



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2230</b>		DATE: <b>2/4/2026</b>
COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>ALI GRAEFF</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 10:22 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		



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<b>WITNESS NAME</b>			
<b>BUSINESS/ORGANIZATION:</b>			
WITNESS NAME: <b>ALLIE TERRY</b>		PHONE NUMBER: <b>801-599-8089</b>	
BUSINESS/ORGANIZATION NAME: <b>CHILD FIRST POLICY CENTER</b>		TITLE: <b>CHILD FIRST POLICY CENTER BOARD MEMBER</b>	
ADDRESS: <b>8766 SNOWBIRD CIRCLE</b>			
CITY: <b>SANDY</b>		STATE: <b>UT</b>	ZIP: <b>84093</b>
EMAIL: <b>allie8089@hotmail.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 7:07 PM</b>	

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The Child First Policy Center supports Missouri’s HB 2230. We strongly believe that an abundance of technology inside classrooms is harming learning and is largely responsible for the decline in academic performance, as evidenced in NAEP scores over the last decade and a half.

Dr. Jared Cooney Horvath, educator and neuroscientist, explains that learning is a biological process. In his book *The Digital Delusion*, he argues that Edtech often fails because it bypasses essential parts of deep learning. “Learning doesn’t arise from the brain alone; it emerges from the rhythm, movement, and sensations of our entire physical selves.” Neuroscience backs what parents already know: kids learn through play, their senses, and connecting with others.

Just as it is essential for infants to first learn to roll, then crawl, then walk- a progression of skills that develop deep neurological pathways that build on each other for continued growth and development- the same skills are essential for deep learning of numeracy, literacy, history, etc. Deep learning takes place through a series of stimuli. The use of technology circumvents this biological process stunting learning development and growth.

Dr. Horvath in a testimony before congress said, “A sad fact that our generation has to face is this: our kids are less cognitively capable than we were at their age. Since we’ve been standardizing and measuring cognitive development since the late 1800s, every generation has outperformed their parents, and that’s exactly what we want. We want sharper kids. Across 80 countries... if you look at the data, once countries adopt digital technology widely in schools, performance goes down significantly. To the point where kids who use computers about five hours per day in school for learning purposes will score over two-thirds of a standard deviation less than kids who rarely or never touch tech at school.”

We can no longer ignore the facts. Learning got worse, even in Missouri, with the introduction of technology into the classroom. This is why we strongly urge you to vote yes on HB 2230.



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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>AMY DECLUE</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>2/4/2026 12:44 PM</b>
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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>ANNE SCHLAFLY</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: <b>2/4/2026 12:00 AM</b>
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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>ANNETTE SIEVE</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 11:18 AM</b>
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**As a retired teacher, I can attest that technology isn't helping our students learn faster or better. It is time consuming and takes up too many resources of school districts... money that could be spent on books, paras, & teachers.**



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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>ANNIE HUTCHISON</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/2/2026 9:38 PM</b>
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**I support having significantly less technology based learning in school.**



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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>BELINDA HASCHKE-GREEN</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/1/2026 10:18 AM</b>
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Dear Members of the House Elementary and Secondary Education Committee,

My name is Belinda. As a Missouri parent and educator, I strongly support House Bill 2230. This bill will ensure our youngest learners develop literacy, critical thinking, and foundational academic skills through proven, hands-on instruction. This is desperately needed to give our children opportunity to develop discernment. Limiting screen time and restoring paper-based learning will strengthen our children and prepare them for future success as well as improve mental health. This is even especially more critical for our adhd children. I respectfully urge the Committee to advance this bill out of committee and toward a full House vote.

Thank you for your consideration and service.

Sincerely,  
Belinda Haschke-Green



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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>BOB ENO</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 11:26 AM</b>
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**This is necessary! All the data points to kids that are taught by a teacher minimal use of Computers, iPads, etc. do better than the kids, using computers, iPads, exclusively. I appreciate the opportunity to my opinion.**



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<b>WITNESS NAME</b>			
<b>BUSINESS/ORGANIZATION:</b>			
WITNESS NAME: <b>BYRON KEELIN</b>		PHONE NUMBER: <b>314-402-0655</b>	
BUSINESS/ORGANIZATION NAME: <b>FREEDOM PRINCIPLE</b>		TITLE: <b>PRESIDENT</b>	
ADDRESS: <b>PO BOX 2</b>			
CITY: <b>BALLWIN</b>		STATE: <b>MO</b>	ZIP: <b>63011</b>
EMAIL: <b>freedomprinciplemo@protonmail.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 8:07 PM</b>	

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The Freedom Principle supports this bill. HB 2230 would put smart limits on how much technology and screens are used for learning in our elementary schools—kindergarten through fifth grade. It's a simple, common-sense way to help our young kids build the kind of strong reading skills they really need.

We all know screens are everywhere, and they can be great for some things. But when it comes to little kids learning to read, too much time on devices can get in the way of something really special: deep reading. Deep reading isn't just figuring out the words on a page—it's like stepping into a quiet, personal space in your mind where you really think about the story, feel what the characters feel, question ideas, and come up with your own thoughts. It's how kids grow empathy, imagination, and the ability to think critically about the world.

Experts who study how our brains learn to read explain it beautifully. They say that reading isn't something kids are born knowing how to do, like talking. It takes careful teaching and practice to wire their young, flexible brains for this deeper kind of reading. But screens push us toward quick habits—skimming, scrolling, jumping around, distracted by pop-ups or notifications. Those fast habits stick with us, even when we pick up a real book. Kids end up rushing through pages instead of savoring them, losing patience for longer, more thoughtful stories. Research shows this makes it harder for them to really understand and connect with what they're reading.

For our K-5 kids, whose brains are still growing and super open to new learning, this is a big deal. If they spend too much time skimming on screens, they might miss out on building those deeper skills before it's harder to catch up. Wolf calls for a "biliterate" approach: teach kids to read deeply with print books first, especially in those early years from about age 0 to 10, and use digital tools only for things that truly help—like fun coding games or high-quality apps that support books. Then, around age 10 or so, they can learn to switch between print and screens, like being bilingual.

HB 2230 does exactly that. It caps daily screen time in elementary classrooms and puts the focus back on hands-on, print-based ways of learning: curling up with real books, practicing handwriting, talking in groups with teachers, playing, and exploring ideas together. These are the things that help kids slow down, pay close attention, and truly grow as readers and thinkers.

This also helps every child, no matter their family situation. Not everyone has tablets or fast internet at home, so leaning too hard on tech can leave some kids behind. Print books and simple classroom

**activities work for all.**

**This bill isn't about being afraid of technology; it's about making sure we don't lose what makes reading so powerful for our children. By passing HB 2230, we're giving Missouri kids the gift of deep reading: stronger minds, bigger hearts, and the tools to think for themselves in a busy digital world.**



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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>CANDICE ROBB</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: <b>2/4/2026 12:00 AM</b>
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<b>WITNESS NAME</b>		
<b>BUSINESS/ORGANIZATION:</b>		
WITNESS NAME: <b>CHARLES GIRGIN</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME: <b>FREEDOM PRINCIPLE MO</b>		TITLE:
ADDRESS:		
CITY: <b>BELTON</b>	STATE: <b>MO</b>	ZIP: <b>64012</b>
EMAIL: <b>Charles.girgin@proton.me</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 1:17 PM</b>
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I support HB 2230 because I believe that students build crucial cognitive and literacy foundations through tactile, hands-on activities and that excessive reliance on tablets and screens can detract from skill development in reading and writing. In closing, HB 2230 represents a significant shift in elementary instructional practice with implications for curriculum design, classroom management, and student engagement. I respectfully encourage the Committee to carefully weigh both the educational benefits of hands-on learning methods and the practical implications of reduced digital integration in classrooms.



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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>CYNDIA HAGGARD</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>1/31/2026 2:38 PM</b>
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This is a bill I am super excited about. Studies are showing that technology in the classroom for young children is actually harmful and outcomes are poor. Google "studies showing poor outcomes for digital education at a young age", and you will find any number of studies underscoring poor outcomes and multiple issues. Our children deserve our protection, and unfortunately, schools cannot be trusted to voluntarily invest in the resources necessary to take a perceived step "backwards". This needs to be a uniform approach to early education in Missouri. Please vote Yes on this bill. Thank you.



