

Instructional Mandate Review - Draft 1.1

DRAFT 1.1 | September 2026 | Audience: school boards, district leaders, policymakers

If the state mandates it, the state should explain it, measure it, fund it, and say what classroom instruction it will displace.

1. Competency	What specific knowledge or skill should students demonstrate?
2. Evidence	What evidence supports the claim that the requirement will improve that competency?
3. Grades and age	Which grades are affected, and why is the material age-appropriate there?
4. Instructional time	How many hours per year will implementation require?
5. Opportunity cost	What existing instruction will be reduced or displaced?
6. Cost	What are the state and local costs for materials, training, staffing, reporting, and administration?
7. Assessment	What will students actually produce or demonstrate?
8. Intellectual freedom	Does the requirement ask students to affirm a belief, organize for a cause, advocate, or disclose sensitive personal information?
9. Local authority	Which parts truly require statewide uniformity and which can remain local?
10. Review date	When will the mandate be reviewed, and what evidence would justify continuation, revision, or repeal?

Burden of proof

Under this draft framework, the authority proposing a new statewide requirement bears the burden of providing these answers. Missing documentation is a reason to delay the mandate, not a reason to guess after implementation.

Board use

Local boards can use the same form to review curriculum additions, purchased programs, external lesson packages, and major district initiatives.