the emergence of artificial intelligence (AI) in the teaching and learning environments of Maryland's public schools. Therefore, MABE supports the proposal in Senate Bill 979 to have the Maryland State Department of Education (MSDE) and the Department of Information Technology (DoIT) develop guidance and technical assistance for local school systems. Specifically, MABE supports the provisions of proposed section 7-2202 to have MSDE lead the work to "develop and update guidelines, standards, and best practices." However, MABE requests an amendment to ensure that this work is done not only in consultation with DoIT but also with local school systems.

The provisions of Senate Bill 979 that are most concerning to MABE are under section 7-2203, in which MSDE would be empowered to "adopt policies and procedures regarding the development, procurement implementation, utilization, and ongoing assessment of systems that employ AI by a county board." MABE believes that the scope of this proposed role for MSDE is overly broad and unwarranted in the context of the implementation of AI in the school setting. Similarly, the proposal that DoIT review and approve data privacy related aspects of systems that employ AI is also unprecedented and unworkable.

Again, local boards of education recognize the importance of adopting statewide guidelines and adopting and implementing local policies and procedures informed by this guidance to facilitate the optimal use of artificial intelligence (AI) in the educational setting. All Maryland students, regardless of zip code, deserve to benefit equitably in their educational experiences and in pursuit of pathways to higher education and careers, and artificial intelligence has a role to play in making this possible.

For these reasons, MABE requests a favorable report on Senate Bill 979 with amendments to avoid any unintended limitations on school system deployment of information technology systems, educational technology, and the many programs utilized by administrators, staff, students and families, which may, or already do, utilize AI.

SB 979 - Education - Artificial Intelligence - Gui

Uploaded by: Mary Pat Fannon

Position: FWA

Mary Pat Fannon, Executive Director
1217 S. Potomac Street
Baltimore, MD 21224
410-935-7281
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BILL:	SB 979
TITLE:	Education - Artificial Intelligence - Guidelines and Pilot Program
DATE:	March 6, 2024
POSITION:	Favorable with Amendments
COMMITTEE:	Senate Education, Energy, and the Environment Committee
CONTACT:	Mary Pat Fannon, Executive Director, PSSAM

The Public School Superintendents' Association of Maryland (PSSAM), on behalf of all twenty-four public school superintendents, **supports SB 979 with amendments**.

The proposed legislation seeks to mandate the Maryland State Department of Education (MSDE), in collaboration with the Department of Information Technology (DOIT), to establish and periodically update comprehensive guidelines, standards, and best practices pertaining to AI (AI) for county boards of education. Additionally, it creates a pilot program in support of the AI Subcabinet within the Governor's Executive Council. The bill requires MSDE to develop strategies to facilitate coordination and assistance to county boards in implementing AI best practices. This includes offering recommendations for the integration of AI into college and career readiness standards, alongside the adoption of policies and procedures concerning systems leveraging AI.

The legislation also mandates that any entity utilizing AI in their products and engaging with Maryland Boards of Education must certify the confidentiality and privacy of any information obtained from such engagements. These entities are required to submit annual reports to the Department of Information Technology detailing the measures implemented to safeguard staff and student data.

PSSAM is strongly supportive of the primary focus of the bill aimed at fostering collaboration between the Maryland State Department of Education (MSDE) and the Department of Information Technology (DoIT), to devise strategies for the integration of Generative AI within the education sector.

However, we believe the bill is too prescriptive at this time and provide the following suggestions and amendments. Specifically, we believe the scope and rigid requirements for data collection and reporting are onerous and overly burdensome for an undefined purpose or intent. Instead, we believe the bill should focus on retaining the core proposal to have MSDE and DoIT develop technical assistance and guidance for school systems on procuring and implementing AI in local school systems.

One of the most concerning aspects of the bill is that its definition of "artificial intelligence" could potentially encompass a broad spectrum of interfaces with computer systems. As defined, AI would make every piece of software from 1994 to now "reportable". For example, we use Adaptive Technology to present testing questions to students, which adjusts the questions based on prior answers. Also, Microsoft Word and Google have predictive text completion. The current definition is too broad and would generate a list that includes 95% of our educational resources. As a start, there should be a differentiation between AI as a whole, and Generative AI and GPT models.

The provision below is also extremely important to clarify because it applies to every software purchase we will make and getting DoIT's approval before making these purchases is unrealistic and likely, not the intent of the legislation.

