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

5 Responsible Offices:  
6 Chief Academic Officer  
7 Chief Operating Officer  
8 Chief of School Support and Improvement

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11 Educational Technology

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14 A. PURPOSE

15  
16 1. To set forth guiding principles for the effective,  
17 appropriate, and strategic integration of technology  
18 resources in support of teaching and learning, as well  
19 as the essential operational functions of Montgomery  
20 County Public Schools (MCPS)

21  
22 2. To reaffirm the commitment of the Montgomery County  
23 Board of Education to equitable access and opportunity  
24 for all students and staff to use technology to  
25 communicate, collaborate, create, and innovate safely  
26 and responsibly in support of teaching and learning

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28 B. ISSUES

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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

57 districts across Maryland and throughout the United  
58 States.

59  
60 b) Maryland digital learning standards identify key  
61 issues to be addressed in policies for the safe,  
62 legal and ethical use of digital information and  
63 educational technology; to enhance the achievement  
64 of learning goals through the appropriate use of  
65 educational technology; to ensure equitable access  
66 to appropriate digital tools; and to promote and  
67 model responsible social interactions related to  
68 the use of technology and information.

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70 c) MCPS will integrate technology into instruction and  
71 operations in alignment with the principles of  
72 equity set forth in Board Policy ACA,  
73 *Nondiscrimination, Equity, and Cultural*  
74 *Proficiency*, and accessibility requirements set  
75 forth in the Americans with Disabilities Act, as  
76 well as the accessibility standards of Universal  
77 Design for Learning.

78  
79 d) Consistent with Maryland standards and Board  
80 policies and goals for student learning, MCPS shall  
81 rely on evidence-based strategies and methods for  
82 the effective use of educational technology for  
83 instruction. MCPS shall monitor and align  
84 educational technology resources to intended

85 instructional outcomes. Evidence-based  
86 instructional best practices will guide -

87  
88 1) the development and/or identification,  
89 selection and acquisition of educational  
90 technology products, and

91  
92 2) the purposeful and strategic integration of  
93 such resources to support and enhance teaching  
94 and learning via multiple learner pathways,  
95 which may include direct instruction, blended  
96 learning, and distance learning.

97  
98 e) The Board affirms its intention to support the  
99 technology literacy of students and staff in  
100 alignment with state standards. For the purposes  
101 of this policy, technology literacy is the ability  
102 to work independently and with others in a  
103 technology environment; and to responsibly,  
104 appropriately and effectively use technology tools  
105 to access, manage, integrate, evaluate, create and  
106 communicate information. In addition, it is the  
107 Board's interest that our students and staff should  
108 be able to utilize technology as informed decision-  
109 makers and creators of knowledge; and to be  
110 informed and flexible in their application of  
111 technology to solve problems.

112

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

122  
123 2. It is the Board's expectation that staff and students  
124 use technology resources capably, actively, and  
125 responsibly.

126  
127 a) MCPS identifies competencies required for capably  
128 integrating technologies in instruction and  
129 provides appropriate professional learning and  
130 support strategies needed for staff to be empowered  
131 professional learners to use educational technology  
132 in the delivery and support of instruction.

133  
134 b) Instructional practices will appropriately balance  
135 the use of educational technology with a variety of  
136 instructional methods and modalities in support of  
137 active, engaged, meaningful, and socially  
138 interactive learning. In so doing, MCPS will take  
139 into consideration the age and developmental level  
140 of students and recognize the importance of

141 monitoring the amount of time spent with digital  
142 content, and provide a variety of learning methods  
143 and environments.

144

145 c) Digital citizenship and responsible use

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147 MCPS promotes, models, and establishes guidelines  
148 for the safe, legal and ethical use of digital  
149 information and technology, and takes appropriate  
150 action to address, resolve, and prevent  
151 inappropriate uses of such information. It is the  
152 Board's intention that students and staff recognize  
153 the rights, responsibilities, and opportunities of  
154 living, learning, and working in an interconnected  
155 digital world, and act in ways that are safe, legal,  
156 and ethical. Students should -

157

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

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

167

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

172  
173 4) manage their personal data to maintain digital  
174 privacy and security, recognizing that there  
175 are data-collection technologies that may be  
176 used to track their navigation online.

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178 d) Data privacy and data security

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

186  
187 1) MCPS dedicates appropriate resources to  
188 protect information and information systems  
189 from unauthorized access, use, disclosure,  
190 disruption, modification, or destruction,  
191 while keeping such information highly  
192 available for teaching and learning, and  
193 school system operations.

194  
195 2) MCPS develops specific systems, protocols, and

196 guidance for protecting student and staff  
197 data.

198  
199 3) Staff engage in ongoing professional learning  
200 regarding the use and handling of personally  
201 identifiable information and other sensitive  
202 data.

203  
204 4) The commitment to data privacy and security  
205 includes making informed decisions when MCPS  
206 chooses instructional technologies to use with  
207 students.

208  
209 3. Technology supports students in meeting diverse learning  
210 needs and pursuing a range of interests.

211  
212 a) Emerging technologies offer the possibility of  
213 multi-tiered interventions to supplement and  
214 complement traditional instruction with additional  
215 support as well as accelerated and enriched  
216 instruction.

