



Menstrual Dignity for Students Implementation Training

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Training Objectives

By the end of this training, participants will

- recognize the importance of menstrual dignity
- categorize the Menstrual Dignity for Students (MDFS) Toolkit recommendations
- assess essential MDFS program requirements
- practice communicating about the MDFS program
- create 1 action step to take within your school community to support MDFS implementation

Agenda

- I. Introduction to Menstrual Dignity for Students (MDFS) Program**
- II. Menstrual Dignity Toolkit Overview**
 - Scavenger Hunt Activity
- III. Frequently Asked Questions**
- IV. Positive, Inclusive, & Affirming Language**
 - Scenarios Activity
- V. Action Planning & Closeout**



I. Introduction

Menstrual Dignity for Students

Why Menstrual Dignity?



Oregon Department of Education

Students need menstrual products in schools

- One in five students have **struggled to afford** menstrual products
- More than four in five students have either **missed class time** or know someone who did because they did not have access to menstrual products
- 80% of teens feel there is a **negative** association with periods, that they are gross or unsanitary
- Disproportionate impacts for **students of color, students experiencing disabilities, and students experiencing poverty**

Lack of access to menstrual products and menstrual health education can have long-lasting and negative effects on young people, including: **emotional anxiety, traumatic experiences, as well as education setbacks and medical issues.**

Sources: *The State of the Period*, A joint paper by Thinx and PERIOD
Unmet Menstrual Hygiene Needs Among Low-Income Women, Anne Sebert Kuhlmann, PhD, MPH, et. al. American College of Obstetricians and Gynecologists, 2019

Menstrual Dignity for Students Program

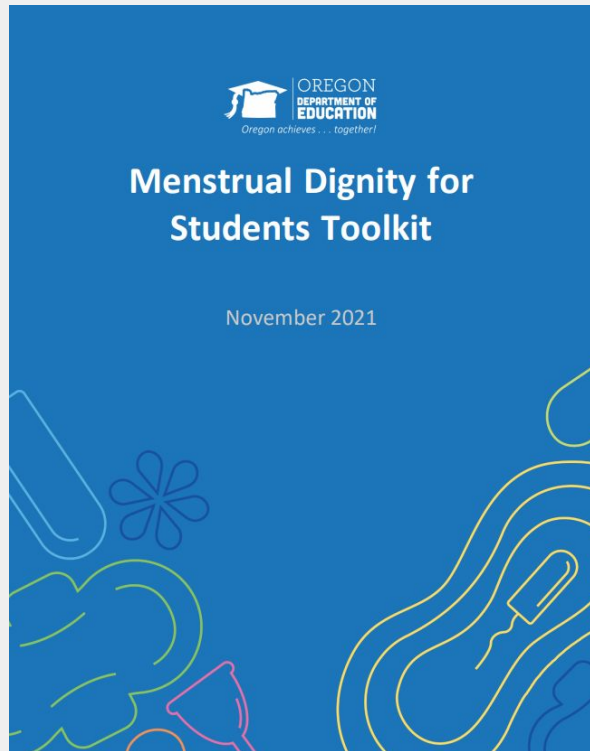
Requirements snapshot

- ❑ Products and dispensers must be installed in **at least two student bathrooms by 2021-22** and in **all student bathrooms by 2022-23**.
- ❑ **Products and dispensers** must be provided in a **safe, private, accessible, and gender-affirming** manner. Schools should plan program details, including **dispenser selection, product variety, and placement**.
- ❑ **Education** must cover menstrual health as a **positive** part of being human, without shame, and that is **affirming and accessible for all students of all genders**. Instructions must be available in bathrooms.



II. Menstrual Dignity Toolkit & Scavenger Hunt Activity

Menstrual Dignity for Students Toolkit Overview



The Menstrual Dignity Act ([HB 3294](#), 2021) created the requirement for education providers to provide free menstrual products for all students in all public school buildings in Oregon.

What's included in the Toolkit?