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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>DIANE DRAGAN</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: <b>2/4/2026 12:00 AM</b>
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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>DORIS WURTZ</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 2:05 PM</b>
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I am in favor of this bill because I think the less we teach our students technology, the better. Back to old school use books. Thank you



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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>ELIZABETH COHEN</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
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EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/2/2026 9:17 PM</b>

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It is past time to limit technology in schools, especially elementary school. I support this completely.



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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>HEATHER BOUTWELL</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/3/2026 6:38 AM</b>	

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My child was not receiving instructional material when chromebooks were used in the classroom. He was able to easily bypass the blockers even at the elementary level and play games when he should be learning. The school did not redirect him or give him any consequences for being on games while supposed to be listening and participating in instructional work in the classroom. At conferences they noted that he was constantly on games but did nothing on their part to mitigate this. He missed out on instructional content and we moved him to a school that limited digital teaching where he thrived. Kids with neurodivergencies, such as ADHD, struggle with a higher chance electronic addiction and not listening to classroom expectations. Schools are not holding students accountable for actions while at school. This would come almost to the point of putting a lot of kids on a 504/IEP (as ADHD is an IEP approved diagnosis) and diverting to the limited digital teaching model anyways. Our family strongly supports this bill and we are hopeful for a future where we do not have to search out private education to meet the needs of our children.



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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>JACKIE PECK</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>2/4/2026 2:23 PM</b>
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<b>WITNESS NAME</b>			
<b>BUSINESS/ORGANIZATION:</b>			
WITNESS NAME: <b>JENNIFER E SPENA</b>		PHONE NUMBER: <b>816-536-0398</b>	
BUSINESS/ORGANIZATION NAME: <b>FREEDOM PRINCIPLE MO</b>		TITLE: <b>MRS.</b>	
ADDRESS: <b>13305 E PRAIRIE DR</b>			
CITY: <b>PECULIAR</b>		STATE: <b>MO</b>	ZIP: <b>64078</b>
EMAIL: <b>jennyspena@gmail.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 1:52 PM</b>	

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**Children (and everyone for that matter!) most likely are now on their screens practically more than they're off. Please protect our children in schools and limit screen time and go back to books and paper and pencil.**



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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>JOEL NELSON</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 7:51 AM</b>

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**I support these bills. Children should have limited technology exposure when young, and be learning handwriting skills and to become proficient at writing on paper.**



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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>JUDI GAMBINO</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
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**I would love to see this pass. The screen time for the students is not good. They become addicted and it causes students to struggle more. The paper is more reliable in situations where we lose power and etc... too.**



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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>KAREN SCHERZER</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/3/2026 4:05 PM</b>
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I am in support of HB 2230. As a public school kindergarten teacher, I do believe elementary age students should not be in front of a device for more than 45 minutes a day. Most students spend way too much time on screens at home. They do not need more time in front of screens. Students, especially primary age students, need hands-on learning and paper-pencil activities/work. Furthermore, students do not need to be taking devices such as iPads home. No homework is given in my grade level, so devices do not need to go home. They only go home in elementary because the district requires them to go home in case of an AMI day (alternative method of instruction).



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2230</b>		DATE: <b>2/4/2026</b>	
COMMITTEE: <b>Elementary and Secondary Education</b>			
<b>TESTIFYING:</b> <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>BUSINESS/ORGANIZATION:</b>			
WITNESS NAME: <b>KIM WHITMAN</b>		PHONE NUMBER: <b>816-260-6459</b>	
BUSINESS/ORGANIZATION NAME: <b>DISTRACTION-FREE SCHOOLS POLICY PROJECT; SMARTPHONE FREE CHILDHOOD US; BECCA SCHMILL FOUNDATION</b>		TITLE: <b>CO-LEAD</b>	
ADDRESS: <b>4020 WEST 95TH TERRACE</b>			
CITY: <b>OVERLAND PARK</b>		STATE: <b>KS</b>	ZIP: <b>66207</b>
EMAIL: <b>kimspikingwhitman@gmail.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 8:00 PM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

February 4, 2026

Dear Chair Banderman and Members of the Committee,

We applaud Representative Byrnes and Missouri for taking such a strong leadership role in introducing House Bill 2230.

We write as the leaders of the national Distraction-Free Schools Policy Project where for the past year we have been curating independent research to inform policy as it relates to how computers, digital and online products are used in our nation’s classrooms. The Distraction-Free Schools Policy Project is a joint initiative of the Becca Schmill Foundation and Smartphone Free Childhood U.S.

Students are spending more time in school and yet are less academically capable than past generations. It’s time to take an objective look at the industry that markets themselves under the title “education technology industry” (edtech). Edtech is a big business, and like the social media giants, its incentives prioritize profits over all else, including learning. The lack of oversight for this industry has left schools vulnerable to marketing scare tactics, leading them to spend taxpayer dollars on unproven—and often harmful—digital products. These products not only distract from learning but pose serious data privacy and safety risks.

The digital and online “edtech” products that are marketed and sold for use in our classrooms have never been independently vetted as 1) safe for students 2) effective for learning and 3) in compliance with existing law intended to protect children.

We support legislation that will prioritize every child's right to a safe, high-quality education. We believe such legislation should include the following:

**1. Age appropriate Computer Introduction**

**Grades K-5:** Should be screen-free, hands-on, print-based and should support foundational skills and developmental readiness;

**Grades 6-8:** Digital devices may be shared between students/classrooms. Use is teacher-led and actively supervised and only for academic purposes;

**Grades 9–12:** One-to-one digital devices may be introduced and used intentionally when it is independently established that the benefit and utility to using these digital products outperform the analog method.

**2. Paper-and-Pencil Homework for K through 8:** To preserve healthy boundaries between school and

home and to reduce unnecessary screen exposure, we advise all homework for TK–8 students be paper-and-pencil only, so that school-issued devices remain at school.

3. **No Recreational Screen Use During the School Day:** prohibition on Chromebook, iPads, or screen use before school, during lunch, during recess, or during unstructured downtime, as well as blocks on YouTube and video games like Minecraft. Unstructured time at school is critical for socialization, movement, imagination, and emotional regulation. Sites like YouTube and Minecraft pose well-documented risks related to distraction, dangerous content, and addictive design and should be entirely not accessible to students.

4. **No Generative AI Tools:** Families should not be defaulted into emerging technologies with unknown developmental and ethical implications.

5. **Meaningful Opt-Out from EdTech:** Families should have the right to opt out of educational technology without penalty to their child. We request a clear, written pathway for opting out.

6. **Obtain Parental Consent for Each Data-Collecting App or Website:** In alignment with updated FTC guidance under COPPA, parental consent should be required for each individual app or website that collects student data.

8. **Independent Vetting of Tech:** All student facing technology used by the school must be independently vetted for safety, effectiveness and compliance with data privacy laws by entities that have no funding from or partnerships with commercial entities that can create real or perceived bias.

9. **Limitations on screen time:** Middle and high school students should have limits on screen time in school and for homework. Sleep needs to be prioritized especially for high school students, and limiting screen based homework and help with this.

10. **Family Education About Screen Health Risks.** Education should be provided for families on the health and developmental risks of excessive screen use and how to recognize and respond to issues such as problematic or addictive screen behaviors.

We appreciate how House Bill 2230 significantly contributes to creating a better learning environment for students.

Thank you for your consideration. We are available to support and answer questions.

Sincerely,

-Kim Whitman, Smartphone Free Childhood US (Kansas)

-Deb Schmill, Becca Schmill Foundation (Massachusetts)

-Laura Derrenderinger, Smartphone Free Childhood US (Vermont)

Co-Leads, Distraction-Free Schools Policy Project

The Distraction-Free Schools Policy Project is an independent volunteer professional coalition of subject matter experts and parents across 33 states. We maintain full independence from any commercial industry entity neither accepting money or partnerships from “tech” related companies that would create real or perceived bias in how we read and interpret research to inform best practice policy.

Please find the following curated independent research below which supports our statements.

Online and digital products used at school increase student screen time at the risk of students’ physical and mental health.

Recent surveys show that students spend 1-4 hours daily on screens at school.

There is a 60% increase in psychological disorders in children who have more than 1-2 hours of screen time per day.

Using a computer seven hours a week or more triples the risk of nearsightedness.

Online and digital products are ineffective in producing positive learning outcomes.

