



March 30, 2026

Position: **SUPPORT** of **HCR118/HR110**, URGING THE DEPARTMENT OF EDUCATION TO STRENGTHEN MENSTRUAL HEALTH EDUCATION INITIATIVES AND TO ADOPT A COMPREHENSIVE MENSTRUAL CYCLE CURRICULUM.

To: Representative Justin H. Woodson, Chair
Representative Trish La Chica, Vice Chair
Members of the House Committee on Education

From: Llasmin Chaine, LSW, Executive Director, Hawaii State Commission on the Status of Women

Re: Testimony in SUPPORT of HCR118/HR110, URGING THE DEPARTMENT OF EDUCATION TO STRENGTHEN MENSTRUAL HEALTH EDUCATION INITIATIVES AND TO ADOPT A COMPREHENSIVE MENSTRUAL CYCLE CURRICULUM.

Hearing: Tuesday, March 31, 2026, 2:00 p.m.
Conference Room 309, State Capitol

The Hawaii State Commission on the Status of Women **supports HCR118/HR110**, advancing menstrual education within the Department of Education.

As a statewide feminist government body dedicated to promoting equality and well-being for women and girls, we recognize that comprehensive menstrual education is essential for fostering health, dignity, and equity in schools. Ensuring that students have accurate, age-appropriate information about the menstrual cycle is a critical step toward breaking down stigma and supporting the physical and emotional health of all students, particularly girls.

Research and best practices indicate that **inclusive menstrual education can reduce misinformation, promote self-confidence, and help students better manage their health**. This measure aligns with our commitment to equity, inclusion, and access to care by addressing a topic that has historically been overlooked or stigmatized, often resulting in negative academic and social outcomes for girls.

We respectfully encourage the Department of Education to collaborate with health professionals and community organizations in developing and implementing curriculum materials, ensuring that content is culturally responsive and medically accurate. We also recommend that implementation include training for educators to foster supportive classroom environments. This approach will maximize the positive impact of menstrual education and further the State's commitment to gender equity.



The Thirty-Third Legislature, State of Hawaii
House Committee on Education
Honorable Chair Justin H. Woodson
Honorable Vice Chair Trish La Chica
Committee Members

Tuesday, March 31, 2026, 2:00 pm

RE: Support for HCR 118 & HR 110 - Urging the Department of Education to strengthen menstrual health education initiatives and to adopt a comprehensive menstrual cycle curriculum

Aloha Chair Woodson, Vice Chair La Chica, and members of the Committee,

Ma'i Movement Hawai'i **strongly supports HCR 118 & HR 110** which urges the Department of Education to strengthen menstrual health education initiatives and to adopt a comprehensive menstrual cycle curriculum.

Ma'i Movement Hawai'i is a locally grown organization committed to addressing menstrual inequity and ending period poverty, defined as the inability to buy and access menstrual products, due to factors including but not limited to financial constraints, lack of menstrual health education, feelings of societal shame or stigma surrounding menstruation, and inadequate access to clean facilities to maintain proper hygiene. Research suggests that this issue disproportionately affects students, low-income and houseless girls and women, trans, and gender non-conforming individuals, and those who are incarcerated.

As the only Native Hawaiian and women-led grassroots organization dedicated to this issue in Hawai'i, we take a comprehensive, multi-pronged approach through direct service, education, and advocacy to address the economic inequality, gender inequity, and socio-cultural stigma surrounding menstruation. Since our founding in 2020, we have distributed nearly 1.3 million period products, participated in outreach and education fairs across the state, and advocated in the legislature for free period products in public and charter schools, the University of Hawai'i system, and public buildings.

Health and education are inextricably linked. The passage of Act 113, which requires all public and charter schools to provide free menstrual products, marked a major milestone in advancing menstrual equity. Strengthening menstrual health education builds upon this foundation, further promoting health equity and addressing a critical public health need within our school system.

