

# **SB0162 Cyber Safety Guide and Training Course\_MHAM**

Uploaded by: Emily Allen

Position: FAV

**Senate Bill 162 Public Schools - Cyber Safety Guide and Training Course - Development,  
Implementation, and Reporting**

Senate Education, Health, and Environmental Affairs Committee

January 19, 2021

**Position: Support**

The Mental Health Association of Maryland is the state's only volunteer, nonprofit citizen's organization that brings together consumers, families, professionals, advocates and concerned citizens for unified action in all aspects of mental health and mental illness. We appreciate this opportunity to submit testimony in support of Senate Bill 162.

SB 162 seeks to require the State Department of Education, the Behavioral Health Administration within the Maryland Department of Health, the Maryland Center for School Safety, and the Department of Information Technology jointly to develop and publish a cyber safety guide and training course to be implemented in public schools. This is aimed at leveraging best practices to prevent and reduce instances of cyber bullying and harassment, with information and guidance for students in third through twelfth grades, parents, and school employees who interact with students. MHAMD supports this approach, as the US Department of Education and the Department of Health and Human Services similarly state that the most effective measures to reduce the incidences and impacts of cyberbullying often include the entire school community.<sup>1</sup>

Cyberbullying impacts students on both ends of the relationship – research has shown that victims of cyberbullying report increased depressive affect, anxiety, loneliness, and suicidal behavior, and perpetrators also experience increased instances of substance use and aggression.<sup>2</sup> Cyberbullying also serves to further isolate already marginalized students: GLSEN's 2019 National School Climate Survey reports that almost 50% of TLGBQ students experienced electronic harassment, and demonstrates that TLGBQ students who reported more severe victimization regarding their sexual orientation or gender expression had lower levels of self-esteem and higher levels of depression than those who reported less severe victimization.<sup>3</sup>

The American Academy of Pediatrics suggests caregivers engage in open discussions with young children and adolescents about their online behavior, and to actively participate in implementing

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<sup>1</sup> StopBullying.gov., *Facts About Bullying*. <https://www.stopbullying.gov/resources/facts>

<sup>2</sup> Nixon, C. *Current perspectives: The impact of cyberbullying on adolescent health*. Adolescent Health, Medicine and Therapeutics, 2014. [www.ncbi.nlm.nih.gov/pmc/articles/PMC4126576/#b100-ahmt-5-143](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4126576/#b100-ahmt-5-143)

<sup>3</sup> Kosciw, J., Clark, C., Truong, N., & Zongrone, A., *The 2019 National School Climate Survey The Experiences of Lesbian, Gay, Bisexual, Transgender, and Queer Youth in Our Nation's Schools*. GLSEN, 2019. <https://www.glsen.org/sites/default/files/2020-11/NSCS19-111820.pdf>

safeguards to protect youth from engaging in cyberbullying behaviors.<sup>4</sup> By taking a wraparound approach in mandating training components for students, parents and school employees, SB 162 is following recommended guidelines and practices to create a standard of training which might best support Maryland students.

The Mental Health Association of Maryland supports the goals and intents of this bill and urges a favorable report on Senate Bill 162.

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<sup>4</sup> Schurgin O’Keeffe, G., Clarke-Pearson. K., *Council on Communications and Media Clinical report – the impact of social media on children, adolescents, and families*. Pediatrics, 2011.  
<https://pediatrics.aappublications.org/content/127/4/800>

*For more information, please contact Emily Allen at (443) 901-1588*

**2022-01-17 SB 162 (Support).pdf**

Uploaded by: Hannibal Kemerer

Position: FAV

**BRIAN E. FROSH**  
*Attorney General*



**ELIZABETH F. HARRIS**  
*Chief Deputy Attorney General*

**CAROLYN QUATTROCKI**  
*Deputy Attorney General*

**STATE OF MARYLAND**  
**OFFICE OF THE ATTORNEY GENERAL**

FACSIMILE NO.

WRITER'S DIRECT DIAL NO.