A study called “How We Learn” by researchers for Scientific American Mind reviewed more than 700 scientific articles on ten common learning techniques to identify the most advantageous ways to study. Of those deemed most advantageous for learning, exactly ZERO used any sort of advanced digital technology.

The Organization for Economic Co-Operation and Development studied millions of High School students worldwide and found that those who used computers heavily at school “do a lot worse in most learning outcomes, even after accounting for social background and student demographics.”

Research suggests that, on average, students using tablets in “all or most of all” of their classes have reading scores that are the equivalent of a full grade lower on assessments than students who never use tablets in their classrooms.

Fourth-grade students “who used tablets in all or almost all their classes had, on average, reading

scores 14 points lower than those who never used them – a differential equivalent to an entire grade level.”

When replication studies conducted by independent researchers were compared to research conducted by app developers, the developer studies tended to yield 80% higher academic gains. National assessment scores have declined in recent years, with mounting evidence suggesting a correlation between technology saturation and poor student outcomes, especially in early education.

References and publications re online and digital product exposure in youth "recreational and classroom exposure"



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>TESTIFYING:</b> <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>KISHA MCNULTY TAYLOR</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>2/3/2026 6:15 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo. MO</b>			



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>LARA WAKEFIELD</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 12:15 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**My name is Dr. Lara Wakefield and I'm an advocate for children with disabilities representing over 400 families in the state of Missouri in 27 school districts. We are in support of this bill. We thank Representative Byrnes for sponsoring this legislation.**



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>LAUREN GASBER</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>2/1/2026 8:56 PM</b>

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

I have a 6th grader who has been using a chrome book for school work since kindergarten when covid hit. He was diagnosed with ADHD in 3rd grade. However, before his diagnosis, I had noticed how too much screen time affected him. It made him wild and his mind was everywhere at once. He would get mad and aggressive and even throw tantrums (he still does, but we're improving greatly). We limit screens at home, but i can not monitor his "free time" when he is at school. That being said, it basically allows him to have no screens after school. That's hardly fair to have part of his relaxation time taken away when humans have been only learning from hands on activity and books since the beginning of time.

Technology is still so new that we as adults are not evolved enough to learn everything from technology. What makes anyone think a human in their biggest growth and developmental stages are evolved and MATURED enough to learn important information only from screens?



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>TESTIFYING:</b> <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>REGISTERED LOBBYIST:</b>		
WITNESS NAME: <b>LISA PANNETT</b>		PHONE NUMBER:
REPRESENTING: <b>ARMORVINE</b>		TITLE:
ADDRESS:		
CITY: <b>JEFFERSON CITY</b>		STATE: <b>MO</b>
		ZIP: <b>65101</b>
EMAIL:	ATTENDANCE:	SUBMIT DATE: <b>2/4/2026 12:00 AM</b>
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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>MARK MITCHELL</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 2:00 PM</b>	

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**Please support this for our future generations. We have a chance here to reevaluate the way we are teaching our children, and I strongly believe taking this course will greatly benefit learning. It's time to end the excessive reliance on technology and recover basic skills in education.**



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>MARYAM MOHAMMAD KHANI</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: <b>2/4/2026 12:00 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>WITNESS NAME</b>		
<b>BUSINESS/ORGANIZATION:</b>		
WITNESS NAME: <b>MELISSA THOMAS</b>		PHONE NUMBER: <b>816-824-6014</b>
BUSINESS/ORGANIZATION NAME: <b>FREEDOM PRINCIPLE</b>		TITLE:
ADDRESS: <b>1400 SW FAIRFAX ROAD</b>		
CITY: <b>LEES SUMMIT</b>		STATE: <b>MO</b>
		ZIP: <b>64083</b>
EMAIL: <b>melissaforliberty@pm.me</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/2/2026 8:36 PM</b>

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**I support this bill and Thank Representative Byrnes for advocating for the health of our children. Studies are replete with the damage to eyes and brain that come from too much screen time. Not to mention the continued failing scores. I believe this bill is a step in the right direction for our kids**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>MIKE BRANDT</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>1/31/2026 11:30 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

Dear Members of the House Elementary and Secondary Education Committee,

My name is Mike Brandt, and I am a Missouri advocate for education.. I strongly support House Bill 2230 because it will ensure our youngest learners develop literacy, critical thinking, and foundational academic skills through proven, hands-on instruction. Limiting screen time and restoring paper-based learning will strengthen our classrooms and better prepare children for future success. I respectfully urge the Committee to advance this bill out of committee and toward a full House vote.

Thank you for your consideration and service.

Sincerely,

**Mike Brandt**  
St Charles, MO



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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<b>TESTIFYING:</b> <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>MISTI ATKISSON</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>2/4/2026 12:15 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

**This is so needed! Students need the hand/eye coordination of pen and paper, plus we learn better from hard copies than electronic copies. Too much screen time is bad for the eyes.**



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<b>WITNESS NAME</b>			
<b>REGISTERED LOBBYIST:</b>			
WITNESS NAME: <b>OTTO FAJEN</b>		PHONE NUMBER: <b>573-634-3202</b>	
REPRESENTING: <b>MISSOURI NEA</b>		TITLE:	
ADDRESS: <b>1810 E. ELM STREET</b>			
CITY: <b>JEFFERSON CITY</b>		STATE: <b>MO</b>	ZIP: <b>65101</b>
EMAIL:	ATTENDANCE:	SUBMIT DATE: <b>2/4/2026 12:00 AM</b>	
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MISSOURI HOUSE OF REPRESENTATIVES  
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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>STEPHANIE WERTON</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/2/2026 10:50 PM</b>
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685 Green Earth Dr



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>STEPHANIE WERTON</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/2/2026 10:54 PM</b>
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685 Green Earth Dr



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>STEPHEN BLECHLE</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/3/2026 9:08 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		



MISSOURI HOUSE OF REPRESENTATIVES  
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BILL NUMBER: <b>HB 2230</b>		DATE: <b>2/4/2026</b>
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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>TAMARA BRINKMANN</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:                  ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 1:18 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

I think it is so important for our kids to go back to learning via a pencil and paper.  
I also feel it is important for it children to learn cursive writing again. Please vote yes in this much needed bill.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2230</b>		DATE: <b>2/4/2026</b>
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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>TERRI WHITE</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:                  ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/3/2026 5:21 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

During the past 10 years since retiring from teaching, I have been very concerned about the changes I've seen in public education. Namely the dramatic increase in the use of on-line technologies versus the traditional use of textbooks. I understand there are some school districts that don't use textbooks anymore while others keep a textbook in the desks to be used by many students throughout the day. I am a strong supporter of teacher driven learning that not only uses textbooks but paper/pencil exercises for a successful education.



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>TERRILL C. HERRING, MBA</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/1/2026 1:54 PM</b>	

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

I strongly support passage of HB 2230. This bill marks a major step in returning classical, objective education to Missouri’s public schools – and by extension to all primary schools in the state. It is no secret that Missouri schools and to a greater extent, schools throughout the United States, as a whole are performing poorly, especially compared to schools in other countries, particularly those countries seeking to replace the United Staes on the world stage. HB 2230 addresses this.

Put bluntly: Learning is hard work. Unfortunately, this truth has been forgotten, or simply cast aside in the majority of public, or more appropriately, “government schools” over the last several decades. The concept of hard work in learning has been replaced by the concept of “Social-Emotional-Learning” (SEL), which emphases feelings about an issue, rather than critical analysis of it. How the student feels about himself or herself is more important than getting to the correct result.

By returning the learning process to “traditional materials” such as printed books, paper-based workbooks, notebooks, handwriting materials and physical educational resources, HR 2230 puts the student directly into the learning process. These tools must be mastered so that the student is able to understand the mechanics and philosophy of mathematics, science, reading and writing before they are engaged with the technological tools that will perform many of the functions for them.

For over fifty years I was a human resources professional rising from front-line operations to HR director of a 13,000+ person operation with a staff of 150 HR and training professionals, and later as corporate division head responsible for the staffing, operation and evaluation of 24 subordinate HR functions. For forty years of that time, I was also an adjunct instructor/professor at several colleges and universities, including Park College, and Maryville and Lindenwood Universities in Missouri, teaching business courses at both the graduate and undergraduate levels. During my time as an educator, I saw a decline in the students’ critical thinking, problem solving and both speaking and written communication skills. I many cases, the foreign students, who were taking the courses on line from their home countries, performed better than the local students. I attribute this, in large part to the SEL approach used in our schools.

