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There is a disconnect between how parents believe educational technology is used in the classroom and how it is actually being used, and to what extent. In particular, administration in many districts are unaware of the disparity in tech use from classroom to classroom, and districts oftentimes have insufficient control over the permissions, access, and privacy of students' data on the 1:1 devices being provided. As there is an increasing societal (and now federal) focus on the impacts of personal tech use, it is imperative that Maine has the tools to independently evaluate how school technology is affecting learning environments and to identify safeguards that support student success, teacher effectiveness and well-being. This resolve will provide vital information to both parents and districts regarding the robustness of current tech policies and provide best practices for future policy improvements.