



Maine Curriculum Leaders Association

Championing Policies And Practices That Enhance Teaching And Learning

Nicole Chan, Ellsworth School District, President

Jon Doty, RSU#34, President-Elect

Jennifer Nickerson, RSU #22, Treasurer

Joanne Dowd, Kittery School District, Secretary

Debra McIntyre, Executive Director

Testimony of Debra McIntyre, Executive Director, on behalf of the members of the Maine Curriculum Leaders Association, testifying Neither For Nor Against LD 957 An Act to Integrate Asian American, Native Hawaiian and Pacific Islander History into the Statewide System of Learning Results.

Senator Rafferty, Representative Murphy, and members of the Education and Cultural Affairs Committee, my name is Debra McIntyre, and I am the Executive Director of the Maine Curriculum Leaders Association. On behalf of the members of MCLA, I offer testimony Neither For Nor Against LD 957 An Act to Integrate Asian American, Native Hawaiian and Pacific Islander History into the Statewide System of Learning Results.

MCLA acknowledges and supports the intent of LD 957—to ensure that the rich and diverse histories and contributions of Asian American, Native Hawaiian, and Pacific Islander (AANHPI) communities are represented in Maine's educational standards. We believe all students benefit when the curriculum is inclusive, accurate, and reflective of the diverse society in which they live.

However, we would like to emphasize that Maine has a well-established process for reviewing and revising the Maine Learning Results, which serve as the foundation for curriculum development across districts. The Social Studies standards, in particular, are reviewed on a regular basis and are developed through a collaborative process involving educators, content experts, and public input. This process ensures that content decisions are made in a comprehensive, pedagogically sound, and equitable manner. These Social Studies Standards have been recently revised and are awaiting approval in the legislative process.

Rather than addressing individual groups through legislation, we recommend that the Committee consider engaging directly with the current and ongoing standards review process. If there are concerns that the revised standards do not adequately reflect the histories and experiences of certain communities, MCLA encourages the Committee to provide clear direction to the Maine Department of Education for further edits and review.



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We also pose a practical question: Where do we stop? As a state and society, we value representation and inclusion. But if each underrepresented group is addressed individually through statute, we risk bypassing the thoughtful, integrated approach of our existing review system. It is crucial that we maintain a balance between legislative intent and the integrity of the standards development process.