OREGON DEPARTMENT OF EDUCATION

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Menstrual Dignity for Students Toolkit

March 2022

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I. Introduction: Menstrual Dignity for Students

The Menstrual Dignity Act (HB 3294, 2021) created the requirement for school districts to provide free menstrual products for all menstruating students in public schools in Oregon, including elementary, middle, and high school students. This legislation created the Menstrual Dignity for Students Program in order to address an unmet need identified by students, school leaders, and medical and public health professionals over many years. The program helps students participate actively in classes and school activities by alleviating some of the economic strain and experiences of shame that are often barriers for menstruating students accessing their education.

Menstrual equity initiatives, such as the Menstrual Dignity Act, align with the Oregon Department of Education's student health and educational justice efforts. Research shows that one in four teens have missed class due to a lack of access to menstrual products. Similarly, one in five students has struggled to afford menstrual products. This disproportionately impacts students of color, students experiencing disabilities, and students experiencing poverty.

Importantly, this law affirms the right to menstrual dignity for transgender, intersex, non-binary, and two spirit students by addressing the challenges that some students have managing menstruation while minimizing negative attention that could put them at risk of harm and navigating experiences of gender dysphoria during menstruation. Research also connects gender-affirming bathroom access to supporting student safety at school.

This program offers an antidote to the common narratives that say menstruation is something deserving of embarrassment and shame. Menstruation is simply a biological process for people who ovulate, though negative cultural messaging often leads young people to believe otherwise. According to a recent survey, 80% of teens feel there is a negative association with menstruation, "that they are gross or unsanitary." These attitudes, combined with a lack of understanding around menstrual health and a lack of access to menstrual products can result in experiences that can impact a student's mental and physical health as well as student attendance.

Many students who testified before the Oregon House Committee on Education described how these experiences had led to negative and long-lasting impacts on their academic success and experiences at school:

> ***"It was my first PSAT day… We were instructed to leave all our belongings at home… I did not know I was going to be on my period that day… I bled through my pants and all over the seat in an unfamiliar classroom… [with] a male teacher I had never even seen before. Luckily, he let me go to the bathroom, where I was reminded that we do not have tampons or pad dispensers… I roamed the empty hallways… while blood dripped down my legs and onto the floor. I asked probably 10 random girls until I was able to find someone with a tampon… I couldn't help but think about how much my PSAT scores would be affected by my absence, and how much easier the situation would have been if I could have taken care of my business right there in the bathroom. This wasn't the first time either."***
>
> **-Oregon High School Student**

This toolkit outlines requirements and recommendations for program implementation that hold student equity and menstrual dignity at the center so that all students have the opportunity for safe, dignified self-care. It was developed in partnership with toolkit contributors listed below.

Thank you to all of our Toolkit Contributors

This toolkit was created in partnership with the ODE Menstrual Dignity Advisory Group, the Office of Representative Ricki Ruiz, the ODE Sexuality Education Steering Committee, the ODE Office of Indian Education, the OHA Adolescent and School Health Program, and all the students and community members who testified in support of this bill during legislative session. ODE will update the toolkit with more resources as they are created. If you need additional support, please reach out to ode.menstrual-dignity@state.or.us.

Centering Student Equity and Access: Four Pillars of Menstrual Dignity

In line with this legislation and legislative intent, the following four pillars of menstrual dignity guide and inform this toolkit and work.

Privacy	Inclusivity	Access	Education
• Space • Autonomy • Personal safety	• Cultural responsiveness • Gender affirming	• For students of all abilities • For multilingual access • Options & choice	• Menstrual health • Use of menstrual products • Positive, not fear- or shame- based

Privacy includes having safe, private spaces where students can access menstrual products, instructions for how to use them, and trash receptacles for private disposal. This means students self-determine when they need to access products, what products they choose, where they are safe to use them, and how to take care of their own bodily functions, with dignity.

Inclusivity means including, affirming, and honoring differences in how communities learn about, access, and make decisions about health. This means that transgender, intersex, non-binary, and two spirit students need to be affirmed in their access to products.

Access means that products, education, and dispensers need to be equitably available for all students, including emerging bilingual students and students with disabilities. All students, regardless of disability or language, need to have equitable access to exercise their own choice in accessing a variety of products at their own terms.

Connect back to the **pillars of menstrual dignity** by searching for these tags, which inform requirements, recommendations, and tips in the toolkit: ***Privacy*** ***Inclusivity*** ***Access*** ***Education***

Education includes addressing the basic human need of understanding how bodies work without shame or stigma. Health education should celebrate changes and growth, and provide spaces for students to learn about how their bodies work.

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II. Oregon Administrative Rules

The Oregon State Board of Education passed the below Oregon Administrative Rules (OARs) in March of 2022.

I. OAR 581-021-0587 **Menstrual Dignity for Students: Definitions**

- This temporary rule provides for key definitions of the rule, including "bathroom," "dispenser," "products," "public school building," and "student bathroom."