To sum up, HB 2230 is an essential first step in correcting the poor educational practices that been allowed to corrupt so many of our primary schools. Pass HB 2230 now and begin repairing our educational system.



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>THE MISSOURI PATRIOT</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/3/2026 9:10 AM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2230</b>		DATE: <b>2/4/2026</b>
COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>TRAVIS HEINS</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 11:02 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2230</b>		DATE: <b>2/4/2026</b>
COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>TRISH MITCHELL</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 1:29 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2230</b>		DATE: <b>2/4/2026</b>	
COMMITTEE: <b>Elementary and Secondary Education</b>			
<b>TESTIFYING:</b> <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>VANESSA WHITTLE</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>In-Person</b>		SUBMIT DATE: <b>2/3/2026 6:11 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

**As a 24-year middle school educator, I support HB 2230's effort to reconsider educational technology use in the elementary years, as early, developmentally appropriate limits can reduce later dependence and improve student focus, safety, and well-being in the middle grades and beyond.**



MISSOURI HOUSE OF REPRESENTATIVES  
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COMMITTEE: <b>Elementary and Secondary Education</b>			
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>AIMEE ROBERTSON</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>1/31/2026 4:40 PM</b>	

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This needs to be two different bills. There should be one bill about cursive handwriting and then the technology components should be in a different bill. While I don't completely disagree with some of the technology recommendations within this bill and I do appreciate that consideration for students who fall under IDEA has been given, some of the recommendations should be left to each individual school board to determine the individual needs of students within their districts.

With regards to the cursive writing components of this bill, I strongly oppose the recommendations. Many children as young as second grade are simply not ready for the fine motor planning required to form cursive letters and are still working on perfecting their standard handwriting skills. While it would be acceptable to discuss introducing cursive handwriting at this young age, requiring it when student test scores already show significant struggles in many other academic areas is an added distraction from the learning students should be doing.

There has been significant commentary surrounding the notably poor outcomes on state testing of Missouri students in academic areas of reading, writing, and mathematics. Until we are able demonstrate significant progress in these vital areas of development, priority should remain in those areas and cursive writing instruction should remain an optional skill.

If both the cursive writing and the technology components are to remain in this bill, I strongly oppose it. I believe with some work and compromise, some of the technology components of the bill could be supported.



MISSOURI HOUSE OF REPRESENTATIVES  
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COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>ALLIE RAINS</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/3/2026 12:18 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**As an educator, I have found that technology is imperative to helping American students compete in a global market. If Missouri students are not taught to be comfortable with technology in the classroom, this will impede their competition in the national workforce.**



MISSOURI HOUSE OF REPRESENTATIVES  
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COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>ALLY BECKER</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 12:35 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>ALYSSA FRANKE</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/3/2026 12:09 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**We oppose this because politicians aren't education experts, so they shouldn't be micromanaging our classrooms or instruction tools. Concerns about technology usage are valid, but this removes the flexibility that teachers need to meet the needs of all students in their classroom in any given day or lesson plan. It mandates the same rule no matter the elementary grade level.**



MISSOURI HOUSE OF REPRESENTATIVES  
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COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>AMANDA HURT</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/3/2026 9:20 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**One size fits all mandates don't solve anything. The sponsoring rep has also refused to provide additional implementation and cost data as requested, and I'm concerned this will ultimately do more harm than good. I oppose.**



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>AMANDA WILLENBERG</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/3/2026 8:41 AM</b>	

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

I strongly oppose HB 2230. This bill represents legislative micromanagement of classrooms by individuals who are not education professionals and who are far removed from the day-to-day realities of teaching diverse learners.

Decisions about instructional methods, tools, and time allocation belong with trained educators, instructional specialists, and local school communities—not lawmakers setting arbitrary caps and mandates from the statehouse. HB 2230 replaces professional judgment with rigid compliance requirements that undermine effective teaching and learning.

This bill imposes one-size-fits-all limits on instructional technology that ignore decades of research, modern pedagogical practice, and the varied needs of students. Technology is not inherently good or bad; its value depends on how, when, and why it is used. By restricting digital instruction to an arbitrary 45-minute maximum and mandating that 70% of work be completed with paper and pencil, the bill prioritizes ideology over evidence.

The legislation is especially troubling in how it restricts instructional flexibility in core subjects like reading, math, science, and social studies—areas where high-quality digital tools are widely used for differentiation, intervention, assessment, and enrichment. These tools are often essential for supporting struggling learners, multilingual students, and students who need targeted practice or immediate feedback.

While the bill claims to allow exceptions for special education and assistive technology, it still creates barriers and additional administrative burdens that will disproportionately harm the very students it claims to protect. Requiring educators to justify technology use to comply with rigid rules discourages innovation and slows timely support for students who need it most.

HB 2230 also creates an excessive and unnecessary compliance and reporting burden on school districts. The required annual reporting of device-use minutes, software inventories, and verification of instructional practices diverts time, energy, and resources away from students and classrooms and toward bureaucratic box-checking. This is not accountability—it is surveillance.

Furthermore, banning the use of technology for homework, classroom management, behavior tracking, or communication with families ignores the realities of modern education and family life. These tools are often used to improve organization, accessibility, and transparency—not to replace instruction or entertainment.

**Finally, mandating cursive instruction and dictating how it must be taught may sound benign, but it further illustrates the core problem of this bill: lawmakers substituting their preferences for professional expertise. Educators are fully capable of balancing handwriting, typing, and digital literacy in ways that best serve students' developmental and academic needs.**

**HB 2230 sends a clear message of distrust toward educators and local school leaders. Rather than supporting teachers, this bill constrains them. Rather than centering students, it imposes rigid rules that ignore their differences. And rather than improving education, it risks pushing classrooms backward while the world moves forward.**

**For these reasons, I urge lawmakers to reject HB 2230 and instead engage educators, researchers, and families in meaningful, evidence-based conversations about responsible and effective technology use in schools.**



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>AMBER MOLONEY</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/2/2026 9:17 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**As an educator I can use my own professional judgment on the use of technology in my classroom. We always do what is best for students. Someone outside of education should not be making these decisions.**



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>ANDREA STEUDEMAN</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/3/2026 4:52 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**Our teachers don't want it and I trust our teachers.**



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>ANNA MCCAULEY</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>2/3/2026 7:38 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>ARNIE C. AC DIENOFF-STATE PUBLIC ADVOCATE</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>In-Person</b>		SUBMIT DATE: <b>2/4/2026 11:35 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

**I believe in "Local-Control" and Educational Decision-Making to be made in Our State's 518 School District.**



MISSOURI HOUSE OF REPRESENTATIVES  
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COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>BRAD BALOG</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/2/2026 9:06 PM</b>

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

Our job as educators is to prepare students for life after their elementary and secondary education which includes a strong proficiency with technology including its responsible use. In addition, the desire to have cursive in the curriculum is an out dated desire by many. There is no use in daily life for cursive beyond being able to sign your name. Instead, students should be trained to be proficient with typing/ keyboard usage.



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>CATHERINE HOLMES</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 1:16 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

I oppose this because politicians aren't education experts, so they shouldn't be micromanaging our classrooms or instruction tools. Concerns about technology usage are valid, but this removes the flexibility that teachers need to meet the needs of all students in their classroom in any given day or lesson plan. It mandates the same rule no matter the elementary grade level. Local school districts should decide what's best for their students.



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>CHRISTY MACLACHLAN</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/3/2026 5:59 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

I have 5 kids in the K-12 education system and I can tell you that this actually isn't an issue at all. My kindergartner does all of his assignments on paper and the screens are supplemental and used correctly. Even when my now 7th grader was in elementary school, he used pencil and paper far more than a screen. Even in 7th grade now, he brings home math worksheets and books to read. These kids aren't shoved on a screen every day all day. This bill would hurt all of our kids. Let teachers teach. Let students learn.