410-576-6584

January 19, 2022

**TO:** The Honorable Paul Pinsky  
Chair, Education, Health, and Environmental Affairs Committee

**FROM:** Hannibal G. Williams II Kemerer  
Chief Counsel, Legislative Affairs, Office of the Attorney General

**RE:** SB0162 – Property Tax - Deadline Extension for Homeowners to Redeem Property  
Involved in a Tax Sale – **Letter of Support**

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The Office of Attorney General urges this Committee to favorably report SB 162. If passed, Senator Hester's bill will take effect on July 1, 2022. This bill would require the State Department of Education, the Behavioral Health Administration within the Department of Health, the Maryland Center for School Safety, and the Department of Information Technology to develop and publish a cyber safety guide and training course to be implemented in public schools beginning in the 2023-2024 school year.

We advance three points in support of SB 162:

1. The bill is especially urgent given the rising internet crime in general and crimes against children in particular. The FBI's IC3 2020 Annual Internet Crime Report notes a 129% increase in reported internet crimes against children from 2018 – 2020).<sup>1</sup>
2. The bill will increase awareness among those who interact most with students: teachers and school counselors. A 2020 survey of Maryland K12 by the National Cryptologic Foundation found that 60 of 88 teachers responding to the survey knew a little or nothing about cybersecurity. While only 8 school counselors from across the State responded, half stated that they knew only a "little" about cybersecurity.<sup>2</sup>
3. From the standpoint of the Maryland Cybersecurity Council, one of the benefits of awareness raising about cyber safety is that it increases awareness of cybersecurity as a

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<sup>1</sup> See page 21 at [https://www.ic3.gov/Media/PDF/AnnualReport/2020\\_IC3Report.pdf](https://www.ic3.gov/Media/PDF/AnnualReport/2020_IC3Report.pdf)

<sup>2</sup> National Cryptologic Museum Foundation, Cybersecurity Survey of Maryland Public Education. September 2021, pp 6-7, at [https://cryptologicfoundation.org/file\\_download/inline/71ce76fa-57ff-42cd-b735-d233a4358c70](https://cryptologicfoundation.org/file_download/inline/71ce76fa-57ff-42cd-b735-d233a4358c70)

field and will help build the talent pipeline that the State needs.<sup>3</sup> Accordingly, the Council has recommended since 2016 “that the State expand its efforts to develop a pipeline of students interested in cybersecurity by exposing students to computer science in general, and *cybersecurity principles in particular*, at an early age.”<sup>4</sup>

For the foregoing reasons, the Office of the Attorney General urges a favorable report of the Senate Bill 162.

cc: Committee Members

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<sup>3</sup> See for example, the 21 January 2021 minutes of the Subcommittee on Cybersecurity Education and Workforce Development, p 2, at <https://www.umgc.edu/documents/upload/meeting-minutes-for-january-21-2021.pdf>).

<sup>4</sup> 2016 Recommendation 10 at pp 15-16 of the July 2016 Interim Report of the Council (<https://www.umgc.edu/documents/upload/maryland-cybersecurity-council-initial-activities-report.pdf>).

**Laura Nelson Testimony SB 162\_01-19-22 v.1.pdf**

Uploaded by: Laura Nelson

Position: FAV

Laura Nelson  
President & Chief Executive Officer of the National Cryptologic Museum Foundation

Testimony in Support of

**SB 162 Public Schools – Public Schools – Cyber Safety Guide and Training Course – Development, Implementation, and Reporting**

Sponsor: Senator Hester

Education, Health, and Environmental Affairs, 1:00 p.m. January 19, 2022

Chairman Pinsky and Vice Chairman Kagan and members of the Education, Health, and Environmental Affairs Committee, thank you for the opportunity to support SB 162 pertaining to Development of a Cyber Safety Guide and Training Course for Maryland Public Schools.

My name is Laura Nelson and I am the President and Chief Executive Officer of the National Cryptologic Foundation (NCF) and I serve as a member of the Maryland Cybersecurity Council on the Workforce Development Sub-committee. Also, I retired from the National Security Agency in 2018 after 37 years of service. The mission of the NCMF is to educate the public on the importance of cryptology and cybersecurity in defending our nation with a focus on educating the public, especially the nation's brightest young minds. As a nationally reputed provider of assured quality cyber education resources focused on K-20 cohorts, our efforts help reduce cyber workforce deficits and current skills shortfalls, thereby promoting cyber professions as a fulfilling career choice.

