



Testimony in Support of LD 660:

“An Act to Provide Transparency and Public Access to Public School Curricula”

Senator Rafferty, Representative Murphy, and the distinguished members of the Committee on Education and Cultural Affairs, my name is Harris Van Pate, and I serve as policy analyst for Maine Policy Institute. Maine Policy is a free market think tank, a nonpartisan, non-profit organization that advocates for individual liberty and economic freedom in Maine. I submit this testimony in support of LD 660, “An Act to Provide Transparency and Public Access to Public School Curricula.”

Government transparency should not stop at the schoolhouse door. LD 660 is a sensible and overdue reform that aligns public education with transparency standards we demand in every other area of state government—from budget allocations to agency rulemaking. If we expect taxpayers to fund our schools, we must ensure that families and communities have clear and open access to what is taught in those classrooms.

LD 660 does not seek to micromanage classroom instruction. Instead, it affirms a fundamental principle: that curricula approved by school boards—the people’s representatives—should be faithfully implemented and made accessible for review. Likewise, state-funded training programs for educators should not be hidden from the public eye. If the public is paying for it, the public deserves to see it.

Recent controversies in states nationwide have underscored the risk of secrecy and selective disclosure in education. Parents are too often forced to resort to Freedom of Access Act (FOAA) requests just to understand what materials are used in the classroom, who is brought in as a guest speaker, or what ideologies are being introduced under the guise of professional development. LD 660 would end that cat-and-mouse game.

Moreover, the bill proposes a unified online portal—a digital infrastructure that many other states already offer. Florida, for instance, has made instructional materials searchable and accessible by school and grade level.¹ ² Similarly, Texas now requires school districts to post curricula and learning materials online in a transparent, user-friendly format.³ Maine should not fall behind in making public education genuinely public.

Increased transparency also supports academic accountability. LD 660 equips families, researchers, and policymakers with the information necessary to identify trends,

¹ <https://www.fldoe.org/academics/standards/>

² <https://www.cpalms.org/>

³ <https://capitol.texas.gov/tlodocs/88R/analysis/html/HB01605E.htm>



address achievement gaps, and drive meaningful reform by requiring three years of publicly reported disaggregated student performance data. Far from being punitive, this level of openness encourages excellence.

Significantly, LD 660 does not hinder innovation or local control, it reinforces them. When communities see what's working in their schools, they can better support teachers, advocate for improvements, and collaborate on solutions tailored to local needs.

Maine Policy Institute believes that educational transparency is a cornerstone of self-government. LD 660 gives parents and taxpayers the clarity they need to be true partners in education—not spectators.

We respectfully urge the committee to vote “Ought to Pass” on LD 660. Thank you for your time and commitment to Maine’s students and families.