

POLICY

BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: ABA, ACA, ACF, BFA, COA-RA, COG-RA, DJA-RB, ECA, EGB-RA, EGF-RA, IGT-RA, IIB, IIB-RA, IKA, IKA-RA, ITA-RA, JHC, JHC-RA, JHF, JHF-RA, JOA-RA, KBA, KGA-RB

Responsible Divisions: Division of Technology Services; Division of School Leadership and Improvement; Division of Teaching and Learning

Educational Technology

I. PURPOSE

- A. To set forth guiding principles to govern the purposeful, appropriate, and strategic integration of emerging technologies to enhance instruction, learning outcomes, and the operational functions of Montgomery County Public Schools (MCPS)
- B. To reaffirm the commitment of the Montgomery County Board of Education to equitable access and opportunity for all students and staff to use technology to communicate, collaborate, create, and innovate safely and responsibly, while reducing potential harm, in support of teaching, learning, and operations.

II. ISSUES

Educational agencies at the national and state levels have set forth standards to guide the comprehensive integration of emerging technology to promote academic excellence in school districts across Maryland and throughout the United States. These standards address the use of information technology and digital learning tools by students, educators, educational leaders, and operational staff.

Maryland digital learning standards identify key principles and priorities to be addressed in policies for the safe, legal, and ethical use of digital information and educational technology to enhance the achievement of learning goals through the appropriate use of educational technology, to ensure equitable access to appropriate digital tools, and to promote and model responsible social interactions related to the use of technology and information.

III. POSITION

Technological innovations that support instructional and operational needs evolve rapidly. The Board is committed to leveraging emerging technologies to the best advantage of MCPS and replacing outdated technology in a timely and strategic manner. By balancing infrastructure needs with available resources, the Board seeks to integrate new innovations that are specifically identified for the educational environment through strategic technology and infrastructure needs, balanced with available resources. The following principles shall guide the integration of emerging technologies to support the teaching, learning, and operational functions of MCPS.

A. Curriculum, instruction, and evidence of student learning

MCPS students will be empowered learners who leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals.

1. Emerging technologies shall be evaluated for their positive contribution and impact on teaching, curricular objectives, and the integrity of learning processes.
2. Technologies selected for use in MCPS shall promote original, authentic, and active learning; assess higher-order thinking, as applicable; and encourage academic integrity.
3. MCPS shall equip staff and students with the digital literacy skills needed to access and authenticate information; think critically to curate information from digital resources, using a variety of tools; and scrutinize the source, authenticity, and credibility of all digital and analog sources of information.
4. MCPS staff shall empower professional learners to preserve human judgment and decision making into the appropriate use of educational technology for the delivery and support of instruction and operations.

B. Artificial Intelligence (e.g., Generative, Predictive, Agentic, *Retrieval-augmented generation*). The Board recognizes the-transformative potential of artificial intelligence

(AI), including systems that classify, predict, or process data as well as technologies capable of producing original content such as text, images, audio, or video to enhance instruction and operations. These tools are intended to support, rather than replace, active, teacher-led instruction, authentic learning, and workflow optimization.

1. To mitigate the risks of algorithmic bias and misinformation, the Board directs MCPS to implement a formal vetting process for all emerging technologies to meet best practices for factual accuracy, ethical data sourcing, and protection against discriminatory outputs.
2. The Board is committed to upholding the principles of transparency, authenticity, and equity. The Board maintains a consistent expectation of human oversight in the critical scrutiny of AI-influenced or generated content.
3. AI tools shall be supported by a technology infrastructure with integrated safety measures and professional learning necessary to support-instruction, personalize learning, streamline administrative operations, and expand access to educational and operational resources.
4. Student use is subject to oversight to support active, authentic learning and transparency about AI-content in student work.
5. Administrative guidelines for both students and staff shall be reviewed and revised on a regular basis.

C. Data privacy and data security

The Board is committed to the privacy and security of student and staff information, as set forth in Board Policy KBA, *Public Information*, and to compliance with all applicable state and federal laws regarding data collection, privacy, and secure data storage and handling.