- I. Introduction: Menstrual Dignity**
- II. Oregon Administrative Rules**
- III. Program Requirements**
 - A. Dispensers
 - B. Menstrual Products
 - C. Trash Receptacles
 - D. District Spotlight: Falls City School District
- IV. Education**
 - A. Menstrual Product Instructions
 - B. Menstrual Health Education in the Classroom
- V. Staff Engagement & Training**
 - A. Key Messages for Staff
 - B. Resources for Staff Training
- VI. Student & Youth Engagement**
 - A. Student-Facing Resources
- VII. Family & Community Engagement**
 - A. Sample Family & Community Letter
 - B. Tips for Menstruation - Positive Language for Families
- VIII. Funding & Reimbursement**
 - A. Processes, Documents, and Forms
- IX. Frequently Asked Questions (FAQ)**

Understanding the Toolkit

Pillars of Menstrual Dignity

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.

Privacy

- Space
- Autonomy
- Personal safety

Inclusivity

- Cultural responsiveness
- Gender affirming

Access

- For students of all abilities & languages
- Options & choice

Education

- Menstrual health
- Instructions
- Positive and not fear- or shame- based

Understanding the Toolkit

Definitions are outlined in gray call-out boxes

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 581-021-0600

Requirements Per OAR [581-021-0603](#)

- (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

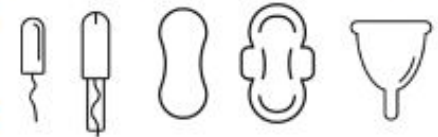
Recommendations

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



Understanding the Toolkit

Requirements from Temporary OARs are outlined in purple throughout

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Understanding the Toolkit

Equity-centric recommendations based on the four pillars of menstrual dignity are included below requirements throughout toolkit

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Understanding the Toolkit

One-pagers with essential information can be viewed by clicking the blue button links.

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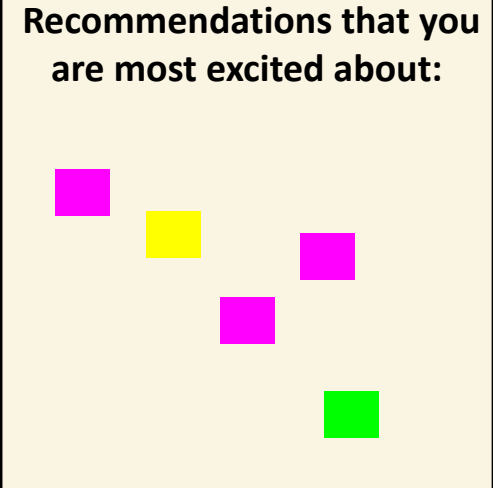
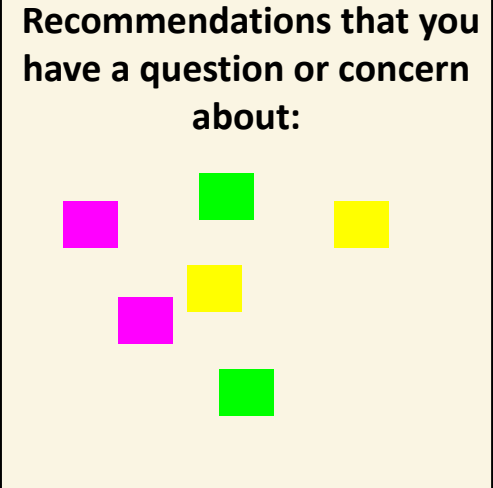


Toolkit Overview Scavenger Hunt Activity

Activity Directions

Individually...

1. Find a section of the toolkit you are most curious about
2. Look for **2-3 recommendations** that stand out to you from your chosen section
3. Following the prompts on the flipcharts, summarize **1-2 recommendations** on Post-Its and add them onto the flipcharts.
4. **Gallery walk** and add a (+) symbol to upvote recommendations

Recommendations that stand out to you:	Recommendations that you are most excited about:	Recommendations that you have a question or concern about:
		



III. Frequently Asked Questions About MDFS Program

Q: What are the program requirements?

Oregon Administrative Rules (OARs)

The Oregon State Board of Education passed the below temporary Oregon Administrative Rules (OARs) at the September 2021 meeting. **These rules are the foundation of the MDFS program.**

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

- This 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 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.

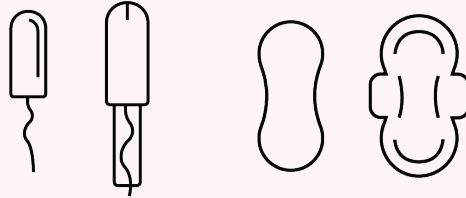
IV. [OAR 581-021-0596](#) **Menstrual Dignity for Students: Reimbursement Program**

- 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.