II. OAR 581-021-0590 **Menstrual Dignity for Students: Requirements**

- This temporary rule describes dispenser and product requirements, including technical implementation components necessary for privacy, accessibility, and gender inclusivity.

III. OAR 581-021-0593 **Menstrual Dignity for Students: Education**

- This temporary rule explains the education requirements that accompany product access and center positive attitudes towards menstruation and health.

IV. OAR 581-021-0596 **Menstrual Dignity for Students: Reimbursement Program**

- This temporary rule clarifies the statutory requirements for how districts, ESDs, and charter schools may receive funding from the Department for program implementation, describing eligible expenses and the process for reimbursement.

For a brief one page project summary, click on the blue button below.

Click for **At a Glance: Menstrual Dignity for Students** 1-Pager

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III. Program Requirements

The following section will summarize program requirements for every public school building.

> "'**Public school building**' means a building used by a public education provider to provide educational services to students."
>
> "'**Dispenser**' means a container sufficient to hold menstrual products and can include something installed on a wall or placed on a shelf."
>
> OAR 581-021-0587

Dispensers

This section outlines pros and cons of a variety of dispenser options to aid districts' purchasing decisions, in order to keep student equity in mind.

Requirements Per OAR 581-021-0590

- (1) All education providers shall install in every student bathroom (a) at least one dispenser that:
  - (A) Does not require inserting coins or money;
  - (B) Is clearly marked as free in at least two languages;
  - (C) Is ADA compliant;
- (2) [...] For the 2021-22 school year, all education providers shall stock and maintain menstrual product dispensers in **at least two student bathrooms** in each public school building.

Dispenser Options

Name	Pros	Cons	Brand examples**
Mechanical wall units	• can use existing dispensers; • affixed to wall to prevent tampering	• product-dependent and may not allow for required product variety; • more expensive; installation and space considerations; • harder for students to take more than one at a time, when needed; • may have coin operation and look like products cost money (when they are required to be free)	• Aunt Flow, Model E • Evogen Tampon & Liner • Uline Tampon & Liner • Evogen No Touch
Countertop baskets	• lower cost; • takes up less space; • easier for students to take what they need	• easier to remove or tamper with	• Uline Stackable Bins • Uline Wire Mesh Bins

Name	Pros	Cons	Brand examples**
Freestanding storage drawers	• readily available and lower cost than mechanical wall unit options; • each drawer could stock a large amount of products (less re-stocking); • easier for students to take what they need	• easier to remove or tamper with	• Uline 3 Drawer • Uline 6 Drawer
Envelope or file affixed to wall	• may be better for schools with smaller menstruating populations (elementary schools)	• would be harder to stock variety of products for larger populations; • easier to remove or tamper with	• Uline Envelope • Officemate Wall File

***These links are being provided as a convenience and for informational purposes only; they do not constitute an endorsement or an approval by the Department of Education of any of the products, services or opinions of the corporation or organization or individual.*

Dispenser Placement

Schools should scan and carefully determine placement centering privacy and accessibility for all students at all times.

Requirements Per OAR 581-021-0590

- (1) All education providers shall install in every student bathroom (a) at least one dispenser that:
  - (D) Is located in a place where all students can access products privately;
- (2) [...] For the 2021-22 school year, all education providers shall stock and maintain menstrual product dispensers in at least two student bathrooms in each public school building. Education providers shall determine where to prioritize dispenser installation considering **all-gender access** to menstrual products and **student privacy**.

"**Bathroom**" means a space with a toilet, a sink, and a trash receptacle that is privately accessible to students. Bathrooms may be single stalled or an aggregation of individual toilet compartments, including in locker rooms."

"**Student bathroom**" means a bathroom that is accessible by students, including a gender-neutral bathroom, a bathroom designated for females and a bathroom designated for males."

OAR 581-021-0587

Recommendations

Based on these pillars of menstrual dignity: ***Privacy*** ***Inclusivity*** ***Access***

- Install dispenser at an **accessible height**. People with disabilities (i.e. using wheelchairs) must be able to reach the items.
- Offer products in **varied locations**. Students who are experiencing gender dysphoria may be comfortable and safe only when products can be accessed within a single stall.
- Maintain student access to menstrual products **during bathroom closures**.
- Provide resources in English and **in the home languages** of the students you support.
- Ensure that menstrual products are available **after school hours** and during field trips when students are participating in school activities.

Menstrual Products

In order to accommodate the natural variation of body size and menstrual flow of students who menstruate, a variety of products including absorbency and size are required. Variety of products is also an important culturally responsive practice, which honors a range of values and beliefs around menstrual product use.

