SB162 PUBLIC SCHOOLS – CYBER SAFETY GUIDE AND TRAINING COURSE – DEVELOPMENT, IMPLEMENTATION, AND REPORTING

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EDUCATION, HEALTH, AND ENVIRONMENTAL AFFAIRS COMMITTEE

OPPOSE

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Anne Arundel County Public Schools (AACPS) opposes **SB162 Public Schools – Cyber Safety Guide and Training Course – Development, Implementation, and Reporting**. This bill requires the Maryland State Department of Education (MSDE), the Behavioral Health Administration within the Maryland Department of Health, the Maryland Center for School Safety (Center), and the Department of Information Technology, by July 1, 2022, to jointly develop and publish a cyber safety guide and self-guided training course for specified students, parents, and employees to be implemented in public schools beginning in the 2022-2023 school year. The guide must be posted on the websites of MSDE and the Center and distributed to each local board of education. The course must be updated annually, available on MSDE's website, and meet other specifications. Each year MSDE must compile data on the number of staff and students who have received certification or credit for completing the course. By July 1, 2022, specified agencies must report on the development of the guide and training course.

While this legislation is well-intentioned, AACPS opposes unfunded mandates as well as efforts by the General Assembly to legislate local public school curriculum or assessments. AACPS understands that technology education is critical part of a comprehensive educational program. Students must be prepared to responsibility create, use, and interact with technology. Technology education fosters the development of technological literacy and exposes students to the work performed by science, technology, engineering, and mathematics professionals.

However, this legislation is unnecessary. In 2000, The International Technology and Engineering Education Educators Association (ITEEA) published Standards for Technological Literacy: Content for the Study of Technology. The Maryland State Department of Education (MSDE) used ITEEA's standards as the foundation for Maryland Technology Education Standards. In 2005, MSDE published the Maryland Technology Education State Curriculum which defined what students must know and do to be technologically literate. Most recently in 2015, a team of stakeholders representing business, higher education, governmental agencies, non-profits, and local school systems collaborated to revise Maryland Technology Education Standards. The redesign team focused on essential skills and knowledge that are necessary to compete in the global workforce and will provide a strong foundation for technological literacy. AACPS follows digital citizenship guidelines as presented in the Maryland Technology Literacy Standards and published by the AACPS Office of Instructional Technology – the current standards meet or exceed the emphasis noted in the language of the bill. Lessons are delivered beginning in elementary school and have become an integral part of both the social studies, library media services, and health education curricula. While the bill addresses the importance of ensuring students are aware of and follow safe cyber security measures, it fails to adequately address the need for a standalone course to deliver this information to students.

In addition, it is important to note that the training requirements in the bill also create an employee workload issue. AACPS opposes legislation and mandates that will result in increased teacher and staff workloads.

Accordingly, AACPS respectfully requests an **UNFAVORABLE** committee report on SB162.