

Laura del Sol Jimenez
Brunswick
LD 2052

To the Members of the Legislature,

I am writing in strong support of the bill titled “Resolve, to Study the Use of Technology in Classrooms and Study Safeguards Related to Its Use.” I do so as a parent of a kindergartener currently enrolled in a public school classroom where digital technology—particularly screens and tablets—is used extensively and, in my view, without sufficient guidance, limits, or developmental safeguards.

I want to be clear at the outset: this testimony is not an argument against technology itself, nor against teachers who are navigating increasingly complex classroom demands. Rather, it is a request for careful, research-based examination of how, when, and how much technology is being used in classrooms—especially in early childhood education, where developmental considerations are critical.

In my child’s kindergarten classroom, students are regularly issued individual tablets, use screens in place of traditional white or blackboards, watch videos for movement breaks, view movies during instructional time, and rely on digital platforms for activities that were previously tactile, social, or teacher-led. This level of exposure is not occasional or supplemental; it is embedded into the daily structure of the classroom. From a parent’s perspective, this use appears largely unregulated and inconsistently justified by pedagogical necessity.

Early childhood education experts consistently emphasize that young children learn best through direct human interaction, physical movement, play, sensory exploration, and hands-on engagement with materials. These are not nostalgic preferences; they are well-established principles of child development. Excessive or poorly structured screen use can displace precisely these forms of learning, even when the content is educational in intent.

Of particular concern is the absence of clear standards or safeguards around screen time in early grades. Parents are often told that technology use is “educational,” yet are given little transparency about duration, purpose, or alternatives. In many cases, screens appear to be used for convenience, classroom management, or curriculum delivery in ways that may not align with best developmental practices for five- and six-year-old children. In other cases they showcase complete lack of responsibility, as is the case in my child’s classroom where they have shown youtube videos with advertisements.

This bill is both reasonable and necessary because it calls for study. It acknowledges that technology is now a permanent feature of modern education while also recognizing that its rapid adoption has outpaced thoughtful policy. A formal study would allow lawmakers, educators, child development specialists, and families to examine critical questions.

Importantly, studying this issue now is an act of responsibility, not resistance to progress. If technology is being used in ways that genuinely improve learning, a careful study will strengthen and legitimize those practices. If, however, certain uses are shown to be developmentally inappropriate or counterproductive, the legislature has an obligation to respond with guidance grounded in evidence rather than assumption.

As a parent, I want my child’s classroom to prioritize curiosity, conversation, creativity, physical movement, and human connection. I also want policies governing educational technology to be thoughtful, intentional, and accountable to the families they affect. This resolve moves us in that direction.

For these reasons, I urge you to support “Resolve, to Study the Use of Technology in Classrooms and Study Safeguards Related to Its Use.” Thank you for your consideration and for your commitment to the well-being and education of our children.

Respectfully submitted,
Laura del Sol Jiménez
Parent of a Kindergartener