

Testimony in Support of LD 2052: Resolve, to Study the Use of Technology in Classrooms and Study Safeguards Related to Its Use

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I believe Maine parents deserve far greater transparency about how educational technology is being used in our classrooms. At my son's school, despite repeated requests, I have no access to data showing how much time he spends on screens during the school day or which programs he is using. I have asked both his teacher and school administrators to provide even estimated screen-time information, yet nothing concrete has been offered, despite the fact that basic screen-time tracking could easily be enabled on school-issued iPads.

This lack of transparency is especially concerning because my son has an Individualized Education Program (IEP) for ADHD and anxiety. At home, I closely monitor his screen use because excessive or poorly structured screen time directly affects his focus, emotional regulation, and sleep. Without knowing how much time he spends on devices at school, or what he is doing on them, I cannot make informed decisions to support his learning and well-being outside the classroom.

Maine was once a national leader in educational innovation. Under Governor Angus King, our state became the first in the nation to launch a statewide one-to-one computing initiative, providing every public middle school student with a laptop beginning in 2002. But in 2026, we are living in a very different reality. Today's students do not need instruction on *how* to use computers or iPads. Meanwhile, educational technologies have continued to expand rapidly in classrooms without the oversight, evaluation, or accountability systems necessary to ensure they are actually improving learning outcomes.

Because technology standards and policies are largely set at the local level, Maine lacks strong, Maine-specific, evidence-based research to assess whether this technology is enhancing academic achievement—or inadvertently undermining it. The time has come to revisit the Maine Learning Technology Initiative with fresh eyes. A logical starting point is the MEPRI study, which offers an opportunity to ground future decisions in research rather than assumption.

Transparency is not anti-technology. Asking questions is not resistance to innovation. It is responsible stewardship of public funds—and, more importantly, of our children's well-being.