



OREGON  
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EDUCATION

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# Menstrual Dignity for Students Toolkit

June 2025

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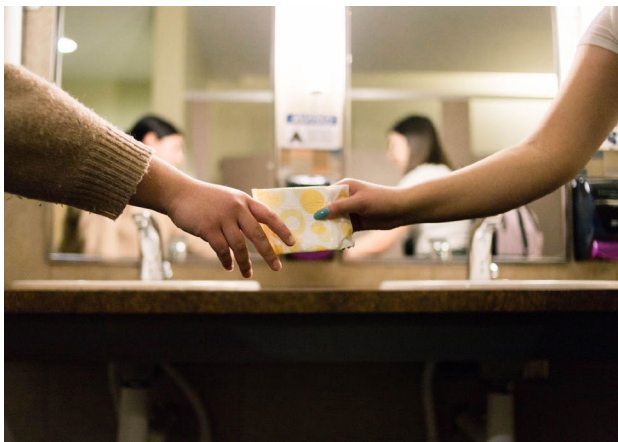
## Introduction

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 four 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 gender expansive, transgender, intersex, 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](#), 75% 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 ten 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.*

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.

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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@ode.oregon.gov](mailto:ode.menstrual-dignity@ode.oregon.gov).

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## Centering Student Equity and Access: Four Pillars of Menstrual Dignity

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

Privacy	Inclusivity	Access	Education
<ul style="list-style-type: none"><li>● Space</li><li>● Autonomy</li><li>● Personal safety</li></ul>	<ul style="list-style-type: none"><li>● Cultural responsiveness</li><li>● Gender affirming</li></ul>	<ul style="list-style-type: none"><li>● For students of all abilities</li><li>● For multilingual access</li><li>● Options &amp; choice</li></ul>	<ul style="list-style-type: none"><li>● Menstrual health</li><li>● Use of menstrual products</li><li>● Positive, not fear- or shame- based</li></ul>

**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 gender expansive, transgender, intersex, 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 on 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**

**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 to learn about the processes that make students who they are.

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## II. Oregon Administrative Rules

### I. [OAR 581-021-0587](#) **Menstrual Dignity for Students: Definitions**

- This rule provides for key definitions of the rule, including “bathroom”,<sup>1</sup> “dispenser”, “products”, “public school building”, and “student bathroom”.

### II. [OAR 581-021-0590](#) **Menstrual Dignity for Students: Requirements**

- This 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 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 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.

### V. [OAR 581-022-2515](#) **Menstrual Dignity for Students: Division 22**

- This rule connects Menstrual Dignity for Students Requirements to Division 22.

For a brief project summary, see the [At a Glance: Menstrual Dignity for Students One-Pager](#).

[Click for At a Glance: Menstrual Dignity for Students 1-Pager](#)

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<sup>1</sup> SB 1522 clarified this rule to apply to bathrooms accessible by students in kindergarten and above and does not apply to bathrooms “that are not located in commonly accessible areas of public school buildings.” SB 1522 also allows for tampons and pads to be provided in “an alternate location when the public education provider does not have control of the student bathrooms used by the students of the public education provider.”

### III. Program Requirements

The following section will summarize program requirements for every public school building.<sup>2</sup>

#### 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](#)

- 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;

**“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

#### Dispenser Options

Name	Pros	Cons	Brand examples**
Mechanical wall units	<ul style="list-style-type: none"> <li>● Can use existing dispensers</li> <li>● Affixed to wall to prevent tampering</li> </ul>	<ul style="list-style-type: none"> <li>● Product-dependent and may not allow for required product variety</li> <li>● More expensive</li> <li>● Installation and space considerations</li> <li>● Harder for students to take more than one at a time, when needed</li> <li>● May have coin operation and look like products cost money (when they are required to be free)</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Aunt Flow, Model E</a></li> <li>● <a href="#">Evogen Tampon &amp; Liner</a></li> <li>● <a href="#">Uline Tampon &amp; Liner</a></li> <li>● <a href="#">Evogen No Touch</a></li> </ul>

<sup>2</sup>SB 1522 clarified this rule to apply to bathrooms accessible by students in kindergarten and above and does not apply to bathrooms “that are not located in commonly accessible areas of public school buildings.” SB 1522 also allows for tampons and pads to be provided in “an alternate location when the public education provider does not have control of the student bathrooms used by the students of the public education provider.”

