

# MAINE PRINCIPALS' ASSOCIATION



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**TO: Joint Standing Committee on Education and Cultural Affairs**  
**FROM: Maine Principals' Association Legislative Committee**  
**RE: In Opposition of LD 660: An Act to Provide Transparency and Public Access to Public School Curricula**  
**DATE: April 2, 2025**

Senator Rafferty, Representative Murphy, and distinguished members of the Joint Standing Committee on Education and Cultural Affairs. My name is Dr. Holly Blair, and I am the Executive Director of the Maine Principals' Association – Professional Division. The MPA represents more than 700 PreK-12 principals and assistant principals, CTE Directors and Assistant Directors, and Athletic Directors of public and private schools in Maine.

The MPA Legislative Committee is in opposition to LD 660. This bill places unrealistic and rigid requirements on schools and educators, undermining their ability to provide individualized instruction that meets the evolving needs of students.

Educators are responsible for tailoring instruction to the students in their classrooms, adjusting curriculum and teaching strategies to best support student learning. Requiring schools and teachers to publicly post three years of curriculum without change is simply not feasible. Education is dynamic—curriculum, instructional materials, and teaching approaches evolve based on new research, student needs, and community priorities. Locking in a curriculum for three years disregards this reality and prevents teachers from making necessary adjustments to better serve their students.

Additionally, this bill mandates the public listing of all professional development opportunities, which is also impractical. Professional development is often responsive to the immediate needs of educators and their communities, addressing emerging challenges, instructional strategies, and state or district priorities. Expecting schools to forecast and list all professional development activities at the state level fails to recognize the local and evolving nature of professional learning.

A particularly troubling aspect of LD 660 is the provision that allows student and school data to be accessed by a third-party contractor. This is a direct violation of the Family Educational Rights and Privacy Act (FERPA), which protects the privacy of student education records. Allowing external entities access to sensitive student and school data poses serious privacy and security risks, potentially exposing students' personal information without proper oversight or consent.

For these reasons, we urge you to oppose LD 660. This bill imposes unnecessary and unrealistic burdens on schools and teachers, limits the ability to adapt instruction to students' needs, and raises significant concerns about student data privacy. Instead of restricting the flexibility of educators, we should focus on supporting them in delivering the best possible education for Maine's students.