

Anne Ware
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LD 2052

Dear Members of the Maine State Education Committee,

My name is Annie Ware, and I am a parent in Durham, Maine (RSU5). I am writing in support of the proposed resolve to conduct a statewide study of technology use in K–12 classrooms.

While families are routinely asked about screen time during pediatric wellness visits, there is no comparable accountability for schools. It is extremely difficult for parents to obtain clear information about how much technology students are using, what types of devices are being used, and whether this usage is actually supporting learning. From my experience, obtaining answers from teachers, technology administrators, and school leaders is not straightforward—and it shouldn't be that way.

Maine was a pioneer in educational technology with the Maine Learning Technology Initiative (MLTI) in 2002. Yet, since that landmark initiative, there has not been an in-depth review of its outcomes, its effectiveness, or its continued viability.

The digital landscape has changed dramatically in the last two decades. The internet, devices, social media, and the classroom experience look nothing like they did in 2002. Yet Maine's policies and oversight have not kept pace.

The data emerging nationally on technology use in classrooms is not favorable to learning—not only in terms of curriculum, but in pedagogy at large. Research suggests that screen-heavy classrooms can reduce attention, hinder deep learning, and weaken critical thinking skills. It is time to examine whether our educational technology policies are helping or harming students.

As does AI in our schools, experts increasingly warn that AI has no clear place in K–12 classrooms, yet Maine appears to be moving ahead with AI implementation across medicine, business, and education (etc)—often using children as unwitting test subjects.

This is particularly concerning because AI evolves faster than schools can regulate or secure, and it is unrealistic to expect district technology staff to stay ahead of these threats.

In RSU 5, we are fortunate to have a competent technology director. Even so, he has repeatedly shared that it is difficult to keep up with firewalls, student workarounds, and the constant technological “arms race.” AI is moving exponentially faster than these defenses, and we must ask: How can we expect district staff to stay ahead of a technology that is changing by the hour?

This resolve is not anti-technology. It is pro-accountability, pro-learning, and pro-student well-being. It seeks to ensure that Maine's classrooms are using technology in ways that genuinely support learning, protect students, and align with the best evidence.

I urge the committee to support this resolve and move forward with a thorough, transparent study of technology use in Maine schools.

Thank you for your time and consideration.

Respectfully,
Anne Ware
Durham, Maine
Parent in the RSU5 (Freeport, Durham, Pownal) Schools