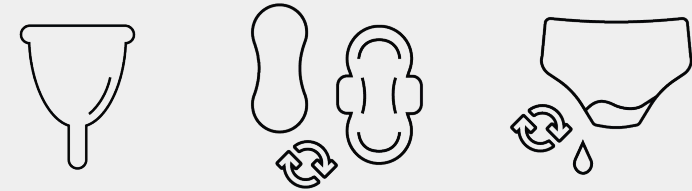
Q: What products are required?

Understanding menstrual product requirements

Required by [OAR 581-021-0590](#)



Additional products to consider



- “**Products**’ means tampons and menstrual pads.”
[OAR 581-021-0587](#)
- [Dispenser in every student bathroom must] ...
“(E) Provide a **variety** of products with consideration of **absorbency** and **size options**” [OAR 581-021-0590](#)

See Toolkit [pages 9-10](#) and the [Menstrual Product Options 1-Pager](#) for more ideas and information

Q: What dispensers are required?

Understanding dispenser requirements

- “‘**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](#)
- (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.
[OAR 581-021-0590](#)

See Toolkit [pages 7-9](#) for more ideas and information

Q: What education is required?

Instructions versus classroom education requirements

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

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** [and is affirming]
- (7) The comprehensive plan of instruction shall emphasize skills-based instruction that:
 - (f) Aligns with the **Oregon Health Education Content [Standards and Benchmarks](#)**.

See Toolkit [pages 7-9](#) for more ideas and information

Q: How do we request reimbursement for MDFFS program?

Funding Calculator, Reimbursement Form, & Tips

- (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.
- (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 into the distribution of funds for the second year of the biennium. [OAR 581-021-0596](#)
- The [2021- 2022 funding calculator](#) shows how much funding will be available for each school district, ESD, and charter school
- [2022-2023 funding calculator](#) is also available for planning purposes
- Reimbursements accepted on a rolling basis, through the [2021-2022 Reimbursement Form](#)

See Toolkit [pages 21-22](#) for more ideas and information



IV. Positive, Inclusive, Affirming Language Scenarios Activity

Supporting LGBTQ2SIA+ Students: The Acronym

L **G** **B** **T** **Q** **2** **S** **I** **A** **+**

Lesbian Gay Bisexual, Pansexual, Polysexual Transgender, Non-binary Queer, Questioning Two Spirit, Indigiqueer Intersex Asexual, Aromantic, Agender More

Supporting LGBTQ2SIA+ Students: Why it Matters

About **6%** of Oregon youth specify a **non-binary gender**

6.1% of 8th Graders
5.5% of 11th Graders

Source [2019 Oregon Healthy Teens Survey](#)

40% of 8th graders & **26.7%** of 11th graders specify an **LGB+, other, or unsure** sexual orientation

Source [2019 OHT Survey](#)

61% of LGBTQ+ students reporting being **bullied**

47% of transgender students report **seriously considering suicide**

Source [2019 OHT Survey](#)

LGBTQ+ students are **3x** as likely to **miss school due to fear**

LGBTQ+ students are **2-3x** as likely to experience **sexual assault**

Source OSSCC [2020 Oregon Safe Schools Report](#)

Tips for Gender-Affirming Language

(pg. 14)

- Refer to menstruation **without calling in gender** in order to be gender-affirming for trans, non-binary, intersex, 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 groups or unfamiliar students
- Use **open words** to acknowledge a range of experiences beyond the gender binary
 - Use “**most**” & “**typical**” instead of “all” & “normal”
 - Use “**another**” instead of “opposite” (e.g. “another gender” instead of “the opposite sex”)

Tips for Menstruation-Positive Language for Families

(pg. 20)

- Speak **openly and positively** about menstruation and menstrual products (e.g. “it’s a common 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**.
- 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.

Responding with Respect Scenarios Activity



Activity Directions

In your breakout groups...

