

April 1, 2026
House Education Committee
Re: H 7895 – Safe School Technology Act of 2026

Dear Members of the Committee:

My name is Denise Chamney and I am a speech-language pathologist with over 25 years experience working in the public school setting in Rhode Island and I support House Bill 7895. I do not take any funding from the tech industry for my work or advocacy.

Over the past 25 years, I have watched first hand the evolution of the screen saturated classrooms that exist today. My training and expertise in language and social skill development gives me a unique perspective to the harms screens create on student learning.

The negative impact that these devices have on healthy social, emotional, and cognitive development is **not** quantifiable. Personally, I have spent countless hours researching how the “for profit” tech industry has infiltrated the education setting. If you follow the Educational Technology Timeline¹, you will see a pattern of tech industry influence invading education and promoting “educational” technology based on its “promise” and “potential” to transform learning without any evidence it is superior to traditional methods.

Sadly, many trusted organizations, such as the School Superintended Association (AASA)², receive funding and partner with leaders in the tech industry³, often work hand in hand to market educational technology products into schools without evidence or independent research that it supports learning.

In 2013 Bill Gates proclaimed: “It would be great if our education stuff worked. But that we won’t know for probably a decade,” But a look at the recent NAEP Report card and student performance for the past 13 years reveals that it has not worked.

Here is the crux of the issue: Not only did tech giants fund the creation of Common Core Standards⁴ to educate children, they have created and funded organizations such as edReports⁵ to determine which EdTech products are considered “High Quality Curriculum Materials” which RI then uses to determine the curriculum used in our schools.

Recently, the program iReady Math, a program labeled as high quality and used by many schools in this state, has been receiving the scrutiny it deserves by independent researchers such as neuroscientist, Dr. Jared Cooney Horvath. He notes after 15 years and used by “*Thirteen million students. Not a single high-quality, independent study showing i-Ready improves learning*”⁶.

The narrative that students need 21st century skills has also been misused. While children do need to have technology education in schools to learn how to navigate technology safely, it must not be confused with edtech, online platforms used to teach reading, writing and math.

¹ <https://environmentalprogress.org/education-timeline>

² <https://www.aasa.org/professional-learning/event/2025/11/18/default-calendar/ai-super-summit>

³ <https://www.aasa.org/resources/resource/a-conversation-with-sal-khan>

⁴ <https://www.philanthropyroundtable.org/almanac/common-core-state-standards/>

⁵ <https://edreports.org/about>

⁶ <https://thedigitaldelusion.substack.com/p/i-ready-13-million-students-zero>

Long standing independent research demonstrates that children learn best, free from screens using traditional multisensory tools such as paper, books, and pencils.

The ROI graph provided by edunomics lab⁷ reveals that since 2013, RI has increased student spending by 48%, well above the inflation rate, all while performance on reading and math have steadily declined. The cost of edtech is more than just a financial issue, it is an educational issue. Our children have been used in an unwitting experiment driven by an industry that profits significantly while student performance suffers.

We must not think of our children as “digital natives”, they are humans first and must be educated in a way that children profit from, not the tech industry.

Sincerely,

Denise Champney MS CCC/SLP

⁷ <https://edunomicslab.org/rhode-island-roi-over-time/>