



# **SCHOOL BOARD ACTION REPORT**

**DATE:** October 5, 2018  
**FROM:** Denise Juneau, Superintendent  
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**For Introduction:** October 17, 2018  
**For Action:** October 30, 2018

## **1. TITLE**

Repeal of Policy 2023, Classroom Use of Electronically Accessible Materials, and approval of new Policy 2023, Digital Citizenship and Media Literacy

## **2. PURPOSE**

This Board Action Report repeals Policy 2023, Classroom Use of Electronically Accessible Materials, and replaces it with the new Policy 2023, Digital Citizenship and Media Literacy. The new policy updates policy guidance regarding Digital Citizenship and Media Literacy. The repealed Policy 2023 is proposed to become a new superintendent procedure.

## **3. RECOMMENDED MOTION**

I move that the School Board repeal Policy 2023, Classroom Use of Electronically Accessible Materials, and replace it with the new Policy 2023, Digital Citizenship and Media Literacy as attached to the Board Action Report.

## **4. BACKGROUND INFORMATION**

- a. Background** In 2016, the Legislature passed a bill recognizing that with the ever-increasing prevalence of technology in and outside of the classroom, students must learn how to use that technology in ways that are safe, ethical, responsible, and effective. To that end, the Legislature defined digital citizenship as including the norms of appropriate, responsible, and healthy behavior related to current technology use, including digital and media literacy, ethics, etiquette, and security. Per the legislation, the term also includes the ability to access, analyze, evaluate, develop, produce, and interpret media, as well as internet safety and cyberbullying prevention and response. The same legislation, Substitute Senate Bill 6273, also directed the Office of the Superintendent of Public Instruction to convene an advisory committee to develop best practices and instruction in digital citizenship. In 2016, the OSPI Digital Citizenship Advisory Committee developed a report to the Legislature with recommendations regarding digital citizenship and media literacy. In early 2017, the Legislature passed Senate Bill 5449 and directed the Washington State School Directors Association (WSSDA) to review its model policy and procedure on electronic resources and internet safety. WSSDA, utilizing the OSPI report, developed a model policy designed to promote and instill in students the principles of appropriate, responsible, and healthy use of technology. The policy also encompasses

elements of successful implementation, including professional development for teachers and staff; dynamic electronic resources, policies, and practices; community engagement; and student instruction across a district's curriculum.

Another development necessitating a policy on digital citizenship and media literacy is the adoption on May 18, 2018 of the new Washington State Educational Technology Standards. WSSDA's development of the model policy 2023 presents an opportunity for Seattle Public Schools to update its guidance of the development of digital citizenship and media literacy, aligned with the new technology standards, to help better prepare students for the increasingly technological requirements of college, career and life. The WSSDA model policy draft was revised to align with Seattle Public Schools' policy format. After approval, a superintendent procedure 2023 will be developed to provide further guidance for digital citizenship and media literacy. It proposed that the existing Policy 2023, Classroom Use of Electronically Accessible Materials, after repeal, will become Superintendent Procedure 2022SP.C, a new procedure attached to Policy 2022, Electronic Resources and Use of the Internet.

- b. Alternatives:** Do not approve the repeal of the existing Policy 2023 and replacement by the proposed new Policy 2023. This is not recommended as district and school leaders, and staff will not be provided the additional guidance in the development of digital citizenship and media literacy.
- c. Research:** Digital citizenship and media literacy are two aspects of student learning that are aimed at strengthening achievement. The teaching of digital citizenship mitigates against some of the well-documented negative aspects of technology in education. These include student exposure to dangerous content or victimization, cyberbullying and harassment, and lowering the quality of learning by reducing guidance by high quality teachers. At the same time, media literacy expresses the positive relationship of technology to the educational process that greatly improves the quality of student learning and increases the effectiveness and impact of teachers and teaching. Both terms emphasize equity in access to technology, including underserved populations of students. Research included OSPI's 2018 Educational Technology Standards, <http://www.k12.wa.us/EdTech/Standards/default.aspx>, and OSPI's Digital Citizenship & Media Literacy Resources, <http://edtech.ospi.k12.wa.us/course/view.php?id=62>.