Page 5
  (B) THE POLICIES AND PROCEDURES REQUIRED BY THIS SECTION SHALL:
        (1) SUBJECT TO ANY OTHER APPLICABLE LAW, GOVERN THE DEVELOPMENT, PROCUREMENT, IMPLEMENTATION, UTILIZATION, AND ONGOING ASSESSMENT OF SYSTEMS THAT EMPLOY ARTIFICIAL INTELLIGENCE BY A COUNTY BOARD; AND
        (2) BE SUFFICIENT TO ENSURE THAT THE USE OF ANY SYSTEM THAT EMPLOYS ARTIFICIAL INTELLIGENCE BY A COUNTY BOARD DOES NOT:
            (I - III) …………..
            (IV) COLLECT PERSONAL INFORMATION FROM A STUDENT, GROUP OF STUDENTS, PRINCIPAL, TEACHER, OR STAFF, WITHOUT THE WRITTEN APPROVAL OF THE DEPARTMENT OF INFORMATION TECHNOLOGY.

This legislation adds to the growing list of inventory collections in technology that LEAs must submit to the state. The bill says that each LEA will identify a staff member responsible for facilitating the use of AI as well as districts submitting not only the names of tools that use AI (which, according to the bill's definition, would be almost everything), but also the following:

- A description of the capabilities of the system
- A statement of purpose and the intended use of the system.

This is a tremendous amount to require of school systems on top of what has already been mandated over the past few years coming out of the pandemic's digital transformation. Additionally, since almost all LEAs use almost ALL of the same tools for students and staff, if there is a desire (and stated purpose/outcome) for this inventory - it should be done at the State level in some manner, rather than have each LEA, with their limited staff, doing the same work 24 different times.

In addition to the prescriptive nature of the reporting requirements, the requirements appear to diverge from the White House's 2023 directive, which emphasizes the imperative of shifting accountability back to companies involved in the manufacturing of products/services, thereby alleviating the burdens imposed on end-users.

As the Fiscal Note accurately describes, the reporting and inventory requirements will result in increased costs for school systems. As many systems are facing educator layoffs this year, it is hard to contemplate creating a new, unfunded mandate that may add to already difficult budget and staffing decisions.

To quote the Fiscal Note:
- "Anne Arundel County Public Schools anticipates needing to hire a dedicated teacher specialist with experience in AI;
- Montgomery County Public Schools anticipates needing to hire two staff: one dedicated to the technical aspects of AI; and one with focused on AI use by teachers and students;
  - Further details not provided in the Fiscal Note: An IT staff to manage and audit AI systems, an additional technology instructional specialist for professional development and training for staff and students on AI and its responsible use, and money to either purchase and integrate or build an inventory catalog solution.
- Prince George's County Public Schools did not specify a need for staff, but anticipates a significant burden on existing staff to survey hundreds of entities that provide digital tools to the school system to determine whether they use some form of AI;
- St. Mary's County Public Schools anticipates needing to hire one coordinator of IT security to implement the bill's requirements.

Again, we applaud the sponsors for their foresight with this legislation. We pledge our support to work with the affected and appropriate stakeholders to craft a meaningful and implementable policy as we continue with the ever increasing use of artificial intelligence in public education.

For these reasons, PSSAM requests a **favorable with amendments** report for SB 979.

Letter of Information (LOI) SB979.pdf

Uploaded by: Dr. Carey Wright

Position: INFO

Maryland
STATE DEPARTMENT OF EDUCATION

Carey M. Wright, Ed.D.
Interim State Superintendent of Schools

BILL:	Senate Bill 979	**DATE:**	March 5, 2024
SUBJECT:	Education - Artificial Intelligence - Guidelines and Pilot Program	**COMMITTEE:**	Education, Energy, and the Environment
POSITION:	Information Only		
CONTACT:	Akilah Alleyne, Ph.D. 410-767-0504 akilah.alleyne@maryland.gov		

EXPLANATION:

The Maryland State Department of Education (MSDE) is providing information for consideration regarding Senate Bill (SB) 979– Education - Artificial Intelligence - Guidelines and Pilot Program.

SB 979

SB 979 requires MSDE to undertake the following:

- Coordinate with the Artificial Intelligence (AI) Subcabinet of the Governor's Executive Council to build best practices and guidelines for the development, procurement, implementation, and assessment of AI systems for the Local Education Agencies (LEAs).
- Coordinate with the Career and Technology Education (CTE) Committee and the CTE Skills Standards Advisory Committee to integrate AI into the College and Career Readiness (CCR) Standards as established by the State Board of Education.
- Adopt policies and procedures that ensure AI systems do not collect personal information from students or school staff without written approval from the Department of Information Technology (DoIT).

Additionally, SB 979 requires each LEA to designate an employee to oversee the ethical and productive use of AI in schools.