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>COURTNEY O'CONNOR</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/1/2026 7:07 PM</b>

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

**As a high school math teacher my students thrive with digital assignments. This adaptive practice has allowed my student to practice skills in a variety of ways and get extra support as needed. We still do lots of assignments on paper but the digital options have made Differentiation so much easier.**

**Plus with things like ACT, SAT, and state standardized tests digital exposing students to digital platforms with only increase the likelihood of success**



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>CURTIS R BRENNECKE</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 11:13 AM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

I oppose this bill because it imposes rigid, one-size-fits-all limits on classroom instruction that undermine local control and professional judgment of educators. Arbitrary caps on technology use ignore how digital tools are already used responsibly to support literacy, remediation, accessibility, and individualized learning. The mandates would force schools to purchase and maintain duplicate paper materials, creating new costs without providing additional funding. Restricting technology also disadvantages students with diverse learning needs and widens gaps for those who rely on adaptive or blended instruction models. Missouri should focus on adequately funding schools and trusting educators, not legislating inflexible classroom practices that reduce instructional effectiveness. Teaching cursive is only a small portion of what students should learn, they need to focus on technology and not an antiquated way of doing things.



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>DANIEL LEARY</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/2/2026 8:37 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**Politicians are not educational experts. Leave the teaching to the teachers and school systems. Our country is behind so many other countries in the use of technology. We should be embracing technology and not limiting it.**



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<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>BUSINESS/ORGANIZATION:</b>		
WITNESS NAME: <b>DAVA-LEIGH BRUSH</b>		PHONE NUMBER: <b>314-600-6018</b>
BUSINESS/ORGANIZATION NAME: <b>MISSOURI EQUITY EDUCATION PARTNERSHIP</b>		TITLE:
ADDRESS: <b>PO BOX 1352</b>		
CITY: <b>ST. CHARLES</b>		STATE: <b>MO</b>
		ZIP: <b>63010</b>
EMAIL: <b>dlb@missouriequity.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 1:32 PM</b>

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

The Missouri Equity Education Partnership opposes this bill as written. We believe the cost of physical textbooks will create an equity gap between financially fluid districts and those that struggle. Technology is here to stay, but we understand the benefit of using physical books, writing on paper with pencils/pens, and limiting technology. We are concerned this bill, as written, will throw the baby out with the bathwater. Until the State decides to fully fund the foundation formula and provide robust resources for all district, as distasteful as it is, cost has to be a factor. Furthermore, technology resources benefit ESL students by allowing access to hyperlinks that provide definitions quickly, images, and translation services in an efficient and financially feasible way. They need to be included in any carve outs. Finally, we believe that cursive writing should be a resource used as needed but not require for all.



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>DEBORAH FUCOLORO, PHD</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 8:33 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**As an educator for 30 years, it is my belief that politicians are not education experts. They should not be micromanaging our classrooms or instructional tools. The use of technology in the classroom is a valid concern, but these bills remove the flexibility teachers need to meet the needs of all students regardless of lesson objective and/or grade level.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2230</b>		DATE: <b>2/4/2026</b>
COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>DEBORAH YERSKY</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/3/2026 3:08 AM</b>

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

The specifications in this bill will not allow the flexibility needed for every student. I have four children, and my fourth had dysgraphia and a language-based learning disorder. Writing and Art class were tearful experiences as fine motor manipulation was painful. Adaptations were required. Elementary reading was taught using Scrabble letter tiles to spell words. He gradually became proficient at printing, and then eventually typing. A special handwriting program called "Handwriting without Tears" was utilized eventually to teach cursive, but to this day, he functionally only uses cursive to sign his name, and it is a slow, laborious process. Despite this, he is a college graduate. Teachers need to be able to use all the tools at their disposal. A one-sized approach will not work for all. There is more than one way to demonstrate the ability to encode and produce language to communicate.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2230</b>		DATE: <b>2/4/2026</b>	
COMMITTEE: <b>Elementary and Secondary Education</b>			
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>ELIZABETH HANCOCK</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/3/2026 2:27 PM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

As a Missouri educator, I believe this bill does not take into account the measures schools are already taking to ensure students are not overly dependent on technology. It also limits classroom management or behavior tracking with technology--many schools utilize programs for ensuring students are using the technology according to existing rules and procedures, and for programs for both rewards and restorative practices. With the broad phrase of not using technology for behavior tracking, how can schools know if behaviors are repeated offenses or brand new? Most discipline programs are through school grading systems which are computerized, i.e. technology based. If legislatures are interested in making improvements in schools, it is imperative that they get stakeholders from around the state that actually work in schools and are educated on teaching in order to develop successful procedures.



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>EMILY CONLEY</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 2:27 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

I oppose this because politicians aren't education experts, so they shouldn't be micromanaging our classrooms or instruction tools. Concerns about technology usage are valid, but this removes the flexibility that teachers need to meet the needs of all students in their classroom in any given day or lesson plan. It mandates the same rule no matter the elementary grade level.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2230</b>		DATE: <b>2/4/2026</b>
COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>EMILY HAAS</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/3/2026 5:48 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**Let teachers teach and legislators focus on making schools safer and better funded.**



MISSOURI HOUSE OF REPRESENTATIVES  
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COMMITTEE: <b>Elementary and Secondary Education</b>			
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>EMILY WARREN</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/2/2026 7:30 PM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

**I do not support this without teachers and administrators as part of this team. Districts have already purchased curriculum that has online comments. With the state cutting funding for education constantly, we do not have funds to buy new materials.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2230</b>		DATE: <b>2/4/2026</b>
COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>JAIME ALEXANDER</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/2/2026 9:24 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

My son is in gifted education and could never have the acceleration and individual learning he has without the ai of his iPad and the programs on it. From Kindergarten through now fifth grade, he has been able to accelerate through 6th and 7th grade in both math and language arts.

By limiting technology use, you remove the ability for teachers to differentiate between the needs of students.



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>JANET SILLIMAN</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:                  ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/3/2026 9:01 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		
<b>Educators need flexibility in classrooms.</b>		



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>JENNIFER POWERA</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/3/2026 8:24 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**I oppose this because politicians aren't education experts, so they shouldn't be micromanaging our classrooms or instruction tools.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2230</b>		DATE: <b>2/4/2026</b>
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<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>JENNIFER SHIRLEY</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 7:34 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**No to 2230. Let's schools schools and districts make these decisions not the state**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>JENNIFER UDING</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/3/2026 7:59 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

I am a 5th grade teacher in a class for gifted students. In my classroom, students learn new technology and topics that they wouldn't learn in their regular classrooms. I teach topics like photography, robotics, and app programming. We don't use pencil and paper in my classroom because that's not what is used in the real world. Students are taking and editing photographs, creating multimedia projects, and programming. These things can't be done using pencil and paper. This bill would mean I could not teach any of these topics. The curriculum that I've spent the last 20 years perfecting would be useless. If you ask any student in my classroom, the day they get to come to the gifted center is their absolute favorite day of the week. They get to learn new things instead of sitting through things they've known how to do since they were five. This bill would completely decimate gifted education. Aside from the gifted education classroom, the use of technology has been the first thing in decades to actually help gifted students. Some of my gifted students are 3 to 7 years ahead of their peers in topics like reading, spelling, and mathematics. The use of technology allows them to work at their own pace rather than be held back to what other 10-year-olds are capable of. This bill will set these children back years. Paper to pencil work is only effective if every child in the class is on the same level. That isn't what a modern day classroom looks like.



MISSOURI HOUSE OF REPRESENTATIVES  
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COMMITTEE: <b>Elementary and Secondary Education</b>			
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>JERE HOCHMAN</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 10:55 PM</b>	

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

Teachers are professionals. Let them teach. Schools are forever learning. School districts engage experts and research and parents and frameworks for learning.

First, the Legislature is getting far too government-intrusive into teaching and learning. The legislature should not dictate curriculum resources, instructional methods, and classroom planning and instructional methodology. This has been a slippery slope for years and it fell off the cliff last year with the three-cueing system. "Evidence-based or not" - that is not government's job.

Second, kids do spend far too much time on SCREENS. However - "Instructional technology" and "technology for instruction" are vague and ambiguous. I agree with the intent 100%. I disagree with time limits pulled out of the air and generalizations. And again, it is not the job of government.

