



## Changes and Challenges in the 2024 Title IX Regulations

**Tuesday, June 25, 2024 (12:00 noon-1:30 pm ET)**

**[Zoom Meeting Registration Link](#)**

<https://us02web.zoom.us/meeting/register/tZcscuusqTMuHNEp2K7Sy4bVHIYHW7T8k7IS>

June is Pride Month, but the long-awaited Title IX Regulations from the US Department of Education are being attacked primarily because they have clarified anti-sex discrimination provisions relating to LBGTQI+ students, but also because they restore protections against sex-based harassment in schools and clarify accommodations that schools need to provide for students who terminate their pregnancies. As we celebrate the 52<sup>nd</sup> anniversary of Title IX, our experts will help us understand the key changes in the 2024 Title IX Regulations and make sure that they are implemented as planned despite the political and legal challenges.

**Jeanette Lim Esbrook**, a former Acting Assistant Secretary for the Department of Education's Office for Civil Rights and CWI's Vice President for Legal Affairs, will serve as Moderator. She will give a brief history of Title IX Regulations and how they are implemented. Then she will discuss how the April 2024 Title IX Regulations or Rules, which are to be implemented Aug. 1, 2024, improve safeguards for recipients of sexual assault/harassment to correct problems in the current 2020 Trump Administration Rules.

**Rebecca Amadi**, Federal Policy Manager, GLSEN, which works to ensure that LBGTQI+ students are able to learn and grow in a school environment free from bullying and harassment, will describe the justifications for and objections against the non-discrimination provisions relating to gender identity and sexual orientation in the 2024 Title IX Rules. She will discuss why they were included in the Rules (including the Supreme Court Bostock decision), what they cover, and why the promised Title IX Athletic Rules have not been released. Then she will describe LBGTQI+ supporters' actions to implement the new Title IX Regulations.

**Shiwali Patel**, Director of Safe and Inclusive Schools & Senior Counsel, National Women's Law Center, a lawyer who formerly worked in the Department of Education, Office for Civil Rights, will describe House Joint Resolution 165 and its companion in the Senate which would undo the new Title IX Rules as well as the litigation by 26 states and others against the April 2024 Title IX Regulations. She will outline likely scenarios for the timing and implementation of the Title IX Rules and suggest what supporters of these Rules should be doing.

**Karen Truskowski**, representing Stop Sexual Assault in Schools (SSAIS) is an SSAIS Officer and attorney who represents K-12 and higher education Title IX plaintiffs. She will discuss how the Title IX 2020 Regulations were changed in 2024 relating to the procedures to be used in handling complaints of sexual assault and harassment and to provide more explicit protections and support to pregnant and parenting students. She will also discuss the specified roles of Title IX Coordinators and their designees such as investigators, decision makers, appeals officers and informal resolution facilitators and how they are supposed to work with all involved.

After the presentations the experts will have a chance to question and comment on their colleagues' statements and the zoom participants will have an opportunity to ask questions.

The next CWI Zoom meeting is scheduled for September 24, 2024.

## Summary of May 28, 2024 CWI Meeting on Celebrating Sex Ed for All Month: Getting the Facts of Life

Thanks to Sophia Rubbo, National Organization for Women Government Relations Intern for transcribing the video and to Jan Erickson, and Sue Klein for additional edits.

The video recording link to this meeting is available here: <https://youtu.be/QySJrAXqFhw>

**Jan Erickson**, CWI Co-President was moderator. She started by saying, "I think this is a topic that everybody should appreciate and learn about the challenges nationally and in many states. Please check the meeting invitation to learn about the very impressive qualifications of our presenters: Christine Soyong Harley, the President and CEO of SIECUS: Sex Ed for Social Change (<https:siecus.org>) and Nora Gelperin, the Director of Sexuality Education and Training, Advocates for Youth (<https://Advocates for Youth.org>.)

