

SB0375- MYAC.pdf

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Position: FAV



Maryland Youth Advisory Council
c/o Governor's Office Children
45 Calvert Street
Annapolis, MD 21401

Graham Snyder, *Chair*
Joyce Yun, *Vice Chair*
Qamryn Askew, *Legislative Chair*

February 23, 2026

Senate Bill 375 - County Boards of Education - Artificial Intelligence Training Program - Requirement

Dear Chair Feldman and the Education, Energy, and the Environment Committee,

The Maryland Youth Advisory Council (MYAC) is a group of young leaders from across the state appointed to represent and elevate the voices of Maryland's youth. We work closely with policymakers to ensure that decisions made in Annapolis reflect the real experiences of students in our schools.

Senate Bill 0375 is a practical and necessary step forward. Artificial intelligence (AI) has become more common in classrooms. From tutoring tools to writing support, so many students are using it and the policies guiding its use must keep pace. This bill ensures that members of county boards of education receive foundational and annual training on AI developments, best practices in education, and updated guidance.

Students are already navigating this technology every day. We see both its benefits and its challenges. AI can help personalize learning and increase access to academic support, but it also raises concerns about misinformation, privacy, and academic integrity. When board members are well-informed, they are better prepared to create thoughtful policies that protect students while still encouraging innovation.

SB0375 does not overcomplicate the issue, it simply ensures that the leaders making decisions about AI in our schools understand the tools they are regulating. Ongoing training, offered in flexible formats, is a reasonable and responsible approach to governing emerging technology in education.

For these reasons, the Maryland Youth Advisory Council strongly supports Senate Bill 0375 and respectfully urges the committee to report this bill favorably. Thank you for your time and consideration.

45 Calvert Street. Annapolis MD, 21401

2.27.26 V Jacobs NSBA Testimony_ Senate Education

Uploaded by: Verjeana McCotter-Jacobs

Position: FAV



National School Boards Association
1680 Duke St. FL2, Alexandria, VA 22314-3493
Phone: (703) 838.6722 • Fax: (571) 470.5108
www.nsba.org

**TESTIMONY OF VERJEANA MCCOTTER-JACOBS
Executive Director and CEO, National School Boards Association (NSBA)**

**BEFORE THE SENATE EDUCATION, ENERGY & THE ENVIRONMENT
COMMITTEE MARYLAND GENERAL ASSEMBLY**

February 27, 2026

Chair Feldman, Vice Chair Kagan, and Committee members:

My name is Verjeana McCotter-Jacobs, CEO of the National School Boards Association and a fellow Marylander.

For a decade, I served as Chair of the Prince George’s County Board of Education and President of the Maryland Association of Boards of Education. I know firsthand that the success of any education policy depends on the strength and preparedness of our local school boards.

Today, we are witnessing the most significant technological shift since the dawn of the internet. Artificial Intelligence offers unparalleled opportunities to personalize learning for each child; empower teachers to differentiate instruction at scale; and break down accessibility barriers for multilingual and neurodivergent learners.

However, it also introduces profound questions regarding data privacy and academic integrity. Most importantly, we must ensure that high-quality AI is available to every child. Answering these challenges requires sound policy and informed, strategic leadership. That’s why NSBA partnered with the National AI Academy to launch the AI Smart Certification.

Through this self-directed online course, education leaders gain a clear understanding of AI’s impact on teaching and district operations; master best practices for protecting student data; and develop the capacity to lead AI-driven transformation without losing the human element of education.

This isn't just theory for me; I have sat in the seats of the local leaders who will carry out this work and I have talked to them about the challenge that AI represents. As we roll this program out nationally, I see a unique opportunity for Maryland to serve as the gold standard. By pairing


Transforming public education, board by board

sound state policy with local governance expertise, we can ensure our leaders use their best judgment to navigate this frontier.

For our students' future and for our state's future, we must ensure that each Maryland student—regardless of their background—is not just an AI consumer, but a master of it. Let us give our school boards the tools, our teachers the support, and our students the edge they need to lead the world.

