

CAROLYN A. QUATTROCKI
Chief Deputy Attorney General

LEONARD J. HOWIE III
Deputy Attorney General

CARRIE J. WILLIAMS
Deputy Attorney General

SHARON S. MERRIWEATHER
Deputy Attorney General

ZENITA WICKHAM HURLEY
Deputy Attorney General



PETER V. BERNS
General Counsel

CHRISTIAN E. BARRERA
Chief of Staff

STATE OF MARYLAND
OFFICE OF THE ATTORNEY GENERAL

ANTHONY G. BROWN
Attorney General

February 25, 2026

TO: The Honorable Brian Feldman
Chair, Education, Energy, and the Environment Committee

FROM: Tiffany Clark
Director, Legislative Affairs Unit, Office of the Attorney General

RE: Senate Bill 375 - County Boards of Education - Artificial Intelligence
Training Program - Requirement (Letter of Information)_

The Office of the Attorney General (OAG) respectfully submits this letter to provide information to the Committee regarding Senate Bill 375 - County Boards of Education - Artificial Intelligence Training Program - Requirement. Senate Bill 375 requires the State Department of Education to develop or approve a mandatory artificial intelligence training program for all county board of education members, covering foundational and continuing annual instruction on AI fundamentals, policy development, student privacy, and procurement.

As the Committee considers this legislation, we want to ensure you have complete information about several implementation considerations that may affect the bill's effectiveness, particularly in light of the legislation's stated goal of ensuring the "safe, equitable, and strategic" deployment of AI in Maryland's public schools.

Connection to Hate Crimes and Online Safety

The OAG's Hate Crimes Commission has identified AI-enabled platforms as a growing vector for hate bias incidents in schools and online environments. The Committee may wish to consider whether the foundational training curriculum should include content on how AI systems can facilitate or amplify hate-based harm, consistent with the bill's broader safety objectives. We take no position on whether the Committee should adopt any of the above amendments. We offer this information solely to ensure the Committee has a complete picture of the bill's scope and potential gaps as currently drafted.

Alignment Between Purpose and Curriculum

The bill's preamble commits to "safe, equitable, and strategic" AI use, but the required curriculum components focus primarily on safety, privacy, and procurement. The OAG respectfully notes that the bill, as drafted, does not include equity-focused curriculum requirements. If the Committee determines that equity is a core objective of this training, it may wish to consider whether the curriculum should explicitly address topics such as algorithmic bias and its disproportionate impact on students of color, students with disabilities, and English language learners; how AI systems can perpetuate or amplify existing educational inequities; equity considerations in AI procurement and vendor evaluation; and the digital divide and access disparities that affect AI deployment outcomes across Maryland school systems.

Stakeholder Inclusion in Curriculum Development

The bill does not require the State Department of Education to include perspectives from students, families, teachers, disability rights advocates, or community organizations in developing or approving the training curriculum. These are the populations most directly affected by board members' AI-related decisions. The Committee may wish to consider whether a stakeholder engagement requirement would strengthen the curriculum's relevance and credibility.

Privacy Curriculum and Marginalized Communities

The bill requires training on student privacy and data protection laws. The OAG notes that privacy risks associated with AI tools can disproportionately affect students from marginalized communities, including those with immigration-related vulnerabilities or justice system involvement. The Committee may wish to consider whether the privacy curriculum component should explicitly address these intersectional concerns.

We appreciate the Committee's work on this issue and remain available to provide additional information as this legislation advances.