SIECUS advocates for transformative public policies to build cross-movement coalitions and to foster a national dialogue ensuring that sex education drives social change. **Chris Harley** has led SIECUS since 2019 with a focus on education as a vehicle for social change, focusing on the broad benefit of comprehensive sex education to prevent child abuse and sexual violence and to advance education on consent, gender justice, and affirmation of LGBTQ communities.



Chris said: One of the things that struck me about the Dobbs decision is that it really goes beyond abortion. What we saw was the Court undermined the right to privacy. This is one of the rights, that is not explicitly written but it's interpreted through the Supreme Court's knowledge of law. These laws have been primarily granted through the Ninth Amendment. The Dobbs decision just took the feet out from under them including the right to travel, presumption of innocence, the right to private sexual activity, the right to same-sex marriage, the right to interracial marriage, which is all the rights to one's own bodily reproductive and sexual autonomy.

And what you saw is that in some of the opinions that came through Dobbs, particularly from Clarence Thomas. He really indicated which of these rights should be ended and he named the right to privacy, the right to private sexual activity, the right to same-sex marriage, and then stopped at the right to interracial marriage, which you know personally would impact him. What is also fascinating about this decision, and this undermining of their right to privacy, is the way that the court justified this. Because what they argued was that not only is abortion not referenced anywhere in the Constitution, but they also argue the due process clause only guarantees rights that are deeply rooted in the nation's history and tradition and implicit in the concept of ordered Liberty. Which essentially was tracing this right, the concept of what is a right, back to the Magna Carta, which is a royal Charter of Rights that was adopted by King John of England in 1215. And I just have to keep going back to this place, because when we talk about why are we, at this moment having conversations about abortion and access to contraception and in all of these kinds of attacks that have erupted since the Dobbs decision, I have to really go back to the fact that they're justifying our human rights on a charter from 1215, when the only people who had rights in the world were white men with property. So, women, people of color, folks who did not own property themselves were basically cattle.

The other thing that I want to note about this period is the idea of reproductive racism. This was a concept introduced by Sophia Siddiqui writing in 2020, prior to the Dobbs decision about the rise of fascist far-right movements in Europe. She wrote about what is also happening in the United States. This idea of reproductive racism is a vision of the world and of the nation where white, Native women's bodies are seen as a resource for national development and there is a simultaneous attempt to stop the reproduction of those who are deemed unworthy. There is this strong vision of a heteronormative nation that's propelled by these far-right movements and so anyone who is a minority, who is non-white, who doesn't conform to these heteronormative ideas of sex and gender, become threats, right? So, then these conversations about LGBTQ and transgender youth and access to health care all become a part of this conversation. And so this is really the theological grounding and precipice that we're in right now, where this fight over what is the future of the United States is coming from.

And sex education starts to sit right at the heart of that when we're having conversations about how young people understand their own bodily autonomy and how to navigate this very diverse world. So this is why we talk about sex

education as a vehicle for social change. Our theory of change is that quality inclusive sex education that is shame free, developmentally appropriate, and inserts a positive Sexual Health as a human right, helps young people, helps all of us understand how to build a world where bodily autonomy is understood as inalienable, but also where the diversity of human experience can be affirmed. And where we all can sit in a world where our reproduction, our choices about who we are with and how we navigate the world sexually are honored and valued.

How do we form a world where they are seen and affirmed for who they are? And what we know is that after 30 years of research, sex education is profoundly impactful in terms of how it supports young people in navigating the world with a much greater level of respect and affirmation for people who are both like them and unlike them. Professors Eva Goldfarb and Lisa Lieberman released a 30-year literature review in 2020 which showed that when sex education conforms to the national sex ed standards, which Nora will talk about later, the main takeaways are it increases appreciation of sexual diversity, it acts as a preventative tool for interpersonal violence prevention, as well as child sexual abuse prevention, by giving young people access to tools and resources and strategies for navigating these things. It helps promote healthy relationships because people learn how to navigate consent and rejection and discuss sexual preferences with each other. It also improves social-emotional learning in media literacy especially when we're talking about porn because it helps young people understand the world that they're navigating and to be able to do so with a lot more integrity than when they're just thrown into it because they don't have access to information and they're trying to find answers to questions that aren't being answered in school.

