

“Pro-Family K-12 Health Standards Rule”: Essentials Within a Fence

1/28/26 Alternative K-12 Health Rule Proposal; CAH Docket No. 65-9005-40585

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The State’s Proposed Rule Is Fatally Flawed

The MN Department of Education (MDE or the State) have proposed a rule that sets forth 7 process steps for learning, but does not say WHAT is to be learned, saying only that it will include 5 items (see Subpart 10, items A-E) plus ***unlimited, undisclosed other material after the rulemaking*** (see Subpart 10, line 2.2 “... but not limited to.”)

Rules have the force of law. The K-12 health education standards rulemaking, is indeed, lawmaking. Yet this law fails to tell us what it will do – until AFTER it is passed. A credible rulemaking will not say “pass this and we will tell you what it means afterwards.”

Why this matters: Part 1, A Predetermined Outcome?

To date MDE’s process has assumed that its K-12 Academic Health Standards would be based in Critical Social Justice theory, a radical collectivist worldview. That perspective divides the world between the “privileged” oppressors and the “marginalized” victims. Into everything it embeds the belief that when one self-identifies as part of one or more “marginalized” groups, one gains resources, opportunities, voice and the power to take these things from those accused of having “privilege.”

The organizations which MDE has promised in advance to “align” the outcome of this not-yet-existing-rule all apply Critical Social Justice in their advocacy. It is noteworthy that MDE has stated this predetermination in its documents.

Last summer, MDE released for public comment Draft 2 of the Standards and Benchmarks which will implement this yet-to-be-completed rule clearly relying on Critical Social Justice beliefs. MDE included for K-12 grade advancement things like annually affirming transgenderism and how each child’s gender may differ from that “assigned at birth.” MDE’s SONAR says they received 8,000 public comments – which MDE has not disclosed. One might suppose that if public comments were widely supportive of the State’s proposal, MDE would have let the public see them and included them in this rulemaking record, which they have not.

Instead, MDE’s standards and benchmark document implementing the as-of-yet-not-completed rule were revised – and published -- with such undefined, vague language as to render intent difficult, if not impossible. “Gender affirming” becomes “showing kindness. The strand “sexual health ” rebrands as “growth and development”.

With the help of 3 unidentified outside consultants Walz’s team has rebranded this rule to hide its unchanged, Critical Social Justice agenda so it quietly slips by unnoticed hidden among the holidays and social unrest in our streets. But it’s the same authors, sources and agenda!

Now MDE asserts that its implementing standards and benchmarks are not part of this rulemaking subject to further comments and hearing; and never will be. We think there is a reason.

Why this matters: Part 2 – The Slight of Hand

If the State's proposed K-12 Health Education Rule is enacted, MDE can simply insert any objectionable subject matter – any secret Critical Social Justice agenda – into the subject matter to be mandated and rewrite its implementing standards and benchmarks as previously rejected by the public out of public scrutiny.

As the State has proposed, this is political social engineering unwilling to take the political heat for doing it in the open. It would be statewide. It would be mandatory. It would override the will of every local elected school board for the next ten years (when today's second graders will graduate.)

Under the guise of "health and well-being", unlimited subject matter discretion may make mandatory indoctrination in subjects like these presently included in Minnesota health classrooms: environmentalism (recycling, green energy preferences), spiritual health (your life's purpose; present satisfaction with your faith and exploration of alternatives), sexual wellness (comfort with your "identity") and multicultural awareness (pursuing social justice; defending the "identity" of others).

Making "health education" the political correctness testing ground for the breath of progressive beliefs will deprive our youth of clearly focused learning they will not get elsewhere in a timely manner. It continues to dilute academic learning with politics.

The Profamily K-12 Academic Health Standards Rule Alternative is the Solution

First and foremost, we close the slight-of-hand loophole by stating specifically the mandatory knowledge that will be taught to all Minnesota children in K-12 education. While substantial, our intent is not to be burdensome, but complete as a mandatory statewide baseline.

Second, in Subpart 1, Purpose and Application we add specific language defending parental primacy, protecting children from deeply invasive surveys and questionnaires on material that is only the business of their parents, and finally, we specify the group-think of the Critical Social Justice identity politics do not form the basis for implementing this rule.

In keeping with our understanding of the rulemaking process and authority, we do not propose excluding other content that local school boards may add at their discretion.

We have done our best to navigate statutory mandates now in place in order to effectively advocate in this rulemaking under statutes as they are, not as we would prefer, they might otherwise be.

Your additional insights, suggestions and input are welcome and invited through the website www.mnhealthstandards.com which has been generously provided by Education Standards. Additional material to consider for inclusion in your comments will be posted there in upcoming days as well.

Please file comments by February 9th supporting this proposal and request a hearing be held (otherwise the public process ends with comment period).