Third, cursive? Policy by nostalgia is foolish. Policy that dictates the physical actual motor skill of a child government overreach. Measuring it on a "performance assessment" is beyond understanding surpassed only by measuring BMI in PE class.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>JESSICA LEARY</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/2/2026 8:40 PM</b>

**THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.  
Politicians should not be telling schools how to implement their curriculum.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>JUDY WOLF</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/3/2026 7:44 AM</b>

**THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.**  
If you dismantle department of education giving state's education oversight, you can't dictate how they teach



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>KATHLEEN LEE</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 8:06 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2230</b>		DATE: <b>2/4/2026</b>	
COMMITTEE: <b>Elementary and Secondary Education</b>			
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>KATIE SANDERS</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 12:13 PM</b>	

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

I oppose this because politicians aren't education experts, so they shouldn't be micromanaging our classrooms or instruction tools. Concerns about technology usage are valid, but this removes the flexibility that teachers need to meet the needs of all students in their classroom in any given day or lesson plan. It mandates the same rule no matter the elementary grade level. These rules also put a lot more responsibility and time on teachers, and they do not have the bandwidth to do all of this tracking.

A fifth grader headed into middle school has vastly different technology needs than a kindergartener does. By 5th grade students are researching and writing papers, technology is NEEDED for that.

Let the DESE be the ones to decide on technology use in schools, they are the education experts!



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>KORTNIE HUDDLESTON</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 10:58 PM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

**This bill, while perhaps well-intentioned, represents a regressive and restrictive approach to education that will harm Missouri's students and widen existing inequities.**

**It arbitrarily limits essential digital literacy—a core 21st-century skill—to just 45 minutes per day, hindering student preparedness for a technology-driven world. This restriction disproportionately impacts under-resourced districts that rely on technology to bridge gaps in materials and access to specialized instruction.**

**The bill's rigid mandates on handwriting and physical materials ignore the diverse needs of learners and the professional judgment of educators. It forces a one-size-fits-all model, undermining differentiated instruction and failing students who thrive with adaptive or assistive technology outside of narrow exemptions.**

**Furthermore, it imposes unfunded burdens on schools for reporting and compliance, diverting scarce resources from direct student support. The legislation is rooted in a nostalgic vision of education that dismisses evidence-based, innovative teaching methods and the importance of digital fluency.**

**We should empower teachers to balance traditional and technological tools based on pedagogical best practices and individual student needs—not impose top-down, restrictive mandates that stifle educational progress and equity.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>KRISTIN T. HILL</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>1/31/2026 11:02 PM</b>

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

I really only have an issue with #4 - We are forgetting the students that are just on the outer fringe of IEP or 504. There are hard line requirements for a child to qualify for either 504 or IEP and there are many students who could benefit from having supplemental instruction or practice on an approved app... but that still don't qualify for the assistance. I want to see a provision that allows teachers to use their discretion on if a student would benefit from the extra time with an approved app for supplementing instruction...on a case by case/student by student basis.

I suppose I do have a question - with the part that says schools "...shall not substitute cursive instruction with digital handwriting or typing programs" - will there still be actual "typing practice/lessons" at some point in their schooling? They do have to learn how to actually type still....not just poking the letters on the tablet screen or phone, but with an actual keyboard. That skill is still needed in later school years and in most work environments.

Thank you!



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>LAURA KROEPPEL</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/2/2026 8:11 PM</b>

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

MO is currently 49th for state funding for public schools. Any bill needs to take into consideration the added cost to our schools. Changing to more paper/pencil would burden schools with paying for new curriculums, textbooks and paper itself.

Our country is racing to the future where we need to prepare our students for life in our technology literate world. This would force them to take a giant leap backwards, how can they compete in college and careers when they haven't learned how to navigate a digital world?



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>LAURA ZINK</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/1/2026 5:13 PM</b>

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

I oppose HB 2230 because this shouldn't be decided by politicians. Curriculum and instruction methods (and the tools used) should be developed by trained educators using child development research, learning standards, and classroom experience. Politicians are not experts in education and should not be micromanaging our classrooms to their political whims. Politicians respond to voters, donors, and headlines, and not what actually works for students at different ages. When politicians control teaching methods, decisions tend to reflect political talking points rather than best practices. That's how you get bans, mandates, or a one-size-fits-all rule that ignore student needs, local context, research, and education guidelines. Our students will be ill prepared for middle and high school if this law takes affect.

I also oppose this bill because of the reporting burden it puts on educators. It will take significant and valuable time away from them teaching our kids without any benefit.

Technology is our future. And while there should be controls in place, they should be decided by education experts and not politicians. Leave this to the education experts, not uniformed politicians creating a one-size-fits-all rule.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>LINDSEY BAYER</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/2/2026 8:54 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**I oppose. Micromanaged classroom mandates from non-educators do not promote effective education practices. Informed professionals that are trained in best practices, multi-modal instruction, and informed decision making strategies, know best how to meet the complex needs of students.**



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>LYDIA STEINKOETTER</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>1/31/2026 8:35 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

I agree there needs to be less technology at a young age, and I mostly agree with this bill. My testimony is in opposition however, because there should be carve outs for kids that may not be struggling with grades but need help with peer to peer interactions. Sometimes technology can help in those situations.

Right now, many teachers can:

- Offer flexible tools
- Adjust assignments
- Use tech temporarily or situationally

These hard limits can remove professional judgment, forcing teachers to choose between:

- Following the law
- Or helping the child in front of them



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2230</b>		DATE: <b>2/4/2026</b>	
COMMITTEE: <b>Elementary and Secondary Education</b>			
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>MEGAN STRATTON</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/3/2026 6:53 AM</b>	

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

The bills uniform requirements would limit flexibility in classroom instructions and defeat the purpose of individualized instruction. And this bill would disregard best practices, standards, and research in the classroom.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2230</b>		DATE: <b>2/4/2026</b>
COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>MELISSA SHELLENBERGER-MELNICK</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/3/2026 6:05 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**This should not be a law. It's does not allow for flexibility in how individuals learn.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2230</b>		DATE: <b>2/4/2026</b>
COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>MEREDITH BRUNO</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/3/2026 1:19 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**Politicians are not educational experts and should not be controlling instruction. This should be directed by school districts.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2230</b>		DATE: <b>2/4/2026</b>	
COMMITTEE: <b>Elementary and Secondary Education</b>			
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>MICHAEL DREYER</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 10:57 PM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

**This bill, while perhaps well-intentioned, represents a regressive and restrictive approach to education that will harm Missouri’s students and widen existing inequities.**

**It arbitrarily limits essential digital literacy—a core 21st-century skill—to just 45 minutes per day, hindering student preparedness for a technology-driven world. This restriction disproportionately impacts under-resourced districts that rely on technology to bridge gaps in materials and access to specialized instruction.**

**The bill’s rigid mandates on handwriting and physical materials ignore the diverse needs of learners and the professional judgment of educators. It forces a one-size-fits-all model, undermining differentiated instruction and failing students who thrive with adaptive or assistive technology outside of narrow exemptions.**

**Furthermore, it imposes unfunded burdens on schools for reporting and compliance, diverting scarce resources from direct student support. The legislation is rooted in a nostalgic vision of education that dismisses evidence-based, innovative teaching methods and the importance of digital fluency.**

**We should empower teachers to balance traditional and technological tools based on pedagogical best practices and individual student needs—not impose top-down, restrictive mandates that stifle educational progress and equity.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2230</b>		DATE: <b>2/4/2026</b>
COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>REBECCA VENNEMANN</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 7:43 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

I am a public school teacher, and I am extremely opposed to this measure. Everyone can agree that too much technology can be harmful at any age, but especially childhood. But a law mandating how many minutes elementary students can use computers or other screens is not the way to moderate this. Ask any good teacher, and they will tell you they try to strike a balance between digital and handwritten classwork. We are very mindful about how much screen time our kids are using, but we also have to prepare them for the 21st century. Teachers are the ones with firsthand expertise about what our students need, not legislators in Jefferson City. Students' needs vary from community to community and even classroom to classroom. Let schools keep local control and let us make the decisions about what tools our kids need.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2230</b>		DATE: <b>2/4/2026</b>
COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>RYAN TINKER</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 12:30 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

I oppose this bill because politicians aren't education experts, so they shouldn't be micromanaging our classrooms or instruction tools. Concerns about technology usage are valid, but this removes the flexibility that teachers need to meet the needs of all students in their classroom in any given day or lesson plan. It mandates the same rule no matter the elementary grade level.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2230</b>		DATE: <b>2/4/2026</b>	
COMMITTEE: <b>Elementary and Secondary Education</b>			
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>SALLY NICKEL</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 1:12 AM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

Concerns about technology use for children (and not just in school) are valid, however should not be micromanaged by politicians, especially ones that are not education experts. Furthermore, the reporting requirements put additional burden on classroom teachers when their time is already overextended.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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COMMITTEE: <b>Elementary and Secondary Education</b>			
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>SARA SIMPSON</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 12:08 PM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

I oppose this because politicians aren't education experts, so they shouldn't be micromanaging our classrooms or instruction tools. Concerns about technology usage are valid, but this removes the flexibility that teachers need to meet the needs of all students in their classroom in any given day or lesson plan. It mandates the same rule no matter the elementary grade level.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2230</b>		DATE: <b>2/4/2026</b>
COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>SARA SIMPSON</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/1/2026 5:44 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**This bill exists only to put more of a burden on our AI already underpaid teachers.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>SARAH A BOYER</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/3/2026 11:16 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

Dear Chairperson and Members of the Committee,

My name is Sarah Boyer, and I am writing as both a Missouri teacher and a parent of children in our public schools to respectfully express my opposition to HB 6630.

