



SCHOOL BOARD ACTION REPORT

DATE: October 8, 2019
FROM: Director Rick Burke

For Introduction: October 16, 2019
For Action: November 6, 2019

1. TITLE

Revisions to Board Policy No. 2022, Electronic Resources and Use of the Internet

2. PURPOSE

This Board Action Report approves revisions to Board Policy No. 2022, Electronic Resources and Use of the Internet.

3. RECOMMENDED MOTION

I move that the School Board approve the revisions to Board Policy No. 2022, Electronic Resources and Use of the Internet, as attached to the Board Action Report.

4. BACKGROUND INFORMATION

- a. **Background** One revision of Board Policy No. 2022 is contained in the new section 6 on “Policy and Practices” and relates to responding to legislative action requiring an annual review of use of digital resources and Internet safety. In 2016, the Legislature passed a bill recognizing that with the ever-increasing prevalence of technology in and out of the classroom, students must learn how to use digital tools and resources in ways that are safe, ethical, responsible, and effective. To that end, the Legislature expressed its desire for school districts to set consistent norms of appropriate, responsible, and healthy behavior related to current technology use, including digital and media literacy, ethics, etiquette, and security. In early 2017, the Legislature passed Senate Bill 5449 and directed the Washington State School Directors Association (WSSDA) to review model policies and procedures on digital resources and internet safety. WSSDA offered these models in December 2017. The Seattle School Board approved one of the model policies, Policy 2023, Digital Literacy and Media Literacy, in October 2018. In addition, the legislation required that starting in the 2017-18 school year, districts will be required to review their policy and procedure on electronic resources and internet safety annually. Districts’ review must involve representation from students, parents or guardians, teachers, teacher-librarians, administrators, and community representatives with experience and expertise in digital citizenship, media literacy, and internet safety issues. procedure. The district has responded by forming the Instructional Technology Advisory Committee (ITAC). WSSDA’s development of model policies and procedures presents an opportunity for Seattle Public Schools to update its guidance of the use of digital resources and the Internet. The aim is to help better prepare students for the increasingly technological requirements of college, career and life. The revision in Board Policy No.

2022 codifies the ongoing engagement activities in the district around the use of technology.

Other revisions in Board Policy No. 2022 accomplish the following: 1) By replacing the use of the word “electronic” with the word “digital” in the revisions, it aligns the language with legislation and current use; 2) By connecting the classroom use of digital instructional materials with Board Policy No. 2015, Adoption of Instructional Materials, the policy provides guidance for the review and approval of digital materials used by students; and 3) The revisions instruct the district to develop procedures to assure student safety, privacy and accessibility for all students. After approval of the revisions of Board Policy No. 2022, Superintendent Procedure 2022SP, Electronic Resources/Use of the Internet, will be revised to provide detailed guidance for digital resources and Internet use and safety.

The second major revision includes a section on “Student Personal Electronic Devices”, relating also to the increasing prevalence of digital devices among students as young as elementary age. Anecdotal reports from school staff reveal that devices can be a source of disruption and misbehavior unless there are clear limits placed on their use.

Balancing the district-wide desire expressed in feedback for clear limits on student technology use with a strong countervailing trend of educators and community members opposing blanket restrictions, the section establishes consistent district policies to address disruptive and inappropriate use of personal electronic devices while still allowing for device access in the case of emergencies or outside of school hours.

- b. **Alternatives** Do not approve revisions of Board Policy No. 2022. This is not recommended as district and school leaders, and staff will not be provided the additional guidance in the use of digital resources and Internet use and will not assist the district in compliance with legislative direction.
- c. **Research** As the Board believes that students need to be proficient users of information, media, and technology to succeed in a digital world, it is important to teach appropriate and safe use of digital resources. The teaching is important in that it 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. Appropriate use of technology in the educational process improves the quality of student learning and increases the effectiveness and impact of teachers and teaching. The ability to use digital resources appropriately is also a matter of equity in access to technology, including underserved populations of students. The research supporting the benefits of technology use 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 requirement in the policy language adopting district-wide guidelines preventing disruption to instruction as well as inappropriate use addresses the need for responsible and safe use of technology in education.

Studies about the adverse impacts of smartphone usage in learning environments are prevalent worldwide and span a wide range of age groups. Research on higher learning in Tanzania mirrors the results in USA that overexposure to smartphones has negative impacts on academic engagement and/or performance. Emerging trends in educational practices also show that an increasing number of private schools, more affluent families, and parents working in the tech sector are significantly limiting student access to personal electronic devices.