D. Learning interests, needs, and modalities

1. The Board recognizes the potential for strategically selected emerging technologies to support students' diverse learning needs, facilitate them in pursuing a range of interests, and supplement and complement traditional instruction with multi-tiered interventions, additional support as well as accelerated and enriched instruction.
2. Instructional practices shall appropriately balance the use of educational technologies with a variety of instructional methods and modalities in support of active, engaged, meaningful, and socially interactive learning. In so doing, MCPS shall consider the age and developmental level of students and recognize the importance of human oversight and monitoring of the amount of time spent

with digital content, and provide a variety of learning methods and environments.

3. MCPS shall utilize a variety of instructional modalities in response to Equity implications, as appropriate, and carefully consider not only readily apparent connectivity concerns, but also the support students may have for using such educational technology independently and effectively, when required outside of the school setting.
4. The Board is committed to providing students, teachers, and other staff members with the technology and support they need to engage fully in virtual learning, when circumstances warrant.

E. Equity

1. MCPS shall integrate technology into instruction and operations, in alignment with the principles of equity set forth in –
 - a) Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*;
 - b) state and federal requirements for accessibility, as set forth in the Americans with Disabilities Act, as well as state laws and regulations; and
 - c) the accessibility standards of Universal Design for Learning.
2. The strategic integration of digital tools in support of instruction shall consider the equity implications of students' access to technology and the disparate challenges students may face when required to use educational technology outside of the school setting.

F. Evidence-based selection and integration of educational technologies

1. MCPS shall take a systemic approach to the acquisition and use of effective, appropriate, sustainable, and fiscally responsible technology in the service of high-quality MCPS instructional programs and operations.
2. Consistent with Maryland standards and Board policies and goals for student learning, MCPS shall rely on evidence-based strategies and methods for the effective selection and integration of educational technology for instruction.

3. MCPS shall monitor and align educational technology resources to intended instructional outcomes. Evidence-based instructional best practices shall guide—
 - a) the development and/or identification, selection, and acquisition of emerging educational technology products; and
 - b) the purposeful and strategic integration of such resources to support and enhance teaching and learning via multiple learner pathways, which may include direct instruction, blended learning, and distance learning.

G. Ethical and responsible use

1. The Board supports the Maryland State Department of Education (MSDE) Digital Learning Standards for students and educators. For the purposes of this policy:
 - a) *Technology literacy* means the ability to work independently and with others in a technology environment; and to responsibly, appropriately and effectively use technology tools to access, manage, integrate, evaluate, create, and communicate information.
 - b) *Information and media literacy* mean the ability to access, analyze, evaluate, and create information content in a variety of forms. This includes the critical-thinking skills required to evaluate the source, authenticity, credibility, and bias of information across all media landscapes.
 - c) *Digital citizenship* means a set of competencies, ethics, and behaviors required for individuals to participate safely, effectively, and responsibly in a technology-rich society.
 - d) *Technology infrastructure* means the underlying hardware, software, and network systems that support digital operations and security protocols.
2. The Board intends for MCPS to provide the technology infrastructure and explicit instruction in technology, information and media literacy, and digital citizenship needed for MCPS students and staff to utilize technology capably, purposefully, and responsibly as informed decision makers and creators of knowledge.

3. It is the Board’s intention that students and staff recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and act in ways that are safe, legal, and ethical. Students and staff shall engage in learning around information literacy and digital citizenship so that they may—
 - a) cultivate and manage their digital identities and be informed of the short- and long-term implications of the personal information they may actively or passively make available (also known as a digital “footprint”) when creating, obtaining, and distributing personal information in digital communication;
 - b) engage in positive, safe, legal, and ethical behavior when using technology, including social interactions;
 - c) demonstrate an understanding of and respect for the privacy and safety of others and the obligations of appropriately and legally using and sharing intellectual property;
 - d) manage their own personal data to maintain digital privacy and security, recognizing that there are data-collection technologies that may be used to track their navigation online;
 - e) receive instruction and professional learning regarding the use and handling of personally identifiable information and other sensitive data as it impacts others.