Thank you.

Montgomery County Board of Education_SB 375_Oppose

Uploaded by: Patricia Ursprung

Position: UNF



MONTGOMERY COUNTY BOARD OF EDUCATION

Expanding Opportunity and Unleashing Potential

15 West Gude Drive ♦ Suite 100 ♦ Rockville, Maryland 20850

BILL: Senate Bill 375

TITLE: County Boards of Education - Artificial Intelligence Training Program - Requirement

DATE: February 27, 2026

POSITION: Oppose

COMMITTEE: Education, Energy, and the Environment

CONTACT: Patricia Ursprung, Coordinator, Legislative Affairs

The Montgomery County Board of Education opposes Senate Bill 375.

This bill requires the State Department of Education to develop or approve an artificial intelligence training program for members of county boards of education that each member would have to complete annually.

On August 21, 2025, the Montgomery County Board of Education adopted a legislative platform that contains priority issues and ongoing interests. One of the ongoing interests is preserving local autonomy. Based on this platform position, the Montgomery County Board of Education opposes legislation that would infringe on local control. Bills that fall into this category require specific school system action and may impact areas such as school calendars, school start times, curriculum, testing, training, procurement, and other operational decision-making. The platform also permits that Board to oppose bills that contain unfunded mandates, i.e. bills that would result in a fiscal impact on the school system with no identified funding source.

Senate Bill 375 infringes on local control and may contain an unfunded mandate. Decisions regarding training requirements, for Board members or any school system employees, are best left to the local education agencies who are able to determine in what areas training is appropriate based upon the needs of the school community. In addition, there may be cost associated with the required training in Senate Bill 375. While Board members would not be compensated for day of training, like a school system employee would, if the training has an in-person component that requires Board members to travel to a stated location there would be reimbursable costs associated with that travel.

Because Senate Bill 375 is an unfunded mandate that infringes on local control, the Board opposes this bill pursuant to its adopted platform and request an **unfavorable** report.

SB 375 - Oppose - County Boards of Education - AI

Uploaded by: Sam Mathias

Position: UNF

BILL: Senate Bill 375
TITLE: County Boards of Education - Artificial Intelligence Training Program - Requirement
HEARING DATE: February 27, 2026
POSITION: UNFAVORABLE
COMMITTEE: Education, Energy, and the Environment
CONTACT: Sam Mathias, Legal & Policy Director (smathias@mabe.org)

The Maryland Association of Boards of Education (MABE), representing all the state's local boards of education, **respectfully opposes Senate Bill 375 - County Boards of Education - Artificial Intelligence Training Program – Requirement.**

SB 375 requires the Maryland State Department of Education (MSDE) to develop or approve an artificial intelligence (AI) training program for members of county boards of education that includes a foundational training program and continued annual training. The bill includes requirements for the training curricula. Board members must take the required foundational training within one year of beginning their term and then complete the continuing AI training annually. The bill requires board members to submit their certification to the president of the county board and MSDE and requires MSDE to publicly report a list of members that did not complete the training.

MABE acknowledges that the prevalence of AI is increasing rapidly. However, a uniform, statewide mandated training for local school boards is not the answer. To our knowledge, MSDE is not an expert on artificial intelligence, and local school systems and school boards should be able to develop and/or select the trainings that best meet their needs in this rapidly evolving area. This does not need a state-mandated, one-size-fits-all approach.

SB 375 prescribes a rigid structure for annual training and specifies required elements of the training curriculum, thus constraining local board discretion and reducing flexibility in how boards design and deliver training responsive to local priorities and circumstances. In practice, many local boards of education have already developed, or are in the process of developing, policies addressing artificial intelligence, including Prince George's County, Montgomery County, Carroll County, Charles County, Baltimore City, and Frederick County. These locally driven efforts reflect thoughtful consideration of community needs, instructional goals, and operational realities.

For these reasons, **MABE respectfully requests an unfavorable report on SB 375.**

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Uploaded by: Tiffany Clark

Position: INFO

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.