Smartphones' Effects on Academic Performance of Higher Learning Students
<https://pdfs.semanticscholar.org/1203/16b911f8e69ec4b79efdc5b6bda9fbf23ec6.pdf>

Brain Drain: The Mere Presence of One's Own Smartphone Reduces Available Cognitive Capacity
<https://www.journals.uchicago.edu/doi/full/10.1086/691462>

Facebook and texting made me do it: Media-induced task-switching while studying
<https://www.sciencedirect.com/science/article/pii/S0747563212003305>

The Digital Gap Between Rich and Poor Kids Is Not What We Expected
<https://www.nytimes.com/2018/10/26/style/digital-divide-screens-schools.html>

5. **FISCAL IMPACT/REVENUE SOURCE**

There is no immediate fiscal impact to the proposed policy change

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 in Section 6 of the policy regarding engagement on technology use provided the intended improvements in the use of digital resources and the Internet, engagement took place in the form of review of the policy by the Board Curriculum and Instruction Policy Committee, the Board's Information Technology Advisory Committee (ITAC) and an opportunity for comments and questions provided.

Regarding limitations on student personal electronic devices, ITAC was consulted, and surveys were administered to all SPS principals and teachers. Several community organizations were surveyed for a sampling of stakeholder sentiment resulting in limited data, but clear trends. The surveys could not be deemed scientific, but the percentages along with the consistent arguments for and against in the accompanying comments demonstrate how divided opinion was. For K-8 principals, it was 55% in support of prohibiting use, 45% against. For teachers (278 responses), 70% in support of prohibiting use, 30% against.

From sampling of members of community organizations, the percentages were still divided, although the limited number of responses (46 total) prevents drawing strong conclusions from the numbers. The trend differed somewhat from educators, with 70% of community and parents disagreeing with the policy change, 24% supportive, and 6% with no opinion.

What is more meaningful to understanding the issue is the stated reasons, with similarities stretching across stakeholder groups. For supporters of the policy prohibition, whether principals, teachers or community/parent members, the reasons were consistent in citing disruption of instruction and inappropriate use of devices. Some principals cited the advantage of having a consistent policy relieving them of the burden of fostering acceptance of school rules. A lesser number mentioned a theme of equity in some students not having access to devices. For those opposing, the reasons were just as fervent, but more varied, especially by the background of the participants. Educators stated the need to teach students how to conduct themselves responsibly with the technology rather than prohibiting use altogether. Some discussed uses as another visual aid or time management tool for students, as in taking snapshots of written work. A number of principals expressed concern about one more rule to enforce added to an already large workload. Parents and community members cited the use of devices not supplied by the school as supports for students with 504 or individualized education plans. Safety and connection with parents were important. Community members of color, as well as a small number of educators made strong statements that enforcing rules on technology would disproportionately impact students of color in a similar manner as other forms of discipline.

Based on this engagement, the policy language was altered to expressly allow for PED use in support of IEPs and 504 plans. Additionally, the development of associated superintendent procedure 2022SP shall provide intentional guidance to schools about implementation best practices to prevent disproportionate discipline.

7. EQUITY ANALYSIS

The new policy features aim to improve explicit guidance in the use of digital resources and the Internet so that all students, including those from historically underserved communities, will have a positive and appropriate learning experience. The policy spells out the professional development and student 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.

Regarding the language on student personal electronic devices, it was important to analyze the feedback on the impact on students of color. The Racial Equity Tool was used to organize the insights from the feedback. Reflecting the contentious nature of the feedback, the survey information noted these insights:

- A consistent application of the prohibition may result in a reduction in the disruption of the educational environment, inappropriate use of technology, and distraction cause by loss, theft, etc.
- The possible benefits to learning by the use of student personal devices in classrooms are weighed against the inequities in access favoring advantaged students
- An unintended consequence may be an increase in disciplinary actions as a result of enforcing the prohibition.
- A possible inequitable result of the disciplinary actions might be a disproportionate impact on students of color.
- A blanket prohibition in the use of student personal electronic devices does not consider accommodations for 504 students or specially designed instruction utilizing personal devices supplied by the family.

As a result of the feedback, the following language was added to the policy: “Students having an IEP, 504 Plan or Individual Health Care Plan (IHP) that includes specific accommodations for assistive technology may use a PED during the school day following the process outlined in the student’s IEP, 504 Plan or IHP”.