Name	Pros	Cons	Brand examples**
Countertop baskets	<ul style="list-style-type: none"> <li>• Lower cost</li> <li>• Takes up less space</li> <li>• Easier for students to take what they need</li> </ul>	<ul style="list-style-type: none"> <li>• Easier to remove or tamper with</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Uline Stackable Bins</a></li> <li>• <a href="#">Uline Wire Mesh Bins</a></li> </ul>
Freestanding storage drawers	<ul style="list-style-type: none"> <li>• Readily available and lower cost than mechanical wall unit options</li> <li>• Each drawer could stock a large number of products (less re-stocking)</li> <li>• Easier for students to take what they need</li> </ul>	<ul style="list-style-type: none"> <li>• Easier to remove or tamper with</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Uline 3 Drawer</a></li> <li>• <a href="#">Uline 6 Drawer</a></li> </ul>
Envelope or file affixed to wall	<ul style="list-style-type: none"> <li>• May be better for schools with smaller menstruating populations (elementary schools)</li> </ul>	<ul style="list-style-type: none"> <li>• Would be harder to stock variety of products for larger populations</li> <li>• Easier to remove or tamper with</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Uline Envelope</a></li> <li>• <a href="#">Officemate Wall File</a></li> </ul>



\*\*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.

“**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

SB 1522 clarifies that this requirement does not apply to bathrooms used only for pre-K.

## 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<sup>3</sup> (a) at least one dispenser that:
  - (D) Is located in a place where all students can access products.

## Recommendations

Based on these [pillars of menstrual dignity](#):

### Privacy Inclusivity Access

- Install dispensers 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** when students are participating in school activities.

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<sup>3</sup> SB 1522 clarified this rule to apply to bathrooms accessible by students in kindergarten and above and does not apply to bathrooms “that are not located in commonly accessible areas of public school buildings.” SB 1522 also allows for tampons and pads to be provided in “an alternate location when the public education provider does not have control of the student bathrooms used by the students of the public education provider.”

## SB 1522 and Alternate Dispenser Locations

When schools provide education within facilities that do not allow control of the bathrooms, they must provide menstrual products in an alternate location. Most school districts will only need to consider alternate dispenser locations when participating in school sponsored field trips or other off-site district sponsored activities. However, some ESDs function as guests within congregate settings, such as Youth Authority, long-term care, and treatment facilities. [SB 1522](#) acknowledges that due to these circumstances, these ESDs do not control the bathrooms that students use and cannot provide products in the manner outlined in statute.

### Requirements

[SB 1522](#) amends ORS 326.545 to read:

- (4) The State Board of Education... shall adopt any rules necessary for the administration of this section. Rules adopted by the board and commission shall provide for:
  - (c) The provision of tampons and sanitary pads in an alternate location when the public education provider does not have control of the student bathrooms used by the students of the public education provider[.]

### Recommendations

Based on these [pillars of menstrual dignity](#): **Privacy** **Inclusivity** **Access**

- During field trips, make sure products are stored and offered in a dispenser that allows for **discreet, easy access**. For example, a centrally located backpack used for first aid supplies and snacks may also be used as a dispenser for menstrual products.
- Make sure to include [instructions](#) for product use in alternate locations.
- Maintain student **privacy and autonomy** in alternate locations.

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## Menstrual Dignity for Students Learning at Home

**All public schools** must comply with the Menstrual Dignity requirements, including district sponsored virtual schools and virtual public charter schools. Virtual schools shall provide dispensers and products in all student bathrooms where they provide public education. If bathrooms are not controlled by the schools (public libraries, hotel conference spaces, etc.), menstrual products must still be provided in alternate locations (see [SB 1522 and Alternate Dispenser Locations](#)).