> "'**Products**' means tampons and menstrual pads."
>
> OAR 581-021-0587

Requirements Per OAR 581-021-0590

- (1) All education providers shall install in every student bathroom (a) at least one dispenser that:
  - (E) Provides a **variety of products** with consideration of absorbency and size options

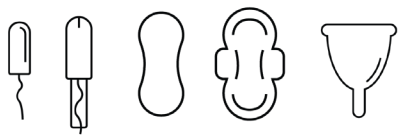
Recommendations

Based on these pillars of menstrual dignity: ***Privacy*** ***Inclusivity*** ***Access*** ***Education***

- When determining product availability, schools can also consider having a **mix of single use and reusable** products available per building.
- Monitoring **student input** and **actual product use** should inform selection of product sizes, absorbency, and brands. Prioritize student engagement.
- Address myths around **tampon use** and safety.

For information on different types of menstrual products, click on the blue button below.

Click for **Menstrual Product Options** 1-Pager



Reusable Product Considerations

While only tampons and pads are required by rule, some school districts may choose to use funds to purchase reusable products. Reusable products may be a cost saving strategy in the longer-term and could create less waste, having a positive environmental impact. Logistical support for cleaning and reinserting products at school differs from disposable products, and should be considered for reusable products. Education is also recommended when providing reusable products so students know they are not meant to be discarded after a single use.

Trash Receptacles

Requirements for trash receptacles are important to ensure private and safe disposal of used menstrual products within student bathrooms.

> "'Bathroom' means a space with a toilet, a sink, and a **trash receptacle** that is privately accessible to students. Bathrooms may be single stalled or an aggregation of individual toilet compartments, including in locker rooms."
>
> OAR 581-021-0587

Trash Receptacle Options

Name	Brand examples**
Trash receptacle	Hospeco, Bobrick, Bradley
Liners & disposal bags	Hospeco (waxed paper), Tidy Girl dispenser and plastic bags

***These links are being provided as a convenience and for informational purposes only; they do not constitute an endorsement or an approval by the Department of Education of any of the products, services or opinions of the corporation or organization or individual*

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School District Spotlight

The Menstruation Station, Falls City School District

In 2018, the *Everyday Matters* team at the Falls City School District High School found an unsettling trend. Menstruating students were losing class time, leaving early, and missing school altogether because of unaddressed menstrual discomforts, including premenstrual syndrome (PMS) symptoms and not having menstrual products for use at school.

The team led a campaign to provide students with resources, affirmation, and visibility. The menstrual dignity of students came to the foreground—from the focus of a middle school leadership class project to high school bathrooms posters stating, *You matter… Period. Take what you need*. The message was clear: menstruation is to be celebrated, not stigmatized.

The district team also understood a need to connect with school staff on the importance of the program. The team worked to allay staff discomforts and to address misconceptions with information and support.

Do you have a success story to share? We'd love to hear from you, learn from you, and celebrate your work. Please email us at ode.menstrual-dignity@state.or.us

Ultimately, the district's program was successful because they heard their students. They bought cabinets to stock with a variety of products, coordinated a "shopping day" where high school students could take the products they would need during the summer, hosted a pizza party and information session to learn about menstrual health and to address student questions, and created a space for anonymous questions and answers in bathrooms. According to Lynn Bailey, a teacher and Special Programs Director from Falls City SD, "students got really good about being open to talking about their periods" which helped to reduce stigma and shame, and increased connectedness for students who menstruate.

Falls City School District works with the United Way's Red Cart Project, Planned Parenthood, and their local Service Integration Team to implement their program. They aim to expand this program to be district-wide in the coming years— now with a little more support from the Menstrual Dignity Act.

Photo courtesy of Lynn Bailey of Falls City School District

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IV. Education

This section provides information on providing menstrual product use instructions and classroom education on menstruation.

Menstrual Product Instructions

Requirements Per OAR 581-021-0593

- (2) All education providers shall provide instructions on how to use menstrual products within the bathroom. The **instructions** must:
  - (a) Be affirming of transgender, non-binary, two spirit and intersex students;
  - (b) Not be fear- or shame-based;
  - (c) Be age-appropriate;
  - (d) Be medically-accurate.
  - (e) Be culturally responsive; and
  - (f) Be accessible for students with disabilities.

Recommendations

Based on these pillars of menstrual dignity: ***Privacy*** ***Inclusivity*** ***Access*** ***Education***

- Consider how **age-appropriate instructions** will look different in elementary, middle, and high school bathrooms, and with regard to access to technology.
- Obtain information from **medically accurate** and reliable sources.
- Provide **multiple locations** and modalities for instructions. Students who experience gender dysphoria may be comfortable and safe only when instructions can be accessed within a single stall bathroom.
- Consider cell phone policies that allow students to obtain and use instructions privately on their phones and offer printed instructions for students without smartphone access.
- Include **school-specific contact people** and **local community resources** for questions and disclosures in posters, instructions, and classroom education.
- Use gender-affirming language within menstrual product instructions.