Over the past two years our children have been online more than ever as they have adapted to remote learning. Our public-school systems and families were forced to quickly adapt to a new normal without having the luxury of time to fully plan and ensure that all were operating in a safe environment. Parents and children found themselves working, learning and socializing online. While the Internet can provide a wide range of fun and educational activities, there are also inherent risks that must be understood, especially as kids surpass their parents in tech savviness. Protecting our children's digital identity

Development of a Cyber Safety Guide and Training Course will equip today's students to better understand the interconnected world around us. This can include:

- **What is cybersecurity? We all hear this term used but what does it really mean?**

Taking good care of all online data makes the internet useful, important and necessary in our lives. This involves everyone each acting in various roles as individuals, schools, companies or the government. As we consider taking care of ourselves and our own "healthcare," we ensure that we eat healthy, get exercise and when necessary, seek help from healthcare professionals. In the same way we must take steps to ensure our cyber health through "data care" ensuring that our data is secure, appropriately accessible, and reliably accurate.

- **Why is cybersecurity or "data care" important to students?**

Every time you go online data is transmitted back and forth between an individual and many data gathering entities. Consider the mobile phone and the various uses (talking, texting, video chatting, playing games, streaming content, using apps, spending and accepting money, using online accounts) all the while providing background data such as geolocation or other identification information. These are



all connected to us individually. What could possibly go wrong? You might click on a link in an email that you think is safe but turns out to be a phishing that opens a webpage that downloads a virus to your phone. Someone could hack into one of your accounts, running up charges or draining your funds. Someone might use credentials of a teacher or principal to create chaos through a false bomb scare that is texted to all students. Children need to understand the benefits and pitfalls of operating in an interconnected environment.

- **Other considerations for a student's online presence?**

**Think before you post** - Our online actions can have long lasting effects that need to be considered. In today's era of social media, adults and children post their activities with photos, memes, likes and dislikes. Our children need to understand that once something is posted online, it becomes somewhat permanent. A seemingly harmless post may be viewed by potential employers or college admissions boards unfavorably. Understanding the privacy settings of the applications must be a priority for adults and children.

**Stranger danger** - We teach our children to be wary of strangers and the same applies to online behavior. Our children need to understand to spot red flags in any online communication with strangers. Of course, the best response is no response, but they need to understand the dangers and consequences.

**Cyberbullying** – Bullying of any type can have severe consequences for our children. Cyberbullying (posting mean comments, spreading rumors, threatening or impersonating someone) can have broad psychological implications. Children need to understand that they can be comfortable talking with a parent or another trusted adult if they are being harassed. Likewise, those who bully must understand the consequences of their actions.

**What is needed at the high school level?**

A basic course providing an introduction to cybersecurity and “data care” is critical for elementary and middle school students. For high school students a deeper understanding may be required. This understanding can be broken down into eight “Big Ideas” to underpin the training. These include:

1. Ethics – Understanding of the broad ethical implications within social, organization, and personal values. This includes a basic understanding of right and wrong in online behaviors.
2. Establishing Trust – A key principle for cybersecurity is to establish and maintain trust in both users and computers or other devices.
3. Ubiquitous Connectivity – The internet is a network of networks that work seamlessly together. Understanding the basics of networking will help ensure our own security.
4. Data Security – Keeping data secure and private is essential for all individuals.
5. System Security – An understanding of system security and how hardware and software work together. This includes a basic understanding of hardware or software vulnerabilities.
6. Adversarial Thinking – Our adversaries are ever present and will exploit our weaknesses to take advantage of us for myriad reasons. Understanding what might possibly go wrong will help individuals better protect themselves from exploitation.
7. Risk – An understanding of the complexity of systems of systems, the presence of adversaries, and the dynamic and distributed nature of computing.
8. Implications – Advances and decisions at a local level in computing, connectivity, and big data are driving a global, interconnected phenomenon and have significant cybersecurity

implications. Students need to understand important historical events and their cybersecurity implications.

