POLICY

BOARD OF EDUCATION OF MONTGOMERY COUNTY

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

Responsible Offices: Office of Teaching, Learning, and Schools; Office of Engagement, Innovation, and Operations

Educational Technology

A. **PURPOSE**

1. To set forth guiding principles for the effective, appropriate, and strategic integration of technology resources in support of teaching and learning, as well as the essential operational functions of Montgomery County Public Schools (MCPS)

2. 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 in support of teaching and learning

B. **ISSUES**

The Board affirms the following principles to guide the integration of technology resources to support teaching and learning, as well as the essential operational functions of MCPS: technology is an integrated part of the teaching and learning process that supports curricular goals; staff and students use technology resources capably, actively, and responsibly; technology supports students in meeting diverse learning needs and pursuing a range of interests; MCPS provides a comprehensive and functional technology infrastructure to support instruction and operations; and MCPS will 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.

C.   **POSITION**

1.   Technology is an integrated part of the teaching and learning process that supports curricular goals.

   a)   Education agencies at the national and state levels have set forth standards to address the use of technology and digital learning tools by students, educators, and educational leaders.   Such standards guide the comprehensive integration of technology to promote academic excellence throughout school districts across Maryland and throughout the United States.

   b)   Maryland digital learning standards identify key issues 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.

   c)   MCPS will integrate technology into instruction and operations in alignment with the principles of equity set forth in –

      1)   Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*;

      2)   state and federal requirements for accessibility as set forth in the Americans with Disabilities Act, as well as state laws and regulations; and

      3)   the accessibility standards of Universal Design for Learning.

   d)   Consistent with Maryland standards and Board policies and goals for student learning, MCPS shall rely on evidence-based strategies and methods for the effective use of educational technology for instruction. MCPS shall monitor and align educational technology resources to intended instructional outcomes. Evidence-based instructional best practices will guide –

      1)   the development and/or identification, selection and acquisition of educational technology products; and

      2)   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.

e) The Board affirms its intention to support the technology literacy of students and staff in alignment with state standards. For the purposes of this policy, technology literacy is 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. In addition, it is the Board's interest that our students and staff should be able to utilize technology as informed decision-makers and creators of knowledge; and to be informed and flexible in their application of technology to solve problems.

f) The Board affirms its intention to support the information literacy of students and staff in alignment with state standards. MCPS fosters inquiry and equips learners with skills to access and authenticate information, think critically to curate information from digital resources using a variety of tools, and to maximize the achievement of learning goals through the provision of media-rich resources.

2. It is the Board's expectation that staff and students use technology resources capably, purposefully, and responsibly.

a) MCPS identifies competencies required and provides appropriate professional learning and support strategies needed for staff to capably integrate technologies in instruction, consistent with state and federal requirements for accessible educational materials in instruction. MCPS staff will be empowered professional learners to use educational technology in the delivery and support of instruction.

b) Instructional practices will appropriately balance the use of educational technology with a variety of instructional methods and modalities in support of active, engaged, meaningful, and socially interactive learning. In so doing, MCPS will take into consideration the age and developmental level of students and recognize the importance of monitoring the amount of time spent with digital content, and provide a variety of learning methods and environments.

c) Digital citizenship and responsible use

MCPS promotes, models, and establishes guidelines for the safe, legal and ethical use of digital information and technology, and takes appropriate

action to address, resolve, and prevent inappropriate uses of such information. 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 should –

1)   cultivate and manage their digital identities and reputations and be informed of the short- and long-term implications of creating, obtaining, and distributing personal information in digital communication;

2)   engage in positive, safe, legal and ethical behavior when using technology, including social interactions;

3)   demonstrate an understanding of and respect for the rights of others and the obligations of using and sharing intellectual property; and

4)   manage their personal data to maintain digital privacy and security, recognizing that there are data-collection technologies that may be used to track their navigation online.

d)   Data privacy and data security

The Board affirms its commitments to the privacy and security of student and staff information set forth in Board Policy KBA, *Public Information*, and to comply with all applicable state and federal laws regarding data collection, privacy, and security.

1)   MCPS dedicates appropriate resources to protect information and information systems from unauthorized access, use, disclosure, disruption, modification, or destruction, while keeping such information highly available for teaching and learning, and school system operations.

2)   MCPS develops specific systems, protocols, and guidance for protecting student and staff data.

3)   Staff engage in ongoing professional learning regarding the use and handling of personally identifiable information and other sensitive data.

4)   The commitment to data privacy and security includes making

informed decisions when MCPS chooses instructional technologies to use with students.

3. Technology supports students in meeting diverse learning needs and pursuing a range of interests.

    a) Emerging technologies offer the possibility of multi-tiered interventions to supplement and complement traditional instruction with additional support as well as accelerated and enriched instruction.

    b) MCPS will 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.

    c) 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. Further aggregate reporting on the performance of specific focus groups of students on specific measures allows for ongoing accountability for equity, and the data-driven analyses of access, opportunity, and success of all students.

    d) Textbooks, digital devices, and print and digital learning resources will be selected, acquired, distributed in a way that makes them usable across the widest range of individual variability.

    e) The strategic integration of digital tools in support of instruction considers 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. MCPS utilizes a variety of instructional modalities in response to these equity implications, as appropriate, and takes careful consideration of, not only readily apparent connectivity concerns, but also the support students may have for using such educational technology, when required outside of the school setting.

4. MCPS provides a comprehensive and functional technology infrastructure to support instruction, operations, and communications with the community.

    a) It is the Board's expectation that MCPS takes 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.

b) The ability of technology to meet instructional and operational needs changes rapidly over time. Nonetheless, MCPS is committed to use emerging technology to the best advantage and to replace outdated technology in a timely manner through careful analyses of technology infrastructure needs, balanced with available resources.

c) MCPS leverages 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 between and among students, teachers, staff, parents/guardians, and community partners.

1) MCPS will establish baseline standards to ensure that all classrooms, media centers, and offices will 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) MCPS provides 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.

d) MCPS 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.

5. MCPS will 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.

a) MCPS units responsible for educational technology planning will work collaboratively with each other, as well as with county, state, and government groups, to investigate current, advanced, and emerging commercial technologies and to identify, or develop if necessary, efficient and cost-effective applications.

b) MCPS will build and maintain partnerships 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.

D. **DESIRED OUTCOMES**

1.   Educational technology will 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.

2.   The development and/or selection of emerging educational technology will consider implications of technology investments on equity, access, and the appropriate integration of educational technology into sound pedagogical practice.

3.   All schools and offices will have equitable and appropriate infrastructure and communications capabilities, as available resources permit, and MCPS will reassess such infrastructure and communications capabilities regularly.

E. **REVIEW AND REPORTING**

1.   The superintendent of schools will monitor, evaluate, and report to the Board periodically on the implementation of this policy.

2.   This policy will be reviewed in accordance with the Board of Education's policy review process.

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; *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,* 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

Policy History: Adopted by Resolution No. 863-93, December 8, 1993; amended February 9, 2020.

Note: 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.