

## **MCCPTA Resolution on Intentional, Effective, and Safe Use of Technology, including Artificial Intelligence, in MCPS Schools**

**(Approved by the MCCPTA Delegates Assembly, January 27, 2026)**

**Whereas** K-12 children are at a critical stage of cognitive development, building foundational skills in reading, writing, critical thinking, cognitive reasoning and interpersonal and emotional skills that will serve them throughout their lives, and the activities they participate in during those brief, formative years permanently impacts the formation of neural pathways in their brains;

**Whereas** multiple studies indicate that the use of modern artificial intelligence (AI)<sup>i</sup> such as generative AI and agentic AI impairs cognitive development and critical thinking skills in both students and adults, because they promote significant “cognitive offloading” (using external devices to perform mental tasks), while true learning requires active cognitive engagement through the exertion of mental effort;<sup>ii iii</sup>

**Whereas** generative AI and agentic AI are tools that have different design incentives and carry different risks than calculators or chalk. For example, calculators and chalk don’t provide factually wrong answers, dangerous or deadly feedback, or otherwise mislead users (known risks associated with the use of generative AI);

**Whereas** generative AI and agentic AI features are already on school Chromebooks, and are already being rolled out in many programs and apps accessible to students in advance of any clear MCPS AI guidelines, AI literacy curriculum, or notice to and consent by parents and caregivers;

**Whereas** adopting “emerging technologies” such as generative AI and agentic AI before we’ve fully assessed the risks and established clear guardrails could further erode learning in an ecosystem in which children are already exposed to excessive screen time both inside and outside of school.<sup>iv</sup> This is especially true for middle and high school students who are required to do a significant amount of in-class work and homework on Chromebooks, home computers and laptops, and sometimes even their phones. This trend has persisted despite MCCPTA’s landmark Digital Balance Resolution dated January of 2023,<sup>v</sup> calling for MCPS to “[m]ake a system-wide effort to significantly limit screen time in classrooms, unless it provides an educational benefit or helps support the learning needs of students receiving services and/or accommodations;”

**Whereas**, existing MCPS oversight of its EdTech providers often fails to protect the privacy and security of student data – such as when student data is shared for advertising, or shared/sold to data brokers.<sup>vi</sup> And whereas AI exacerbates those privacy and security concerns, such as when

student data is permanently embedded into AI language models when used for training, and information shared with AI has the potential to follow students throughout their lives and be used without their knowledge or consent;<sup>vii</sup>

**Whereas** the pervasive and default use of digital tools and screens, including one-to-one Chromebook use in the classroom, has not yielded the educational outcomes promised by technology companies, and instead, has shown a demonstrably negative correlation with student performance;<sup>viii ix x xi</sup>

**Whereas** comprehension and retention of material tend to be significantly higher with print than with screens,<sup>xii</sup> as screens tend to isolate students from each other and the teacher, depriving them of social skills and collaborative problem-solving; and screens force teachers to compete with distractions such as games and pornography<sup>xiii</sup> on school devices; and

**Whereas** the MCCPTA Technology Committee conducted a survey<sup>xiv</sup> on perceptions of school Chromebook use, and preliminary findings indicate that over 70% of respondents feel that Chromebooks are used too much and have concerns about the way Chromebooks are permitted to be used in class, and almost 90% would like to see increased use of textbooks, workbooks, pencils, and paper in place of screen-based instruction and homework; **so, therefore be it**

**Resolved**, that with respect to **technology generally**, the Montgomery County Council of PTAs (MCCPTA) urges Montgomery County Public Schools (MCPS) to

- **Conduct a “tech audit”** whereby a representative sample of teachers and students track their tech use for a set period (e.g. one week) to get an honest picture of current tech use;
- **Conduct a cost-benefit analysis** that charts annual expenditures on digital technologies as compared to academic performance over a period of time, both generally and more specifically (for example, investments in IXL compared to math performance based on specific metrics), to ensure that adoption of digital tools actually supports learning over non-digital methods;
- **Create a Tech-Use Taskforce** that includes multiple stakeholders (administrators, teachers, parents, students) from every school level (elementary, middle, high) to develop a clear EdTech philosophy that guides decision-making on all digital tools used by students, and ensures that those digital tools are effective and safe based on independent scientific research;
- **Establish an accountability framework for use of digital tools** (including use of AI tools) that is applied in advance of adoption of a tool, that includes 1) identifying what the specific goals are for the tool, 2) establish clear metrics where success is not defined just by whether the tool is used, but by measuring growth in targeted areas among students using the tool versus control groups, 3) use the data gathered during one period

to redesign guidelines to measure the next to mitigate improper use; and 4) set intervals to assess whether the digital tool should be maintained or abandoned due to failure to maintain a meaningful impact on student learning;

