



**Testimony**

**In Support Of**

**LD 2052: *Resolve, to Study the Use of Technology in Classrooms and Study Safeguards Related to its Use***

**Jan Kosinski, Government Relations Director, Maine Education Association**

**Before the Education and Cultural Affairs Committee**

**January 22<sup>nd</sup>, 2025**

Senator Rafferty, Representative Murphy, and distinguished members of the Education and Cultural Affairs Committee,

My name is Jan Kosinski, and I serve as the Director of Government Relations for the Maine Education Association (MEA). The MEA represents nearly 24,000 educators. Our members include teachers and other educators in nearly every public school in the state, full-time faculty, and other professional and support staff in both the University of Maine and Community College systems, and thousands of retired educators.

I offer this testimony today on behalf of the MEA in SUPPORT of LD 2052, *Resolve, to Study the Use of Technology in Classrooms and Study Safeguards Related to Its Use*. We appreciate the sponsor bringing this bill forward.

Technology plays a central role in instruction, assessment, communication, and student support throughout our public schools. It has now been almost 25 years since then-Governor Angus King instituted the one-to-one laptop program for every 7<sup>th</sup> and 8<sup>th</sup> grade student. The role of technology in our lives has only grown since then, with the creation of the iPhone being an especially pivotal moment in technological adoption. And of course, our schools and our society now face a new emerging trend -- the adoption of Artificial Intelligence creates a new array of questions and concerns that students, educators, and policymakers will now face.

While educational technology offers significant benefits, it also raises important questions related to student data privacy and cybersecurity, age-appropriate use of digital tools, online safety and content moderation, staff training and policy compliance, and consistency and uniformity of guidance across districts.

Yet, despite the proliferation of technology in all aspects of the public school experience, there is no comprehensive, statewide picture of the technologies districts are using and how they are being used, what safety policies are in place and how compliance with those policies is monitored and whether districts are receiving or relying on consistent, evidence-based guidance.

35 Community Drive, Augusta, ME 04330 | 1349 Broadway, Bangor, ME 04401  
PO Box 310, Caribou, ME 04736 | 29 Christopher Toppi Drive, South Portland ME 04106

207-622-5866 | 207-888-2070 fax | [www.mainea.org](http://www.mainea.org)



**Maine Education Association**  
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Rebecca Cole NEA Director | Rachelle Bristol Executive Director

This bill addresses that gap by focusing on information-gathering and analysis, rather than regulation. And this bill relies on the expertise of the accomplished academics at the Maine Education Policy Research Institute (MEPRI). They consistently produce top-quality research and analysis for this Committee and the broader community of educators. This approach ensures that future policy discussions are grounded in evidence rather than anecdotes.

Importantly, the bill does not assume failure or wrongdoing. Instead, it recognizes that districts are operating in a rapidly evolving environment and deserve clear, research-based support.

In closing, LD 2052 represents a thoughtful, responsible, and forward-looking approach to educational technology policy. By first understanding how technology is currently used, how safety is addressed, and what guidance is available, the Legislature positions itself to make informed decisions that protect students, support educators, and respect local innovation in the years ahead. And we can fully expect the issues this study raises will become only more prominent in the months and years ahead, especially as schools and society grapple with the proliferation of AI. This study will help inform the next Governor and the next Legislature with data, analysis to help guide future policy discussions.

Thank you for your time and consideration. I would be happy to answer any questions.