
HOUSE CONCURRENT RESOLUTION

URGING THE DEPARTMENT OF EDUCATION TO STRENGTHEN MENSTRUAL
HEALTH EDUCATION INITIATIVES AND TO ADOPT A COMPREHENSIVE
MENSTRUAL CYCLE CURRICULUM.

1 WHEREAS, section 302A-452, Hawaii Revised Statutes,
2 requires the Department of Education to provide free menstrual
3 products on all public school campuses, including the campuses
4 of public charter schools; and

5
6 WHEREAS, both menstruating and non-menstruating students
7 should be aware of, and educated about, the natural bodily
8 processes of the menstrual cycle; and

9
10 WHEREAS, menstrual health education provides an opportunity
11 to eradicate stigmas; empower informed health decisions; and
12 ensure equal access to, and understanding of, menstrual
13 products; and

14
15 WHEREAS, inconsistent menstrual health education continues
16 to stifle progress toward achieving period equity, and some
17 students lack confidence in managing their menstrual cycle and
18 its symptoms, even with free products; and

19
20 WHEREAS, menstrual health education is largely absent from
21 or offered inconsistently in United States schools, with only
22 about 29.4 percent of state standards mentioning it; and

23
24 WHEREAS, thirteen states have taken the important step of
25 including menstrual health education in their schools' sexual
26 health education standards, recognizing that these courses
27 encourage students to be more inclusive of their menstruating
28 classmates; and

29
30 WHEREAS, data from the pre-survey results of the 2021
31 Hoohanohano Initiative pilot program indicated that eight



1 percent of school faculty surveyed felt that the period
2 education offered in schools was adequate, while fifty percent
3 of students said it was not; and
4

5 WHEREAS, the 2021 Understanding Period Poverty in Hawaii
6 report indicated that nearly half, specifically 48.3 percent, of
7 respondents received little or no information about their
8 periods before their first period started; and
9

10 WHEREAS, in 2024, California passed the Know Your Period
11 Act (Assembly Bill No. 2229), requiring menstrual health
12 education to be included within sexual health standards; and
13

14 WHEREAS, before the adoption of Assembly Bill No. 2229,
15 California students were "learning more about the anatomy of
16 frogs" than their own menstrual cycles; now, therefore,
17

18 BE IT RESOLVED by the House of Representatives of the
19 Thirty-third Legislature of the State of Hawaii, Regular Session
20 of 2026, the Senate concurring, that the Department of Education
21 is urged to take immediate action to strengthen menstrual health
22 education initiatives in the State's schools; and
23

24 BE IT FURTHER RESOLVED that the Department of Education is
25 urged to adopt a comprehensible menstrual health education
26 curriculum that:
27

- 28 (1) Includes the four pillars of menstrual dignity:
 - 29 (A) Privacy: Menstruating students should be offered
 - 30 space and autonomy, and guaranteed personal
 - 31 safety;
 - 32
 - 33 (B) Inclusivity: Menstrual health education programs
 - 34 should be culturally responsive and
 - 35 gender-affirming;
 - 36
 - 37 (C) Access: Menstrual health education programs
 - 38 should be multilingual and accessible for
 - 39 students of all abilities, and should offer
 - 40 options and choices for accessing the materials;
 - 41 and
 - 42



- 1
2 (D) Education: The program should be positive, and
3 not fear- or shame-based and should include
4 education on menstrual health and the use of
5 menstrual products;
6
7 (2) Includes skills-based content on comprehending
8 concepts related to health promotion, analyzing
9 influences, accessing information, communication,
10 decision-making, goal setting, healthy behaviors, and
11 advocacy;
12
13 (3) Is respectful toward people of all races, genders,
14 sexual orientations, ethnic backgrounds, and cultural
15 backgrounds;
16
17 (4) Includes the topics of hygiene, stigmas, and health
18 challenges; and incorporates materials beyond those on
19 the general biological processes of the menstrual
20 cycle; and
21
22 (5) Is age-appropriate and provides defined goals for
23 students in grades that spans from the third grade to
24 fifth grade, sixth grade to eighth grade, and ninth
25 grade to twelfth grade; and
26

27 BE IT FURTHER RESOLVED that, for elementary school
28 students, the menstrual health education curriculum should:

- 29
30 (1) Include instruction on menstrual dignity;
31
32 (2) Require teachers to show hygiene products and to use
33 anatomically correct diagrams;
34
35 (3) Require schools to have menstruation-positive,
36 age-appropriate children's books available in the
37 school's library;
38
39 (4) Integrate teaching the standards designed to help
40 students understand;
41



- 1 (A) The menstrual cycle's purpose as a biological
- 2 process within the menstruating body; and
- 3
- 4 (B) Culturally relevant views and practices related
- 5 to the menstrual cycle, including Native Hawaiian
- 6 views and cultural practices related to the
- 7 menstrual cycle, along with related Western views
- 8 and practices; and
- 9
- 10 (5) Help students feel comfortable with the use of
- 11 menstrual products, as age-appropriate; and
- 12

13 BE IT FURTHER RESOLVED that, for middle and intermediate
14 school students, the menstrual health education program should:

- 15
- 16 (1) Include instruction on increasing menstrual dignity by
- 17 having guest speakers from local public health
- 18 organizations discuss resources on menstrual health;
- 19
- 20 (2) Incorporate established standards and use appropriate
- 21 educational materials, including worksheets, diagrams,
- 22 and articles;
- 23
- 24 (3) Integrate teaching standards designated to help
- 25 students understand:
- 26
- 27 (A) The menstrual cycle's purpose as a biological
- 28 process within a menstruating body;
- 29
- 30 (B) Culturally relevant views and practices related
- 31 to the menstrual cycle, including Native Hawaiian
- 32 views and cultural practices related to the
- 33 menstrual cycle, along with related Western views
- 34 and practices;
- 35
- 36 (C) Common myths regarding the menstrual cycle's role
- 37 in the reproductive system;
- 38
- 39 (D) The existence and impacts of period poverty,
- 40 including its effects on physical and mental
- 41 health; and
- 42



1 (E) How to manage menstruation-related pain;

2
3 (4) Help students feel comfortable with the use of
4 menstrual products, as age-appropriate; and

5
6 (5) Emphasize that students must not stigmatize the
7 menstrual cycle; and

8
9 BE IT FURTHER RESOLVED that, for high school students, the
10 menstrual health education program should:

11
12 (1) Further increase menstrual dignity and use
13 well-established coursework;

14
15 (2) Feature appropriate educational materials and guest
16 speakers;

17
18 (3) Integrate the standards applicable to students in
19 middle and intermediate school, as well as additional
20 standards requiring students to be able to:

21
22 (A) Identify various reasons and health conditions
23 that may make a menstrual cycle "abnormal," and
24 the steps necessary to address those health
25 conditions when encountered; and

26
27 (B) Manage menstruation-related pain; and

28
29 (4) Include comprehensible and in-depth translations of
30 all menstrual education materials for use by
31 non-English speakers and English as a second language
32 speakers; and

33
34 BE IT FURTHER RESOLVED that the Department of Education is
35 requested to submit a report on its progress in implementing
36 this Concurrent Resolution, including any findings,
37 recommendations, and proposed legislation, to the Legislature no
38 later than twenty days prior to the convening of the Regular
39 Session of 2027; and

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1 BE IT FURTHER RESOLVED that certified copies of this
2 Concurrent Resolution be transmitted to the Governor,
3 Chairperson of the Board of Education, and Superintendent of
4 Education.