Sample Menstrual Product Instruction Resources

- Districts have the choice of creating their own instructions. Consider virtual options or printed materials. If district policy permits, schools can provide a link or QR Code to instructional videos, such as:
  - The Period in Third Period, Amaze, Video (Grades 4+); Includes definitions and step-by-step instructions for using tampons, pads, and menstrual cups, and disposal instructions
  - Menstruation: What to Expect, Amaze, Video (Grades 4+)
  - How to Use a Tampon for Beginners, Clue, TikTok Video (Grades 6+)
  - How to Insert and remove a Menstrual Cup, Clue, TikTok Videos (Grades 6+)
- **Coming Soon** Printed Diagrams (loose-leaf versions and/or posted within stalls)

- How to use a tampon (K-5 & 6-12)
- How to use a pad (K-5 & 6-12)

Proper disposal guidance & support

Include disposal information within menstrual product instruction education and/or posted within student bathrooms. When there are situations where products are not disposed of properly, schools should maintain student dignity, privacy, and access in its response. Consult with your custodial and facilities staff for additional disposal guidance:

- Single use tampons and pads should be wrapped in toilet paper, or placed in a paper bag, and **thrown away** in a trash receptacle.
- Tampons and pads **should not be flushed down the toilet**, as this can cause severe plumbing problems within school buildings.
- Menstrual fluids from reusable cups should be emptied in the toilet. Cup should be washed with soap and warm water before re-inserting.

Menstrual Health Education in the Classroom

Health Education, which includes sexuality education, is a required core content area that includes instruction on growth and development, puberty, and gender identity, among many other topics, aligned with the Oregon Health Education Standards and Performance Indicators.

Requirements Per OAR 581-021-0593 and OAR 581-022-2050

- (1) All education providers shall provide health and sexuality education that covers menstrual health. The **education** must:
  - (a) Be affirming of transgender, non-binary, two spirit and intersex students;
  - (b) Not be fear- or shame-based;
  - (c) Be age-appropriate;
  - (d) Be medically-accurate.
  - (e) Be culturally responsive; and
  - (f) Be accessible for students with disabilities.
- (7) The comprehensive plan of instruction shall emphasize skills-based instruction that:
  - (f) Aligns with the **Oregon Health Education Content Standards and Benchmarks.**

Recommendations

Based on these pillars of menstrual dignity: ***Privacy*** ***Inclusivity*** ***Access*** ***Education***

- Celebrate **menstruation as a normal, positive part** of human development.
- Affirm and uplift how Tribal Nations and **Native American communities recognize and honor this milestone** with respect.
- Address **cultural myths and stigma** around menstruation and connect to medically accurate information.
- Connect **student language** (including slang) with medically accurate terminology in order to ensure understanding and cultural responsiveness.
- Create spaces for **anonymous questions** and provide answers.
- Include classroom instruction on menstruation within sexuality education classes in **groups of all-gender students**, in order to reduce shame and gender-based bullying.
- Provide **instruction in multiple modalities** to support students who experience intellectual or developmental disabilities (I/DD).
- Include **school-specific contact people** and **local community resources** for questions and disclosures in posters, instructions, and classroom education.
- Connect students to **medical providers** and information for pain symptoms that could indicate endometriosis or polycystic ovary syndrome (PCOS).
- Increase awareness of **two spirit people**, of their historical standing in Tribal Nation communities as highly respected and honored people.
- Integrate **trans-specific puberty** information in K-12 instruction.
- Integrate **intersex** information and body variation K-12 in anatomy, reproduction, & puberty lessons.

Recommendations for Gender-Affirming Language

- Refer to menstruation **without calling in gender** in order to be gender-affirming for trans, non-binary, and two spirit students. Emphasize **physiology** during puberty education more broadly.
  - Use "menstruating students" instead of "girls"
  - Use "menstrual products" instead of "feminine hygiene products"
  - Explain "someone with a uterus and ovaries may begin to menstruate" instead of "girls may begin to menstruate" during puberty education
  - Use gender-inclusive "students" "folks" "everyone" "learners" or "they/them" instead of "boys and girls" or "he or she" when referring to students
- Use **open words** like "most" or "typical" or "another" instead of binary "opposite" or "normal" or "other" (e.g. "another gender" instead of "opposite sex").

For age-appropriate instructional resources, click on the blue button below.

Click for **Menstruation Instructional Materials Resources** 1-Pager

Oregon Health Education Standards & Performance Indicators

The following is a selection of specific performance indicators that align with the implementation of the Menstrual Dignity for Students Program, as outlined in OAR 581-021-0593. This list is not exhaustive. Please refer to the Color Coded standards document for a color coding key. The codes can be read as follows: ***HE.1.5.9*** *falls under the* ***1****st anchor standard, for* ***5th*** *grade, performance indicator number* ***9****, within* ***H****ealth* ***E****ducation*.