- **Reintroduce friction so that use of digital tools is intentional** rather than by default, such as isolating Chromebooks to a cart that needs to be checked out by the teacher for specific purposes, or limiting computer use to a lab setting, promoting “tech-free days” and setting specific time-limits of tech usage;<sup>xv</sup>
- **Ban data harvesting by default** by insisting on and enforcing strong contractual language with tech vendors to include a prohibition on use of student data for advertising, product development, profiling, training AI, as well as consolidating student data across EdTech tools; and
- **Formalize process for families to request non-screen alternatives**, one which ensures that their children receive equivalent curricula, instruction, learning outcomes, and educational experiences, because many families have made the conscious effort to limit their children’s exposure to screens, and have identified over-use of screens at school as a chronic problem they have been unable to address through self-advocacy.

**Resolved**, that with respect to **student-facing AI**, the MCCPTA urges MCPS to:

- **Pause student-facing generative AI and agentic AI features**, including turning off all generative AI and agentic AI tools (such as AI assistants and chatbots) on all programs, apps and platforms used by students, by default, until MCPS creates an accountability framework for all digital tools – as described below - that ensures that such tools will boost, not undermine, student learning;
- **Create age-appropriate AI education** that focuses on educating students *about* AI as a fast-evolving technology, to include the various risks, and potential options for mitigation, rather than a “how to” or “best practices” for using tools that will quickly become outdated or obsolete and whose use likely undermine learning goals;
- **Ensure that digital literacy includes situating the use of AI within an ethical context**, taking in account the fact that generative AI is founded on the unauthorized use of intellectual property, exploited labor, environmental damage, and enshrinement of existing structural biases;
- **Implement strict usage limits and monitoring for any approved AI tools**, with specific guidelines for when and how they may be used, ensuring they supplement rather than replace fundamental learning processes;
- **Provide transparency to the community about all AI tools being used in classrooms**, including their data collection practices, error rates, and safety measures; and
- **Implement an interim policy on AI and academic integrity** that requires schools to update the school policies on AI tools and academic dishonesty in the classroom, states

how standards can be enforced, that enforcement efforts are aligned with law and current policy, and gives students recourse to challenge accusations of AI use.

**Resolved**, that with respect to **non-student facing uses of AI**, the MCCPTA urges MCPS to:

- **Develop strict guidelines regarding use of AI to grade, assess, or otherwise classify or characterize a student** that ensures parents and caregivers are thoroughly informed about the use, purpose and functions of any AI tools or systems adopted by MCPS teachers and staff,
- **Develop clear guidelines to ensure that bias and unfairness are minimized**, and such risks are affirmatively identified and addressed by MCPS expeditiously, as well as a transparent appeals process should parents disagree with the determinations or outcome;
- **Ensure that any use of AI to make recommendations that replace human decision-making, will have human review**, that there will be procedures in place for intervening in the AI’s operation, or halting it through a “stop” button or similar mechanism, when appropriate, and that for transparency purposes, such uses and purpose for the use will be broadly publicized, such as posting on MCPS’s website or reported out to the Board of Education in a public meeting, in advance of any such use; and
- **Implement mandatory professional training for MCPS staff and teachers** that ensures consistent, universal implementation of MCPS’s AI policy and guidelines;
- **Establish clear, documented, and transparent policies, guidelines, and processes** by MCPS to monitor and evaluate MCPS staff and teacher use of AI to ensure accountability.

**Resolved**, that the MCCPTA urges MCPS to conduct public conversations in the form of town halls, engagement sessions, etc. with all stakeholders about the goals of public education,<sup>xvi</sup> how current use of technology in classrooms is either promoting or inhibiting those goals, and present a stated vision with best practices for handling technology that supports the critical skills our students need.

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<sup>i</sup> Artificial Intelligence” refers to a machine-based system designed to operate with varying levels of autonomy, and given certain objectives (either explicit or implicit) interacts with data to generate predictions, recommendations, decisions, material, information/data (including text, images, videos, computer code, etc.), or effects (to include influencing physical or virtual environments) – collectively “Output(s)” -and includes but is not limited to large and small language, machine learning and deep learning models.