### Recommendations

Based on these [pillars of menstrual dignity](#): **Privacy** **Inclusivity** **Access**

- Consider utilizing occasions when students or families are **gathering in person** to provide care packages of menstrual products, perhaps in the same location as **other free school sponsored items**.
- Remember all buildings where students learn, including **learning centers, libraries, and testing locations**.
- Consider creating a **digital form** allowing students and families to select products to be shipped to their homes, however shipping costs are not reimbursable expenses per [HB 3294](#).
- Provide **links to websites, videos, or other resources** that offer instruction in using menstrual products on student facing homepages.

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## 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. Offering a variety of products is also an important culturally responsive practice, which honors a range of values, beliefs, and experiences 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.

### Recommendations

Based on these [pillars of menstrual dignity](#): **Privacy** **Inclusivity** **Access** **Education**

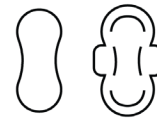
- When determining product availability, schools can also consider having a **mix of single use and reusable** products available per building.
- **Monitoring student input** and **actual product use** should inform selection of product sizes, absorbency, and brands. Prioritize [student engagement](#) for selection.
- **Single stall trash receptacles** are recommended to ensure private and safe disposal of used menstrual products within student bathrooms, however they are not reimbursable expenses per [HB 3294](#).
- Address [myths](#) around **tampon use** and safety. Remember that cultural values may influence student choice.

## Reusable Product Considerations

While only tampons and pads are required by rule and eligible for reimbursement, some school districts may choose 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.

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

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



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## School District Spotlight

### The Menstruation Station, Falls City School District

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.

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.



**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@ode.oregon.gov](mailto:ode.menstrual-dignity@ode.oregon.gov)

*Photo courtesy of Lynn Bailey of Falls City School District*

## IV. Education

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

### Menstrual Product Instructions and Safety

A [2020 study](#) found that, while about 75% of pediatricians offer guidance regarding menstruation to children who have not begun menstruating, 51.9% said they were unlikely to discuss tampons, pads, or menstrual cups. This highlights the need to provide students with thorough guidance on how to use and dispose of products to avoid risks to their health and safety. Additionally, in many communities, older generations of menstruators may only have used pads and cannot guide younger menstruators who would like to safely use tampons. It is essential that schools provide clear and medically accurate [instructions](#) for the safety of the students.

School districts are encouraged to make or adapt [instructions](#) to fit the needs of their students and communities.

#### 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** **Access** **Education**

- [Instructional diagrams](#) should:
  - Use **pictures along with text** to explain how to safely use products.
  - Clearly list **hand washing** as necessary before and after product use.
  - Minimize risk of urinary tract and vaginal infection by using diagrams for tampon use that shows **how to find** the vaginal opening within the vulva. This is especially important for students who experience intellectual or developmental disabilities (I/DD) or are younger and choose to use tampons.
  - Include information **regarding absorbency range** and product selection in compliance with [FDA regulations](#).

- In addition to printed instructions, offer **QR codes with links to digital versions** of diagrams so that students can view instructions in bathroom stalls. Students who experience gender dysphoria may be comfortable and safe only when instructions can be accessed within a single stall bathroom.
- Consider how **age-appropriate instructions** will look different in elementary, middle, and high school bathrooms with regard to technology 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.
- Have diagrams available and **accessible at the nurse's office or health room**, in addition to bathrooms.
- Include **instructional diagrams in any care packages** of menstrual products.
- Whether on field trips, at testing sites, or in situations where districts do not control bathrooms, laminated instructional diagrams can be placed within temporary dispensers for student access.
- Instructional diagrams should illustrate **proper product disposal**.