Our schools support the everyday lives of thousands of students with education acting as one of the strongest social determinants of health and well-being. We are particularly concerned by findings from studies we have conducted over the years. Firstly, the [2021 survey conducted by Hawai'i State Commission on the Status of Women and Ma'i Movement Hawai'i](#) revealed that 48% of respondents

received little or no information about their periods before their first period started. Furthermore, the statewide pilot, [*The Ho'ohanohano Initiative*](#), in six schools during the 2021-22 academic school year found that only 8% of school faculty surveyed at the start of the pilot felt that the menstrual education in schools was adequate, while 50% of students said it was not. By the conclusion of the pilot, the percentage of faculty who felt that menstrual education was adequate increased to 50%, and the percentage of students who reported it was not decreased to 27%. Although no formal education curriculum was implemented during the pilot, increased access to free period products prompted more conversations within schools about access, menstrual health education, and product use. These shifts are reflected in the improved responses, demonstrating that education coupled with product distribution can have a positive impact on menstrual health outcomes and attitudes.

Finally, in 2023, Ma'i Movement Hawai'i, in collaboration with George Mason University, published a [*study*](#) in the *International Journal of Gynecology & Obstetrics* examining University of Hawai'i students' lived experiences regarding accessibility of menstrual products and its impacts across the system. Notably, respondents were also asked about their knowledge of menstrual health and K-12 educational experience regarding menstrual health. While the findings suggest that students generally have a baseline awareness of menstrual health, their K-12 experience was widely perceived as inadequate, with 51% indicating that their school did not sufficiently inform them and their peers about menstrual health.

Schools provide safety nets for our most vulnerable populations, our keiki. Our studies across different population sets over the years consistently reveal opportunities to strengthen the curriculum around menstrual health. Providing comprehensive menstrual education throughout a student's career ensures not only that they are equipped with knowledge and skills to manage their menstrual health confidently throughout their lifetime, but also that they can fully participate in school and life with dignity. Educating students who don't menstruate is equally important, bridging the gender gap and fostering empathy amongst peers. We witnessed this firsthand during the school pilot, where both students and teachers observed the positive impact of the program on non-menstruating students, breaking down stigma and systemic barriers.

HCR 118 & HR 110 is an initiative that takes steps to address one of the root causes of period poverty and menstrual inequity in Hawai'i. It promotes common goals of public health, education equity, social-emotional well-being, and access to essential menstrual health resources, ensuring that all students can thrive. We urge you to support **HCR 118 & HR 110** and welcome you to contact us with any additional questions. Mahalo for your leadership and service to Hawai'i!

Me ke aloha,



Nikki-Ann Yee
Co-Founder
Ma'i Movement Hawai'i

HR-110

Submitted on: 3/30/2026 10:38:57 AM

Testimony for EDN on 3/31/2026 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Leila Mae Gonzales	Menstrual Equity Initiative	Support	Remotely Via Zoom

Comments:

Aloha Chair and Committee Members,

My name is Leila Mae Gonzales, a member of the youth-led organization Menstrual Equity Initiative. I am a 2024 graduate of McKinley High School and I currently attend the University of Hawai'i at Mānoa.

I am submitting testimony in support of HR110 and HCR118.

To begin with, I got my first period when I was in 3rd grade. It was something very scary to come to terms with at first, but I eventually got used to the monthly routine as I grew older. This is a result of communication between my family and friends, but I wouldn't say it's because of the menstrual health education that was taught in school growing up.

Everything was fine, until it was the summer before 7th grade. Where I was menstruating for 13 days straight. At that time, I brushed it off and was thinking that each passing day was nothing to worry about, that it'll go away soon. Little did I know, it was in fact serious, especially when I was running out of so much blood that I had to be taken to the ER. For a middle schooler, this was beyond what I had known regarding the menstrual cycle. My periods have gone back to regular cycles, but that experience will forever stick with me.

As I am now a college student, I have come across many stories from peers and my friends saying that they haven't gotten their period in months, without an ounce of worry to be seen. This shouldn't be the case though.

Which makes us eventually think back to school, in which we don't remember receiving any information about the menstrual cycle beyond the biological processes of it alone. If it weren't for the women in our lives or the educational articles we saw on our own online, we wouldn't have been aware of menstrual health beyond the biological processes that we were taught in school.