Providing cybersecurity training at the high school level will provide a deeper understanding of the opportunities that an ever-increasing interconnected world provides, but also the accompanying inherent challenges and risk. This depth of training will serve Maryland Public School students well as they transition to college or enter the workforce.

I am in full support of SB162 as providing cybersecurity training from elementary through high school is critical for our children. Our children must be prepared to live in a world of interconnected phones, computers and “things” and have a basic understanding how they can best protect themselves and ensure their privacy and security.

To the members of this committee, thank you once again for the opportunity to give testimony here today.

# **SB 162.Cyber Safety Guide and Training Course.pdf**

Uploaded by: John Woolums

Position: FWA

**BILL:** Senate Bill 162  
**TITLE:** Public Schools - Cyber Safety Guide and Training Course - Development, Implementation, and Reporting  
**DATE:** January 19, 2022  
**POSITION:** SUPPORT WITH AMENDMENT  
**COMMITTEE:** Education, Health, and Environmental Affairs Committee  
**CONTACT:** John R. Woolums, Esq.

The Maryland Association of Boards of Education (MABE) supports Senate Bill 162, with amendments to clarify that any curricular or course of student instruction elements of the bill ensure that the content of classroom instruction and adoption of any new course be at the discretion of the local school system.

This bill addresses a very important issue, and one highlighted by the unprecedented utilization by all students of online learning throughout the school closures necessitated by the COVID-19 pandemic. However, the bill proposes to mandate not only the development of a cyber safety guide and professional development training but also a course of instruction to be offered in grades 3 through 12 beginning in the 2023-2024 school year. MABE has no objection to the joint efforts of the Maryland State Department of Education (MSDE), Maryland Department of Health (MDH), Maryland Center for School Safety, and Department of Information Technology to develop resources for use in instruction and professional development regarding safe internet, social media, and technology usage. However, MABE is concerned with the prescriptive nature of the mandate to implement each of these provisions.

Therefore, MABE requests an amendment to strike “IMPLEMENTED IN” and replace with “DISTRIBUTED AND MADE AVAILABLE FOR THE DISCRETIONARY USE BY” in line 4 on page 2.

As this committee knows, MABE opposes efforts by the General Assembly to legislate curriculum, firmly believing that this role belongs to local boards of education in conjunction with the State Board. In the context of recognizing the essential role of the state legislature in enacting laws which establish the framework for key elements of the State’s approach to public education, MABE continues to support local decision-making authority in developing and implementing curriculum and courses of instruction. However, MABE appreciates the value of the State’s investment in developing the types of cyber safety resources proposed under Senate Bill 162.

For these reasons, MABE requests a favorable report on Senate Bill 162 with the amendments described above.

# **SB162 – FWA Sponsor Testimony.pdf**

Uploaded by: Katie Fry Hester

Position: FWA

**KATIE FRY HESTER**  
*Legislative District 9*  
Carroll and Howard Counties

Education, Health, and  
Environmental Affairs Committee

Chair, Joint Committee on  
Cybersecurity, Information Technology  
and Biotechnology



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**THE SENATE OF MARYLAND**  
ANNAPOLIS, MARYLAND 21401

**Testimony in Support of SB 162 - Public Schools - Cyber Safety Guide and Training Course - Development, Implementation, and Reporting**

January 19th, 2022

Chair Pinsky, Vice Chair Kagan, Members of the Education, Health, and Environmental Affairs Committee

Thank you for your consideration of Senate Bill 162, which is a reintroduction of Senate Bill 231 from last year. This simple bill directs the State Department of Education, the Maryland Department of Health, and the Behavioral Health Administration to develop a cyber safety guide and training course in consultation with professionals who specialize in child development and child psychology. The guide will include information and best practices promoting responsible internet use through the prevention and management of:

- Cyberbullying
- Content depicting or encouraging self-harm
- Hate speech and graphic content
- Identity theft and cybersecurity threats
- Dissemination of false information
- Negative impacts of social media and technology usage on behavioral and physical health

The handbook will then be posted to the websites of the Department of Education, Department of Health, and the Behavioral Health Administration, and distributed to each county board of education for their own use.