### Sample Menstrual Product Instruction Resources

- Sample [instructional diagrams for using tampons and pads](#). Oregon Open Learning allows for adaptation of diagrams to best serve the needs of your students.
- To prevent toxic shock syndrome, students who use tampons must avoid products with higher absorbency than needed. Consider offering guidance for students, such as the chart posted [here](#).
- Districts may create their own instructions, keeping in mind [safety recommendations](#).
- Consider virtual options as well as 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+); Menstruation explanation as part of puberty
  - [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+)

### 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. The 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.

### 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 Standards](#).

## 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/stigma** around menstruation and connect to medically accurate information.
- Keep language **value-neutral** when discussing product choice to support the variety of cultural values that students may hold.
  - [Surveys](#) show a diversity of cultural norms within both the Black and Latinx communities regarding menstrual product use. Additionally, some [surveys](#) show that many adult menstruators from the Black community wished they had more instruction regarding use of tampons.



- Provide **instruction in multiple modalities** to support students who experience intellectual or developmental disabilities (I/DD).
- Connect **student language** (including slang) with medically accurate terminology in order to ensure understanding and cultural responsiveness.
- Include classroom instruction on menstruation within sexuality education classes in **groups of all-gender students**, in order to reduce shame and [gender-based bullying](#).
- 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 in K-12 anatomy, reproduction, and puberty lessons.
- Include **school-specific contact people** and **local community resources** for questions and disclosures in posters, instructions, and classroom education.
- Create spaces for **anonymous questions** and provide answers.
- Connect students to **medical providers** and information for pain symptoms that could indicate endometriosis or polycystic ovary syndrome (PCOS).

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## Recommendations for Gender-Affirming Language

- Use [gender-inclusive](#) “students,” “folks,” “everyone,” “learners,” instead of “boys and girls” and “they/them” instead of “he or she” when referring to students.
- Use **open words** like “most” or “many” or “another” instead of binary “opposite” or “normal” or “other” (e.g. “another gender” instead of “opposite sex”).
- 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.

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

Click for [Menstruation Instructional Materials Resources 1-Pager](#)

## Aligned Oregon Health Education Standards

The following is a selection of specific [health education standards](#) that align with the implementation of the Menstrual Dignity for Students Program, as outlined in OAR [581-021-0590](#). This list is not exhaustive. Each grade level standard is numbered for reference as: *Grade level.Topic Abbreviation.Standard Number*. For example, *K.GD.1* indicates the standard is for *Kindergarten*, under the *Growth and Development* topic area, and is the *first* standard for Kindergarten under Growth and Development.

### Body parts and systems standards relating to growth and development

- **K.GD.3, 1.GD.2, 3.GD.2** Name/identify sexual and reproductive body parts, using medically accurate terminology.
- **5.GD.1, 6.GD.2, 7.GD.3, HS.GD.2** Describe/identify/explain the human sexual and reproductive systems, including external and internal anatomy and their functions, and recognize that there are variations in human bodies.

### Menstruation as part of **puberty and reproduction** standards

- **3.GD.4, 4.GD.2, 5.GD.4, 6.GD.4, HS.SRH.13** Describe/define menstruation and related symptoms and how people take care of themselves during menstruation, including how menstrual products are used for body care.
- **8.GD.3, HS.GD.4** Identify/analyze the rights of students and the responsibilities of schools under Oregon's Menstrual Dignity Act and its impact.
- **K.GD.2, 2.GD.1, 7.GD.2** Identify/recognize that human bodies vary from each other and change over time, including going through puberty.
- **3.GD.3, 4.GD.1, 5.GD.2, 6.GD.3, HS.GD.3** Recognize that puberty is a time of change that is a part of human development, and discuss/examine/explain/describe physical, social, emotional, cognitive, and neurological changes associated with puberty and adolescence, including the role of hormones.

### Gender Identity standards will help frame inclusive language and access

- **K.HRVP.3, 3.HRVP.3, 8.HRVP.3, 4.GD.3, 4.HRVP.4** Recognize/discuss/demonstrate the importance of treating people with dignity and respect in regard to their gender, sexual orientation, gender identity, and/or gender expression, including how to use gender-affirming language.
- **5.GD.5** Define gender identity, gender expression, gender roles, sex assigned at birth, and sexual orientation.
- **6.GD.5, HS.GD.5** Discuss/explain the importance of identity-affirming healthcare and how support from peers, families, schools, communities, and health care providers can improve a person's health and well-being.
- **7.HRVP.4** Compare multiple external influences that have an impact on one's attitudes about gender and gender identity.