Body parts and systems performance indicators, relating to growth and development

- HE.1.K.4, HE.1.1.4, HE.1.2.4 Name/identify reproductive body parts, using proper anatomical terms, and stages in the basic growth processes of all people. GD, AIAO
- HE.1.3.6, HE.1.4.6, HE.1.5.6 Identify/discuss human reproductive systems including reproductive anatomy and function. GD, AIAO

Menstruation as part of **puberty and reproduction** performance indicators

- HE.1.3.9 Recognize how puberty prepares human bodies for the potential to reproduce. GD
- HE.1.5.9, HE.1.6.20, HE.1.7.21, HE.1.8.21 Identify/describe/explain health care practices related to physical changes during puberty. GD
- HE.3.3.4, HE.3.4.4, HE.3.5.4, HE.3.6.7, HE.3.7.7, HE.3.8.7 Recognize/describe/demonstrate how to access/identify/describe/access sources of medically-accurate information about human sexual and reproductive anatomy, puberty and personal hygiene. GD

Gender Identity performance indicators will help frame inclusive language and access

- HE.1.K.7, HE.1.1.7 Recognize/explain that there are many ways to express gender. GD, AIAO
- HE.1.2.7 Recognize differences and similarities of how individuals identify regarding gender. GD, AIAO
- HE.1.12.16 Differentiate between biological sex, sexual orientation, sexual identity and sexual behavior, gender identity and gender expression. GD, AIAO

Intersecting Identities performance indicators will support culturally responsive practices

- HE.1.6.23, HE.1.7.24, HE.1.8.24 Define/explain gender roles, gender identity and sexual orientation across cultures. AIAO, GD
- HE.1.12.18 Describe the intersections of varied identities, including gender, race, ethnicity, sexual orientation, ability, etc. AIAO, GD

Access performance indicators for student access to and knowledge of products & information

- HE.3.6.5, 3.7.5, 3.8.5 Determine/review/evaluate the accessibility of products that enhance health. AIAO, WHP
- HE.3.4.5, 3.5.5, 3.6.8 Identify/demonstrate/identify people/resources at home, school or in the community who can provide medically accurate information and/or support about puberty and health care practices during puberty. GD

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V. Staff Engagement and Training

This section provides tips, messages, and resources for staff engagement and training.

Recommendations

Based on these pillars of menstrual dignity: ***Privacy*** ***Inclusivity*** ***Access*** ***Education***

Staff Engagement

- Engage a variety of school staff in all **phases of project implementation**. For example, school counselors, school nurses, and health & sex ed teachers could conduct staff trainings on the importance of menstrual dignity. An equity director, a school nurse, a facilities manager, and a staff sponsor of a GSA may do a walk-through of bathrooms as a district plans placement and product options. Custodial staff, school secretaries, and teachers could help with monitoring program successes and challenges and form recommendations for improvements, such as changes in product options and re-stocking. Student engagement should be prioritized.
- Invite multi-disciplinary participation to **leverage program visibility**. For example, the school nurse adds a poster in the health room, the social sciences teacher covers the menstrual justice movement, and student groups serve as program ambassadors.

Key Messages for Staff

- **Celebrate the launch** of the Menstrual Dignity for Students program as a win for everyone, center positivity and transparency in order to reduce instances of tampering.
- Affirm menstruation as a positive part of human development. Local/State/National **Tribal Nations celebrate** with ceremonial coming of age ceremonies for this time of a person's life, wherein they are honored and respected.
- Providing menstrual products improves **student attendance**.
- Student behavior issues as related to dispenser or product misuse should be handled as any other challenge and **should not result in loss of access** to menstrual products.
- A variety of products are required in **all student bathrooms**, including bathrooms of all genders and elementary school bathrooms.
- Students should have education about, and the choice to use, **both tampons and pads**. Both are safe to use by menstruating students of any age.
- When students of all genders become used to seeing menstrual products and learning about menstruation, it becomes more **normalized and respected**. This has many benefits, including the reduction of tampering.
- Supporting students to take **as many products as they need** is a central component of reducing period poverty.
- Students should be allowed to **use the bathroom** at all times, to access menstrual products privately. Bathroom use should **not** connect with grading or behavior.

Staff Training

Staff training can be conducted by any interested and qualified school staff, including school nurses, health teachers, school counselors, or assistant principals. You may consider integrating training into other professional development or in-service days.

Recommended agenda for staff trainings:

I. An overview of the program and its importance
II. Information on gender-affirming and menstruation-positive language
III. Information about the core team, project implementation, and monitoring
IV. Information around accessibility and accommodations as related to languages spoken and disability
V. School protocols for addressing challenges
VI. School plans for engaging student input and communicating with families, and communities

Resources for Staff Training

ODE Materials

- See the At a Glance: Menstrual Dignity One-Pager for a brief project summary
- Encourage positive, not fear- or shame-based language about menstruation for all
- Review best practices for answering difficult questions (see page 38)
- Use an anonymous question box in person or virtually (e.g. Google forms, Padlet, or Mentimeter)
- Supporting LGBTQ2SIA+ Student Mental Health Webinar, ODE & OHA