RESPONSE:

MSDE believes it is important that K-12 students, principals, and teachers have a State-level advocate to collaborate with prior to implementing AI to help mitigate unintended negative impacts on student safety, health, and well-being. MSDE is supportive of the bill's intention to standardize AI vocabulary across the State and further explore policies and best practices as they relate to the education setting, including the State's understanding of college and career readiness. However, MSDE seeks further clarity on how AI policies and procedures can be integrated into the State's recently adopted CCR standard.

In reference to the proposed directives within Section 7-2202, MSDE understands the need for the development and updating of guidelines, standards, and best practices regarding AI use for County Boards. Section 7-2202(C) places a requirement for LEAs to designate an employee to facilitate the productive and ethical use of AI systems. Currently, MSDE and LEAs may have no AI-experienced staff, and hiring an AI subject matter expert can be challenging due to scarcity in the market for this burgeoning field of technology. Some

LEAs do not have funding for teams dedicated to meet pre-existing mandates and needs around cybersecurity and data privacy efforts, thus adding AI designees may further strain limited resources. However, unlike its counterpart in the House (HB 1297), SB 979 removes the resource-intensive requirement that LEAs must submit an annual inventory of systems that employ AI, along with the required associated impact assessments, making the implementation of the bill more manageable for LEAs.

MSDE embraces its leadership role in building best practices and guidelines surrounding AI and believes this work will assist LEAs in implementing systems that will best serve students and school staff. Even so, currently, MSDE does not have the subject matter experts or personnel to lead the LEAs in the fast-growing field of AI. As a result, MSDE anticipates the need to hire one Educational Technology AI Specialist and one Educational Technology Specialist to implement the directives outlined in the bill. Substantial participation and support from the AI Subcabinet of the Governor's Executive Council will be necessary to develop and update guidelines and best practices that promote the safe and responsible use of AI systems in Maryland schools. Currently, there is no existing policy on AI within the DoIT IT Security Manual, which is the official guide that establishes IT policies and protocol for all State agencies. Given DoIT's authority, MSDE will need their guidance while collaborating with the AI Subcabinet of the Governor's Executive Council to ensure alignment of emerging state AI policies.

We respectfully request that you consider this information as you deliberate **SB 979**. For further information, please contact Dr. Akilah Alleyne at 410-767-0504, or Akilah.alleyne@maryland.gov.

SB979_MSEA_Lamb_INFO.pdf

Uploaded by: Lauren Lamb

Position: INFO

INFORMATIONAL
Senate Bill 979
Education - Artificial Intelligence - Guidelines and Pilot Program

Senate Committee on Education, Energy, and the Environment
March 6, 2024

Lauren Lamb
Government Relations

The Maryland State Education Association offers this informational testimony on Senate Bill 979, which would require the State Department of Education to develop and update guidelines on artificial intelligence for county boards of education and generally promote the responsible use of artificial intelligence.

MSEA represents 75,000 educators and school employees who work in Maryland's public schools, teaching and preparing our almost 900,000 students so they can pursue their dreams. MSEA also represents 39 local affiliates in every county across the state of Maryland, and our parent affiliate is the 3-million-member National Education Association (NEA).

As educators continue to grapple with the implications of a rapidly changing Artificial Intelligence (AI) landscape, we appreciate efforts to ensure that any use of AI in public schools is equitable, research-based, and developed with educator voices at the table. Underscoring the timeliness of this issue is a resolution passed by the National Education Association last year regarding AI in public education:

B-69. Artificial Intelligence

The National Education Association believes that the development and expanding use of Artificial Intelligence (AI) technologies will continue to impact students, educators, public education, and the greater community. The Association also believes that the use of AI in public education should align with the following principles:

a. AI tools should support the needs of students and educators.

b. The implementation of AI must be equitable, accessible, and inclusive to ensure that no community is disadvantaged or excluded.

c. AI tools and their implementation must be free of cultural, racial, and gender biases, and they should not perpetuate or amplify existing biases or discrimination.

d. Educators should be involved in the development of best practices for pedagogical applications of AI.

e. The use of AI in public education should be transparent, including its applications, what data is collected, and how that data is used.

f. AI should not compromise the privacy of educators, students, or their families.

g. Educators and students should be provided guidance and training on the ethical use of AI tools.

h. Evaluation of AI implementation should be ongoing to ensure it supports the needs of students and educators and aligns with ethical standards and practices.

We recognize the efforts in this bill to prioritize student and educator privacy, ensure equity and accountability, prevent bias and discriminatory impacts, and proactively develop best practices. As we monitor this space going forward, we will continue to urge alignment with the resolution above and any forthcoming guidance on maximizing the benefits of AI for education while mitigating potential risks, harms, or overreaches.