### Intersecting Identities standards will support culturally responsive practices

- **6.SRH.11** Discuss the importance of sexual and reproductive health care that aligns with personal needs, desires, and cultural values.
- **6.SRH.1, 7.SRH.1, 8.GD.4, 8.SRH.1, HS.GD.1, HS.GD.6** Identify/analyze/evaluate how peers, family, culture, religion, school, social norms, media, technology, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexuality, self esteem, gender, gender identity, gender roles, and gender expression.

### Access standards for student access to and knowledge of products & information

- **1.WHP.4, 2.WHP.5, 5.GD.3, 6.SRH.9** Identify/locate/demonstrate communicating with trusted adults to help access valid and reliable health information and services and ask questions about comprehensive sexual and reproductive health.
- **7.SRH.8, 8.GD.2, HS.SRH.12** Identify/define/analyze/assess medically accurate sources of information about comprehensive sexual and reproductive health.

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## Menstrual Dignity for Students in K-2

This section provides guidance in answering questions from younger students about menstrual products, what to expect in bathrooms that primarily are for K-2, and how the education requirements fit into current Health Education Standards for grades K-2.

### 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.

## Recommendations and FAQ

Based on these [pillars of menstrual dignity](#): **Privacy** **Inclusivity** **Access** **Education**

Q: What should we tell K-2 students who ask about menstrual products?

Whenever students encounter menstrual products, whether in shared bathrooms at home or in school bathrooms, they will likely have questions. Answer questions simply, without overexplaining. Avoid language that makes the subject seem gross, embarrassing, or dirty. Talk about menstruation in the same way you talk about cutting your nails. It's something that happens because of how bodies work. Remember that some students begin menstruating as early as 8, which could include second graders.

Kindergarten & First Grade Talking Points:

- Menstrual pads and tampons are medical products that some older students need to keep their bodies healthy.
- We can help the older students by leaving these alone so they can have them if they need them.

**District Spotlight:**  
Portland Public Schools created a slide deck for K–2 students, found [here](#).

### Second Grade Talking Points:

- Menstrual pads and tampons are medical products for students to wear if they have their period.
- A period means that their uterus sheds its lining.
- Menstrual products can help someone on their period to feel more comfortable at school.

Q: What is supposed to be in the bathrooms of the youngest students?

[OAR 581-021-0587](#) requires that every public school bathroom in K-12 have a dispenser for menstrual products. This does not mean a large and expensive wall unit. The OAR defines “dispenser” as “a container sufficient to hold menstrual products and can include something installed on a wall or placed on a shelf.” **For a specific bathroom in an area that is rarely frequented by menstruating students, districts may choose a freestanding drawer or an envelope with fewer products.**

### Aligning Classroom Instruction in K-2

The following are a few examples of how to tailor menstrual dignity language to be appropriate for K-2 students aligned with the Oregon Health Education Standards.

Grade	Oregon Health Education Standards	Developmentally Appropriate Menstrual Dignity Messaging
<b>K</b>	<b>K.GD.3</b> Name reproductive body parts, using medically accurate terminology.	A uterus is a reproductive body part that some bodies have.
	<b>K.SFA.2</b> Understand how to identify trusted adults that can help keep people safe at home, at school, and in the community.	Menstrual products are a resource in school bathrooms to support older students in taking care of their health.
<b>1</b>	<b>1.GD.2</b> Identify medically accurate names for sexual and reproductive anatomy.	A uterus is a reproductive body part that some bodies have.
	<b>1.WHP.4</b> Identify where to locate trusted adults who can help with health related questions.	Menstrual products are a resource in “dispensers” (dispenser, basket, drawer, envelope) in every school bathroom to support older students in taking care of their health.
<b>2</b>	<b>2.GD.1</b> Recognize that humans grow and mature at different ages and in different ways.	A uterus is a reproductive body part that some bodies have. It sheds its lining regularly as bodies prepare to possibly have a baby in the future. This is called a period. It looks like blood and water, and it is normal. For some people, a period may feel like they have a stomachache, while other people don’t really feel discomfort in their bodies.
	<b>2.WHP.5</b> Locate a trusted adult in the school building to help access valid and reliable health information and services.	Menstrual products are a resource in “dispensers” (dispenser, basket, drawer, envelope) in every school bathroom to support students who need to use them to take care of their health. There are instructions available so those who need products are able to use and dispose of them safely.