Additional Resources for Professional Development

- Inclusive Sex Ed: Intersex People and Periods, PERIOD. & Intersex Justice Project
- Separation & Stigma: Transgender Youth & School Facilities, GLSEN
- Impact of Bathroom Discrimination on Mental Health Among Trans and Nonbinary Youth, Journal of Adolescent Health, 2020
- What is Period Poverty?, Video, PERIOD., Alliance for Period Supplies and Youth Activists
- Tampon Myths, Playtex
- Trans and Nonbinary Youth Inclusivity in Sexual Health, Guidelines for sexual health service providers and educators, Planned Parenthood of Toronto
- Principles for Gender Inclusive Puberty and Health Education, Gender Spectrum
- Schools In Transition: A Guide for Supporting Transgender Students in K-12 Schools, Gender Spectrum, National Center for Lesbian Rights, Human Rights Campaign, ACLU, & National Education Association

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VI. Student & Youth Engagement

This section provides student engagement strategies for schools.

Recommendations

Based on these pillars of menstrual dignity: ***Privacy*** ***Inclusivity*** ***Access*** ***Education***

- Create and share an **anonymous survey**.
- Offer full **transparency** about collected student data, including who can access it and how it will be used.
- Host a student **community panel** or **open forum** with student leadership.
- **Reduce barriers** to engagement for students with disabilities.
- Utilize an anonymous question box in classrooms, bathrooms, or virtually (e.g. Google forms, Padlet, or Mentimeter).
- Connect with and support **student groups** (GSA, tribal group, Black Student Union, etc.).
- **Ask students to help** with program implementation.
- **Continuously monitor, evaluate, and adjust** project implementation based on actual data; looking at student use, feedback, and even student attendance.

Student-facing Communications

In addition to working with students to plan program implementation, students should also be made aware of the Menstrual Dignity for Students program requirements and goals.

Recommendations to Promote Student Access and Advocacy

- Create a **school-wide announcement** from administration and teachers about the program (see menstrual dignity one-pager for concise language).
- Provide posters informing students of their **right to products** which lists a few trusted adults in school buildings who can be available to support students.
- Consider a student-led **social media campaign** for student engagement.
- Support **student groups** (e.g. Latinx Student Union or GSA) to host a "Period Talk," using sample script, presentation, and event poster templates from PERIOD.

For an optional student-facing 1-pager, click the blue button below.

Click for **Student-Facing Menstruation Resources** 1-Pager

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VII. Family & Community Engagement

This section offers tips and strategies for engaging family and community in program implementation.

Recommendations for Family & Community Engagement

Based on these pillars of menstrual dignity: ***Privacy*** ***Inclusivity*** ***Access*** ***Education***

- Menstrual dignity, like any other part of health education, should not be done in secret. In order to reduce stigma and strengthen community connections, **be open and transparent** with families and communities, creating space to listen to concerns and center student needs.
- Demonstrate **alignment** to health education standards and OARs.
- Center positive **academic outcomes and student stories** to explain the need for menstrual dignity in schools.
- **Affirm trans, non-binary, intersex, and two spirit students** by using affirming language, in order to create safe & connected school environments for all students.
- **Reduce barriers** to engagement for family and community members with disabilities and for multilingual communities.
- Collaborate with local **culturally and ethnically-specific** community-based partners to strengthen outreach and communication with families.
- Uplift and affirm how **Native Nations and Tribes honor menstruating people** with coming of age ceremonies to acknowledge this important transition in a person's life.
- Provide families and caregivers with resources on **how to talk to their students** at home about menstrual health. Emphasize that menstruating and non-menstruating students should learn about menstruation and menstrual products.

Sample Family & Community Letter

- Sample notification letter, K-12 (English, Spanish)

Resources about Communication for Families & Communities

- See the At a Glance: Menstrual Dignity One-Pager for a brief project summary
- Tip Sheet for Parents, Caregivers, and Youth, Oregon DHS, My Future-My Choice
- Tips for Talking to Kids about Their Bodies, by Age, Planned Parenthood
- Gender Spectrum, online support groups for parents & caregivers
- PFLAG, support, publications and toolkits for families of LGBTQ youth
- Start Talking: About Healthy Communication; About Healthy Relationships; About Healthy Sexuality, No Mas, Esperanza United (in English & Spanish)
- Tips for Talking About Sexuality for Parents of Children with Developmental Disabilities, Elevatus Training
- See also student-facing and educator recommendations and resources for more ideas

Tips for Menstruation-Positive Language for Families

Students surveyed in the 2019 Oregon My Future-My Choice Teen Advisory Board *Tough Topics* project, stated that parents and guardians strongly influenced their idea of family—citing respect and support as the most important traits in family members. Below, please find some tips for positive communication about menstruation within families and communities.

