HOUSE BILL REPORT
SSB 6273

As Reported by House Committee On:
Education

Title: An act relating to safe technology use and digital citizenship in public schools.

Brief Description: Concerning safe technology use and digital citizenship in public schools.

Sponsors: Senate Committee on Early Learning & K-12 Education (originally sponsored by Senators Liias, Litzow, Rolfes, Fain, Mullet, Carlyle, Billig, Fraser and McAuliffe).

Brief History:
Committee Activity:
Education: 2/22/16, 2/25/16 [DPA].

Brief Summary of Substitute Bill
(As Amended by Committee)

- Requires the Office of the Superintendent of Public Instruction to develop best practices and recommendations for instruction on digital citizenship, Internet safety, and media literacy, in consultation with stakeholders.

- Requires a report to the Legislature on strategies for statewide implementation of the best practices and recommendations.

HOUSE COMMITTEE ON EDUCATION

Majority Report: Do pass as amended. Signed by 20 members: Representatives Santos, Chair; Ortiz-Self, Vice Chair; Reykdal, Vice Chair; Magendanz, Ranking Minority Member; Muri, Assistant Ranking Minority Member; Stambaugh, Assistant Ranking Minority Member; Bergquist, Caldier, Griffey, Hargrove, Harris, Hayes, Kilduff, Klippert, Kuderer, McCaslin, Orwall, Pollet, Rossetti and Springer.

Staff: Ashley Fisher (786-7296) and Megan Wargacki (786-7194).

Background:

Education Technology.

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.

Legislation enacted in 1993 defines "education technology" or "technology" as the effective use of electronic and optical tools, including telephones, and electronic and optical pathways in helping students learn. Legislation enacted in 2007 defines "technology literacy" as the ability to: responsibly, creatively, and effectively use technology to communicate; access, collect, manage, integrate, and evaluate information; solve problems and create solutions; build and share knowledge; and improve and enhance learning in all subject areas and experiences. The 2007 legislation also specified that technology fluency is demonstrated when students apply technology to real-world experiences, adapt to changing technologies, modify and create new technologies, and personalize technology to meet personal needs, interests, and learning styles.

Education Technology Plan.
The Superintendent of Public Instruction (Superintendent) last updated its state K-12 education technology plan in 2012. The plan includes: (1) the provision of technical assistance to school districts to help implement and train staff in the use of technology in curricular and administrative functions; (2) the development of a network that connects school districts, institutions of higher learning, and other sources of online information; and (3) methods to equitably increase the use of education technology throughout the state.

Essential Academic Learning Requirements.
In 2008 the Superintendent developed Essential Academic Learning Requirements (EALRs) and Grade Level Expectations for educational technology literacy and technology fluency in grades K-12. In developing the EALRs, the Superintendent was required to review current standards developed by other states, and national and international technology associations.

The educational technology EALRs involve integration and digital citizenship components. In meeting the integration component, students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate, and solve problems. In meeting the digital citizenship component, students demonstrate clear understanding of technology systems and operations and practice safe, legal, and ethical behavior.

Educational Technology Support Centers.
Subject to available funding, educational service districts must establish regional educational technology support centers to provide ongoing educator training and other technical and programmatic support.

Summary of Amended Bill:

By December 1, 2016, the Office of the Superintendent of Public Instruction (OSPI) must develop best practices and recommendations for instruction on digital citizenship, Internet safety, and media literacy, and report strategies for statewide implementation of the best practices and recommendations to the appropriate committees of the Legislature.

Best practices and recommendations must include instruction that provides guidance about thoughtful, safe, and strategic uses of online and other media resources, and education on how to apply critical thinking skills when consuming and producing information. To identify

best practices and recommendations, the OSPI must convene and consult with a stakeholder advisory committee (committee). Recommendations produced by the committee may include:

- revisions to the state EALRs for educational technology;
- revisions to the model policy and procedures on electronic resources and Internet safety developed by Washington State School Directors Association;
- school districts processes necessary to develop customized district policies and procedures on electronic resources and Internet safety, best practices, resources, and models for instruction in digital citizenship, Internet safety, and media literacy; and
- strategies that will support school districts in local implementation of the best practices and recommendations.

Amended Bill Compared to Substitute Bill:

The amended bill clarifies that the OSPI must develop best practices and recommendations in Internet safety and media literacy, in addition to digital citizenship.

The deadline by which the OSPI must develop best practices and recommendations is changed from August 1, 2016, to December 1, 2016. A requirement is added that the OSPI report strategies for statewide implementation of best practices and recommendations to the appropriate committees of the Legislature by December 1, 2016.

A requirement is made that the OSPI-developed best practices and recommendations include guidance about thoughtful, safe, and strategic uses of online and other media resources, and education on how to apply critical thinking skills when consuming and producing information.

Internet safety and cyberbullying prevention and response are added to the definition of "digital citizenship."

The requirement that school districts review policy and procedures on electronic resources and Internet safety is removed.

Appropriation: None.

Fiscal Note: Available.

Effective Date of Amended Bill: The bill takes effect 90 days after adjournment of the session in which the bill is passed.

Staff Summary of Public Testimony:

(In support) Since 2003 more tools and information have been created than those created during the rest of human history. Students need to be taught how to sift through these messages and use information safely and ethically. Students are exposed to 70,000 ads for alcohol before age 21. Two year olds recognize brand logos and have brand loyalty. Girls

and women are bombarded with unrealistic messages they cannot live up to, and these messages impact their self-esteem. Cyberbulling and subtweeting occur, with devastating consequences.

Each year, students spend 125 fewer hours in class than on screens. Children do not have the sophistication or years to understand and process what they are exposed to. They are taught to apply critical thinking skills when reading, writing, and using hard copy. They should be taught to do the same when using the devices that they use to read and write online and produce their own media.

Better practices and standards should be embedded into curricula and coursework already taking place. Once they are taught, teachers see how easy it is to embed these concepts into their curricula.

School districts need the resources created by the bill, such as the advisory group. Without them, districts have differing abilities to implement best practices and recommendations. The bill is mindful of the time it will take for districts to engage in a process with their communities to create a policy that makes sense at the local level.

(Opposed) None.

Persons Testifying: Senator Liias, prime sponsor; Claire Beach and Linda Kennedy, Action for Media Education; Marilyn Cohen, Northwest Center for Excellence in Media Literacy; Trent House, learning.com; Carolyn Logue, Washington Library Association and Washington Media Association Interest Group; Sharyn Merrigan, Olympia School District; and Jessica Vavrus, Washington State School Directors Association.

Persons Signed In To Testify But Not Testifying: None.