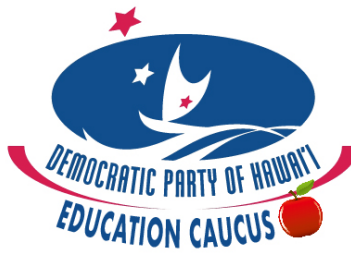
For something that girls experience even much earlier than me and will have to live with for a significant portion of our lives, why aren't we taught more about menstrual health? Noting that education should be tackling issues such as stigma, serious conditions like PCOS or reproductive cancers, and even hygiene. Which would all be education that I would've appreciated back in middle school when I was experiencing something that I now know of as irregular.

That's why strengthening the menstrual health curriculum within the DOE to recognize that it should discuss other topics and implement greater strategies and goals to achieve health equity and create informed students, is essential. Emphasizing that students should be getting the complete picture.

Thank you for your consideration.

Mahalo,

Leila Mae Gonzales



HCR 118/HR 110, URGING THE DEPARTMENT OF EDUCATION TO STRENGTHEN MENSTRUAL HEALTH EDUCATION INITIATIVES AND TO ADOPT A COMPREHENSIVE MENSTRUAL CYCLE CURRICULUM.

MARCH 31, 2026 · EDN HEARING

POSITION: Support.

RATIONALE: The Democratic Party of Hawai'i Education Caucus supports HCR 118/HR 110, urging the Department of Education to strengthen menstrual health education initiatives and to adopt a comprehensive menstrual cycle curriculum.

Menstrual health education is often inconsistent, incomplete, or introduced too late, leaving many students unprepared for a normal biological process and contributing to stigma, embarrassment, and misinformation. Schools play a critical role in ensuring that all students receive accurate, age-appropriate health education, and menstrual health should be treated as a standard component of comprehensive health education.

Many students receive little or no information about menstruation before their first period, which can lead to fear, confusion, and shame. When schools provide accurate and inclusive education about the menstrual cycle, students are better prepared, stigma is reduced, and school environments become more supportive and respectful. This benefits not only menstruating students, but all students by promoting health literacy, empathy, and understanding.

Menstrual health education is also connected to student attendance, participation, and academic success. Students who are unprepared for menstruation or who experience stigma or embarrassment may miss school, avoid physical activity, or struggle to focus in class. Providing both menstrual products and education helps ensure that students can fully participate in school and maintain their dignity and well-being.

Across the country, states are increasingly recognizing menstrual health education as part of comprehensive health and sex education. Several states have updated their health education standards to include menstrual health and reproductive health literacy, and others have adopted “period equity” policies that combine access to menstrual products with education and stigma reduction efforts. These policies reflect a growing recognition that menstrual health is not only a health issue but also an education equity issue.

This resolution is particularly thoughtful because it calls for a comprehensive approach that includes privacy, inclusivity, multilingual resources, cultural responsiveness, and age-appropriate instruction at multiple grade levels. The measure also recognizes the importance of including both Western and Native Hawaiian understandings and practices, ensuring that curriculum development reflects Hawai‘i’s cultural context and values.

Menstrual health education should be treated like any other health education topic: factual, respectful, age-appropriate, and inclusive. When schools normalize these conversations, students are better informed, stigma decreases, and school environments become healthier and more supportive for everyone.

Contact: educationcaucusdph@gmail.com · 808-679-7454



MARCH 31, 2026

HCR 118/HR 110

CURRENT REFERRAL: EDN

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Kris Coffield,
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Director

Corey Rosenlee,
Director

Amy Zhao,
*Policy and Partnerships
Strategist*

POSITION: SUPPORT

Imua Alliance supports HCR 118/HR 110, urging the Department of Education to strengthen menstrual health education initiatives and to adopt a comprehensive menstrual cycle curriculum.

Imua Alliance is a Hawai'i-based organization dedicated to ending sexual exploitation and gender violence, and combating all forms of systemic exploitation in our society. This resolution addresses a real and longstanding gap in student health education. Hawai'i has already taken an important step by requiring free menstrual products on public school campuses, but access to products alone is not enough.

Students also need accurate, age-appropriate, stigma-free education so they can understand the menstrual cycle, manage symptoms, recognize when something may be wrong, and support classmates with empathy rather than shame. The resolution correctly recognizes that both menstruating and non-menstruating students benefit from this education, and that period equity requires more than supplies alone.

