

Written Testimony on House File 3550

House Education Policy Committee Hearing on March 23, 2026

Co-Chair Bennett, Co-Chair Jordan, and Members of the Committee,

My name is Rasana (Student), I am a Senior at Central High school, and I served on the Health Education Standards Development committee as one of the 3 Youth members.

I am here today to voice my deep concern over the contents of House File 3550. This bill attempts to ensure inequality in health education throughout the state of Minnesota. We know that students' health and development does not differ in any meaningful ways by zip code, so why should their education? Why should the location of my peers' birth dictate the type of health education they receive?

As a member of this committee, I can assure you that these standards were created by a wide range of individuals from all across the state. The committee included many people from differing personal and professional backgrounds. These many ideas lead to standards crafted with every Minnesota student in mind.

Standards were also up for public comment multiple times in the process, allowing for the public to voice their concerns about the standards. Us, members of the committee truly did read every single comment and rewrote the standards based on the public feedback we received. These standards were crafted in exact accordance with the process, leading to a final product of standards that reflect every Minnesota student.

Allowing local level administrators to ignore state standards developed FOR and BY Minnesota students, we willingly allow for individual ideologies to force their way into classrooms and usurp the democratic process.

Furthermore, districts teach Math, English, and Science in accordance with state standards. Why should health education be any different?

State standards guarantee that all Minnesota students are equipped with thorough information regarding their health, but I want to make one thing evidently clear: state standards do not supplant districts' ability to make decisions about curriculum. The power to decide curriculum will always lie in the district's purview. HOW the information is taught will always be at the hands of the people who are actually in those communities. These standards simply provide an outline to intentional teaching of health classes across the state.

As a student and a peer-educator I know that all Minnesota students do better when we receive accurate health information and education. Oftentimes my peers talk about being 'lucky' or 'unlucky' in their health education. Students should not be dependent upon 'luck' or zip code to dictate the education they receive.

Minnesota students want and deserve to learn all the information they need to make educated, relevant choices for themselves, and their own health. As a student I know that we are not scared of health education. We are not scared of hearing the ways we can keep our bodies safe, or move our bodies effectively or how to eat properly. Being equipped with this information allows us to make fully informed choices regarding our health. Teaching health as these standards would ensure would guarantee fully equipped and self-assured young adults. When students are given tools and information to take care of their bodies, they are allowed the opportunity to grow into mature, well rounded, fully informed adults.

Thank you, and for the benefit of all Minnesota students, please vote against this bill.

Rasana (Student)



Written Testimony in Opposition to House File 3550
House Education Policy Committee

March 23, 2026

Co-Chair Bennett, Co-Chair Jordan, and Members of the Committee,

Honest Sex Ed Minnesota is a nonpartisan organization committed to amplifying the voices of students, teachers, and parents and working towards the health education they want to see in our schools. We are writing in opposition to HF 3550.

If passed, House File 3550 would remove statewide consistency of health education standards and benchmarks. This would *ensure unequal health education* for our students. Some school districts may choose to use the statewide academic standards in health to guide and inform their curricular choices—those students would be taught to standards created by a large committee of students, educators, community members, and experts with the involvement of extensive public comments. Under current law, local districts retain the ability to choose curriculum that meets their community's needs, so the primary change offered by HF 3550 is districts' ability to reject statewide, expert- and community-informed standards for the sake of local discretion and at the expense of equal education.

This bill completely undermines the goals of providing more statewide educator guidance and support for health education (as Minnesota already offers through statewide standards in arts, computer science, English language arts, ethnic studies, mathematics, physical education, science, and social studies)¹.

This bill ignores the voices of students, teachers, and families who were actively involved in the creation of these standards. This bill also largely ignores the will of Minnesota parents—90% of whom overwhelmingly support sex education in schools² and we're sure would take no issue with the many other important health topics included in these standards like nutrition, personal safety, mental health, and substance use prevention. For parents concerned about the material in their schools' curriculum, the opportunity to opt their children out of instruction remains. The addition of local administrative decisions on local standards merely allows school leaders to assert their ideologies and values over that of a collectively and collaboratively developed set of standards and benchmarks.

Through our work with students across Minnesota, one theme comes up again and again, it's luck. Students often say they feel lucky or unlucky when describing the content and quality of the sex education they received in school. The health knowledge and skills students need and want should not be determined by luck of what their zip code or school administrator declare they need. These standards and the thoughtful, statewide collaboration which fostered their development, go far to help reduce the level of luck involved in our young people's health education. House File 3550 would effectively eliminate this progress and ensure unequal and unfair health education for Minnesota students.

Ultimately, students across Minnesota deserve education that provides them with the information and skills they need to live full and healthy lives. The decisions made at this state legislature should communicate this care and belief to constituents across the state and foster an informed and healthy community.

We strongly urge the committee to vote against House File 3550. Thank you for your consideration.

Dr. Meg Bartlett-Chase
Executive Director, Honest Sex Ed Minnesota
meg.bartlett-chase@honestsexed.org

1 MN Statute 120B.018

2 Eisenberg, ME., Oliphant, J., Plowman, S., Farris, J., Pierson, K. (2022). Minnesota Parent Support for Sexuality Education. Minneapolis, MN: University of Minnesota Healthy Youth Development – Prevention Research Center.

March 24, 2026

Women's Foundation of Minnesota Opposes HF 3550

Co-Chair Bennett and members of the Minnesota House Education Policy Committee,

As the President & CEO of the Women's Foundation of Minnesota, I am writing to express our opposition for HF 3550. As an organization who worked tirelessly to help pass the health standards bill, we oppose efforts to repeal or weaken the required implementation language.

In our [Status of Women and Girls report](#), we note that women, girls, and gender-expansive people in Minnesota are harmed by gender-based violence throughout their lifetimes, the consequences of which include poor mental health outcomes, chronic disease and health problems, unwanted pregnancy, substance abuse, and homelessness. The benchmarks in these standards on personal safety and violence prevention can meaningfully reduce the victimization of young people by educating students on identifying predatory behavior and unsafe relationships. With these standards and benchmarks developed, but without statewide implementation, Minnesota students would face even greater inequities in health education and safety than before.

These standards have been created by students, educators, community members, and experts with extensive public comment and do not impede a district or educator's ability to provide community-specific instruction, they simply provide the scaffolded framework to guide teachers' work more intentionally across many important health topics and across K-12 grades. Districts are still responsible for selecting, reviewing and implementing curriculum that meets their community's needs.

Minnesota students and parents agree that no matter where you live and attend public school in this state, you deserve health education. Research done at the University of Minnesota found that 90 percent of Minnesota parents support medically accurate health education in public schools, these results held true across political party affiliation. By repealing the statewide health education standards, the legislature would be disregarding the wants and needs of these students and their families.

I urge this committee to vote no on HF 3550 for the health, safety and wellbeing of Minnesota students



Gloria Perez
President & CEO