



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 2612		DATE: 2/13/2024	
COMMITTEE: Special Committee on Innovation and Technology			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: ARNIE C.AC DIENOFF		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: 2/13/2024 12:00 AM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 2612		DATE: 2/13/2024	
COMMITTEE: Special Committee on Innovation and Technology			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: JOHN GRADY		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:	SUBMIT DATE: 2/13/2024 12:00 AM	
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 2612		DATE: 2/13/2024	
COMMITTEE: Special Committee on Innovation and Technology			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
REGISTERED LOBBYIST:			
WITNESS NAME: LISA PANNETT		PHONE NUMBER:	
REPRESENTING: ARMORVINE		TITLE:	
ADDRESS:			
CITY: JEFFERSON CITY		STATE: MO	ZIP:
EMAIL:	ATTENDANCE:	SUBMIT DATE: 2/13/2024 12:00 AM	
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 2612		DATE: 2/13/2024
COMMITTEE: Special Committee on Innovation and Technology		
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: MICHAEL		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL: MichaelWesten.3up@protonmail.com	ATTENDANCE: Written	SUBMIT DATE: 2/13/2024 2:58 PM

THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.

I SUPPORT HB 2612 as originally drafted. I do NOT support adding language that would include homeschooling.



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 2612		DATE: 2/13/2024
COMMITTEE: Special Committee on Innovation and Technology		
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
WITNESS NAME		
REGISTERED LOBBYIST:		
WITNESS NAME: OTTO FAJEN		PHONE NUMBER: 573-634-3202
REPRESENTING: MISSOURI NEA		TITLE: LOBBYIST
ADDRESS: 1810 EAST ELM STREET		
CITY: JEFFERSON CITY		STATE: MO
		ZIP: 65101
EMAIL:	ATTENDANCE:	SUBMIT DATE: 2/13/2024 12:00 AM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.		



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 2612		DATE: 2/13/2024	
COMMITTEE: Special Committee on Innovation and Technology			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
REGISTERED LOBBYIST:			
WITNESS NAME: TRACEY BLOCH		PHONE NUMBER: 865-230-0177	
REPRESENTING: MISSOURI DISABILITY EMPOWERMENT FOUNDATION		TITLE: DIRECTOR OF LEGISLATIVE ADVOCACY	
ADDRESS: 1205 ELLA CT			
CITY: ROLLA		STATE: MO	ZIP: 65401
EMAIL: tracey@moempower.org	ATTENDANCE: In-Person	SUBMIT DATE: 2/12/2024 2:32 PM	
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			

My name is Tracey Bloch and I am here on behalf of Missouri Disability Empowerment Foundation. We seek to empower students with disabilities and their caregivers through educational advocacy. Technology in the classroom has been a game-changer in one way or another for all students. It has been especially helpful for students with disabilities. We are raising a generation of students who can now communicate in a multitude of digital ways. We have students with spelling or reading difficulties that are now given access to spell-check and speech-to-text transcription and dictation software. We have kids with dyslexia utilizing audiobooks. Even the MAP test comes with dictation and “read aloud” capabilities for students who would typically require someone to read the test out loud to them. Technology has allowed students with disabilities to gain independence and succeed as they access their education in the public school system. While having this conversation on the benefits, I also need to bring up the risk that technology carries when it is misused or overused in an educational setting. As an advocate and parent of children with IEPs, I must warn against a trend that I have been seeing. I have a 7th grader who recently tested at a 2nd grade level for spelling and a 3rd grade level for reading. The IEP team felt that if she has a digital device to carry with her at school to use whenever she needs to write, read, or spell, that she will no longer need direct instruction to learn these skills because she has computers to do all the work for her. There’s such an overdependence on what technology can do for our kids, that we’re losing the battle of insisting that these skills still be taught for basic literacy. Literacy is a civil right, not merely a privilege that can be removed as a matter of convenience. And then we must consider the invisible side-effects that we receive from educating with screens. Eye fatigue, headaches, emotional or sensory dysregulation, overexposure to blue light, inattentiveness, a loss of the hand-to-brain connection, stunted social skills, increased negative behaviors, and a basic disassociation from reality are all negative results that we see happening in classrooms daily. These things happen for all students, but our kids with ADHD, Autism, and other similar neurotypes especially fall victim to these risk factors. MoDE Foundation believes that technology is worth having and worth keeping. We emphatically ask that this bill be passed so that we can be making informed decisions on how to gain maximum impact with these electronic resources. We want to see it used for success rather than to one’s detriment. A task force to keep an eye on these things and make recommendations to DESE regarding “best practices for the use of technology in schools” would be a great way to do see this through.



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 2612		DATE: 2/13/2024	
COMMITTEE: Special Committee on Innovation and Technology			
TESTIFYING: <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: AIMEE ROBERTSON		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: abaimerobertson@gmail.com	ATTENDANCE: Written	SUBMIT DATE: 2/13/2024 8:00 AM	

THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.

I oppose this bill for a number of reasons. First, (b) calls for looking into technology’s impact on behavior and discipline outcomes, but the group description fails to include a Board Certified Behavior Analyst trained and qualified to speak to the implications of behavioral outcomes and responses. (D) calls for discussion of impacts on early childhood development but the group description fails to include any early childhood intervention specialists. (H) calls for discussion of the isolation of students as a result of technology but is written in a bias tone rather than as a hypothesis asking an unbiased question. Further, the group calls for reading specialists but does not include anyone specializing in the areas of math and science. This leaves room for an unbalanced discussion of academics and the impact of technology on all areas of learning. This group calls for school board members to participate, but fails to acknowledge that school board members may not be trained or educated in the area of education, technology, etc. The group also calls for charter schools to be represented. Charter schools often have the option to choose who they will and won’t accept, frequently exclude differently-abled students, have minimal checks and balances to assure they’re providing the highest quality learning opportunities to their students, and are a poor representation of the overall true student population , especially for public schools. Finally, and perhaps most importantly, this group fails to look for ways that technology does in fact help assist students, especially those who are differently-abled. While there is certainly an argument that technology may be overused, we can’t ignore the fact that for some students technology is the key to their success. My own child is an example of a student who is now thriving academically because technology was introduced as part of his learning experience. Please do not pass this bill as it is written.