A recent content analysis of U.S. state education standards found that only 25.5 percent include menstruation at all, and even among those states, coverage of menstrual hygiene, stigma, and abnormal menstruation is limited. In other words, menstrual health education remains inconsistent and often incomplete across the country.

That inconsistency has consequences. The 2023 *State of the Period* report found that many students still face significant barriers related to period knowledge, products, and stigma, and that there had been no visible improvement since 2021 in students' ability to afford menstrual products. The report also found that nearly 1 in 4 students had struggled to afford period products, and 44 percent of teens reported stress or embarrassment due to lack of access.

The 2021 *Understanding Period Poverty* report found that 48 percent of respondents received little or no information about their periods before their first period began, leaving many young people unprepared for a normal biological process. Similarly, a 2022 Ho‘ohanohano Initiative pilot showed that only 8 percent of faculty surveyed felt period education offered in schools was adequate, while 50 percent of students said it was not. Those findings help explain why a more comprehensive, intentional curriculum is needed here in Hawai‘i.

There are strong educational and public health reasons to act. UNICEF has emphasized that menstrual stigma remains widespread, that many adolescents feel shame or are unable to discuss the topic openly, and that this shame can affect both mental health and school attendance. UNICEF also notes that lack of menstrual knowledge and support can interfere with students’ comfort, participation, and educational experience.

A stronger curriculum is also important because menstrual health is not just about hygiene. It is also about recognizing symptoms, understanding what is typical, and knowing when to seek care. California’s 2024 Know Your Period Act amended the California Healthy Youth Act to include menstrual health within comprehensive sexual health education. Legislative analyses for that law emphasized that menstrual education helps students understand the role menstruation plays in a healthy body, reduces stigma, and helps young people seek medical advice when needed instead of internalizing shame.

Hawai‘i would not be alone in moving in this direction. Thirteen states have already included menstrual health education in school sexual health standards. California’s recent reform is one especially relevant example because it moved beyond simply providing products and required menstrual health content to be part of school health instruction. That is exactly the kind of next-step policy this resolution encourages: not only access, but understanding.

When schools normalize menstrual health education, students are better prepared, stigma is reduced, and school environments become more respectful and supportive. Students should not have to learn more about frog anatomy than about their own bodies. Hawai‘i has already shown leadership on menstrual product access. This measure is a logical next step toward true menstrual dignity and period equity in our schools.

With aloha,

Kris Coffield

President, Imua Alliance

Hawaii State Legislature,

My name is Hope Shinsato, a current Junior, and I would like to express my support for HCR118 and 110. As the founder of a female student led organization dedicated to empowering women, I understand the importance of feminine education in schools. Women make up 50% of the population, we are changemakers and leaders – and yet we are unable to be fully educated on the anatomy of our own body. We grow up afraid of who we are and what we can accomplish. Without extensive education on our capabilities, we learn to doubt ourselves and succumb to misogyny.

When I was in the eighth grade and just learning about Sex-Ed and the female reproduction system, I was left with so many questions. As a teenager first learning about my own anatomy, I was forced to educate myself via social media because the current education system failed me and my classmates. If we are not teaching students, both females and males, about female biology, how will they learn to respect each other and their differences? If we do not teach students how to care for themselves and others, we are only supporting a world of misogyny.

Senators and representatives, this is an urgent issue that the students of Hawai'i will no longer ignore. Please consider our request to change the curriculum across our state. Thank you for your time and consideration.

Best,

Hope Shinsato

Founder: The Hope Initiative

HR-110

Submitted on: 3/30/2026 11:06:23 AM

Testimony for EDN on 3/31/2026 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Yuka Polovina	Individual	Support	Remotely Via Zoom

Comments:

March 30, 2026

Aloha Honorable Chairs Chris Todd, Justin H Woodson and Members of the House Committees of Finance and House Education,

My name is Dr. Yuka Polovina and I **strongly support SR 82/ HR 110/ HCR 118.**

I am a long time public health educator and faculty member at UH Mānoa’s Department of Public Health Sciences. While I submit testimony as a private citizen, my experience over the decades teaching, researching, and advocating for menstrual equity, women’s health, and sexual health education inform this testimony.

