
Education Committee

HB 2637

Brief Description: Expanding school library information and technology programs.

Sponsors: Representatives Pettigrew, Harris, Steele, Doglio, Rude, Goodman, Stokesbary, Bergquist, Stonier, Fitzgibbon, Callan, Thai, Valdez, Hudgins, Gregerson, Leavitt, Pollet and Riccelli.

Brief Summary of Bill

- Directs the Office of the Superintendent of Public Instruction (OSPI) to oversee school library information and technology (SLIT) programs by performing specified minimum activities, such as identifying a point of contact at the OSPI to respond to SLIT inquiries and analyzing data related to the implement of SLIT programs.
- Allocates, beginning September 1, 2021, additional funding to school districts with a teacher-librarian to student ratio greater than that specified for each prototypical school level to the extent of, and proportionate to, the school district's demonstrated ratio of teacher-librarians to students for that prototypical school level, up to a maximum allocation of 1.0 teacher-librarians.
- Requires that school districts have a policy that acknowledge the requirement to provide every student with access to SLIT programs and procedures that describe how students can access SLIT resources and materials.
- Requires the OSPI to provide reports to the Legislature with information about and recommendations to improve SLIT programs; and with the results of a study on the benefits of SLIT programs and teacher-librarians on student educational outcomes.

Hearing Date: 1/28/20

Staff: Megan Wargacki (786-7194).

Background:

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.

Educational Technology Literacy and Technology Fluency Goals and Standards. One of the four goals of basic education is to provide every student opportunities to develop the knowledge and skills essential to think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems;

The state learning standards and grade level expectations for educational technology literacy and technology fluency identify the knowledge and skills that all public school students need to know and be able to do in the areas of technology and technology literacy. Technology literacy means the ability to responsibly, creatively, and effectively use appropriate 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. Technology fluency builds upon technology literacy and is demonstrated when students apply technology to real-world experiences; adapt to changing technologies; modify current and create new technologies; and personalize technology to meet personal needs, interests, and learning styles.

Within funds specifically appropriated therefor, the superintendent shall obtain or develop education technology assessments that may be administered in the elementary, middle, and high school grades to assess the essential academic learning requirements for technology. The assessments shall be designed to be classroom or project-based so that they can be embedded in classroom instruction and be administered and scored by school staff throughout the regular school year using consistent scoring criteria and procedures. By the 2010-11 school year, these assessments shall be made available to school districts for the districts' voluntary use. If a school district uses the assessments created under this section, then the school district shall notify the superintendent of public instruction of the use. The superintendent shall report annually to the legislature on the number of school districts that use the assessments each school year. Beginning December 1, 2010, and annually thereafter, the superintendent of public instruction shall provide a report to the relevant legislative committees regarding the use of the assessments.

School Library and Information Technology Programs. Every board of directors is required to provide resources and materials for the operation of school library information and technology (SLIT) programs as the board deems necessary for the proper education of the district's students or as otherwise required by law or rule of the Superintendent of Public Instruction (SPI). A school-based SLIT program is staffed by a teacher-librarian and provides a broad, flexible array of services, resources, and instruction that support student mastery of the state learning standards in all subject areas and the implementation of the district's school improvement plan.

Teacher-Librarians. A teacher-librarian is a certificated teacher with a library media endorsement. The teacher-librarian, through the SLIT program, must collaborate as an instructional partner to help all students meet the content goals in all subject areas, and assist high school students completing high school and beyond plans required for graduation.

The prototypical school funding formula allocates funding to school districts based on assumed levels of staff and other resources necessary to support a "prototypical" school. School districts have discretion over how these state funds are spent, subject to some limits under the formula: The prototypical school funding formula provides an allocation of one teacher-librarian for every

603 full-time equivalent (FTE) elementary school students; one for every 832 FTE middle school students; and one for every 1,147 FTE high school students.

Summary of Bill:

The SPI must oversee SLIT programs by doing the following five activities, at a minimum:

- identifying a single point of contact at the Office of the Superintendent of Public Instruction (OSPI) to respond to library information and technology inquiries;
- gathering and analyzing data related to the implementation of SLIT programs and the assessment of students' educational technology literacy and technology fluency;
- assisting public schools with the effective implementation of SLIT programs;
- supporting public schools in evaluating how they are providing opportunities for every student to meet basic education technology literacy and fluency goals;
- identifying and sharing assessments and other measures of students' knowledge and skill in the areas of educational technology literacy and technology fluency; and
- producing, in consultation with the Washington State School Directors' Association, guidance for school districts on the best models and practices for SLIT programs.

By December 15, 2020, and by December 15, 2021, the OSPI must submit to the Legislature preliminary and final reports that include information about, and recommendations to improve, SLIT programs. The final report must include nine specified elements, including data and recommendations related to the quality of and access to SLIT programs.

By December 15, 2022, the OSPI must report to the Legislature with the results of a study on the benefits of SLIT programs and teacher-librarians on student educational outcomes.

Beginning September 1, 2021, additional state funding is allocated to school districts with a teacher-librarian to student ratio greater than that specified for each prototypical school level to the extent of, and proportionate to, the school district's demonstrated ratio of teacher-librarians to students for that prototypical school level, up to a maximum allocation of 1.0 teacher-librarians.

The requirement on school boards of directors to provide resources and materials for the operation of SLIT programs is revised from "as the board deems necessary for the proper education of the district's students or as otherwise required by law or rule" to "so that every student in the school district has access to these programs." By September 1, 2022, school districts must adopt or amend: (1) a policy that acknowledges the requirement for boards of directors to provide every student with access to SLIT programs; and (2) procedures that describe how students can access SLIT resources and materials.

Appropriation: None.

Fiscal Note: Requested on January 21, 2020.

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