The two key terms are defined as follows:

**Digital Citizenship**— The new Washington State Educational Technology Standards define and list four elements of digital citizenship.

Digital Citizen - Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

- Students practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life.

- With guidance from an educator, students understand how to be careful when using devices and how to be safe online, follow safety rules when using the internet and collaborate with others.
- With guidance from an educator, students learn about ownership and sharing of information, and how to respect the work of others
- With guidance from an educator, students demonstrate an understanding that technology is all around them and the importance of keeping their information private.

**Media literacy**— The Washington State Educational Technology Standards define the importance of Media Literacy in Educational Technology as:

Students must know more than how to use technology. They must become fluent in analyzing the messages delivered via technology, and the motivation for the messages. Some experts estimate that we are exposed to over two million advertisements in our lifetime. Unpacking the messages, both overt and covert, in digital media is an essential 21st century skill. Fortunately, educational technology shares responsibility with all other subject areas to promote critical thinking and analysis skills as students evaluate information in any format, including digital media. Analyzing media influences is an essential skill that needs to be addressed in science, the arts, social studies, English language arts, history, health, and all other subject areas. Educational technology has a unique opportunity to reinforce critical thinking and analysis skills across disciplines. Based on feedback from the expert panel reviewing the draft standards for bias and cultural sensitivity, OSPI incorporated additional samples of student performance that include a focus on building media literacy skills.

**5. FISCAL IMPACT/REVENUE SOURCE**

There is no direct fiscal impact in the proposed Policy revisions. Implementation may have fiscal impacts.

Expenditure:  One-time  Annual  Multi-Year  N/A

Revenue:  One-time  Annual  Multi-Year  N/A

**6. COMMUNITY ENGAGEMENT**

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

In order to assure that the amended language provided the intended improvements in digital citizenship and media literacy safety, engagement took place in the form of review of the policy by the Board’s Information Technology Advisory Committee and an opportunity for comments and questions provided.

**7. EQUITY ANALYSIS**

The benefits to students of color are clearly outlined by analyzing the policy through the lens of the Racial Equity Tool. The improvement in explicit guidance and development of digital citizenship and media literacy will help ensure that all students, including those from historically underserved communities, will have a positive and appropriate learning experience. The policy spells out the learning that must take place in all schools, especially those serving communities of color, that will create ethical and literate digital citizens. As well, the policies and related procedures will ensure that students of all backgrounds and regardless of ability will be able to access technological resources. As pointed out in the policy 2023 draft, “The District acknowledges the need for digital and online policies that are dynamic and responsive to diverse community standards and student learning outcomes.”

**8. STUDENT BENEFIT**

By adopting the new version of Policy 2023, district and school staff will have clearer and more explicit guidance on the development of digital citizenship and media literacy. It will provide the staff of the Department of Technology Services and the department of Curriculum, Assessment and Instruction principles on which to base professional development work with teachers and principals regarding the appropriate use of technology in learning. The teaching of digital citizenship mitigates against some of the well-documented negative aspects of technology in education. These include student exposure to dangerous content or victimization, cyberbullying and harassment, and lowering the quality of learning by reducing guidance by high quality teachers. At the same time, media literacy expresses the positive relationship of technology to the educational process that greatly improves the quality of student learning and increases the effectiveness and impact of teachers and teaching. Both digital citizenship and media literacy emphasize equity in access to technology, including underserved populations of students.

**9. WHY BOARD ACTION IS NECESSARY**

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter

Board Policy No. \_\_\_\_\_, [TITLE], provides the Board shall approve this item

Other: \_\_\_\_\_

**10. POLICY IMPLICATION**

This action would adopt a new Policy 2023, Digital Citizenship and Media Literacy, to provide improved guidance on those topics. The existing Policy 2023, Classroom Use of Electronically Accessible Materials, is proposed to be incorporated into a new superintendent procedure.