Suddenly, in the aftermath of the Dobbs decision we see sex education coming under extreme attack, and not just sex education but school programs that are promoting inclusion and affirmation for the diversity of young people today. We know that America is becoming increasingly diverse, and part of that demographic transition requires us to create communities where people are being valued. Unfortunately, what we see is little sex education where these conversations are occurring. So, I wanted to show just how dramatic this shift has been. In 2022 suddenly, the landscape for sex education went from one in where we were having a lot of positive conversations. We were introducing bipartisan legislation around consent, we were seeing states pass statewide mandates and bills, advancing comprehensive sex education programs, and the Healthy Youth Act, a bill that we promote. We saw sex ed moving in the right direction. And then suddenly in 2022, there was this flurry of hate-based bills that were being filed that attacked vulnerable students, public school curriculum, and then libraries related to sex education, school LGBTQIA rights, transgender rights, and racial justice. There was actually a 438 percent increase in these sorts of divisive concept curriculum bills that were effectively trying to censor what was being taught in schools. That increase from 2021 to 2022 was quite overwhelming. There were over 140 so-called parental rights bills that were introduced. This effort by conservatives told parents, your students are being taught inappropriate content and we have to give you these tools to litigate and attack and to censor what is being taught in the schools. Anti-LGBTQ bills and racial equity bills were some of the biggest pieces of legislation that we started to see in 2022. Sex education was about 12% of the attacks which were primarily attacking the right for young people to be taught anything about their sexual health. Now moving to 2023, you see that this shift increased last year, so suddenly now we're at nearly 70% of the bills we are opposing because of the strong attack on LGBTQ and youth sex education. In 2022, there was a 438 percent increase. In 2023 that increased an additional 27% from the year before.

This slide shows the range of policies that we have been contending with for the last couple of years. We're talking about censorship and bans on what teachers can do, how teachers can talk about racism and US history, on schools, bans on lessons that teach kids empathy. How to work with each other, how to manage stress and anxiety in school, these social emotional learning goals that have been shown to be profoundly impactful in helping young people navigate their mental health. We saw bans on and censorship of conversations around sexual orientation, so-called don't say gay bills, bans on transgender girls participating in school sports or using the bathroom of their identity. There were efforts to take money from public schools and give it to religious schools that are teaching more Judeo-Christian style lessons, bans on preventing parents, from supporting their transgender young people in terms of health care or access to services, this uptick in parental notification kind of kills this right to privacy and this understanding of bodily autonomy as controlled by the individual.

I want you to understand that the national landscape for sex education has always been precarious. There is no national federal mandate on sex education, there's no state, there aren't even state mandates for the most part on sex education. What you see are state by state, folks making decisions about what is being taught, and it's so loose because

sex education comes through the education kind of policy world where it's almost state by state, school by school in terms of what is being taught. Often when you see States pass a mandate that says here are the requirements that you must teach for sex education, the question is for principals or superintendents who decide to teach sex education, here are the requirements or standards that you need to follow. If you don't decide to teach sex education. Only 29 States and DC mandate sex education, and then again, they're making choices. Are we requiring an abstinence-only approach including telling young people that they are immoral if they have sex outside of a heteronormative marriage? Or are we teaching sex education that is age appropriate, medically accurate, culturally responsive, and evidence-based?

Then the line is where even in the places where sex education or HIV education might be provided is it coming through an abstinence-only lens whose goal is to coerce young people to abstain from sex by lying to them about the risks and facts around sexual health and sexual activity. This is what I'm talking about in terms of the federal sex ed with no federal mandates. We've been wasting millions and millions of dollars over the last 15-20 years on abstinence-only, until marriage programs, which we now call sexual risk avoidance. And adolescent sexual health programs overall tend to be underfunded. SIECUS advocates and our partners are all pushing for the passage of the Real Education and Access for Healthy Youth Act, which would be the first federal bill to actually fund comprehensive sex education programs, particularly for underfunded schools with the most vulnerable young people who need this information.