- Speak **openly and positively** about menstruation and menstrual products (e.g. "it's a normal part of puberty for lots of people" "this is a tampon" "you are still you" "how can I support you?").
- Share a few of your experiences going through **puberty** to relate to young people.
- Open up about location, use, and types of **menstrual products** within home and community spaces.
- Avoid referring to people who menstruate (or ourselves if we menstruate) as "crazy" or irrational. This language is also harmful for people with intellectual disabilities.
- **Interrupt** when periods or people who menstruate are used as punchlines in **jokes.**
- Avoid talking about menstruation as only a "girl" or "woman" thing. Not all people who menstruate are girls, and not all girls menstruate.
- Identify and speak about **cultural values** around menstruation, and how it impacts everyone. For example, newly menstruating people are **recognized and celebrated** in many Tribal Nation Communities.
- Reduce **myths and stigma** by researching medically-accurate information together and fostering ongoing conversations.
- Consider having many short **face-to-face** or **texting-based** conversations.
- **Listen** to a podcast together, like Ep 18 - Let's talk about periods - Level One, Six Minute Sex Ed.
- **Watch** a video together, like Menstruation: What to Expect, by Amaze.
- **Read** a book together, like Vaginas and Periods 101: A Pop-up Book by Christian Hoeger and Kristen Lilla.

See also student-facing and educator recommendations and resources for more ideas

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IIX. Funding & Reimbursement

This section offers information for funding and reimbursement processes for the Menstrual Dignity for Students Program.

Requirements per HB 3294 (2021) and OAR 581-021-0596

- (A) For school districts, public charter schools and education service districts… distributions to be made based on the average daily membership of the district or school.
- (B) For education service districts, distributions… may not exceed 7.5 percent of the amounts available for distribution.
- (3) Education providers shall electronically submit applications to the Department within the required timelines and on forms developed by the Department.
- (4) Education providers shall be reimbursed for actual costs incurred. Actual costs incurred may include the following: (a) Products; (b) Dispensers; (c) Installation costs; and (d) Trash receptacles.
- (5) Any unspent funds for the first year of the biennium shall be rolled forward and used in the distribution of funds for the second year of the biennium. If the total amount to be distributed does not exceed the amount of available funding for the biennium, any remaining amount shall be redistributed to the State School Fund and reconciled in the payment process per ORS 327.095.

Processes, Documents, and Forms

HB 3294 created a $5,595,000 carveout of the State School Fund for the Menstrual Dignity Act implementation each biennium. Grants will be created annually for each eligible entity based on their second period ADM. During the 2021-2022 school year, school districts will receive up to $4.59 per ADM and each ESD will receive up to $0.37 per second period ADM. The 2021-2022 funding calculator shows how much funding will be available for each school district, ESD, and charter school. Each eligible entity individually, however, consortia options are available. A new calculator will be released before each implementation year. See Tips for Using the Funding Calculator. School districts, ESDs, charter schools, or consortia will have grants available to them on the Electronic Grant Management System (EGMS) each school year.

Applying as a Consortia

If entities intend on applying together as a consortia, they must notify ODE at the beginning of the school year. An ESD or School District should fill out the consortium pre-survey or reach out to ode.menstrual-dignity@state.or.us only if they are intending to submit a reimbursement request for **more than one education provider**, so grant contracts can be set up correctly by ODE. If we do not receive this completed form, grants will be built out individually, as per 2021-2022 funding calculator. See Tips for Using the Funding Calculator.

Grant Agreements

Grant agreements will be created for education providers or consortia based on the funding calculator and results of the consortium pre-survey. These grant agreements will reflect the requirements of the program and be available on the EGMS platform.

Submitting for Reimbursements

Districts, ESDs, and public charter schools will be paid according to actual expenses incurred, up to the grant ceiling amount. Educational providers or consortia will complete the 2021-2022 Reimbursement Form. See also the blue button below for the reimbursement form link.

Click for 2021-22 Menstrual Dignity Reimbursement Form

This reimbursement form will ask for total costs related to products, dispensers, and trash receptacles, per the Menstrual Dignity for Students OARs. Once the forms are processed, grant funding can be claimed on EGMS. Forms will be accepted on a rolling basis.

Other Requirements and Recommendations

Based on these pillars of menstrual dignity: ***Inclusivity*** ***Access*** ***Education***

Considerations for Education Service Districts (ESDs)

- Per HB 3294, ESDs can receive 7.5% of total statewide funds. These funds are then distributed by total ESD ADM, which is calculated as a total ADM of their resident districts.
- ESDs must cover all programs that an ESD runs, including long-term care and treatment facilities. ESDs must work with implementation partners to ensure that all bathrooms are stocked with menstrual products.
- If ESDs receive more funds than they need to cover their programs, they can elect to support project implementation for their resident districts. If ESDs decide to do this, they should subtract what they need for their own educational programs and then calculate how much each school district could receive per the ESD's total ADM.