8. STUDENT BENEFIT

By adopting the revisions in Board Policy No. 2022, district and school staff will have clear and explicit guidance on the use of digital resources and the Internet. It will provide the staff of the Department of Technology Services and the department of Curriculum, Assessment and Instruction guidance to base professional development work with teachers and principals and student learning regarding the appropriate use of technology in learning. The guidelines around appropriate use of digital resources 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. The guidance provided by Board Policy No. 2022 strengthens the positive relationship of technology to the educational process, improving the quality of student learning and increasing the effective impact of teachers and teaching. Such guidance is essential in ensuring equity in access to technology, especially for underserved populations of students.

9. WHY BOARD ACTION IS NECESSARY

Amount of contract initial value or contract amendment exceeds \$250,000 (Board Policy No. 6220)

Amount of grant exceeds \$250,000 in a single fiscal year (Board 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 revise the language and retitle of current Board Policy No. 2022, Electronic Resources and Use of the Internet, to provide improved guidance on those topics.

11. BOARD COMMITTEE RECOMMENDATION


This motion was discussed at the Curriculum and Instruction Committee meeting on October 8, 2019. The Committee reviewed the motion and moved the item forward for consideration by the full Board.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the new Board Policy No. 2022 will be posted and the revisions in the policy will lead to the development of Superintendent Procedure 2022SP_[WES1]. The Board approved Student Rights and Responsibilities language will also be studied to determine whether adjustments are needed as a result of policy and procedure changes.

13. ATTACHMENTS

- Board Policy No. 2022, retitled Digital Resources and Use of the Internet – clean (for approval)
- Board Policy No. 2022, Electronic Resources and Use of the Internet – redline (for reference)
- Board Policy No. 2022, current (for reference)
- Racial Equity Analysis Tool (for reference)

 <p data-bbox="341 367 503 483">SEATTLE PUBLIC SCHOOLS</p>	<p data-bbox="641 273 974 378">DIGITAL RESOURCES AND USE OF THE INTERNET</p>	<p data-bbox="1079 262 1307 304">Policy No. 2022</p> <p data-bbox="1153 367 1242 409">[date]</p> <p data-bbox="1112 441 1274 483">Page 1 of 3</p>
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Digital Resources

The Seattle School Board recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The Board also believes that students will benefit as proficient users of information, media, and technology in our increasingly digital world.

Therefore, the district will use digital resources responsibly to support student learning of core subjects and applied skills in relevant and rigorous ways. It is the district’s goal to provide students with appropriate and relevant opportunities to use technology for important purposes in schools just as individuals in workplaces and other real-life settings.

Digital resources sufficient to support the educational mission shall be provided by the district, including but not limited to computer hardware and peripherals, wired and wireless network infrastructure, educational and productivity software, technical support, and staff professional development.

The Board authorizes the Superintendent or his or her designee to ensure equitable access to digital resources that support innovative teaching and learning, to provide appropriate staff development opportunities, and to develop procedures to support this policy. Procedures should address student safety, accessibility and protection of privacy.

All digital instructional materials for classroom and student use are subject to the guidance of Policy No. 2015, Selection and Adoption of Instructional Materials and Superintendent Procedure 2015SP.C, Approval of Supplemental Instructional Materials.

Use of the Internet

Internet use in the district shall promote safe online activity for children, protect children from cybercrimes, including crimes by online predators and cyberbullying, and help shield children from materials that is inappropriate for minors.

To promote the safe and appropriate online behavior of students and staff as they access material from the Internet, the district will use the following four part approach. However, given the ever-changing nature of the internet, the district cannot guarantee that a student will never be able to access objectionable material.

1. Network Use Agreement

Any student or staff member using the Internet from a computer in a Seattle School District facility must have a valid Network Use Agreement on file.

2. Filter

All district-owned computers in all Seattle School District facilities capable of accessing the Internet must use filtering software to prevent access to obscene, racist, hateful, or violent material.

3. Supervision

When students use the Internet from school facilities, district employees will make a reasonable effort to supervise student access and use of the Internet. If material is accessed that violates standards in the materials selection procedures or the Network Use Agreement, the district employee may instruct the student to cease using that material, and/or implement sanctions contained in the Network Use Agreement.

4. Instruction

All students will be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

Student Personal Electronic Devices

Personal electronic devices (PEDs) including mobile phones, music players, cameras, video games, and other small electronic devices which are not supplied by the district or school are the sole responsibility of the student. Seattle Public Schools is not responsible for support, maintenance, damage or loss of any personal devices used in or on district facilities.

Use of personal electronic devices during school hours is prohibited in all schools grades K-8, and permitted in high school only on a limited basis as provided by individual school and classroom policies. Students having an IEP, 504 Plan or Individual Health Care Plan (IHP) that includes specific accommodations for assistive technology may use a PED during the school day following the process outlined in the student's IEP, 504 Plan or IHP.

Students shall not be required to own or use a non-district supplied PED for any lessons or instruction. Detailed guidance on PEDs shall be provided in Superintendent Procedure.

The District acknowledges the need for digital and online policies that are dynamic and responsive to diverse community standards and student learning outcomes. The District shall annually review its policies and procedures on electronic resources, Internet safety, digital citizenship, and media literacy. The District authorizes the Superintendent to develop further procedures and guidelines.

Adopted: December 2011

Revised: [DATE]


Cross Reference: Policy Nos. 2015, 2020; 2025; 3207; 3208; 3231; 3241; 4040; 4400; 5253; 5281

Related Superintendent Procedure: 2022SP.A, 2022SP.B; 2015SP.C

Previous Policies: C23.00; D139.00

Legal References: 18 USC §§ 2510-2522 Electronic Communication Privacy Act; RCW 28A.650.045

Management Resources: *Policy News*, December 2017, June 2001; June 2008; 1998

 <p>SEATTLE PUBLIC SCHOOLS</p>	<p>ELECTRONICDIGITAL RESOURCES AND USE OF THE INTERNET</p>	<p>Policy No. 2022 December 7, 2011</p> <p>[date]</p> <p>Page 1 of 3</p>
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ElectronicDigital Resources

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Therefore, the district will use electroniedigital resources ~~as a powerful and compelling means for students~~ **responsibly** to ~~learn~~ **support student learning of** core subjects and applied skills in relevant and rigorous ways. It is the district's goal to provide students with ~~rich~~ **appropriate** and ~~ample~~ **relevant** opportunities to use technology for important purposes in schools just as individuals in workplaces and other real-life settings. ~~The district's technology will enable educators and students to communicate, learn, share, collaborate and create, to think and solve problems, to manage their work and to take ownership of their lives.~~

Digital resources sufficient to support the educational mission shall be provided by the district, including but not limited to computer hardware and peripherals, wired and wireless network infrastructure, educational and productivity software, technical support, and staff professional development.

The Board authorizes the Superintendent or his or her designee to ~~create strong electronic educational systems~~ **ensure equitable access to digital resources** that support innovative teaching and learning, to provide appropriate staff development opportunities, and to develop procedures to support this policy. Procedures should address student safety, accessibility and protection of privacy.

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3. Supervision

When students use the Internet from school facilities, district employees will make a reasonable effort to supervise student access and use of the Internet. If material is accessed that violates standards in the materials selection procedures or the Network Use Agreement, ~~then~~ the district employee may instruct the ~~person~~ student to cease using that material, and/or implement sanctions contained in the Network Use Agreement.

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The District acknowledges the need for digital and online policies that are dynamic and responsive to diverse community standards and student learning outcomes. The District shall annually review its policies and procedures on electronic resources, Internet safety, digital citizenship, and media literacy. The District authorizes the Superintendent to develop further procedures and guidelines.

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Electronic Resources

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Therefore, the district will use electronic resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways. It is the district’s goal to provide students with rich and ample opportunities to use technology for important purposes in schools just as individuals in workplaces and other real-life settings. The district’s technology will enable educators and students to communicate, learn, share, collaborate and create, to think and solve problems, to manage their work and to take ownership of their lives.

The Board authorizes the Superintendent or his or her designee to create strong electronic educational systems that support innovative teaching and learning, to provide appropriate staff development opportunities, and to develop procedures to support this policy.

Use of the Internet

The question of Internet safety includes issues regarding the use of the Internet, Internet-ready, and other electronic devices, in a manner that promotes safe online activity for children, protects children from cybercrimes, including crimes by online predators and cyberbullying, and helps parents shield their children from materials that is inappropriate for minors.

To promote the safe and appropriate online behavior of students and staff as they access material from the Internet, the district will use the following four-part approach. However, given the ever-changing nature of the internet, the district cannot guarantee that a student will never be able to access objectionable material.

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Related Superintendent Procedure: 2022SP

Previous Policies: C23.00; D139.00

Legal References: 18 USC §§ 2510-2522 Electronic Communication Privacy Act

Management Resources: *Policy News*, June 2001; June 2008; 1998



Racial Equity Analysis Tool

Rev. 3/3/19

Seattle Public Schools Strategic Plan

Theory of Action: When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system...

By:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

Then we will eliminate the opportunity and achievement gaps and every student will receive a high-quality, world-class education.

In Seattle Public Schools We Agree:

- That in order to eliminate racial inequities, it is essential that race be clearly called out and institutional racism be addressed within our own organization as well as in the broader systems with which we interact.
- To explore and develop a shared understanding relating to racial equity, and we also recognize that we are all at different places as individuals, programs, departments and school communities. We are committed to move forward with a focus that is intentional and strategic within our organization. We will openly share challenges, successes and lessons learned to help move the sum of our race equity work forward.
- To have collective buy-in to racial equity best practices, we will each take responsibility for using the racial equity tool and take a learner stance. Accountability for implementation and use within our own organization and to our respective communities (children, students, families and schools) will be essential.
- To approach racial equity analyses from an evaluative / continuous improvement perspective, as opposed to a **check list**. We will seek to strengthen programs, policies and procedures until racial inequities are eliminated.
- That if the strategy, practice, policy, or procedure works for our most vulnerable communities, it works for everyone. The reverse however, is not true.
- That we will not let the perceived barriers such as (time, agendas, schedules, etc.) prevent us from interrupting patterns of racial inequity within our schools, our departments and programs.



Racial Equity Analysis Tool

Rev. 3/3/19

Ensuring Educational and Racial Equity School Board Policy #0030

Racial Equity Analysis: The district shall review existing policies, programs, professional development and procedures to ensure the promotion of racial equity, and all applicable new policies, programs and procedures will be developed using a racial equity analysis tool.

STEP 1: Set Outcomes, Identify and Engage Stakeholders

Leadership sets key racially equitable outcomes and engages stakeholders (SPS staff and community members.)

1. What does your department/division/school define as racially equitable outcomes related to this issue?
2. How will leadership communicate key outcomes to stakeholders for racial equity to guide analysis?
3. How will leadership identify and engage stakeholders: racial/ethnic groups potentially impacted by this decision, especially communities of color, including students who are English language learners and students who have special needs?
 - That the prohibition does not cause a disproportional loss of access to technology or loss of learning opportunities to students of color
 - That any benefits or improvements to the learning environment as a result of the prohibition equally impacts all racial groups
 - That disciplinary actions resulting in enforcing the prohibition does not increase the disproportionate impact on students of color

STEP 2: Engage Stakeholders in Analyzing Data

Stakeholders (SPS staff and community members) gather and review quantitative and qualitative disaggregated data and specific information to determine impacts or consequences.

1. How will you collect specific information about the school, program and community conditions to help you determine if this decision will create racial inequities that would increase the opportunity gap?
2. Are there negative impacts for specific student demographic groups, including English language learners and students with special needs?
 - Surveys will be conducted among a selection of stakeholders, including the Instructional Technology Advisory Committee, principals, teachers, parents and community via the Southeast Seattle Educational Coalition, Equity and Racial Advisory Committee, a small sample of students.

STEP 3: Ensuring educational and racial equity /Determine Benefit or Burden

Stakeholders (SPS staff and community members) collaborate to analyze how this policy/decision/proposal/initiative/budget issue will increase or decrease educational and racial equity.

1. What are the potential benefits or unintended consequences?
2. What would it look like if this policy/decision/initiative/proposal ensured educational and racial equity for every student?
 - From feedback generated by surveys, a consistent application of the prohibition may result in a reduction in the disruption of the educational environment, inappropriate use of technology, and distraction cause by loss, theft, etc.



Racial Equity Analysis Tool

Rev. 3/3/19

- The possible benefits to learning by the use of student personal devices in classrooms are weighed against the inequities in access favoring advantaged students
- An unintended consequence is an increase in disciplinary actions as a result of enforcing the prohibition.
- A possible inequitable result of the disciplinary actions might be disproportionate impact on students of color.
- A blanket prohibition in the use of student personal electronic devices does not take into account accommodations for 504 students or specially designed instruction utilizing personal devices supplied by the family.

STEP 4: Evaluate Success Indicators and/or Mitigation Plans

Stakeholders (SPS staff and community members) identify ongoing measures of success or mitigation plans for negative impacts

1. How will you evaluate and be accountable for making sure that the proposed solution ensures educational equity for all students, families and staff?
2. What are specific steps you will take to address impacts (including unintended consequences), and how will you continue to partner with stakeholders to ensure educational equity for every student?
 - Levels of disciplinary actions will be monitored to see if there is an increase or decrease as a result of the prohibition
 - Allocations of student technology increasing access to learning favoring schools with higher concentrations of students of color will be monitored. Increases in district-supplied technology would ensure that all students have access to the learning enhanced by technology.

After conducting the analysis, reflect and discuss:

What are the lessons learned?

What resources are needed to make changes?

What are the next steps?