

Resolution Protecting Foundational Elementary Instructional Time

Audience: Minnesota school boards and district leaders

A model resolution for protecting elementary time for foundational learning.

Resolution

BE IT RESOLVED that elementary schedules shall protect substantial daily instructional time for structured reading instruction and mathematics, consistent with Minnesota law and district obligations, before the district adds new recurring instructional requirements that materially reduce those foundations.

Before approving a new recurring elementary program or mandate, the district should identify the intended competency, evidence supporting the program, affected grades, estimated annual instructional minutes, implementation cost, assessment method, and the instruction likely to be reduced or displaced.

This resolution does not eliminate science, history, geography, art, music, physical activity, play, or making. The board expects a broad elementary education while recognizing that literacy and numeracy are prerequisites for later independence.

Purpose

The purpose is to make opportunity cost visible. A new requirement should not enter the elementary day as if instructional time were unlimited.

Status: Draft framework; not adopted law. This model is intended for local review and adaptation consistent with applicable Minnesota and federal law.