H. Environmental concerns

In alignment with Board Policy ECA, *Sustainability*, the Board is committed to mitigating the environmental impact of deploying emerging technologies. Consistent with the MSDE Environmental Literacy Standards, MCPS will provide opportunities for students to understand the environmental impact of human activity.

1. MCPS shall consider the longevity of hardware to reduce the accumulation of electronic waste.
2. MCPS shall encourage staff and students to consider reducing unnecessary resource use and the resource consumption associated with the use of artificial intelligence.

IV. IMPLEMENTATION STRATEGIES

- A. The superintendent of schools shall establish and regularly update regulations or other administrative procedures necessary to implement this policy.
- B. MCPS shall provide a comprehensive and functional technology infrastructure to support instruction, operations, and communications with the community and day-to-day operations, including—
 - 1. establish baseline standards to ensure that all classrooms, media centers, and offices shall be connected and equipped with appropriate infrastructure, providing all schools and offices with equitable and easy access to technologies for teaching, learning, management, and day-to-day operations;
 - 2. provide broad access to systems and networks, acknowledging and respecting the security of records that are accessible through such systems and networks. Safeguards are to be in place to ensure that security is maintained, in compliance with all applicable laws; and
 - 3. leverage technology to develop and expand collaboration and communication to connect classrooms, to provide opportunities for learning beyond the school setting, and to cultivate collaborative relationships, as appropriate, between and among students, teachers, staff, parents/guardians, and members of the community
- C. Technology may be strategically employed as a resource to advance curricular goals.
 - 1. MCPS units responsible for educational technology planning shall work collaboratively with each other as well as with county, state, and national groups, to investigate current, advanced, and emerging commercial technologies and to identify, or develop if necessary, efficient and cost-effective applications.
 - 2. MCPS employs a multiple-measures approach to monitoring evidence of student learning and student achievement of learning objectives. Continuous monitoring of students' progress ensures that students have timely and appropriate support, focused interventions, acceleration, and enrichment. Aggregate reporting on the performance of specific focus groups of students on specific measures shall be consistent with ongoing accountability for equity, the data-informed analyses of access, opportunity, and success of all students.

3. MCPS shall employ a formal vetting process to assess, develop, and/or select, as appropriate, educational technology to support learner pathways inside and outside the classroom, including, but not limited to, distance learning or blended learning, that address the diverse interests and needs of students.
4. MCPS shall identify competencies required and provide appropriate professional learning and support strategies needed for staff to preserve human judgment, instructional leadership, and capably integrate technologies in instruction, consistent with state and federal requirements for accessible educational materials.
5. Textbooks, digital devices, and print and digital learning resources shall be strategically selected, acquired, and distributed in a way that makes them usable across the widest range of individual variability.

D. Data privacy and security

1. The Board requires a rigorous vetting process through which data privacy and security are essential criteria for the selection of any instructional and operational technologies.
2. MCPS shall require products and vendors to comply with applicable federal and state laws to include, but not limited to, the Federal Educational Rights and Privacy Act (FERPA), the federal Children's Online Privacy Protection Rule (COPPA), and the Maryland Online Data Privacy Act (MODPA).
3. MCPS shall promote, model, and establish guidelines for the safe, legal, and ethical use of digital information and technology, and shall take appropriate action to address, resolve, and prevent inappropriate uses of such information.
 - a) MCPS shall dedicate appropriate resources to protect information and information systems from unauthorized access, use, disclosure, disruption, modification, or destruction, while keeping such information appropriately available for teaching, learning, and operations.
 - b) MCPS develops specific systems, protocols, and guidance for protecting student and staff data.

E. MCPS shall engage with multiple stakeholders to shape, advance, and accelerate the Board's vision for empowered learning with educational technology, digital content,

and learning opportunities to meet the diverse needs and range of interests of all learners. MCPS shall collaborate with parents/guardians and community groups to appropriately extend students' access to educational technology and support for using such technology within and outside of the school setting.