The lack of comprehensive menstrual health education for our students is a critical public health that has long been ignored, despite recent recognition of and legislative action to address period poverty across our islands. Standard comprehensive sexual health education insufficiently covers the topic of menstruation and menstrual management. This topic could and should belong in other units of study such as health, social sciences, and biology.

When I cover menstruation in my sexual health education and puberty talks, I am struck by how starved the students are for information about menstrual health. They want to know all the options for managing menstruation, situations in which doing so can be challenging, which products are safe and which ones pose risks. They also want to know what other parts of their cycle indicate about their overall health, and last but not least, they want to examine and discuss how to show up in the world as their full self while dealing with persistent social stigma (often internalized) about a perfectly normal human function.

Research and anecdotal evidence also indicates that period poverty (which includes insufficient menstrual health education) is a barrier to full participation in education, physical activities, extracurriculars, and more. This is a significant public health and gender equality issue that can be addressed through comprehensive menstrual health education, which SR 82/ HR 110/ HCR 118 supports.

Mahalo for your consideration,

Yuka Pololovina, PhD, MPH, MCHES

HR-110

Submitted on: 3/30/2026 1:30:41 PM

Testimony for EDN on 3/31/2026 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Jenny Brown	Individual	Support	Remotely Via Zoom

Comments:

Aloha Chair and Committee Members,

My name is Jenny Brown, and I am submitting testimony in support of SR 82/SCR 78/HR 110/HCR 118 (2026).

I want to specifically highlight Section HR 110, Section 5(3), which proposes to integrate menstrual health standards for middle school students — including identifying health conditions that may cause an abnormal menstrual cycle and how to address them, as well as managing menstruation-related pain.

I know firsthand what the absence of this education costs. For years I dismissed symptoms I didn't have the language to name but costed me to miss work and school. It wasn't until nearly a decade later when I finally sought answers this year through doctor visits, bloodwork, and imaging.

The eariler students understand their own menstrual health they are better equipped to advocate for themselves, seek care earlier, and stay engaged in their education.

I urge this committee to support the passage of this legislation.

Mahalo,

Aloha Chair and Committee Members,

I'm Joelle Watanabe, I am a 2024 graduate of Moanalua High School and I currently attend Boston University.

I am submitting testimony today, to support HR 110 and HCR 118 in being passed. This is to ensure that Hawaii public school students are receiving adequate menstrual health education.

To begin with, I wish I had known more about what a period is at an earlier age, as I got my first period when I was nine years old in the third grade. I genuinely thought I was dying or sick when I saw that there was blood in my underwear, only to find out that it was actually a period. In order for me to not have to deal with the "upkeep" or maintenance of a period, as well as other factors, I had shots given to me not long after. They stopped my menstrual cycle until I was in sixth grade. Even then, I was clueless on what was actually going on in my body, how and when it would be appropriate to use a pad/tampon, and how to manage the bad cramping and mood swings I'd get.

I don't remember receiving any information about the menstrual cycle in my sexual education course in elementary school, nor my mandated health classes in middle or high school. Any information regarding the menstrual cycle I had received was from small sections of teen magazines such as Teen Vogue, which detailed basic period care such as when to change the product you're using in order to not get infections. I remember attempting to look up information about the menstrual cycle and what it entails myself, however I felt ashamed about even looking it up due to internalized stigma that I was never taught to work through.

I suggest that the Hawaii Department of Education take into consideration my personal experiences surrounding menstrual health education, and integrate comprehensive menstrual education into the existing sex education and health curriculum.

Thank you for your consideration.

Sincerely,

Joelle Watanabe

Moanalua High School Class of 2024

Boston University Class of 2028

HR-110

Submitted on: 3/31/2026 12:02:00 AM

Testimony for EDN on 3/31/2026 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Theresa Armbruster	Individual	Oppose	In Person

Comments:

OPPOSED to HCR118 HR110

Already have comprehensive Sex Ed curriculum--just add a section on menstrual cycle & good hygiene

Inappropriate to show "anatomically correct" diagrams to elementary children--sexualize innocent minds? Young children who haven't even reached puberty, do Not need to be shown menstrual products! I hope this curriculum would not promote puberty blockers, that have harmful effects on cognitive & emotional development, & possible infertility!