217  
218 b) MCPS will assess, develop, and/or select, as  
219 appropriate, educational technology to support  
220 learner pathways in and beyond the classroom,  
221 including, but not limited to, distance learning or  
222 blended learning, that address the diverse  
223 interests and needs of students.

224



- 225 c) MCPS employs a multiple-measures approach to  
226 monitoring evidence of student learning and student  
227 achievement of learning objectives. Continuous  
228 monitoring of students' progress ensures that  
229 students have timely and appropriate support,  
230 focused interventions, acceleration, and  
231 enrichment. Further aggregate reporting on the  
232 performance of specific focus groups of students on  
233 specific measures allows for ongoing accountability  
234 for equity, and the data-driven analyses of access,  
235 opportunity, and success of all students.  
236
- 237 d) Textbooks, digital devices, and print and digital  
238 learning resources will be selected, acquired,  
239 distributed in a way that makes them usable across  
240 the widest range of individual variability.  
241
- 242 e) The strategic integration of digital tools in  
243 support of instruction considers the equity  
244 implications of students' access to technology and  
245 the disparate challenges students may face when  
246 required to use educational technology outside of  
247 the school setting. MCPS utilizes a variety of  
248 instructional modalities in response to these  
249 equity implications, as appropriate, and takes  
250 careful consideration of, not only readily apparent  
251 connectivity concerns, but also the support  
252 students may have for using such educational

253 technology, when required outside of the school  
254 setting.

255

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

259

260 a) It is the Board's expectation that MCPS takes a  
261 systemic approach to the acquisition and use of  
262 effective, appropriate, sustainable, and fiscally  
263 responsible technology in the service of high-  
264 quality MCPS instructional programs and operations.

265

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

273

274 c) MCPS leverages technology to develop and expand  
275 collaboration and communication to connect  
276 classrooms and to cultivate collaborative  
277 relationships between and among students, teachers,  
278 staff, parents/guardians, and community partners.

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280 1) MCPS will establish baseline standards to

281 ensure that all classrooms, media centers, and  
282 offices will be connected and equipped with  
283 appropriate infrastructure, providing all  
284 schools and offices with equitable and easy  
285 access to technologies for teaching, learning,  
286 management, and day-to-day operations.

287  
288 2) MCPS provides broad access to systems and  
289 networks, acknowledging and respecting the  
290 security of records that are accessible  
291 through such systems and networks. Safeguards  
292 are to be in place to ensure that security is  
293 maintained, in compliance with all applicable  
294 laws.

295  
296 5. MCPS will engage with multiple stakeholders to shape,  
297 advance, and accelerate the Board's vision for empowered  
298 learning with educational technology, digital content,  
299 and learning opportunities to meet the diverse needs and  
300 range of interests of all learners.

301  
302 a) MCPS units responsible for educational technology  
303 planning will work collaboratively with each other,  
304 as well as with county, state, and government  
305 groups, to investigate current, advanced, and  
306 emerging commercial technologies and to identify,  
307 or develop if necessary, efficient and cost-  
308 effective applications.

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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.

337 E. REVIEW AND REPORTING

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

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

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348 Related Sources: *Family Educational Rights and Privacy Act*, 20  
349 U.S.C §1232g; *Protection of Pupil Rights*  
350 *Amendment (PPRA)*, 20 U.S.C. §1232h, 34 CFR  
351 *Part 98*, (2000 and Supp. IV 2004); *Section 504*  
352 *of the Rehabilitation Act of 1973*, as amended,  
353 29 U.S.C. Sec. 794; *Americans with*  
354 *Disabilities Act (ADA)*, 42 U.S.C. 12131 et  
355 *seq.*; *Children's Internet Protection Act*  
356 *(CIPA)*, 47 U.S.C. §254(h)(5)(B)-(C), 254(l);  
357 *Children's Online Privacy Protection Act of*  
358 *1998 (COPPA)*, 15 U.S.C.6501-6505, 16 CFR Part  
359 312; *Public Information Act of Maryland*, Ann.  
360 *Code of Maryland*, General Provisions Article  
361 §§4-101 through 4-601; *Maryland Student Data*  
362 *Privacy Act of 2015*, Ann. Code of Maryland,  
363 *Education Article*, §4-131 and 7-443; *Code of*  
364 *Maryland Regulations* §13A.03.02.03.B(8);

365 *Maryland Digital Learning Standards*, Maryland  
366 State Department of Education (MSDE), May  
367 2019; *Technology Education Standards: Grades*  
368 *6-12*, MSDE, January 2016; *Health and Safety*  
369 *Best Practice Guidelines: Digital Devices*,  
370 MSDE, July, 2019; International Society for  
371 Technology in Education Standards  
372 Administrators, Education Leaders, Educators,  
373 and Students

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377 *Policy History:* Adopted by Resolution No. 863-93, December 8,  
378 1993; amended .

379

380 *Note:* Prior to Resolution No. 863-93, this topic was governed by  
381 the following: *Instructional Use of Computers*, adopted by  
382 Resolution No. 995-83, December 13, 1983, reformatted in  
383 accordance with Resolution No. 333-86, June 12, 1986, and  
384 Resolution No. 458-86, August 12, 1986; rescinded by Resolution  
385 No. 863-93, December 8, 1993.