<sup>ii</sup> Mary Burns, Rebecca Winthrop, Natasha Luther, Emma Venetis, and Rida Karim, “A new direction for students in an AI world: Prosper, prepare, protect,” Brookings Institution, January 14, 2026, *available at* <https://www.brookings.edu/wp-content/uploads/2026/01/A-New-Direction-for-Students-in-an-AI-World-FULL-REPORT.pdf> (discussing risks from pages 53 onward).

<sup>iii</sup> Nataliya Kosmyna, Eugene Hauptmann, Ye Tong Yuan, Jessica Situ, Xian-Hao Liao, Ashly Vivian Beresnitzky, Iris Braunstein, Pattie Maes, “Your Brain on ChatGPT: Accumulation of Cognitive Debt when Using an AI Assistant

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for Essay Writing Task,” MIT Media Lab, Jun. 10, 2025, available at <https://arxiv.org/pdf/2506.08872>. See also Brad Littlejohn, *Teaching to the Tech*, American Compass, available at <https://americancompass.org/teaching-to-the-tech/>, fn 44 (Andrew R. Chow, “ChatGPT May Be Eroding Critical Thinking Skills, According to a New MIT Study,” *Time*, June 23, 2025; Yizhou Fan et al., “Beware of Metacognitive Laziness: Effects of Generative Artificial Intelligence on Learning Motivation, Processes, and Performance,” *British Journal of Educational Technology* 56, no. 2 (2025): 489–530; Michael Gerlich, “AI Tools in Society: Impacts on Cognitive Offloading and the Future of Critical Thinking,” *Societies* 15, no. 1 (2025): 6) (examining AI usage across age groups and finding a significant negative correlation between frequent AI tool reliance and critical thinking abilities. Younger participants showed the strongest dependence and lowest critical thinking scores. The relationship was also non-linear. Moderate AI use showed minimal cognitive impact, but excessive dependency produced measurable decline.”

<sup>iv</sup> Today’s children spend on average 7 to 7.5 hours a day on entertainment media despite research showing that screen exposure should be limited to as little as 30-60 minutes a day, inclusive of all screens. Audrey Mir, “Screen Time is Stolen Time: A French neurologist shows that screens and kids shouldn’t mix,” *City-Journal*, Mar. 8, 2023, available at <https://www.city-journal.org/article/screen-time-is-stolen-time>.

<sup>v</sup> Taimarie Carasa, “First Parent-led Digital Balance Resolution in the U.S. Passed in Montgomery County,” *The Sentinel*, Feb. 10, 2023, available at [https://www.thesentinel.com/communities/first-parent-led-digital-balance-resolution-in-the-u-s-passed-in-montgomery-county/article\\_6a1ba696-a9a4-11ed-b5ae-bf5c1ff75c5f.html](https://www.thesentinel.com/communities/first-parent-led-digital-balance-resolution-in-the-u-s-passed-in-montgomery-county/article_6a1ba696-a9a4-11ed-b5ae-bf5c1ff75c5f.html). The MCCPTA Digital Balance Resolution is available at <https://mccpta.sharepoint.com/Shared%20Documents/Forms/AllItems.aspx?id=%2FShared%20Documents%2FMC CPTA%20Digital%20Balance%20Resolution%20%28APPROVED%2001%2D24%2D23%29%2Epdf&parent=%2 FShared%20Documents&p=true&ga=1>.

<sup>vi</sup> According to a 2022 report issued by Internet Safety Labs, “Nearly all apps (96%) share children’s personal information with third parties, 78% of the time with advertising and monetization entities, typically without the knowledge or consent of the users or the schools, making them unsafe.” 2022 K12 Edtech Safety Benchmark: National Findings – Part 1, Internet Safety Labs, Dec. 13, 2022. ISL has an “App Microscope” that assesses the risk level of different apps, and Canvas (which is the platform for MyMCPSClassroom) was assessed as “Critical Risk,” and StudentVue (powered by Synergy) was assessed as “Medium Risk.”

<sup>vii</sup> Congressional Research Service, “Generative Artificial Intelligence and Data Privacy: A Primer,” May 23, 2023, available at [https://www.congress.gov/crs\\_external\\_products/R/PDF/R47569/R47569.5.pdf](https://www.congress.gov/crs_external_products/R/PDF/R47569/R47569.5.pdf).

