



Menstrual Health Education Standards

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E. Taylor Doctor, Health Education Manager

The OSSE Team



E. Taylor Doctor
Health Education Manager



Lisvette Garcia-Acosta
Management Analyst



Nigel Henley
Health and Physical
Education Specialist



Background Information

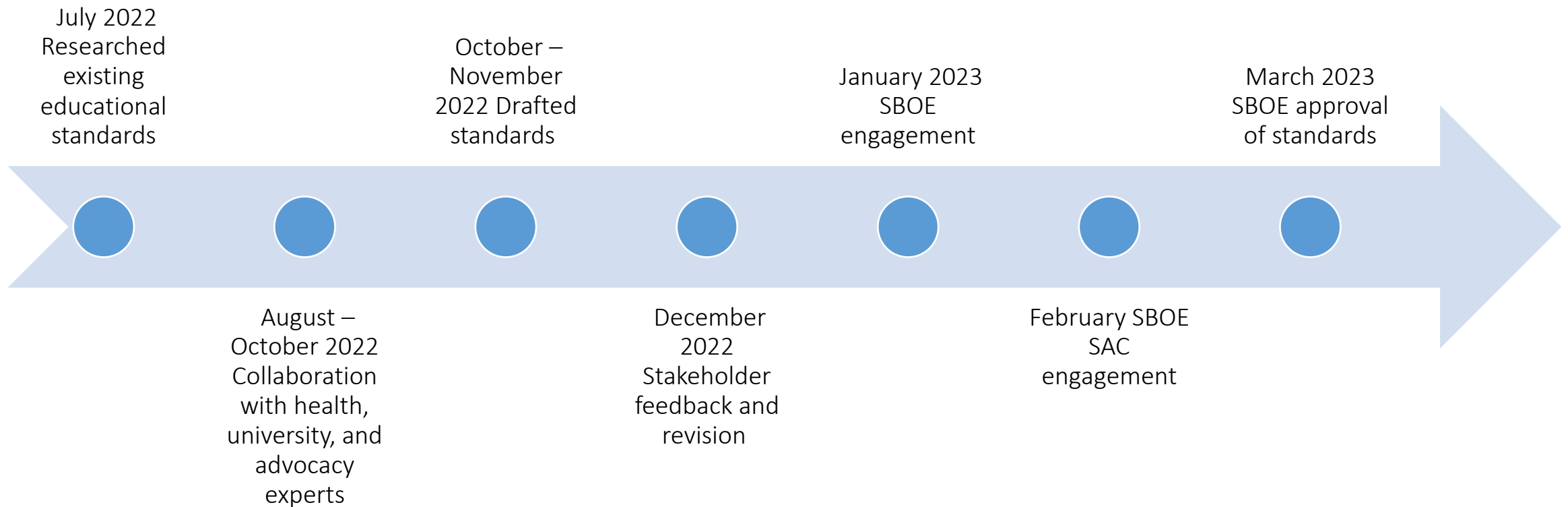
Expanding Student Access to Period Products Act of 2022 (DC Law 24-92)

- DC Law 24-92, the “Expanding Student Access to Period Products Act of 2022,” was passed by Council and became effective March 15, 2022.
- The law has three primary requirements:
 - LEAs must install and maintain dispensers or similar receptacles of free-for-use period products in women's and gender-neutral bathrooms.
 - OSSE must develop a sign that includes medically accurate information on the safe use and disposal of menstrual products.
 - OSSE must develop health education standards on menstrual education for all students regardless of gender beginning in Grade 4.
 - And, per § 38-2652(2), SBOE shall approve state academic standards recommended by OSSE.

Educational Standards on Menstruation

- OSSE must develop health education standards on menstrual education for all students regardless of gender beginning in Grade 4 “to ensure that students ... have the information, support, and enabling-school environment to manage menstruation with dignity, safety, and comfort.”
- “The health education standards shall include information on the menstrual cycle, premenstrual syndrome and pain management, menstrual hygiene management, menstrual disorders, menstrual irregularities, menopause, and other relevant topics relating to the menstrual cycle.”

Standards Draft Process





The Menstrual Health Standards

Menstrual Health Standards Focus by Grade Band:



Focuses on building a functional understanding of the menstruation cycle, physical and emotional changes, communicating with trusted adults and peers, and product accessibility.



In-depth focus on the menstrual cycle, personal decision-making, and analyzing influences (period stigma).



Focuses on menstrual health irregularities, independent management of personal period health, and community health implications of period stigma and inequities with product access.

By Grade 5, students should be able to:

1 Health Promotion	2 Analyzing Influences	3 Accessing Information	4 Communication	5 Decision- Making	6 Goal Setting	7 Healthy Behaviors	8 Advocacy
Explain the function of the menstrual cycle.		Identify how to access free and available period products within the school building and in the community.	Describe how to communicate with, and ask questions to, a parent, guardian, healthcare provider, peer, or trusted adult at school regarding experiencing menarche.	Describe how students can manage period and period-related challenges and/or show support to their menstruating peers while in class and/or participating in extracurricular activities.		Describe healthy behaviors during menstruation, including ways to maintain personal hygiene, cope with emotional changes and manage pain.	Identify what to do if they or a peer are experiencing period discrimination and/or shaming by reaching out to a trusted adult.
Give examples of the physical and emotional changes that occur in response to menarche and during menstruation.							