As an educator, I strongly believe in hands-on, meaningful learning. We know from both research and classroom experience that active, in-person instruction is powerful for children. However, mandates alone do not create those conditions. Teachers already carry enormous responsibility: large class sizes, increasing academic and behavioral needs, and extensive documentation requirements. If the goal is to increase hands-on instruction, educators must first be given the resources, staffing, and manageable class sizes that make it possible. Without additional funding and support, this bill becomes another unfunded mandate placed on teachers who are already stretched thin.

I am also concerned about the bill's rigid limits on instructional technology. Many modern curricula are published digitally so they can be updated as research evolves. Digital materials are often more current and cost-effective than printed textbooks. As a teacher, I prefer in-person and tactile learning whenever possible, but good teaching requires professional judgment and flexibility, not one-size-fits-all restrictions. Mandating specific formats does not guarantee better instruction and may prevent teachers from using tools that are working well for their students.

From a Special Education teacher perspective, I worry deeply about the impact on students with special needs. Some children rely on assistive technology for access to text, communication, or organization. Even with exemptions written into law, policies like this can unintentionally single out students whose learning looks different. Schools should be moving toward inclusive environments where supports are normalized, not policies that risk highlighting differences or creating logistical barriers.

I also question why statewide assessments continue to be delivered electronically while classroom technology use is being restricted. If digital tools are considered inappropriate for instruction, it raises concerns about fairness and consistency in how students are evaluated.

Teachers want what families want: engaged students, strong literacy skills, and meaningful learning experiences. But research consistently shows that lasting improvement comes from investment in people, smaller class sizes, adequate staffing, and professional trust, not from rigid mandates. I urge you to prioritize funding and structural support for schools rather than policies that restrict

**instructional flexibility without addressing the underlying needs of classrooms.**

**For these reasons, I respectfully ask you to oppose HB 6630.**

**Thank you for your time and for your commitment to Missouri's children.**

**Sincerely,  
Sarah Boyer**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>SARAH BERRY</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:	STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/3/2026 9:43 AM</b>

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

House Bill 2230 is objectionable as drafted because it imposes rigid instructional mandates on local school districts without funding, overrides constitutionally protected local control, creates conflicts with federal education law, and lacks a workable implementation and enforcement framework.

While the bill’s stated goals may be well-intended, its structure exposes school districts and the state to fiscal strain, administrative infeasibility, and legal risk.

**1. Unfunded Mandate on Local School Districts**

HB 2230 requires districts to redesign curriculum delivery, track and report daily instructional metrics, adopt and publish new policies, and ensure compliance with detailed instructional ratios and material requirements.

The bill provides no appropriation, reimbursement mechanism, or fiscal offset to support these mandates.

This shifts costs directly to local districts, contrary to principles of fiscal responsibility and established state practice when imposing new operational requirements.

**2. Violation of Local Control of Education**

Missouri’s constitutional framework entrusts local boards of education with the authority to govern instructional methods, curriculum delivery, and classroom management. HB 2230 replaces local decision-making with prescriptive, statewide micromanagement of daily classroom instruction, including minute-by-minute limits and material usage.

This level of intrusion exceeds the legislature’s traditional role of setting educational standards and instead substitutes legislative judgment for that of educators and locally elected boards.

**3. Conflict with Federal Education Law and Funding Requirements**

HB 2230 creates unavoidable tension with federal obligations under: the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and Title I requirements.

**While the bill attempts to carve out limited exceptions, its rigid caps, reporting requirements, and prohibitions risk placing districts in situations where compliance with state law conflicts with federally required individualized educational determinations.**

**This exposes districts—and potentially the state—to enforcement actions and loss of federal funding.**

#### **4. Administrative Infeasibility and Enforcement Defects**

**The bill mandates precise tracking of instructional minutes, assignment formats, material usage, and daily device exposure, while simultaneously allowing individualized exceptions and accommodations.**

**This creates an internally inconsistent enforcement scheme with no clear compliance standards, auditing authority, or enforcement mechanism.**

**Districts are left to interpret, implement, self-police, and defend compliance without guidance or protection.**

#### **5. Due Process and Equal Protection Concerns**

**Because HB 2230 relies on subjective interpretation and uneven application across classrooms and districts, it invites inconsistent enforcement.**

**This creates substantial risk of unequal treatment of similarly situated students and districts, raising due process and equal protection concerns for both students and educators.**

**HB 2230, as drafted, is not merely in need of refinement—it is structurally unsound.**

**It imposes unfunded mandates, undermines local governance, risks federal noncompliance, and lacks a viable implementation framework.**

**For these reasons, HB 2230 should not advance in its current form.**



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2230</b>		DATE: <b>2/4/2026</b>	
COMMITTEE: <b>Elementary and Secondary Education</b>			
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>SHAINA MARTIN</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>2/3/2026 5:55 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2230</b>		DATE: <b>2/4/2026</b>
COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>STEPHANIE KRITCHELL</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/2/2026 7:26 AM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

**Digital learning is a necessity**



MISSOURI HOUSE OF REPRESENTATIVES  
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COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>SUZANNE SHIMKUS</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 8:36 PM</b>

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

I am very concerned at the ramifications for my ELA classroom. I teach students who don't read at grade level. I allow them to listen to audiobooks while they read, which is done on their chromebooks. We also practice reading through a district-purchased curricular program. Year after year, 90+% of my students show significant gains in their reading abilities, and about 1/3 of them make it to grade-level reading! Chromebook's BENEFIT my students' learning!



MISSOURI HOUSE OF REPRESENTATIVES  
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<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>TALAYNA MARCO</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>		SUBMIT DATE: <b>2/2/2026 10:17 PM</b>

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

**This bill is not realistic in a classroom today for many reasons. Districts have spent a lot of money on curriculum that is online. If this is made a rule, students can't access curriculum that districts have paid for.**

**Also, the world today is technology based. Students need to be fluent with all forms of technology in order to be successful in society.**

**Teachers do not have time to clock how much technology is used in a day either.**

**Let's make rules for education that help, not strange meaningless ones.**



MISSOURI HOUSE OF REPRESENTATIVES  
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COMMITTEE: <b>Elementary and Secondary Education</b>		
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>TANYA BERGANTZ</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL:	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/2/2026 9:24 PM</b>
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>		

I am opposed to the Technology in Elementary Schools. While the overall premise might look positive, the wording and requirements are such that are concerning. I was especially concerned with schools inability to use technology for behavior tracking. In addition, the time that will need to be spent by educators trying to put together the annual reporting will be exorbitant taking away valuable lesson planning time and time that should be spent on other more necessary school tasks. I am a middle school educator in our public system and see many issues with the wording of this bill. I am opposed to the passage of the bill.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

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<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input checked="" type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>BUSINESS/ORGANIZATION:</b>			
WITNESS NAME: <b>ABIGAIL WILSON</b>		PHONE NUMBER: <b>859-760-7648</b>	
BUSINESS/ORGANIZATION NAME: <b>SIIA SOFTWARE AND INFORMATION INDUSTRY ASSOCIATION</b>		TITLE: <b>DIRECTOR, STATE POLICY</b>	
ADDRESS: <b>1620 I STREET NW</b>			
CITY: <b>WASHINGTON</b>		STATE: <b>DC</b>	ZIP: <b>20005</b>
EMAIL: <b>awilson@sia.net</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/3/2026 8:47 AM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