- Read your scenario **out loud**, focusing on the questions below the scenario & the assigned toolkit section
- **Discuss** in your group how you would use the toolkit and what you've learned during this training series to respond to your scenario

Each group will have **3 minutes** to present/share your plan of action so everyone can learn from your discussion

Group 1

Key messages for staff

Toolkit section(s) to use:

[Staff Engagement & Training \(pg.16-17\)](#)

You are the administrator of a middle school in a suburban area of Oregon, who is hosting a staff meeting to announce the Menstrual Dignity for Students program. A few minutes ago, there were two staff members who expressed differing responses about the program, and you are considering how to respond in order to build shared support across your school community for the program. One staff member, the building facilities manager and cisgender man named Patrick expressed frustration at the requirement, stating, “I just know these middle school kids are going to wreck these bathrooms. Is this really the role of the school?” After a few head nods in the room, another staff member—an indigenous history teacher, cisgender man, and member of the Cow Creek Band of Umpqua Tribe of Indians named Jay—cut in, sharing, “I’m personally glad to see this being treated with respect. My family just hosted a coming of age ceremony for my daughter to celebrate and honor her in the weeks after her menses began.” A few more head nods, and the attention returns to you to address these comments.

What do you notice in this scenario? What identity-based dynamics are at play? What are the collective actions you can take to hold all involved in care? What affirming, positive, medically accurate information might be helpful to lean on? What is your unifying message for all involved?

Group 2

Student engagement

Toolkit section(s) to use:

[Student & Youth Engagement](#) (pg. 18)

Layla, a 12th grade queer, Black, cisgender girl and the co-president of the Black Student Union, has been gathering feedback from members of the BSU about the Menstrual Dignity for Students program thus far. Layla presents to you a variety of concerns brought up by members, with two rising to the surface as the most important. Firstly, there are environmental concerns about offering only disposable products and a student suggestion to offer reusable menstrual cups. The other major concern is the language on the current signage above the product dispensers that say, “Only 2 allowed per student, per day.” Multiple students stated that this signage makes them feel ashamed and dehumanized for needing more products for themselves, and in one case, for their family members during hard times.

What do you notice in this scenario? What identity-based dynamics are at play? What are the collective actions you can take, holding all involved in care? What affirming, positive, medically accurate information might be helpful to lean on? What is your unifying message for all involved?

Group 3

Menstrual product instructions

Toolkit section(s) to use:

[Menstrual Product Instructions](#) (pg. 12-13)
and [Gender-Affirming Language](#) (pg. 14)

You've just posted QR code instructions for menstrual products for students to access within the bathrooms, so they can immediately pull up videos for how to use a variety of products. El, a white, non-binary 10th grader in your high school doesn't have a smartphone. When they tried to watch one of the videos on a school computer in the library, a mixed-race group of cisgender boys began snickering and laughing, repeatedly calling El a girl, and saying "periods were sick." The librarian and advising teacher during that class period both reminded the class to calm down, but didn't address the behavior or comments of the boys otherwise. El didn't say anything in the moment, but skipped that class the next 2 days in a row.

What do you notice in this scenario? What identity-based dynamics are at play? How might the menstrual product instructions be adapted to better meet El's needs? What are the collective actions you can take to hold all involved in care? What is your unifying message for all involved?

Group 4

Menstrual health education

Toolkit section(s) to use:

[Menstrual Health Education in the Classroom](#) (pg. 13-15).

One of the 2nd grade teachers in your elementary school, a Chinese-American cisgender woman named Lynn, has expressed concern about the new menstrual dignity gender-affirming language recommendations within the menstrual health lesson your district has adopted. She shared with the district Health Education TOSA, “I understand we have a few students who are transgender, but what about maintaining the dignity of our girls? Won’t it confuse young students if we don’t associate biological female sex with a menstrual period? Honestly, I just feel like 2nd grade girls are too young to know this information anyway.”

What do you notice in this scenario? What identity-based dynamics are at play? What are the collective actions you can take to hold all involved in care? What affirming, positive, medically accurate information might be helpful to lean on? What is your unifying message for all involved?

Group 5

Family & community engagement

Toolkit section(s) to use:

[Family & Community Engagement](#) (pg. 19-20)

and [FAQ](#) (pg. 25)

Rose, a Mexican-American mother of an 8th grade swim-team member named Adriana, replies to your email announcing the Menstrual Dignity program. In the email, Rose shares a deeply held familial, cultural, and religious value against tampons and does not want Adriana to have access to tampons. She is especially worried that using tampons will affect her daughter's virginity status and tarnish her innocence. The swim coach at your school has reminded you before that athletes who menstruate are generally recommended to use tampons so they don't miss any pool time.

How do you respond, while holding all involved in care? What are the collective actions you can take to hold all involved in care? What affirming, positive, medically accurate information might be helpful to lean on? What is your unifying message for all involved?



