



2024-25 Student Health Standards Committee's Guiding Assumptions

Health Standards Committee Members (herein referred to as “Members”) are required to agree to and abide by the guidelines presented in this document.

Student Participation in the Working Group

Student participation in the working group is essential to ensuring the final product includes the perspectives of Minnesota students. Understanding the high school students’ experience and understanding of education relating to Health is important in the development of resources and implementation support.

The committee will include at least two students currently in tenth or eleventh grade in Minnesota public schools, including charter schools, during the 2024–25 school year. Since a small portion of the participants will be students, the committee will include norms to ensure that student voices are recognized, and the facilitator will use various strategies to elicit student feedback.

Students will apply using the [student application form](#) which needs to be completed by **Tuesday, December 3, 2024**.

Student committee membership and expectations

1. Student attendance will be expected at key points throughout the working group process. Student members will commit to committee meetings and completing any pre-meeting tasks. See the Timeline section at the end of the document.
 - a. Committee meetings are public meetings and subject to adhering to the public meeting law ([Minnesota Statutes 2024, section 13D.01](#), [section 13D.015](#), [section 13D.02](#)).
 - b. As a minor, the student’s identity will remain secure and all Minnesota privacy laws for minors will be adhered to.
2. Committee members will represent stakeholders from the following areas ([Minnesota Statutes 2024, section 120B.021, subdivision 2\(a\)](#)):
 - a. parents of school-age children and members of the public throughout the state;
 - b. teachers throughout the state currently licensed ([Minnesota Administrative Rules 8710.4500](#)) and providing instruction in health
 - c. licensed elementary and secondary school principals throughout the state currently administering a school site;
 - d. currently serving members of local school boards and charter school boards throughout the state;

- e. faculty teaching core subjects at postsecondary institutions in Minnesota;
 - f. representatives of the Minnesota business community;
 - g. representatives from the Tribal Nations Education Committee and Tribal Nations and communities in Minnesota, including both Anishinaabe and Dakota; and
 - h. current students, with input from the Minnesota Youth Council.
 - i. Content specialist with expertise across all developmental levels (PreK, K-2, 3-5, 6-8, 9-12).
 - j. Content specialist with expertise across all areas of health education.
 - k. Diverse educational settings: districts, charters, alternative learning centers; urban, suburban, and rural communities.
 - l. Diverse backgrounds and experiences: racial and linguistic diversity.
3. Members commit to keep an open mind and explore different perspectives. Members agree to consider ideas beyond preexisting assumptions, personal preferences, or a singular perspective or narrative. There will be members of the committee and public comments representing different points of view and members of the committee are expected to maintain open communication with all members of the group, including those that share your interests and those that have different interests than yours. Members commit to respectful conversations and openness to exploring options outside of the member's personal belief system to develop standards and benchmarks to meet the needs of all Minnesota students.
 4. Based on feedback gathered during the rulemaking process after the conclusion of scheduled committee meetings, members commit to reconvening, on-call as needed, up to three years after the dates included in the timeline section below. The level of work and meetings would vary and could be in-person, virtual or hybrid depending on committee availability and needs.
 5. Student members of the working group will actively participate in designated meetings, consider perspectives offered, and work collaboratively to accomplish the common goals of the group.
 6. Student participants in the working group are responsible for making up schoolwork missed due to participation in the working group.
 7. Student participants are expected to remain in good academic standing as defined by their individual schools to participate in the working group.

Review Process and Roles

1. The committee is responsible for drafting proposed standards and benchmarks based on input and feedback from various sources. Drafting includes a minimum of three (3) drafts during the process; a first draft containing the grade level standards, a second draft containing both the grade-level standards and benchmarks to supplement the standards, and a comprehensive third draft.
2. The committee will consider advice from public input, such as from town hall meetings, focus groups, or public comment periods throughout the process.
3. Writing teams, made up of committee members, will meet outside of regular committee meeting times and including possibly outside of typical business hours.
4. The committee will review documents produced by the writing teams. Decisions about drafts will be made by the entire group.
5. The drafts are an iterative process and public comments will be utilized.
6. The committee will receive feedback directly from the Tribal Nations Education Committee, urban Indigenous communities, and Tribal Nations throughout the process.

7. MDE is available to receive feedback and concern from committee members throughout the process, including individual conversations with committee members. Additional conversations beyond the committee's scheduled work may be required throughout the process.
8. The Commissioner has final approval and adoption of the academic standards and benchmarks to continue through the rulemaking process.