Why would guest speakers be needed? What products or services would they pro-mote--contraception, & if pregnant--abortion w/o parental knowledge or consent? Students should be encouraged to talk with parents or guardian about menstruation & menstrual products.

"Menstrual dignity" & "period poverty" phrases & other parts of the curriculum are more indoctrination than education!

Vote NO on HCR118 & HR110

HR-110

Submitted on: 3/29/2026 11:15:39 AM

Testimony for EDN on 3/31/2026 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Sadie Lei Deocares	Individual	Support	Written Testimony Only

Comments:

Aloha Chair Woodson, Vice Chair La Chica, and Members of the committee,

My name is Sadie Deocares, a sophomore (10th) at H.P. Baldwin High School on Maui. I strongly support HR110 in urging the DOE to impliment menstrual health education and curriculum into classes all over Hawai'i and America as a whole.

I myself don't know much about my own mensutal health. I was not aware of the different cycles women go through every month: menstrual, follicular, ovulation, and luteal. I was made aware of these different cycles while scrolling through Instagram, not school, but social media. Even many of my friends who are females don't know much about their period health either. I think this is a crucial step going into womanhood and the fact that most girls I know don't know not only about these different cycles, but how to care for themselves during these patterns.

This curriculum shouldn't only be towards females but also males. Most boys in my class know what periods are but they make stupid and offensive comments: "oh your just mad because you're on your period" or "She must be on her period". These boys don't know how painful it can be for us girls and they make us feel ashamed of it instead of embracing it as is.

So please, I urge you to creating a curriculum based on the mensutal cycle and/or simply explaining it more into our health classes and not making it feel something to be embarrassed about.

Thank you for your time,

Sadie Deocares

Grade 10

H.P. Baldwin High School

HR-110

Submitted on: 3/29/2026 12:32:13 PM

Testimony for EDN on 3/31/2026 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Anju Bekkum	She's In Office Maui	Support	Written Testimony Only

Comments:

As the Maui regional director for She's In Office HI, and especially as a female student, I wholeheartedly believe in making menstrual education a part of school curriculum. For both girls and boys, the menstrual cycle is a bit of a mystery and is treated as taboo even though half of the class regularly experiences it. Teaching the medical science behind menstruation will help female students have a better understanding of their bodies and teach male students to have more empathy and understanding of their peers. We need to stop treating menstruation as an optional subject when its one of the most practical lessons we can learn about in school. Thank you for your time!

HR-110

Submitted on: 3/26/2026 8:02:28 PM

Testimony for EDN on 3/31/2026 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Cody Nakagawa	Individual	Support	Written Testimony Only

Comments:

I support this bill, despite the fact that it does not directly apply to me, because having more comprehensive menstrual health care education will further the ability for students to grow up with a safe and well educated environment. This will not only strengthen the comfort and security of our schools but our community as a whole.

HR-110

Submitted on: 3/30/2026 9:38:59 AM

Testimony for EDN on 3/31/2026 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Thaddeus Pham	Individual	Support	Written Testimony Only

Comments:

Aloha Chair Woodson, Vice Chair La Chica, and EDN Committee Members,

As a public health professional involved with school-based health, I write in strong support of SR 82/SCR 78/ HR 110/ HCR 118 (2026).

I support this bill because having comprehensive menstrual health education is essential for better public health for our youth and our local communities.

Mahalo,

Thaddeus Pham

HR-110

Submitted on: 3/28/2026 2:36:27 PM

Testimony for EDN on 3/31/2026 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Carly Imaino	Individual	Support	Written Testimony Only

Comments:

Aloha Chair and Committee Members,

My name is Carly Imaino, and I believe that students have the right not only to have equal access to menstrual products but also to be informed about what is going on in their bodies in regard to the menstrual cycle.

I am submitting testimony in support of HCR 118 (2026). I support this bill because the World Health Organization recognizes health education as essential throughout life, viewing education as an important step that improves the healthcare system's efficiency by creating informed patients who can communicate effectively with providers.