For example,

Total ESD Grant (A)	ESD program Cost (B)	Remaining (C)	Total ADM of ESD Resident Districts (X)	District Share Per ADM (C/X)
$ 10,000.00	$ (1,000.00)	$ 9,000.00	12,000	$ 0.75

Considerations for School Districts

- Your ESD may be able to offer support in addition to the money your individual district may request. See *Considerations for ESDs* above.
- Schools can also reach out to local entities, such as your county's Service Integration Team or partner organizations who work in the areas of violence prevention, sexual health, or community health services.

Considerations for Public Charter Schools

- All Charter Schools must comply with the Menstrual Dignity requirements.
- Virtual Charter Schools shall provide dispensers and products in all buildings where educational services are provided. Make sure to consider all buildings where students may be, including learning centers and libraries.
- Schools can also reach out to local entities, such as your county's Service Integration Team or partner organizations who work in the areas of violence prevention, sexual health, or community health services.

> "'**Public school building**' means a building used by a public education provider to provide educational services to students."
>
> OAR 581-021-0587

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VIII. Frequently Asked Questions (FAQ)

This section offers responses to frequently asked questions. Please also see the At a Glance: Menstrual Dignity One-Pager for a brief project summary.

Questions Relating to Physical Program Requirements:

Q: Is it expected that every student bathroom in a school district has a dispenser?

A: Yes, menstrual products must be available in all student restrooms by the end of the 2023 school year. This 2021-2022 school year, schools must start with at least two bathrooms. When school districts decide which two bathrooms to place products and dispensers in this year, they need to consider all-gender access to the products.

Q: Is there any distinction between student bathroom dispenser requirements in elementary, middle, and high school buildings?

A: No. Implementation requirements remain the same, including availability of both tampons and pads and instructions for use. See the Program Requirements section of this Toolkit. Districts and schools can make decisions about how and what products are offered in different bathrooms across a district or school.

Q: Is providing a variety of products required or just recommended?

A: OAR 581-021-0590 requires that both tampons and pads be offered. In addition, *(1)(e) requires that schools (e) provide a variety of products with consideration of absorbency and size options.* This means that as you consider the variety of products that you provide, you need to consider absorbency and size. The rule is not prescriptive as to what must be offered, so schools can determine how to mix a variety of products from bathroom to bathroom. This would be best implemented by gauging student need for the products.

Q: What if our dispensers cannot hold multiple products?

A: OAR 581-021-0590 requires that both tampons and pads be offered. In addition, *(1)(e) requires that schools (e) provide a variety of products with consideration of absorbency and size options.* If your mechanical wall unit dispenser does not accommodate a variety of products, consider adding another type of dispenser in the same bathroom, such as an envelope on the wall or a basket on a table/sink unit. If you are limited in what you can provide in one bathroom, consider diversifying the products available from bathroom to bathroom, so that, for example, students with heavier/lighter menstrual flows will still have access to what they need.

Questions Relating to Reimbursement:

Q: What are reimbursable expenses?

A: Funds are available to cover menstrual products, trash receptacles, dispensers (which can be baskets, bins, or really any unit that can store and provide products), and installation costs.

Q: When will schools be reimbursed? How much will schools be reimbursed for?

A: You should make your purchases, and submit your actual costs to the 2021-2022 reimbursement form, which will reimburse your school up to the grant ceiling for your school district, ESD, charter school, or consortium outlined in the funding calculator. You can submit the reimbursement form on a rolling basis throughout the school year. After ODE processes your completed reimbursement form, you will be able to claim your funds in the Electronic Grant Management System (EGMS). See Tips for Using the Funding Calculator.

Questions Relating to Gender Inclusion and Affirmation:

Q: Are these educational materials and instruction required for all students or only those with the potential to menstruate?

A: OAR 581-021-0593 and 581-022-2050 both require gender-inclusive instructional materials and practices, of which we have provided educational resource examples. One gender-affirming practice is not separating by gender, and ensuring all students have access to information about all bodies. This way, all students who menstruate have access to the information they need, and shame and stigma can be reduced for all students around the topic of menstruation. Creating all-gender access to sex ed has also been shown to reduce gender-based bullying.

Questions Relating to Cultural Responsiveness:

Q: How do we respond to cultural or religious values in our community which discourage tampon use?

A: Students should always have the ability to self-determine what products are right for them, considering the activities that they are in and their personal experiences, and can always opt themselves out of accepting the school's products. Districts do have to offer both tampons and pads, per OAR 581-021-0590. According to medical sources, tampons are safe for anyone as soon as they start to menstruate. There is no minimum age for tampon usage. If young people want to use tampons, they can usually begin using them as soon as their menstrual cycle starts. Providing age-appropriate instructions and education are an essential piece of this program, so that younger students know how to use them safely.

Q: Is there an opt out policy for certain products?

A: Although there is no opt-out for this requirement, schools are encouraged to listen to concerns about tampon use, answer questions, and provide medically accurate information and resources to use to talk to their students about at home. See the Family & Community Engagement section of this Toolkit. It will ultimately be up to the student to decide what products they want to try or use, if any.

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