

The following are OSSE’s final proposed standards to align DC’s health standards to the “Expanding Student Access to Period Products Emergency Act of 2022.” The following standards will be added as an addendum to DC’s current health standards in Category 3: Human Body and Personal Health.

<b>By Grade 5, students should be able to:</b>							
<b><u>1</u> Health Promotion</b>	<b><u>2</u> Analyzing Influences</b>	<b><u>3</u> Accessing Information</b>	<b><u>4</u> Communication</b>	<b><u>5</u> Decision-Making</b>	<b><u>6</u> Goal Setting</b>	<b><u>7</u> Healthy Behaviors</b>	<b><u>8</u> Advocacy</b>
Explain the function of the menstrual cycle.		Identify how to access free and available period products within the school building and in the community.	Describe how to communicate with, and ask questions to, a parent, guardian, healthcare provider, peer, or trusted adult at school regarding experiencing menarche.	Describe how students can manage period and period-related challenges and/or show support to their menstruating peers while in class and/or participating in extracurricular activities.		Describe healthy behaviors during menstruation, including ways to maintain personal hygiene, cope with emotional changes, and manage pain.	Identify what to do if they, or a peer, is experiencing period discrimination and/or shaming by reaching out to a trusted adult.
Give examples of the physical and emotional changes that occur in response to menarche and during menstruation.							

**By Grade 8, students should be able to:**

<b><u>1</u> Health Promotion</b>	<b><u>2</u> Analyzing Influences</b>	<b><u>3</u> Assessing Information</b>	<b><u>4</u> Communication</b>	<b><u>5</u> Decision- Making</b>	<b><u>6</u> Goal Setting</b>	<b><u>7</u> Healthy Behaviors</b>	<b><u>8</u> Advocacy</b>
Explain the four phases of the menstrual cycle and how menstruation intersects with other aspects of reproductive health.	Discuss how personal values and stigma about menstrual health management appear in society and consider their impact on the health and behavior of individuals.	Compare and contrast the impact of the various types of menstrual products available, including both disposable and reusable period products, depending on preferences and activities.	Demonstrate effective communication skills that menstruators can implement to communicate changes in the menstrual cycle with a parent, guardian, healthcare professional, or another trusted adult.	Provide examples of safe, reliable options (not limited to medication) to address menstrual pain, discomfort, or excessive bleeding.		Explain how tracking the menstrual cycle may benefit individuals.	Generate strategies to interrupt, prevent, or challenge menstruation-related teasing, bullying, stigmatization, harassment, and discrimination, including how to safely report such conduct to a trusted adult.
Identify factors that contribute to changes or irregularities in the menstrual cycle, including, but not limited to, age, diet, physical activity, stress, menopause, birth control, and alcohol and tobacco use.	Recognize the difference between reliable and unreliable sources of information on menstruation.					Identify safe, reliable methods for tracking the menstrual cycle.	

**By Grade 12, students should be able to:**

<b><u>1</u> Health Promotion</b>	<b><u>2</u> Analyzing Influences</b>	<b><u>3</u> Accessing Information</b>	<b><u>4</u> Communication</b>	<b><u>5</u> Decision-Making</b>	<b><u>6</u> Goal Setting</b>	<b><u>7</u> Healthy Behaviors</b>	<b><u>8</u> Advocacy</b>
Examine and describe signs, causes, and symptoms of menstruation-related health conditions, including endometriosis, fibroids, premenstrual syndrome, and polycystic ovary syndrome, and explain strategies to manage and reduce discomfort.	Identify how period stigma disproportionately impacts menstruators depending on protected traits (outlined by the DC Office of Human Rights) and the consequences this has on menstruators' health and behavior.	Compare and contrast menstrual products and menstrual suppression.	Plan how to communicate and actively listen to others around privacy and intimacy while they, a peer, or a partner are menstruating.	Identify when a menstrual health concern should be discussed with a trained and trusted healthcare professional.	Design a health goal for menstruators to maintain menstrual health independently, analyze how family, peers, and healthcare providers might support or hinder its achievement, and recommend action steps that will encourage progress towards its achievement.		Critique the ways their communities are, and are not, supporting menstrual health for current, former, or future menstruators, and devise possible solutions or improvements.
Discuss the effects of contraception use on the menstrual cycle and the reasons for using contraception.		Evaluate the costs, benefits, safety, comfort, and environmental impacts of menstrual products and menstrual suppression options, including both disposable and reusable menstrual products.					