Thank you for your consideration.

Mahalo,

Carly Imaino

Chaminade University of Hawaii

HR-110

Submitted on: 3/30/2026 10:27:39 AM

Testimony for EDN on 3/31/2026 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Andrea Colón-Aldeguer	Individual	Support	Written Testimony Only

Comments:

I, Andrea Colon-Aldeguer submit testimony in SUPPORT of this bill to urge the HIDEOE to create menstrual health curriculum. I strongly believe this education will destigmatize menstruators and create a community that is supportive of menstruators throughout Hawai'i.

HR-110

Submitted on: 3/28/2026 3:06:47 PM

Testimony for EDN on 3/31/2026 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Sarah Kern	Individual	Support	Written Testimony Only

Comments:

March 28, 2026

Aloha Chair and Committee Members,

My name is Sarah Kern and I am a resident of Līhu‘e, Kaua‘i. I am a math and science teacher at Chiefess Kamakāhelei Middle School. I am testifying in strong support of HR 110/HCR 118.

I support this bill because as a graduate of a Hawai‘i public school, I felt extremely uneducated about my own body and the way it works. We had to take health class in middle and high school, but most of what I got out of those classes was about drug prevention. I can’t remember a single lesson about menstruation and working at a middle school now with a one semester health class for 6th grade students, I can’t say much has changed. I remember asking my mom questions that she herself (another Hawai‘i public school graduate) could not answer, forcing me to get much of my menstrual health education from friends and the internet.

When we understand the human body, we can make better decisions about our health. Families may argue that students should be learning about their bodies from their parents, but rarely do today’s adults have a thorough understanding of their own biology. Many students do not have access to parents who are willing or able to do the educating at home on such a critical topic. Having comprehensive menstrual health education for all students, whether they menstruate or not, is essential for better public health outcomes, which is important to our entire community and the future of Hawai‘i.

Thank you for your consideration.

Mahalo,

Sarah Kern

Teacher, Chiefess Kamakahahei Middle School

HR-110

Submitted on: 3/29/2026 9:38:20 AM

Testimony for EDN on 3/31/2026 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Shayna	Individual	Support	Written Testimony Only

Comments:

Aloha Chair and Committee Members,

My name is Shayna and my daughter is a student at Kalakaua Middle School.

I am submitting testimony in support of SR 82/SCR 78/ HR 110/ HCR 118 (2026).

I support this bill because having access to comprehensive and accurate health education is important for students' well-being, confidence, and success. Ensuring that students are informed about essential health topics helps create a safer, more supportive school environment and promotes better long-term outcomes for our community.

Thank you for your consideration.

Mahalo,
Shayna & Hailey
Grade 6th / School Kalakaua Middle School

HR-110

Submitted on: 3/29/2026 6:19:27 PM

Testimony for EDN on 3/31/2026 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Lauren	Individual	Support	Written Testimony Only

Comments:

Aloha Chair and Committee Members,

My name is Lauren Gaeta.

I am submitting testimony in support of SR 82/SCR 78/ HR 110/ HCR 118 (2026).

I support this bill because as a former teacher, I would frequently provide menstrual products to my students. I recognized a familiar feeling of shame in my students that I too felt as a young adult surrounding the subject of their menstrual cycle. I believe it to be important for young people to receive proper menstrual health education to understand their bodies, which would positively influence their self esteem and confidence and contribute to reducing stigma.

Thank you for your consideration.

Mahalo,

Lauren Gaeta

HR-110

Submitted on: 3/28/2026 4:19:31 PM

Testimony for EDN on 3/31/2026 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Daisy Salavea	Individual	Support	Written Testimony Only

Comments:

Aloha Chair and Committee Members,

My name is Daisy Salavea, and I was a student at National Guard Youth Challenge Academy.

I am submitting testimony in support of SR 82/SCR 78/ HR 110/ HCR 118 (2026).

I support this bill because when I had my period the first time I had no idea what to do and I had so much questions but I wasn't able to ask anyone because of one it's not really a comfortable topic to talk about. My mom wasn't around to help me so I felt really alone and it just made me more depressed .i think this bill matters because it helps the females that don't have a mother figure in their life to help them through this phase. “having comprehensive menstrual health education is essential for better public health outcomes, which is important to me and my community”.