V. DESIRED OUTCOMES

- A. Emerging technologies shall be appropriately, effectively, sustainably, and equitably integrated into MCPS instruction and operations and in support of student performance and achievement, staff productivity, and efficiency of the day-to-day operations.
- B. The development and/or selection of emerging educational technologies shall consider the implications of technology investments on equity, access, and the appropriate integration of educational technology into sound pedagogical practice.
- C. Staff and students shall use technology resources capably, actively, and responsibly.
- D. All schools and offices shall have equitable and appropriate infrastructure and communications capabilities, as available resources permit, and MCPS shall reassess such infrastructure and communications capabilities regularly.

VI. REVIEW AND REPORTING

- A. The superintendent of schools shall monitor, evaluate, and annually report to the Board on the implementation of this policy.
- B. This policy shall be reviewed in accordance with the Board of Education's policy review process and Board Policy BFA, *Policy-setting*.

Related Sources:

Family Educational Rights and Privacy Act, 20 U.S.C §1232g; Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. §1232h 34 CFR Part 98, (2000 and Supp. IV 2004); Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. Sec. 794; *Americans with Disabilities Act* (ADA), 42 U.S.C. 12131 et seq.; *Children's Internet Protection Act* (CIPA), 47 U.S.C. §254(h)(5)(B) -(C), 254(l); *Children's Online Privacy Protection Act of 1998 (COPPA)*, 15 U.S.C.6501-6505, 16 CFR Part 312; *2024 National Educational Technology Plan: A Call to Action for*

Closing the Digital Access, Design, and Use Divides, U.S. Department of Education, Office of Educational Technology, January 2024; *Public Information Act of Maryland*, Ann. Code of Maryland, General Provisions Article §§4-101 through 4-601; *Maryland Student Data Privacy Act of 2015*, Ann. Code of Maryland, Education Article, §4-131 and 7-443; Code of Maryland Regulations §13A.03.02.03.B(8) and §13A.06.05.02-.04, .06; *Maryland Digital Learning Standards for Students* and the *Maryland Digital Learning Standards for Educators*, Maryland State Department of Education (MSDE), May 2019; *Technology Education Standards: Grades 6-12*, MSDE, January 2016; *Health and Safety Best Practice Guidelines: Digital Devices*, MSDE, July, 2019; International Society for Technology in Education Standards Administrators, Education Leaders, Educators, and Students; *MCPS Student Code of Conduct*.

Policy History:

Prior to Resolution No. 863-93, this topic was governed by the following: Instructional Use of Computers, adopted by Resolution No. 995-83, December 13, 1983, reformatted in accordance with Resolution No. 333-86, June 12, 1986, and Resolution No. 458-86, August 12, 1986; rescinded by Resolution No. 863-93, December 8, 1993. Reconstituted Policy IGS was adopted by Resolution No. 863-93, December 8, 1993; amended February 9, 2021; amended by Resolution No. 221-26, May 21, 2026; amended by Resolution No. 220-26, May 21, 2026.

MCPS NONDISCRIMINATION STATEMENT

Montgomery County Public Schools (MCPS) prohibits illegal discrimination based on race, ethnicity, color, ancestry, national origin, nationality, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family structure/parental status, marital status, age, ability (cognitive, social/emotional, and physical), poverty and socioeconomic status, language, or other legally or constitutionally protected attributes or affiliations. Discrimination undermines our community's long-standing efforts to create, foster, and promote equity, inclusion, and acceptance for all. The Board prohibits the use of language and/or the display of images and symbols that promote hate and can be reasonably expected to cause substantial disruption to school or district operations or activities. For more information, please review Montgomery County Board of Education Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*. This Policy affirms the Board's belief that each and every student matters, and in particular, that educational outcomes should never be predictable by any individual's actual or perceived personal characteristics. The Policy also recognizes that equity requires proactive steps to identify and redress implicit biases, practices that have an unjustified disparate impact, and structural and institutional barriers that impede equality of educational or employment opportunities. MCPS also provides equal access to the Boy/Girl Scouts and other designated youth groups.*

It is the policy of the state of Maryland that all public and publicly funded schools and school programs operate in compliance with:

- (1) Title VI of the federal *Civil Rights Act of 1964*; and
- (2) Title 26, Subtitle 7 of the Education Article of the Maryland Code, which states that public and publicly funded schools and programs may not
 - (a) discriminate against a current student, a prospective student, or the parent or guardian of a current or prospective student on the basis of race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability;
 - (b) refuse enrollment of a prospective student, expel a current student, or withhold privileges from a current student, a prospective student, or the parent or guardian of a current or prospective student because of an individual's race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability; or
 - (c) discipline, invoke a penalty against, or take any other retaliatory action against a student or parent or guardian of a student who files a complaint alleging that the program or school discriminated against the student, regardless of the outcome of the complaint.**

Please note that contact information and federal, state, or local content requirements may change between editions of this document and shall supersede the statements and references contained in this version. Please see the online version for the most up-to-date information at www.montgomeryschoolsmd.org/info/nondiscrimination.

For inquiries or complaints about discrimination against MCPS students***	For inquiries or complaints about discrimination against MCPS staff***
Director of Student Conduct and Appeals Division of Equity and Organizational Development 850 Hungerford Drive, Suite 200, Rockville, MD 20850 240-740-3215 SWC@mcpsmd.org	Human Resource Compliance Officer Division of Human Resources and Talent Management Department of Compliance and Investigations 15 West Gude Drive, Suite B400, Rockville, MD 20850 240-740-2888 DCI@mcpsmd.org
For student requests for accommodations under Section 504 of the Rehabilitation Act of 1973	For staff requests for accommodations under the Americans with Disabilities Act
Section 504 Coordinator Division of Specialized Support Services, Department of School Counseling 850 Hungerford Drive, Room 170, Rockville, MD 20850 240-987-8031 504@mcpsmd.org	ADA Compliance Coordinator Division of Human Resources and Talent Management Department of Compliance and Investigations 15 West Gude Drive, Suite B400, Rockville, MD 20850 240-740-2888 DCI@mcpsmd.org
For inquiries or complaints about sex discrimination under Title IX, including sexual harassment, against students or staff***	
Title IX Coordinator Division of Equity and Organizational Development, Department of Student Conduct and Appeals 850 Hungerford Drive, Suite 200, Rockville, MD 20850 240-740-3215 TitleIX@mcpsmd.org	

*This notification complies with the federal *Elementary and Secondary Education Act*, as amended.

**This notification complies with the *Code of Maryland Regulations Section 13A.01.07*.

***Discrimination complaints may be filed with other agencies, such as the following: U.S. Equal Employment Opportunity Commission (EEOC), Baltimore Field Office, GH Fallon Federal Building, 31 Hopkins Plaza, Suite 1432, Baltimore, MD 21201, 1-800-669-4000, 1-800-669-6820 (TTY); Maryland Commission on Civil Rights (MCCR), William Donald Schaefer Tower, 6 Saint Paul Street, Suite 900, Baltimore, MD 21202, 410-767-8600, 1-800-637-6247, mCCR@maryland.gov; Agency Equity Officer, Office of Equity Assurance and Compliance, Office of the Deputy State Superintendent of Operations, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201-2595, oeac.msde@maryland.gov; or U.S. Department of Education, Office for Civil Rights (OCR), 61 Forsyth St. S.W., Suite 19T10, Atlanta, GA 30303, 404-974-9406 and TDD: 800-877-8339, OCR.Atlanta@ed.gov, 1-800-421-3481, 1-800-877-8339 (TDD), OCR@ed.gov, or www2.ed.gov/about/offices/list/ocr/complaintintro.html.

This document is available, upon request, in languages other than English and in an alternate format under the *Americans with Disabilities Act*, by contacting the MCPS Office of Communications at 240-740-2837, 1-800-735-2258 (Maryland Relay), or PIO@mcpsmd.org. Individuals who need sign language interpretation or cued speech transliteration may contact the MCPS Office of Interpreting Services at 240-740-1800, 301-637-2958 (VP) mcpsinterpretingservices@mcpsmd.org, or MCPSInterpretingServices@mcpsmd.org.