Over the past two years, more of our lives have been spent online than ever. While we've all taken necessary steps to slow the spread of COVID, we have depended on technology

for work, school, and to connect with one another. For those of us with children, I'm sure you've noticed just how much our children are online, now more than ever.

In 2019, the Joint Committee on Cybersecurity, IT, and Biotechnology received testimony from Dr. Jacob Swartz from Georgetown University Hospital, and Dr. Steven Czinn from the University of Maryland School of Medicine, who noted that 95% of teens in 2018 had access to a smartphone, 45% were online at almost all times, and over 90% used a social media platform—and this was before COVID shifted life online. Since 2010, the suicide rate among teen boys has doubled and the suicide rate among teen girls has tripled.

While correlation does not always mean causation, recent research has shown complex links between mental health and social media usage. Simple steps like minimizing screen time early in life, participating in healthy patterns of co-use on the part of the parent, and modeling healthy screen use can make all the difference - but they do require knowledge of best practices and a concerted effort on all our parts to come together and address this complex public health issue.

You will see in the fiscal note of the legislation that while MSDE estimates that general fund expenditures may increase if contractual services are necessary, the Department of Legislative Services notes that free modules and services are available to meet the requirements of the bill at reduced cost. DLS also notes that development and distribution of the cyber safety guidebook can be achieved with existing resources. You will also see a letter of information from MSDE in the bill file that is generally supportive, but that has two main questions; my office is working with MSDE right now on technical amendments to resolve those questions, and I hope to have their full support soon.

I think it's time we make decisive action on this important issue. I believe this work is important to our constituents, and will be of great use to parents, teachers, and students attempting to balance the demands of an increasingly digital world with their own mental and behavioral well-being. For that reason **I respectfully request a favorable report on SB162.**

Sincerely,

A handwritten signature in black ink that reads "Katie Fry Hester". The signature is written in a cursive, flowing style.

Senator Katie Fry Hester  
Howard and Carroll Counties

# **Sexting ed - Cyber bill - testimony - senate - 202**

Uploaded by: Lisae C Jordan

Position: FWA





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## Working to end sexual violence in Maryland

P.O. Box 8782  
Silver Spring, MD 20907  
Phone: 301-565-2277  
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For more information contact:  
Lisae C. Jordan, Esquire  
443-995-5544  
www.mcasa.org

### **Testimony Supporting Senate Bill 162 with Amendment Lisae C. Jordan, Executive Director & Counsel January 19, 2022**

The Maryland Coalition Against Sexual Assault (MCASA) is a non-profit membership organization that includes the State's seventeen rape crisis centers, law enforcement, mental health and health care providers, attorneys, educators, survivors of sexual violence and other concerned individuals. MCASA includes the Sexual Assault Legal Institute (SALI) which provides direct legal services for survivors across Maryland. We urge the Education, Health & Environmental Affairs to report favorably on Senate Bill 162 with Amendment.

#### **Senate Bill 162 – Cyber Education – Addition of Sexting**

SB162 would create a comprehensive educational curriculum for school children regarding cyber safety. The Maryland Coalition Against Sexual Assault (MCASA) applauds this effort. The COVID 19 pandemic has made it even more important as children spend more and more time on-line and perpetrators of sexual violence and exploitation seek to make contact with them. We note that SB162 already includes a requirement to provide education regarding “sexually graphic content” and believe this is wise and appropriate. We ask the Committee to consider adding additional requirements regarding sexting and are concerned that without specific language, the curricula developed may omit voluntary exchange of images between teens who are dating. It is critical that children receive education about this issue.

#### **Incidence of Sexting**

A recent study published in JAMA Pediatrics surveyed more than 110,000 teens and found about 27% of teens have admitted to receiving a sext.<sup>1</sup> This is believable, if not an underestimate, considering most teens have access to a cell phone, and a simple Google search generates over 21 million results for “*how to sext*”.