<sup>viii</sup> “[L]arge scale international assessment data, such as that provided by the Programme for International Student Assessment (PISA), suggest a negative link between excessive ICT (information and communications technology) use and student performance.” UNESCO, 2023 Global Education Monitoring Report, “Technology in Education: A Tool on Whose Terms?”, p. 83, available at <https://gem-report-2023.unesco.org/>. The same report indicates that “[t]here is little robust evidence on digital technology’s added value in education.” As early as 2015, a report from the Organisation for Economic Co-operation and Development (OECD) discussing the PISA stated that “[t]he results also show no appreciable improvements in student achievement in reading, mathematics or science in the countries that had invested heavily in ICT for education. And perhaps the most disappointing finding of the report is that technology is of little help in bridging the skills divide between advantaged and disadvantaged students. Put simply, ensuring that every child attains a baseline level of proficiency in reading and mathematics seems to do more to create equal opportunities in a digital world than can be achieved by expanding or subsidising access to high-tech devices and services.” OECD, “Students, Computers, and Learning: Making the Connection,” Sept. 15, 2015, available at [https://www.oecd.org/en/publications/students-computers-and-learning\\_9789264239555-en.html](https://www.oecd.org/en/publications/students-computers-and-learning_9789264239555-en.html).

<sup>ix</sup> Salmerón L, Vargas C, Delgado P, Baron N. Relation between digital tool practices in the language arts classroom and reading comprehension scores. *Read Writ.* 2023;36(1):175-194. doi: 10.1007/s11145-022-10295-1. Epub 2022 May 7. PMID: 35571994; PMCID: PMC9076497 (showing that amount of daily use of digital devices was negatively related to scores on a reading comprehension test).

<sup>x</sup> Larry D. Rosen, L. Mark Carrier, Nancy A. Cheever, “Facebook and texting made me do it: Media-induced task-switching while studying,” *Computers in Human Behavior*, Volume 29, Issue 3, 2013, Pages 948-958, <https://doi.org/10.1016/j.chb.2012.12.001>, available at

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<https://www.sciencedirect.com/science/article/abs/pii/S0747563212003305> (showing that students studied less than 6 minutes before switching to social media, messaging friends, and engaging with other digital distractions).

<sup>xi</sup> Eric D. Ragan, Samuel R. Jennings, John D. Massey, Peter E. Doolittle, “Unregulated use of laptops over time in large lecture classes,” *Computers & Education*, Volume 78, 2014, Pages 78-86, ISSN 0360-1315, <https://doi.org/10.1016/j.compedu.2014.05.002>, available at <https://www.sciencedirect.com/science/article/abs/pii/S0360131514001158> (showing that when using a laptop during class, students typically spend 38 minutes of every hour off-task).

<sup>xii</sup> Maryanne Wolf, “Screen-based online learning will change kids' brains. Are we ready for that?,” *The Guardian*, Aug. 4, 2020, available at <https://www.theguardian.com/commentisfree/2020/aug/24/deep-literacy-technology-child-development-reading-skills>.

<sup>xiii</sup> Common Sense Media found that nearly a third of teens have viewed pornography during the school day. Of these teens, 44 percent had viewed it on a school-issued device. Common Sense Media, “Teens and Pornography,” 2022, available at <https://www.commonsensemedia.org/sites/default/files/research/report/2022-teens-and-pornography-final-web.pdf>.

<sup>xiv</sup> The MCCPTA Technology Committee launched a [survey](#) on November 20, 2025 to gather community feedback on school Chromebook use. Communications were sent to listservs of all PTA presidents, delegates, and the technology listserv, and local PTAs were encouraged to share with their communities through newsletters, etc. Responses received as of January 12, 2026 totaling 1003 were compiled into a report, *Technology Committee Report: Community Feedback on School Chromebook Use* (Jan. 26, 2026), available here: [https://drive.google.com/file/d/1bpUt2jebkLeBUJbe76JizxhOc5OdGqUH/view?usp=drive\\_link](https://drive.google.com/file/d/1bpUt2jebkLeBUJbe76JizxhOc5OdGqUH/view?usp=drive_link).

<sup>xv</sup> Farah Mokrani, “Madrid bans screens in primary schools: New rules for digital devices from September,” *Euro Weekly*, July 29, 2025, available at <https://euroweeklynnews.com/2025/07/29/madrid-bans-screens-in-primary-schools-new-rules-for-digital-devices-from-september/> (describing new rules setting strict screen time limits for students in public and private schools).

<sup>xvi</sup> Stan Winborne & Karl Johnson, “The Question You Need to Ask Before Crafting Any New Ed-Tech Policy,” *Education Week*, Nov. 24, 2025, available at <https://www-edweek-org.ezproxy.baylor.edu/technology/opinion-the-question-you-need-to-answer-before-crafting-any-new-ed-tech-policy/2025/11>.