**11. BOARD COMMITTEE RECOMMENDATION**


This motion was discussed at the Curriculum and Instruction Committee meeting on October 5, 2018. The Committee reviewed the motion and recommendation moving forward for approval by the full Board of Directors.

**12. TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion, the revisions in Policy 2023 will lead to the developing Superintendent Procedure 2023.

**13. ATTACHMENTS**

- Current Policy 2023, Classroom Use of Electronically Accessible Materials (for repeal)
- Proposed new Policy 2023, Digital Citizenship and Media Literacy (for approval)

	<p><b>CLASSROOM USE OF ELECTRONICALLY ACCESSIBLE MATERIALS</b></p> <p><u><b>- FOR REPEAL -</b></u></p>	<p>Policy No. 2023</p> <p>December 7, 2011</p> <p>Page 1 of 1</p>
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When using films, videos and television for classroom instruction, care shall be taken that the content is appropriate for the intended audience.

1. The instructor shall preview all video, film, electronic resources, including online video, and non-live television shows prior to showing them to students to determine how the resource meets or enhances course objectives and to ensure that it is age appropriate.
2. For live television and online video that cannot be prerecorded, the instructor shall give thoughtful consideration to how the content meets or enhances course objectives.
3. If the instructor feels that the subject matter is controversial, or if the film is rated R, or if the video, film, or television show is rated for an age older than students who will be viewing it, then parents/guardians shall be notified in advance in writing.
4. The instructor shall inform the principal of notices sent to parents/guardians about a video, film, or television show.
5. If a parent/guardian objects to the student participating in the viewing, the parent/guardian shall contact the instructor, and the student will be provided an alternative learning opportunity.
6. Any video, film, or online video content intended for purchase shall be evaluated as described in district guidelines.

Adopted: December 2011

Revised:

Cross Reference: Policy No. 2022

Related Superintendent Procedure:

Previous Policies: C24.00

Legal References:

Management Resources:

 <p>SEATTLE PUBLIC SCHOOLS</p>	<p>DIGITAL CITIZENSHIP &amp; MEDIA LITERACY</p> <p><u>- FOR APPROVAL -</u></p>	<p>Policy No. 2023</p> <p>DATE</p> <p>Page 1 of 1</p>
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The Seattle School Board recognizes that students use technology to play, learn, and communicate while at school and at home and finds it is important that they learn to use technology responsibly. The Board is committed to educating every student to use technology in ways that augment their learning experience, leading to analysis, evaluation, reflection, and enhanced skills of expression. It is the goal of the Board that the principles of digital citizenship and media literacy are promoted in the District and instilled in each of its students.

Digital citizenship reflects appropriate, legal, responsible, and healthy behavior related to current technology use, including digital literacy, ethics, etiquette, and security. Digital citizenship includes the important skills to access, evaluate, develop, produce, and interpret media, as well as Internet safety, cyberbullying prevention and response, and permanence and impacts of their digital identity.

Media literacy reflects the ability to analyze, evaluate, create, and act using a variety of communication tools. Media literacy includes the ability to understand how and why media messages and images are constructed and for what purposes they are used. Media literate citizens can adapt to changing technologies and develop required new skills as they engage in life-long learning. They can identify and interpret all forms of bias, including racial and other forms of explicit and implicit bias, in media messages and recognize how this bias can influence beliefs and behavior. Media literacy will empower students to participate as informed and active citizens in a democracy.

The Board authorizes the Superintendent or their designee to establish procedures to realize the goals of this policy.

Adopted: [October 2018](#)  
~~December 2011~~ Revised:  
Cross Reference: Policy No. 2022  
Related Superintendent Procedure:  
Previous Policies: C24.00; [Prior Policy No. 2023 \(adopted December 2011 and repealed October 2018\)](#)  
Legal References:  
Management Resources: