**5626-S AMH ED H1736.3 - NOT FOR FLOOR USE**

**SSB 5626** - H COMM AMD

By Committee on Education

**NOT CONSIDERED 01/02/2024**

Strike everything after the enacting clause and insert the following:

"**Sec.**  RCW 28A.300.840 and 2021 c 301 s 6 are each amended to read as follows:

(1)(a) The office of the superintendent of public instruction shall establish a ((~~grant program for the purposes of supporting~~)) media literacy and digital citizenship ((~~through school district leadership teams~~)) grant program. The office of the superintendent of public instruction shall establish and publish criteria for the grant program, and may accept gifts, grants, or endowments from public or private sources for the grant program.

(b)(i) Subject to the availability of amounts appropriated for this specific purpose, the office of the superintendent of public instruction shall award grants to school districts and educational service districts that submit a grant proposal to implement one or more of the activities described in subsection (2) of this section.

(ii) A school district or educational service district may partner with a nonprofit organization for the purpose of assisting in the administration of a grant awarded under this section. For a school district or educational service district to partner with a nonprofit for the purpose of assisting in the administration of a grant under this section, the intent to partner with a nonprofit must be included in the grant proposal.

(c) A school district or educational service district that receives a grant under this section is not prohibited from receiving a grant in subsequent grant cycles.

(2)((~~(a) For a school district to qualify for a grant under this section, the grant proposal must provide that the grantee~~)) Grants awarded under this section may be used for the following activities:

(a) To create a district leadership team that develops a curriculum unit on media literacy, synthetic media, or digital citizenship, or ((~~both~~)) a combination of these topics, that may be integrated into one ((~~of the following areas:~~

~~(i) Social studies;~~

~~(ii) English language arts; or~~

~~(iii) Health.~~

~~(b) School districts selected under the grant program are expected to evaluate the curriculum unit they develop under this subsection (2).~~

~~(c) In developing their curriculum unit, school districts selected under the grant program are~~)) or more subject areas. The district leadership team is encouraged to work with school district teacher-librarians or a school district library information technology program, if applicable((~~.~~

~~(3) The establishment of the grant program under this section is subject to the availability of amounts appropriated for this specific purpose.~~

~~(4) The curriculum unit developed under this section must be made available as an open educational resource.~~

~~(5)(a) Up to 10 grants a year awarded under this section must be for establishing~~));

(b) To establish media literacy professional learning communities with ((~~the purpose of sharing best practices in the subject of media literacy.~~

~~(b)(i) Grant recipients under this subsection (5) are required to develop~~)) an online presence ((~~for their community~~)) to model new strategies and to share ideas, challenges, and successful practices((~~.~~

~~(ii) Grant recipients shall~~));

(c) To attend the group meetings ((~~created~~)) convened by the office of the superintendent of public instruction ((~~under (c) of this subsection (5).~~

~~(c) The office of the superintendent of public instruction shall convene group meetings~~)) for the purpose of sharing best practices and strategies in media literacy education((~~.~~

~~(d) Additional activities permitted for the use of these grants include, but are not limited to:~~

~~(i) Organizing teachers from across a school district to develop new~~));

(d) To develop instructional strategies and to share successful strategies((~~;~~

~~(ii) Sharing successful~~)) and practices across a group of school districts or an educational service district; ((~~and~~

~~(iii) Facilitating coordination~~)) (e) To provide professional development on issues of media literacy, including the state learning standards related to media literacy, which may include training for district leaders, administrative staff, instructional staff, or any combination thereof, and which may be coordinated between educational service districts and school districts ((~~to provide training.~~

~~(6)(a) At least one grant awarded in each award cycle must be for developing and using a curriculum that contains a focus on synthetic media as a major component.~~

~~(b)~~));

(f) To develop strategies to utilize existing funding in integrating media literacy into various subject areas;

(g) To support successful implementation of state learning standards related to media literacy, digital citizenship, or both;

(h) To acquire resources on media literacy instruction and integration.

(3) Any curriculum units, best practices and strategies, trainings, and other resources developed using grants awarded under this section must be submitted to the office of the superintendent of public instruction.

(4) For the purposes of this section, "synthetic media" means an image, an audio recording, or a video recording of an individual's appearance, speech, or conduct that has been intentionally manipulated with the use of digital technology in a manner to create a realistic but false image, audio, or video.

((~~(7)~~)) (5) This section expires July 31, ((~~2031~~)) 2033.

**Sec.**  RCW 28A.650.045 and 2017 c 90 s 2 are each amended to read as follows:

(1)((~~(a) By December 1, 2016, the office of the superintendent of public instruction shall develop best practices and recommendations for instruction in digital citizenship, internet safety, and media literacy, and report to the appropriate committees of the legislature, in accordance with RCW 43.01.036, on strategies to implement the best practices and recommendations statewide. The best practices and recommendations must be developed in consultation with an advisory committee as specified in (b) of this subsection. 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.~~

~~(b) The office of the superintendent of public instruction must convene and consult with an advisory committee when developing best practices and recommendations for instruction in digital citizenship, internet safety, and media literacy. The advisory committee must include: Representatives from the Washington state school directors' association; experts in digital citizenship, internet safety, and media literacy; teacher-librarians as defined in RCW 28A.320.240; and other stakeholders, including parent associations, educators, and administrators. Recommendations produced by the committee may include, but are not limited to:~~

~~(i) Revisions to the state learning standards for educational technology, required under RCW 28A.655.075;~~

~~(ii) Revisions to the model policy and procedures on electronic resources and internet safety developed by the Washington state school directors' association;~~

~~(iii) School district processes necessary to develop customized district policies and procedures on electronic resources and internet safety;~~

~~(iv) Best practices, resources, and models for instruction in digital citizenship, internet safety, and media literacy; and~~

~~(v) Strategies that will support school districts in local implementation of the best practices and recommendations developed by the office of the superintendent of public instruction under (a) of this subsection.~~

~~(2) Beginning in the 2017-18 school year, a~~)) Each school district shall annually review its policy and procedures on electronic resources and internet safety. In reviewing and amending the policy and procedures, a school district must:

(a) Involve a representation of students, parents or guardians, teachers, teacher-librarians, other school employees, administrators, and community representatives with experience or expertise in digital citizenship, media literacy, and internet safety issues;

(b) Consider customizing the model policy and procedures on electronic resources and internet safety developed by the Washington state school directors' association;

(c) Consider existing school district resources; and

(d) Consider best practices, resources, and models for instruction in digital citizenship, internet safety, and media literacy, including methods to involve parents.

((~~(3)~~)) (2)(a) By December 1, 2017, the Washington state school directors' association shall review and revise its model policy and procedures on electronic resources and internet safety to better support digital citizenship, media literacy, and internet safety in schools. The model policy and procedures must contain provisions requiring that media literacy resources consist of a balance of sources and perspectives.

(b) By December 1, 2017, the Washington state school directors' association shall develop a checklist of items for school districts to consider when updating their policy and procedures under subsection ((~~(2)~~)) (1) of this section.

**Sec.**  RCW 28A.650.050 and 2017 c 90 s 4 are each amended to read as follows:

(1) The office of the superintendent of public instruction shall create a web-based location with links to recommended successful practices and resources to support digital citizenship, media literacy, and internet safety ((~~for use in the 2017-18 school year. The web-based location must incorporate the information gathered by the survey in section 3, chapter 90, Laws of 2017~~)) or may house the recommended successful practices and resources in the open courseware depository identified under RCW 28A.300.803.

(2) ((~~Thereafter, the~~)) The office of the superintendent of public instruction shall ((~~continue to~~)) periodically identify and develop ((~~additional~~)) open educational resources to support digital citizenship, media literacy, and internet safety in schools for the web-based location created under subsection (1) of this section and may house the open educational resources in the open courseware depository identified under RCW 28A.300.803.

(3) The office of the superintendent of public instruction shall consider adding the curriculum units, best practices and strategies, trainings, and other resources developed using the media literacy and digital citizenship grants awarded under RCW 28A.300.840 to the web-based location created under subsection (1) of this section, the open courseware depository identified under RCW 28A.300.803, or both.

(4) Media literacy resources must consist of a balance of sources and perspectives.

**Sec.**  RCW 28A.655.070 and 2019 c 252 s 119 are each amended to read as follows:

(1) The superintendent of public instruction shall develop state learning standards that identify the knowledge and skills all public school students need to know and be able to do based on the student learning goals in RCW 28A.150.210, develop student assessments, and implement the accountability recommendations and requests regarding assistance, rewards, and recognition of the state board of education.

(2) The superintendent of public instruction shall:

(a) Periodically revise the state learning standards, as needed, based on the student learning goals in RCW 28A.150.210. Goals one and two shall be considered primary. To the maximum extent possible, the superintendent shall integrate goal four and the knowledge and skill areas in the other goals in the state learning standards; and

(b) Review and prioritize the state learning standards and identify, with clear and concise descriptions, the grade level content expectations to be assessed on the statewide student assessment and used for state or federal accountability purposes. The review, prioritization, and identification shall result in more focus and targeting with an emphasis on depth over breadth in the number of grade level content expectations assessed at each grade level. Grade level content expectations shall be articulated over the grades as a sequence of expectations and performances that are logical, build with increasing depth after foundational knowledge and skills are acquired, and reflect, where appropriate, the sequential nature of the discipline. The office of the superintendent of public instruction, within seven working days, shall post on its website any grade level content expectations provided to an assessment vendor for use in constructing the statewide student assessment.

(3)(a) In consultation with the state board of education, the superintendent of public instruction shall maintain and continue to develop and revise a statewide academic assessment system in the content areas of reading, writing, mathematics, and science for use in the elementary, middle, and high school years designed to determine if each student has mastered the state learning standards identified in subsection (1) of this section. School districts shall administer the assessments under guidelines adopted by the superintendent of public instruction. The academic assessment system may include a variety of assessment methods, including criterion-referenced and performance-based measures.

(b) Effective with the 2009 administration of the Washington assessment of student learning and continuing with the statewide student assessment, the superintendent shall redesign the assessment in the content areas of reading, mathematics, and science in all grades except high school by shortening test administration and reducing the number of short answer and extended response questions.

(c) By the 2014-15 school year, the superintendent of public instruction, in consultation with the state board of education, shall modify the statewide student assessment system to transition to assessments developed with a multistate consortium, as provided in this subsection:

(i) The assessments developed with a multistate consortium to assess student proficiency in English language arts and mathematics shall be administered beginning in the 2014-15 school year, and beginning with the graduating class of 2020, the assessments must be administered to students in the tenth grade. The reading and writing assessments shall not be administered by the superintendent of public instruction or schools after the 2013-14 school year.

(ii) The high school assessments in English language arts and mathematics in (c)(i) of this subsection shall be used for the purposes of federal and state accountability and for assessing student career and college readiness.

(d) The statewide academic assessment system must also include the Washington access to instruction and measurement assessment for students with significant cognitive challenges.

(4) If the superintendent proposes any modification to the state learning standards or the statewide assessments, then the superintendent shall, upon request, provide opportunities for the education committees of the house of representatives and the senate to review the assessments and proposed modifications to the state learning standards before the modifications are adopted.

(5) The assessment system shall be designed so that the results under the assessment system are used by educators as tools to evaluate instructional practices, and to initiate appropriate educational support for students who have not mastered the state learning standards at the appropriate periods in the student's educational development.

(6) By September 2007, the results for reading and mathematics shall be reported in a format that will allow parents and teachers to determine the academic gain a student has acquired in those content areas from one school year to the next.

(7) To assist parents and teachers in their efforts to provide educational support to individual students, the superintendent of public instruction shall provide as much individual student performance information as possible within the constraints of the assessment system's item bank. The superintendent shall also provide to school districts:

(a) Information on classroom-based and other assessments that may provide additional achievement information for individual students; and

(b) A collection of diagnostic tools that educators may use to evaluate the academic status of individual students. The tools shall be designed to be inexpensive, easily administered, and quickly and easily scored, with results provided in a format that may be easily shared with parents and students.

(8) To the maximum extent possible, the superintendent shall integrate knowledge and skill areas in development of the assessments.

(9) Assessments for goals three and four of RCW 28A.150.210 shall be integrated in the state learning standards and assessments for goals one and two.

(10) The superintendent shall develop assessments that are directly related to the state learning standards, and are not biased toward persons with different learning styles, racial or ethnic backgrounds, or on the basis of gender.

(11) The superintendent shall review available and appropriate options for competency-based assessments that meet the state learning standards. In accordance with the review required by this subsection, the superintendent shall provide a report and recommendations to the education committees of the house of representatives and the senate by November 1, 2019.

(12) The superintendent shall consider methods to address the unique needs of special education students when developing the assessments under this section.

(13) The superintendent shall consider methods to address the unique needs of highly capable students when developing the assessments under this section.

(14) The superintendent shall post on the superintendent's website lists of resources and model assessments in social studies, the arts, and health and fitness.

(15) The superintendent shall integrate financial education skills and content knowledge into the state learning standards pursuant to RCW 28A.300.460(2)(d).

(16) The superintendent shall integrate media literacy into relevant state learning standards as the state learning standards are revised, as required under subsection (2) of this section. For the purposes of this subsection, "media literacy" means the ability to:

(a) Access relevant and accurate information using a wide range of forms and sources;

(b) Critically analyze the comprehensiveness, relevance, credibility, authority, and accuracy of information content;

(c) Make informed decisions based on accurate information obtained from media and digital sources;

(d) Recognize the authenticity of artificially generated content derived from information and communication technologies;

(e) Responsibly operate various forms of technology and digital tools; and

(f) Reflect on how the use of media and technology may affect private and public life.

(17)(a) The superintendent shall notify the state board of education in writing before initiating the development or revision of the state learning standards under subsections (1) and (2) of this section. The notification must be provided to the state board of education in advance for review at a regularly scheduled or special board meeting and must include the following information:

(i) The subject matter of the state learning standards;

(ii) The reason or reasons the superintendent is initiating the development or revision; and

(iii) The process and timeline that the superintendent intends to follow for the development or revision.

(b) The state board of education may provide a response to the superintendent's notification for consideration in the development or revision process in (a) of this subsection.

(c) Prior to adoption by the superintendent of any new or revised state learning standards, the superintendent shall submit the proposed new or revised state learning standards to the state board of education in advance in writing for review at a regularly scheduled or special board meeting. The state board of education may provide a response to the superintendent's proposal for consideration prior to final adoption.

((~~(17)~~)) (18) The state board of education may propose new or revised state learning standards to the superintendent. The superintendent must respond to the state board of education's proposal in writing."

Correct the title.

EFFECT: (1) Strikes provisions in the underlying bill that direct, subject to appropriation, the Office of the Superintendent of Public Instruction (OSPI) to establish a program to expand the capability of school districts to integrate media literacy and digital citizenship into given subject areas through teacher support.

(2) Directs the OSPI to integrate media literacy skills and content knowledge into relevant state learning standards, as the state learning standards are revised.

(3) Defines the term media literacy.

(4) Integrates provisions establishing a new media literacy and digital citizenship grant program into an existing media literacy and digital citizenship grant program by: (a) Extending eligibility for the existing grants to educational service districts; (b) expanding the activities for which grants may be awarded to, among other things, include professional development on the topics of media literacy and digital citizenship, integrating these topics into other subject areas, and acquiring resources on media literacy instruction and integration; and (c) simplifying existing limits on the use of the existing grants.

(5) Adds that curriculum units, best practices and strategies, trainings, and other resources developed using the media literacy and digital citizenship grants must be submitted to the OSPI and that the OSPI must consider adding these resources to existing web-based locations containing similar materials.

(6) Allows open educational resources to support digital citizenship, media literacy, and internet safety to be housed in an existing the open courseware depository.

(7) Makes other nonsubstantive changes such as: Adding subsection references; and removing obsolete provisions directing the OSPI to develop best practices and recommendations for instruction in digital citizenship, internet safety, and media literacy.