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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. Facilities 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, centering positivity and transparency 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, with the exception of bathrooms exclusively used in pre-kindergarten classrooms.
- 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. It is important to be aware that some students may choose not to use tampons due to strongly held cultural beliefs.
- 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 enable private access to menstrual products. Bathroom use should **not be** connected to grading in any way.

## 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 [student questions](#) (see page 38)
- Use an [anonymous question box](#) in person, or create a virtual version using Google Forms, Padlet, or Mentimeter
- See the Professional Development Opportunities dropdown of [LGBTQ2SIA+ Student Success Resources Webpage](#) for ODE and external resources to consider

### 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
- [Muslim Women Talk About Periods](#), As-Is, video shows the diversity of experience and considerations for the Muslim community

- [Menstruation Around the World](#), The Society of Obstetricians and Gynecologists of Canada, explains generational experiences of menstruation for many immigrant families and caregivers. This article may provide an understanding of families' product preferences.
- [Trans and Nonbinary Youth Inclusivity in Sexual Health](#), Planned Parenthood of Toronto, guidelines for sexual health service providers and educators
- [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

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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 (can also create virtual versions using 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 program requirements and goals.

#### Recommendations to Promote Student Access and Advocacy

- Create a **school-wide announcement** from administration and teachers about the value of the Menstrual Dignity for Students Program (see [menstrual dignity one-pager](#) for concise language).
- Provide posters informing students of their **right to products**, listing a few trusted adults in school buildings who can connect them with menstrual resources.
- Consider a student-led **social media campaign** for student engagement.
- Support **student groups** (e.g. Black Student Union or GSA) to host a conversation about periods using sample a [script](#) and [event poster](#) templates from [PERIOD.](#)

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## VII. Family & Community Engagement

This section offers tips and strategies for engaging family and community in Menstrual Dignity for Students 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 [inclusive language](#) to create safe and connected school environments for all students.
- **Reduce barriers** to engagement for family and community members with disabilities and for multilingual communities.
- **Be aware** that some cultures may have strongly held beliefs about which menstrual products to choose.
- Collaborate with local **culturally and ethnically-specific** community-based partners on some of the outreach and messaging 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
- [PFLAG](#), online support groups for parents & caregivers
- [PFLAG](#), 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 [educator 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.

- **Prepare your child** for menstruation before it begins. The article [Preparing Your Child for Menstruation](#) from the Mayo Clinic may have some helpful guidance.
- Couple values and beliefs about product choice with medically and scientifically accurate information.
- [Understand myths](#) regarding tampons and virginity.
- Speak **openly and positively** about menstruation and menstrual products (say “it’s a normal part of puberty for lots of people,” “this is a tampon,” “you are still you,” or “how can I support you?” rather than staying silent).
- Speak of menstruation products as period products or menstruation products rather than hygiene or sanitary products. That phrase gives the message that menstruation is dirty and reinforces stigma for menstruating people.
- 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 who experience mental illness.
- **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 14 - Let's talk about periods - Level One](#), Six Minute Sex Ed.
- **Watch** a video together, like [Menstruation: What to Expect](#), or [Menstruation Stigma](#) by Amaze.

- **Read** a book together, like [Vaginas and Periods 101: A Pop-up Book](#) by Christian Hoeger and Kristen Lilla.
- These [educator resources](#) offer more ideas.

