
SENATE 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
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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
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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
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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
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20 WHEREAS, menstrual health education is largely absent from
21 or offered inconsistently in United States schools, with only
22 about 25.5 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



1 WHEREAS, data from the pre-survey results of the 2022
2 Hoohanohano Initiative pilot program indicated that eight
3 percent of school faculty surveyed felt that the period
4 education offered in schools was adequate, while fifty percent
5 of students said it was not; and

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

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

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

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

26
27 BE IT FURTHER RESOLVED that the Department of Education is
28 urged to adopt a comprehensive menstrual health education
29 curriculum that:

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



1 students of all abilities, and should offer
2 options and choices for accessing the materials;
3 and
4

5 (D) Education: The program should be positive, and
6 not fear- or shame-based and should include
7 education on menstrual health and the use of
8 menstrual products;
9

10 (2) Includes skills-based content on comprehending
11 concepts related to health promotion, analyzing
12 influences, accessing information, communication,
13 decision-making, goal setting, healthy behaviors, and
14 advocacy;
15

16 (3) Is respectful toward people of all races, genders,
17 sexual orientations, ethnic backgrounds, and cultural
18 backgrounds;
19

20 (4) Includes the topics of hygiene, stigmas, and health
21 challenges, and incorporates materials beyond those on
22 the general biological processes of the menstrual
23 cycle; and
24

25 (5) Is age-appropriate and provides defined goals for
26 students in grades that spans from the third grade to
27 fifth grade, sixth grade to eighth grade, and ninth
28 grade to twelfth grade; and
29

30 BE IT FURTHER RESOLVED that, for elementary school
31 students, the menstrual health education curriculum should:
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33 (1) Include instruction on menstrual dignity;
34

35 (2) Require teachers to show hygiene products and to use
36 anatomically correct diagrams;
37

38 (3) Require schools to have menstruation-positive,
39 age-appropriate children's books available in the
40 school's library;
41



1 (4) Integrate teaching standards designed to help students
2 understand:

3
4 (A) The menstrual cycle's purpose as a biological
5 process within the menstruating body; and
6

7 (B) Culturally relevant views and practices related
8 to the menstrual cycle, including Native Hawaiian
9 views and cultural practices related to the
10 menstrual cycle, along with related Western views
11 and practices; and
12

13 (5) Help students feel comfortable with the use of
14 menstrual products, as age-appropriate; and
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16 BE IT FURTHER RESOLVED that, for middle and intermediate
17 school students, the menstrual health education curriculum
18 should:

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20 (1) Include instruction on increasing menstrual dignity by
21 having guest speakers from local public health
22 organizations discuss resources on menstrual health;
23

24 (2) Incorporate established standards and use appropriate
25 educational materials, including worksheets, diagrams,
26 and articles;
27

28 (3) Integrate teaching standards designated to help
29 students understand:

30
31 (A) The menstrual cycle's purpose as a biological
32 process within a menstruating body;
33

34 (B) Culturally relevant views and practices related
35 to the menstrual cycle, including Native Hawaiian
36 views and cultural practices related to the
37 menstrual cycle, along with related Western views
38 and practices;
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40 (C) Common myths regarding the menstrual cycle's role
41 in the reproductive system;
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- 1 (D) The existence and impacts of period poverty,
- 2 including its effects on physical and mental
- 3 health; and
- 4
- 5 (E) How to manage menstruation-related pain; and
- 6
- 7 (4) Help students feel comfortable with the use of
- 8 menstrual products, as age-appropriate; and
- 9
- 10 (5) Emphasize that students must not stigmatize the
- 11 menstrual cycle; and
- 12

13 BE IT FURTHER RESOLVED that, for high school students, the
14 menstrual health education curriculum should:

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- 16 (1) Further increase menstrual dignity and use
- 17 well-established coursework;
- 18
- 19 (2) Feature appropriate educational materials and guest
- 20 speakers;
- 21
- 22 (3) Integrate the standards applicable to students in
- 23 middle and intermediate school, as well as additional
- 24 standards requiring students to be able to:
- 25
- 26 (A) Identify various reasons and health conditions
- 27 that may make a menstrual cycle "abnormal", and
- 28 the steps necessary to address those health
- 29 conditions when encountered; and
- 30
- 31 (B) Manage menstruation-related pain; and
- 32
- 33 (4) Include comprehensive and in-depth translations of all
- 34 menstrual education materials for use by non-English
- 35 speakers of English as a second language speakers; and
- 36

37 BE IT FURTHER RESOLVED that the Department of Education is
38 requested to submit a report on its progress in implementing
39 this measure, including any findings, recommendations, and
40 proposed legislation, to the Legislature no later than twenty
41 days before the convening of the Regular 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.