#### **Risks from Sexting & Need for Response**

While sexting is common, it also poses serious risks of a range of harms by increasing the risk of revenge porn, sextortion, sex trafficking, negative impact on employment or academic options, and more. Promises to keep images private are not always kept and the Digital Era makes it all too easy to distribute images. In December 2020, a New York Times article reported that Pornhub, the epicenter of online pornography, was hosting and monetizing videos of sexual assault, trafficking victims, and exploited youth (Kristof, 2020). At the time, anyone was allowed to upload personal content to the platform. The site's faulty and insufficient approval process allowed these videos to be uploaded to the site (Daily Mail, 2021). Sexting can provide content for these types of sites and, although the actions could give rise to

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<sup>1</sup> Sheri Madigan et al., *Prevalence of Multiple Forms of Sexting Behavior Among Youth: A Systematic Review and Meta-analysis*, 172 JAMA Pediatrics 327–335 (2018)

other charges, the harm to the exploited youth is serious and irreversible: once an image is on the Internet, it lives there forever.

Education has been proven to deter the act of sexting.<sup>2</sup> Professor Quince Hopkins and her students at the University of Maryland Law School researched this issue and found a number of already existing curricula that Maryland could easily adopt. They range in cost from about \$50-\$500. Alternatively, Texas has developed its own educational program, called “Before You Text” and Maryland could develop a similar program and incorporate it into Cyber education. <https://txssc.txstate.edu/tools/courses/before-you-text/>

**The Maryland Coalition Against Sexual Assault urges the  
Education, Health & Environmental Affairs Committee to  
report favorably on Senate Bill 162 with Amendment**

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<sup>2</sup>Joseph Paravecchia, Note, *Sexting and Subsidiarity: How Increased Participation and Education from Private Entities May Deter the Production, Distribution, and Possession of Child Pornography Among Minors*, 10 AVE MARIA L. REV. 235, 242-48 (2011);

# **SB162 Cyber Safety Guide and Training Course 1.19.**

Uploaded by: Jeanette Ortiz

Position: UNF



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

January 19, 2022

EDUCATION, HEALTH, AND ENVIRONMENTAL AFFAIRS COMMITTEE

**OPPOSE**

Jeanette Ortiz, Esq., Legislative & Policy Counsel (410.703.5352)

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 responsibly 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.

# **SB 162 - LOI - Public Schools – Cyber Safety Guide**

Uploaded by: Ary Amerikaner

Position: INFO



**Mohammed Choudhury**  
State Superintendent of Schools

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<b>BILL:</b>	Senate Bill 162	<b>DATE:</b>	January 19, 2022
<b>SUBJECT:</b>	Public Schools – Cyber Safety Guide and Training Course – Development, Implementation, and Reporting	<b>COMMITTEE:</b>	Education, Health, and Environmental Affairs
<b>POSITION:</b>	Information Only		
<b>CONTACT:</b>	Ary Amerikaner 410-767-0090 <a href="mailto:ary.amerikaner@maryland.gov">ary.amerikaner@maryland.gov</a>		

**EXPLANATION:**

The Maryland State Department of Education (MSDE) respectfully submits this information regarding **Senate Bill 162 – Public Schools – Cyber Safety Guide and Training Course – Development, Implementation, and Reporting**, which would require the Maryland State Department of Education, the Behavioral Health Administration within the Maryland Department of Health, the Maryland Center for School Safety, and the Department of Information Technology to develop and publish a cyber-safety guide and online training courses for students in third through twelfth grades, parents, and all school employees who interact with students. Implementation is to occur in the 2023-2024 school year.

While the Department is supportive of the development and publication of a cybersecurity guide and online training courses, MSDE registers concerns regarding the timeline for the development and implementation of the guide and courses due to requirements in the Blueprint for Maryland’s Future that MSDE and the State Board develop new curricular standards and resources for every grade level designed to be used by local school systems to meet college and career ready standards for students.

Creation of the deliverables will be a multi-step process to ensure the content is age appropriate and engaging and that the course design and materials meet all accessibility requirements. Extending the due date for the implementation of the course to SY 2024-2025 would ensure there is adequate time to develop the course and guide effectively.

We respectfully request that you consider this information as you deliberate **Senate Bill 162**. Please contact Ary Amerikaner, at 410-767-0090, or [ary.amerikaner@maryland.gov](mailto:ary.amerikaner@maryland.gov), for any additional information.