**Nora Gelperin**, Advocates for Youth, Director of Sexuality Education and Training said: Just imagine what a world would be like if quality sex education was taught universally and think about how young people might be navigating the world differently if they were all taught that they get to make the choices for their bodies and they got to learn healthy relationship skills like consent to navigate the world.

The national organizations that support sex education in schools include the major education and health associations, school counselors, public health, and pediatricians. Those that oppose are the usual suspects. They may pop up with particularly state-specific names like Utah Parents United, but it is just a front for Moms for Liberty, pretty much all funded by the Heritage Foundation and a couple of others. So don't be fooled, a lot of people think that it's just my community or it's just my state or my town, when really, it's a very well-funded, well-organized opposition to undermine the rights of public education and specifically sex education. And at the same time, we know that public support for sex education has not wavered over the past three decades. A survey of all 50 state associations of the Parent Teacher Association shows high support for sex education, even for issues that are more controversial such as sexual orientation and gender identity. This has been stable over the last three decades. We know we've got parents on our side; it just doesn't always seem that way when the power brokers or the folks making the decisions skew white, male, heterosexual, and cisgender. But let me take a step back and just talk about what do we mean when we say sex education. So as Chris alluded to there is a set of voluntary standards called the National Sexuality Education Standards. Chris and I were part of the team that wrote the most recent version that came out in 2020. This is really the minimum essential core content in skills across these topic areas and across kindergarten through 12th grade. It sets the floor for schools so they can look at what their state requirements are, what the curriculum is, and how do they measure up so they can look at areas where they can improve their instruction.

We often hear that sex education is taught by people with advanced degrees, just like math or social studies or science. Instead, sex education is often taught by a classroom teacher or school nurse, who has no background or training in sex education. Some of them are thrown into the classroom without having ever taken a class in health education or any content in sex education, just because they might be willing to do it. Unfortunately, we don't have a lot of teacher training for the folks that are implementing sex education, particularly in lower elementary. But sex education that covers puberty is often just one to two class periods. A lot of times people think, well you know puberty is really complicated, everybody goes through it. So, it's really very sad that little is provided even around a topic that's as universal as puberty when we know students have so many questions. By fifth grade, we know we want our students to be thinking about how to show respect for themselves, to really understand that sexual orientation is around who you're attracted to, different ways that families come to be and how pregnancies get started. They are starting to understand that everyone has a gender and a gender identity, and we all express that in ways that are unique and authentic to us. Students also need to learn about personal safety and understand harassment, violence, and how to get help and from whom.

Does middle school sex education encourage students to delay having sex? Lots of studies show that by talking factually honestly and completely about sex education young people are more likely to postpone first intercourse, they're more likely to delay the onset of any sexual behavior, and more likely to have fewer sexual partners. We know that middle school sex education is really about social media, it's about healthy relationships, how to say no when you're not ready or comfortable doing something with another person, how to identify sources of information, and really, it's we're seeing a lot more interest in sex trafficking, as that becomes an issue that's of greater concern for many of our young people. And lastly, sex education in high school is usually only taught in ninth grade. It's really one freshman health class, of which maybe a week or two is sex education and the rest is stress and nutrition and alcohol, tobacco, and drugs. All-important topics, but we recognize that sex education is really nuanced and ever-changing. Just a couple of weeks ago the first over-the-counter birth control became available in all major pharmacies and drugstores. And kids have questions about those, and we need to give them complete and accurate answers. So, I wanted to just close by giving you just a few examples of some of the common attacks on sex education and some recommendations on how, if you were able to go to a school board meeting or to pen a letter to the editor or make a meeting with a school district in your area to just voice your support for sex education.