Thank you for your consideration.

Mahalo,
Daisy Salavea
Graduate/National Guard Youth Challenge Academy

HR-110

Submitted on: 3/30/2026 10:38:20 AM

Testimony for EDN on 3/31/2026 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Lauralee Dice	Individual	Support	Written Testimony Only

Comments:

Aloha,

I support HCR 118 to help educate our youth more on menstrual health and all that goes along with it. I think the earlier that youth understand this topic it can affect future outcomes and getting help early when they may notice health problems that may be related to menstrual health and also increase body positivity from a young age.

When I was a youth I remember having very little to no education in the public school on this topic before I had my first menstrual period. I believe that it would have reduced stigma, reduced miseducation and helped me to be better informed.

Thank you for allowing my to voice my support of HCR 118.

Lauralee Dice

HR-110

Submitted on: 3/28/2026 3:32:11 PM

Testimony for EDN on 3/31/2026 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Alyssa Mika	Individual	Support	Written Testimony Only

Comments:

It would be very important the department of education to strengthen menstrual health education initiatives and to adopt a comprehensive menstrual cycle curriculum to better help the women and girls in our community. Having proper education on women's health promotes a positive outlook and our bodies. When I was younger I hid when I had my first period because I was scared. If I had proper education I wouldn't have been shamed into hiding it. Make women and young girls proud of who they are.

HR-110

Submitted on: 3/29/2026 10:35:46 PM

Testimony for EDN on 3/31/2026 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
An Vo	Individual	Support	Written Testimony Only

Comments:

Aloha Chair Woodson, Vice Chair La Chica, and Members of the Education Committee,

My name is An and I'm a public health student in O'ahu. I am writing in strong support of HCR118/HR110.

I grew up going to public education schools in O'ahu from elementary school to high school, and I attend college on O'ahu. I am a man, and I care about promoting menstrual products because my college has a Gender Equity Movement club that promotes women voices and advocates for free menstrual products in women's restrooms on-campus, especially since a large percentage of my college's student body are women.

The lack of access to menstrual products is not just a women's issue. Starting in middle school, I heard girls talking about periods but I didn't know what it was until I took sex ed. Throughout middle school and high school, girls rarely talk about periods but I feel that it should be discussed more to break the stigma. Females should be comfortable menstruating in school and in public because it is a part of their lives. Both men and women should be educated in order to reduce stigma and help out women in my communities who menstruate. They need the support and resources to be able to handle menstruation with as much comfort as possible, without needing to stress about having a lack of access to these products.

Please support HCR118/HR110.

Mahalo,
An Vo
Honolulu, HI

HR-110

Submitted on: 3/30/2026 1:16:02 PM

Testimony for EDN on 3/31/2026 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Jacob Watanabe	Individual	Support	Written Testimony Only

Comments:

I have a sister who had her period a lot earlier than most and I hope that these young females can learn about their menstrual health a lot earlier so they are more aware of the situation when it arises.

Committee on Education
Representative Justin H. Woodson, Chair
Representative Trisha La Chica, Vice Chair

Aloha Chair Woodson, Vice Chair Chica, and Members of the Committee,

My name is Riezel-Nicole Escoto and I am a 12th grade student at President William McKinley High School in Honolulu. I am testifying in support of HR110 urging the DOE to strengthen menstrual health education initiatives and to adopt a comprehensive menstrual cycle curriculum.

I support this because back when I was in middle school I had personally helped with getting SB2821 through legislation and getting it to where it stands now. I did this alongside my fellow Ilima Intermediate Activist Club members and organizations like the Ma'i Movement and We Support the Girls. During this experience I have come to learn the importance of bringing awareness to menstrual health.

Without knowing what the ins and outs of menstrual health are, many people, especially those who have begun their menstrual journey, are left confused, frustrated, and afraid. It does not help that they do not have easy access to information about menstrual health that can help them understand what they are going through.

Through this resolution and many more to come, we can take a step forward in clearing up the confusion and frustration that a lack of education about menstrual health can bring.