V. Reflection and Closeout

Menstrual Dignity Action Planning



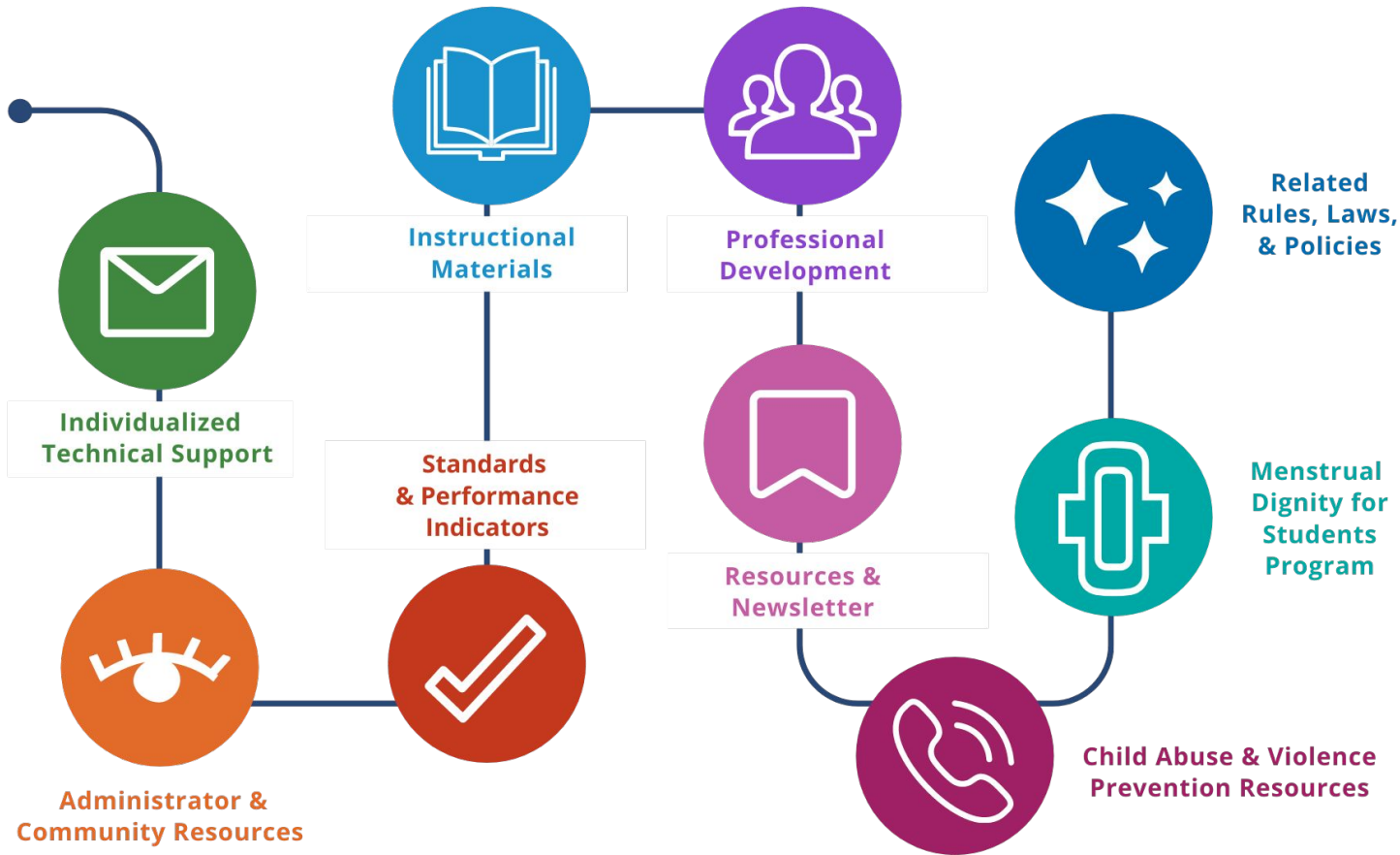
Reflection Questions

What is one takeaway you are leaving with?

What is one action step you plan to take after this training?

Where to find latest MDFS information?

Visit our ODE [Sexuality Education](#) web page



- Look for the **Menstrual Dignity dropdown**
- Subscribe to our [sexuality education newsletter](#) for MDFS program updates
- Email us directly at ode.menstrual-dignity@ode.oregon.gov



Thank you! Questions?

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