By Grade 8, students should be able to:

1 Health Promotion	2 Analyzing Influences	3 Accessing Information	4 Communication	5 Decision- Making	6 Goal Setting	7 Healthy Behaviors	8 Advocacy
Explain the four phases of the menstrual cycle and how menstruation intersects with other aspects of reproductive health.	Discuss how personal values and stigma about menstrual health management appear in society and consider their impact on the health and behavior of individuals.	Compare and contrast the impact of various types of menstrual products available, including both disposable and reusable period products, depending on preferences and activities.	Demonstrate effective communication skills that menstruators can implement to communicate changes in the menstrual cycle with a parent, healthcare professional, or another trusted adult.	Provide examples of safe, reliable options (not limited to medication) to address menstrual pain, discomfort, or excessive bleeding.		Explain how tracking the menstrual cycle may benefit individuals.	Generate strategies to interrupt, prevent, or challenge menstruation-related teasing, bullying, stigmatization, harassment and discrimination, including how to safely report such conduct to a trusted adult.
Identify factors that contribute to changed or irregularities in the menstrual cycle, including, but not limited to, age, diet, physical activity, stress, menopause, birth control and alcohol and tobacco use.	Recognize the difference between reliable and unreliable sources of information on menstruation.					Identify safe, reliable methods for tracking menstrual cycle.	

By Grade 12, students should be able to:

<p>1 Health Promotion</p>	<p>2 Analyzing Influences</p>	<p>3 Accessing Information</p>	<p>4 Communication</p>
<p>Examine and describe signs, causes and symptoms of menstruation-related health conditions, including endometriosis, fibroids, Premenstrual syndrome and polycystic ovary syndrome, and explain strategies to manage and reduce discomfort.</p>	<p>Identify how period stigma disproportionately impacts menstruators depending on protected traits (outlined by the DC Office of Human Rights) and the consequences this has on menstruators' health and behavior.</p>	<p>Compare and contrast menstrual products and menstrual suppression.</p>	<p>Plan how to communicate and actively listen to others around privacy and intimacy while they, a peer, or a partner are menstruating.</p>
<p>Discuss the effects of contraception use on the menstrual cycle and the reasons for using contraception.</p>		<p>Evaluate the costs, benefits, safety, comfort and environmental impacts of menstrual products and menstrual suppression options, including both disposable and reusable menstrual products.</p>	

By Grade 12, students should be able to:

5 Decision- Making	6 Goal Setting	7 Healthy Behaviors	8 Advocacy
<p>Identify when a menstrual health concern should be discussed with a trained and trusted healthcare professional.</p>	<p>Design a health goal for menstruators to maintain menstrual health independently, analyze how family, peers and healthcare providers might support or hinder its achievement and recommend action steps that will encourage progress towards its achievement.</p>		<p>Critique the ways their communities are, and are not, supporting menstrual health for current, former, or future menstruators, and devise possible solutions or improvements.</p>

Discussion

- What resources do you think your school will need to implement these standards?

Additional Resources

Upcoming #DCMHED23 Events:

Deep Dive: Menstrual Products Poster
2:15-3:15 p.m.

**DC Menstrual Health Education Day
Student Summit**
3:30-4:30 p.m.

The screenshot shows the DC State Superintendent of Education website. At the top left is the DC.gov logo with the text "Mayor Muriel Bowser". A search bar is present with the placeholder text "What are you looking for today?". Below the search bar is the "Office of the State Superintendent of Education" header. A navigation menu includes links for Home, LEAs & Schools, Educators, Students & Families, Child Development Facilities, Topics, Library, and About OSSE. There are also icons for Listen, a printer, and accessibility options. The main content area is titled "DC Menstrual Health Education Standards" and contains a paragraph explaining that in March 2022, the Council of the District of Columbia passed the Expanding Student Access to Period Products Act of 2022 (DC Law 24-02), which outlines requirements and strategies to improve menstrual health education and student access to period products. Below this text is a graphic titled "Menstrual Health Standards Focus by Grade Band:" which features three circular icons representing different grade bands: GRADES 3-5, GRADES 6-8, and GRADES 9-12. Each icon has a brief description of the focus for that grade band.

The cover of the "Menstrual Dignity for Students Toolkit" is blue with white text. At the top right is the Oregon Department of Education logo with the tagline "Oregon achieves... together". The title "Menstrual Dignity for Students Toolkit" is centered in white. Below the title is the date "November 2022". The bottom half of the cover features abstract, colorful line art illustrations of a flower, a cloud, and a menstrual cup.

The logo for "PERIOD. THE MENSTRUAL MOVEMENT" features the word "PERIOD." in large, bold, black capital letters with a red dot for the period. Below it, the words "THE MENSTRUAL MOVEMENT" are written in a smaller, black, sans-serif font.



Thank You!