General standards expectations

1. The committee will study exemplary standards and benchmarks from national organizations, other states, and Local Education Authorities (LEAs).
2. The revised standards will identify a smooth progression of age-appropriateness and increasingly sophisticated knowledge and skills from kindergarten through high school.
3. The knowledge and skills described by [Minnesota Statutes 2024, section 120B.021, subdivision 4\(a\)](#) must be integrated into the state's health standards. The standards and benchmarks should:
 - a. Align with the knowledge and skills needed for career and college readiness and advanced work in health;
 - b. Include the contributions of Minnesota American Indian Tribes and communities, including urban Indigenous communities (includes but is not limited to American Indian experiences in Minnesota, including Tribal histories, Indigenous languages, sovereignty issues, cultures, treaty rights, governments, socioeconomic experiences, contemporary issues, and current events) as they relate to the academic standards during the review and revision of the required academic standards;
 - c. Embed technology and information literacy standards consistent with recommendations from school media specialists; and
 - d. Embed ethnic studies as related to the academic standards.
4. The standards will be coherently aligned with those of other K-12 content areas and the Early Childhood Indicators of Progress (ECIPs), Minnesota's early learning standards.
5. The standards will include both standards and grade-level benchmarks identifying the learning that is to be demonstrated by all students by the end of each grade level K-8, and by the end of grade band 9-12. These are defined in [Minnesota Statutes 2024, section 120B.018](#).
 - a. Academic standards: "Academic standard" means a summary description of student learning in a required content area.
 - b. Grade-level benchmarks: "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
6. The standards and benchmarks must be clear, concise, objective, measurable, and grade-level appropriate as well as not require a specific teaching methodology or curriculum ([Minnesota Statutes 2024, section 120B.021, subdivision 2](#)).

Health standards expectations

1. The standards must be grounded in current research. National standards including the National Consensus for School Health Education and SHAPE America's National Health Education Standards will be used in creating the standards.
2. The standards must include expectations for learning in the following areas:

- a. cardiopulmonary resuscitation and automatic external defibrillator education that allows districts to provide instruction to students in grades 7 through 12 in accordance with [Minnesota Statutes 2024, section 120B.236](#);
 - b. vaping awareness and prevention education that allows districts to provide instruction to students in grades 6 through 8 (and strongly encouraged for 9-12) in accordance with [Minnesota Statutes 2024, section 120B.238, subdivision 3](#);
 - c. cannabis use and substance use education that allows districts to provide instruction to students in grades 6 through 12 in accordance with [Minnesota Statutes 2024, section 120B.215](#);
 - d. sexually transmitted infections and diseases education that meets the requirements of [Minnesota Statutes 2024, section 121A.23](#); and
 - e. mental health education that includes prevention of suicide or self-harm and mental health components of the National Education standards for students in grades 4 through 12 in accordance with [Minnesota Statutes 2024, section 120B.21](#).
3. The standards may include the following optional expectations for learning:
 - a. child sexual abuse prevention education in accordance with [Minnesota Statutes 2024, sections 120B.021, subdivision 1, paragraph \(c\)](#); and [Minnesota Statutes 2024, section 120B.234](#);
 - b. violence prevention education in accordance with [Minnesota Statutes 2024, section 120B.22](#);
 - c. character development education in accordance with [Minnesota Statutes 2024, section 120B.232](#);
 - d. safe and supportive schools education in accordance with [Minnesota Statutes 2024, section 121A.031, subdivision 5](#); and
 - e. other expectations for learning identified through the standards development process.
 4. The committee must design standards that represent and take into account:
 - a. Current scientific research and evidence-based guidelines;
 - b. Hands-on practice, peer-to-peer education, and age-appropriate model learning;
 - c. Diverse view, experiences, and cultural backgrounds;
 - d. Use language that promotes positive dialogue, respect, and culturally sustaining learning; and
 - e. All requirements within the Minnesota statutes listed above.
 5. K-12 standards will be identified in health. At high school level, students must satisfy the state standards in Health Education ([Minnesota Statutes 2024, section 120B.024, subdivision 1](#)).
 - a. "Credit" means the determination by the local school district that a student has successfully completed an academic year of study or mastered the applicable subject matter. ([Minnesota Statutes 2024, section 120B.018 subdivision 4](#))

Timeline

All meetings will be in-person unless otherwise specified or there is inclement weather. Optional meetings for students are denoted with an asterisk ().*

- Full Group Session 1: Friday, January 3, 2025
- Full Group Session 2: Monday, January 13, 2025
- Full Group Session 3: Friday, January 31, 2025
- Full Group Session 4: Friday, February 21, 2025*

- Full Group Session 5: Friday, April 4, 2025
- Full Group Session 6: Monday, April 21, 2025
- Full Group Session 7: Friday, May 2, 2025

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- Full Group Session 8: Wednesday, June 11, 2025
- Full Group Session 9: Thursday, June 12, 2025