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## VIII. Reporting Compliance and Requesting Reimbursement

The Menstrual Dignity Act and the Menstrual Dignity for Students Oregon Administrative Rules are in full effect as of [July 1, 2022](#). School districts are required to be in full compliance with this law. This section offers information for reporting compliance and requesting reimbursements for allowable program costs.

**Requirements** per [HB 3294](#) (2021) and [OAR 581-021-0596](#)

- (2) The following education providers are eligible to receive the menstrual product reimbursement: (a) School districts; (b) Public charter schools; and (c) Education service districts.
- (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; and (c) Installation costs.
- (5) Any unspent funds for the first year of the biennium shall be rolled into 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 up to a \$5,595,000 carveout of the State School Fund for Menstrual Dignity Act implementation each biennium. Grants are created annually for each eligible entity based on their second period ADM. During the 2024-2025 school year, school districts will receive up to \$3.39 per ADM and each ESD will receive up to \$0.27 per second period ADM. The [2024-2025 funding calculator](#) shows how much funding is available for each school district, ESD, and charter school. A new calculator is released before each implementation year, with new grant totals reflecting the funds allocated for the program and the statutorily required ADM formula. School districts, ESDs, and charter schools have grants available to them on the Electronic Grant Management System (EGMS) until August 14 of each year. See [Tips for Using the Funding Calculator](#).

#### Grant Agreements

Grant agreements are created for education providers based on the [funding calculator](#). Amended grants are sent out for year two of the program, reflecting the new totals.

## Reporting Compliance and Applying for Reimbursement

To report compliance, all districts, ESDs, and public charter schools must complete the [2024-2025 Participation and Reimbursement Form](#).

Click for [2024-25 Menstrual Dignity Reimbursement Form](#)

The [Participation and Reimbursement Form](#) asks for an assertion of compliance with the program requirements, as well as the total costs related to products and dispensers. Educational providers will be reimbursed according to actual expenses incurred, up to the grant ceiling amount. Once the forms are processed, grant funds can be claimed on EGMS.

Forms are accepted on a rolling basis until August 14 of each year. Funds not reimbursed for by August 14 of each year **will be liquidated**.

## Other Financial Recommendations

Based on these [pillars of menstrual dignity](#): **Inclusivity** **Access** **Education**

### Considerations for Education Service Districts (ESDs)

- Per HB 3294, ESDs can receive up to 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. [SB 1522](#) requires that when ESDs do not control bathrooms that students use, they must provide products in alternate locations. See [SB 1522 and Alternate Dispenser Locations](#).
- 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.

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## IX. 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, as of the 2023 school year, menstrual products must be available in all student bathrooms, K-12.

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.* 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.* 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 (tampons and pads), dispensers (which can be baskets, bins, or 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 by June 30 of each year, and submit your actual costs to the [2024-2025 participation and reimbursement form](#) by August 14 of each year, which will reimburse your school up to the grant ceiling for your school district, ESD, or charter school 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](#). Reimbursement forms are due by August 14 of each year. **After August 14, funds will be liquidated and will no longer be available.**

## 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 581-021-0590](#) and [OAR 581-021-0593](#) both require gender-inclusive instructional materials and practices, and we have provided these [educational resources](#) as examples. One gender-affirming practice is not separating by gender, and ensuring all students have access to information about all bodies. This allows all students who menstruate to 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 that discourage tampon use?

A: Remind families and caregivers that they are the student's first teachers, and conversations about religious or cultural values are best handled at home or with responsible people within their community. Let community members know that students are the only ones within a school who are making decisions about personal product use. Districts have to offer both tampons and pads, per [OAR 581-021-0590](#), however, product stocking should follow student use. Some schools may need to stock a large number of tampons, while others may not.



Students should always have the ability to self-determine what products are right for them, taking into consideration the activities they participate in, their own culture and values, and their personal experiences.

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 students and parents to facilitate conversations at home. If the concern is regarding tampon access and safety, provide links to medical sources affirming that [tampons are safe](#) for anyone as soon as they start to menstruate. Providing age-appropriate instructions and education is an essential part of this program so that younger students know how to use products safely. 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.

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