**Software and Information Industry Association  
 1620 I Street NW  
 Suite 501  
 Washington D.C. 20005**

**February 3, 2026**

**The Honorable Ed Lewis  
 201 West Capitol Avenue  
 Jefferson City MO 65101  
 Dear Chair Lewis:**

**On behalf of the Software and Information Industry Association (SIIA), we write to offer our perspective as you convene on February 4 to consider H.B. 2230.**

**By way of background, SIIA is the principal trade association for the software and digital information industries worldwide. Our nearly 400 member companies and associations represent the diverse landscape of digital content providers across academic publishing, education technology, financial information, and data analytics. We serve as the leading voice for the ed tech industry, representing members who partner with K-12 schools and institutions of higher education to develop and deliver software applications, digital instructional content, online learning services, assessments, and related technologies that serve millions of learners nationwide**

**When technology is safely and actively integrated into the classroom through evidence-based educational tools, it transforms digital engagement into an inclusive and powerful learning resource. While "screen time" is often treated as a monolith, there is a fundamental distinction between digital environments students encounter at home and those integrated into our schools. While we share your commitment to student literacy and well-being, HB 2230 takes a regressive approach to education that will stifle innovation, increase administrative burdens on schools, and ultimately leave Missouri's students less prepared for the demands of the 21st-century workforce. Our specific concerns are outlined below:**

**Distinguishing "Screen Time" from "Learning Time"**

**At the federal level and in state capitals across the country, there is a growing consensus that we must distinguish between recreational screen time and intentional, educator-guided digital instruction. HB 2230 applies a broad-brush 45-minute cap that fails to differentiate between passive video consumption and high-quality, adaptive platforms that provide personalized literacy support. By grouping these, Missouri risks losing the progress made in data-driven instruction that identifies and**

supports struggling readers in real-time.

Evidence suggests that when intentionally integrated, educational technology significantly accelerates student achievement. A landmark RAND Corporation study found that blended learning models—which combine digital software with traditional instruction—can effectively double the typical annual learning gains for students in subjects like Algebra. This is supported by SRI International’s research on platforms like ASSISTments, which showed that providing students with immediate digital feedback on homework resulted in 75% more learning compared to traditional methods, while specifically closing achievement gaps for struggling learners.

Furthermore, the 2025 HMH Educator Confidence Report indicates that these tools are essential for teacher sustainability, with 68% of U.S. educators reporting that ed tech saves them an average of five hours per week on administrative tasks. Far from replacing the human element, modern ed tech acts as a force multiplier; it automates the "busy work" so that teachers can reinvest their time into high-value, one-on-one mentorship and data-driven interventions that prevent students from falling behind.

**Massive Unfunded Mandates and Administrative Burden**

HB 2230 would require Missouri school districts to maintain costly "dual-track" systems: purchasing and storing physical textbooks and manipulatives while simultaneously maintaining the digital infrastructure required for state assessments and federal reporting. Furthermore, the reporting requirements for "average daily device-use minutes" would create a bureaucratic nightmare for Missouri teachers, shifting their focus away from students and toward minute-by-minute compliance tracking.

**Undermining Workforce Readiness and Global Competitiveness**

The modern workforce—across agriculture, manufacturing, and technology—requires students to be digitally fluent from an early age. By mandating that 70% of assignments be paper-based and severely limiting technology use in elementary school, Missouri would be the only state in the nation to intentionally "de-skill" its youngest learners. This creates a "readiness gap" that will put Missouri students at a disadvantage compared to peers in states that embrace a balanced, modern curriculum. We support the Committee’s efforts to improve educational outcomes for Missouri’s learners. We welcome the opportunity to share our expertise and look forward to working with the legislature to ensure technology serves as a bridge to learning rather than a barrier.

Sincerely,

Sara Kloek

Vice President, Education and Youth Policy  
Software & Information Industry Association

John F. Pane et al., Does an Algebra Course with Tutoring Software Improve Student Learning? (Santa Monica, CA: RAND Corporation, 2013), <https://doi.org/10.7249/RB9746>

Jeremy Roschelle et al., "Online Mathematics Homework Increases Student Achievement," AERA Open 2, no. 4 (October–December 2016): 1–12, <https://doi.org/10.1177/2332858416673968>.

Houghton Mifflin Harcourt, 2025 Educator Confidence Report (Boston: HMH Education Company, 2025), <https://www.hmhco.com/educator-confidence-report>.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2230</b>		DATE: <b>2/4/2026</b>	
COMMITTEE: <b>Elementary and Secondary Education</b>			
<b>TESTIFYING:</b> <input type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input checked="" type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>BUSINESS/ORGANIZATION:</b>			
WITNESS NAME: <b>TERRY STOOPS</b>		PHONE NUMBER: <b>919-610-8727</b>	
BUSINESS/ORGANIZATION NAME: <b>DEFENDING EDUCATION</b>		TITLE: <b>DIRECTOR OF STATE AFFAIRS</b>	
ADDRESS: <b>2500 MERCHANTS ROW, APARTMENT 213</b>			
CITY: <b>TALLAHASSEE</b>		STATE: <b>FL</b>	ZIP: <b>32311</b>
EMAIL: <b>terry.stoops@defendinged.org</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>2/4/2026 7:43 AM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

Defending Education is a national grassroots organization dedicated to securing a high-quality, value-neutral education for every American student. Our organization consists of parents and students in K-12 and higher education programs across the country, including in Missouri.

We applaud Representative Tricia Byrnes for sponsoring House Bill 2230 to limit the use of technology for student learning practices in elementary schools.

Educational technology can improve classroom instruction for certain populations in the elementary grades. For example, special needs students often rely on assistive technologies to successfully participate in a full range of classroom activities. Likewise, educators can use instructional technology to enhance the delivery of lessons through engaging, multimedia presentations. HB 2230 wisely includes exceptions for these circumstances.

Yet, emerging research suggests that the educational and developmental trajectory of elementary school students improves when schools limit screentime. In addition to limiting exposure to potentially harmful content that may undermine mental and emotional health, young children in traditional classroom settings acquire essential problem-solving and interpersonal communication skills that lay the foundation for future academic success.

Most importantly, HB 2230 would implement commonsense restrictions on the use of technology for homework, behavior tracking, entertainment, and literacy activities. These restrictions would limit access to sensitive student data that is coveted by an array of third parties but often serves no legitimate educational purpose. The need to protect student information far outweighs the purported necessity of teaching “digital literacy” in the elementary grades.

HB 2230 is a commonsense bill that merits unanimous support from members of the Missouri General Assembly.



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2230</b>		DATE: <b>2/4/2026</b>
COMMITTEE: <b>Elementary and Secondary Education</b>		
TESTIFYING: <input type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input checked="" type="checkbox"/> FOR INFORMATIONAL PURPOSES		
<b>WITNESS NAME</b>		
<b>REGISTERED LOBBYIST:</b>		
WITNESS NAME: <b>TRACEY BLOCH</b>		PHONE NUMBER: <b>865-230-0177</b>
REPRESENTING: <b>MISSOURI DISABILITY EMPOWERMENT FOUNDATION</b>		TITLE: <b>EXECUTIVE DIRECTOR</b>
ADDRESS: <b>1205 ELLA CT</b>		
CITY: <b>ROLLA</b>	STATE: <b>MO</b>	ZIP: <b>65401</b>
EMAIL: <b>tracey@moempower.org</b>	ATTENDANCE: <b>In-Person</b>	SUBMIT DATE: <b>2/4/2026 9:08 AM</b>

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

I am with Missouri Disability Empowerment Foundation and we seek to empower children with disabilities and their caregivers through educational advocacy. There are a lot of things in this bill, but I will only speak to the areas that directly impact students with disabilities.

I want to draw your attention to line 43, which mentions that the use of cursive instruction reduces the frequency of letter reversals for dyslexic students. This is something that is not well known outside of the learning disability community that I wanted to highlight.

I also want to make you aware (in addressing the language starting on line 52) that states special education students do not fall under the technology limitations of the bill in cases where the use of technology is written into the IEP. Many of the cases that we help families through involve their student with a disability being over-served by technology in their special education program. Instead of receiving direct instruction, they're given access to a computer program--often times without the parent understanding that this is how those IEP service minutes are being spent.

MoDE understands that the need for technology for students with disabilities will be different for each student to achieve FAPE. We just want to bring to your attention that we do often see an overuse of digital instruction in special education that requires direct advocacy efforts to correct.