Here are some ways that you may be able to respond to some of these common attacks. The first one is that sex education is too explicit, we must protect the innocent. There's a lot of worry about talking about things that may be not age appropriate. There's so much more social media that's inundating young people with sexually inappropriate messages, that are confusing, that are contradictory, that aren't based in science. Sex education is there to provide the facts. We know in kindergarten through 12th grade everyone can use lessons on healthy relationships, on respect, self-esteem, consent and boundaries, and that we want to give young people a safe space to explore these issues, better understand them, think critically for themselves, understand their own cultural and faith values in consultation with trusted adults, parents, and caregivers and that sex education is a very necessary part of that equation. Another myth is that sex education is indoctrinating our young people with gender ideology and all these made-up words that they like to throw at us. It's not about education, we should focus on reading, writing, and arithmetic or whatever they say. I really want to say back that there's no young person who would know how to have a healthy relationship or be in a satisfying friendship or intimate relationship without the provision of sex education. They need to understand how their bodies work. I can't tell you how many college students I've taught that have no idea how many openings there are between a woman's legs. It's shocking that they got to college and have no information about that.

And lastly, that sex ed is grooming kids by talking about things that may be inappropriate or sexually too advanced when we know sex education studies show us that it actually prevents grooming. Associations like the American Academy of Pediatrics support it because we know by doing something as simple as just teaching young people the correct names for their body parts and not the cutesy little terms that maybe little kids are taught. By saying words like vulva, and scrotum, and anus, and penis, and nipples, is a protective factor from sexual abuse because then they know the correct names to talk about what happened to them. They know how to report if they should ever be touched inappropriately and so it's protective from sexual abuse and never anything close to grooming.

Some highlights, some ideas about how you might be able to respond if you should ever hear any of these claims are in this one-pager that we've got. SIECUS has some great messaging that we use all the time, we've developed some as well so use them all together to really stand up and support sex education. There are easy ways like sending an email, and more deep ways like going to a school board meeting with maybe just a sign that says I support sex education. You don't have to speak, you don't have to get up and testify, but there's lots of ways that we can all support sex education because we know our young people need and deserve it.

Sex Ed Resources and Toolkits for K-12 students:

\*<https://futureofsexed.org>

\*<https://amaze.org>

\*<https://3rs.org>

\*<https://siecus.org/action-center/>

\*<https://www.advocatesforyouth.org/>

[https://www.advocatesforyouth.org/wp-content/uploads/2024/05/truthaboutsexed\\_doublesided.pdf](https://www.advocatesforyouth.org/wp-content/uploads/2024/05/truthaboutsexed_doublesided.pdf)

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Our free K-12 sex education curriculum is called Rights Respect Responsibility. It's 115 lessons long available in English and Spanish, LGBTQ inclusive and affirming. If you're curious what actually a lesson may look like at various grade levels or what do they teach about body image or respect feel free to go to the 3rs.org and you're welcome to download any of it. We also work on a big project called amaze.org where we've got over 200 short animated sexual health videos. We like to use these in ways when sex education isn't being provided in those schools or in those states.

Chris described the SIECUS Action Center. There's a couple of different entry points, but all those entry points are just opportunities to access either action alerts or toolkits, to help you get involved.

### Questions and Answers:

Karen Humphrey in California with the National Women's Political Caucus noted that CA has a Healthy Youth Act but also a number of school boards where a lot of bad stuff is happening. She is concerned about handling social media and how early it needs to start and how we talk about the underlying gender dynamics that show up in social media. She saw a story about teenage boys in a high school taking the faces of girls from totally innocent pictures, like graduation pictures, and pasting them on to nude bodies and then sharing them around using AI. So where in sex education can you address this and how do you get kids to understand how ugly that is and what's the appropriate level of punishment if they figure out which boys did it?

Chris answered. I think one of the things that's important is, you know, recognizing that if you start talking about consent and bodily autonomy from when children are very young, they're growing up learning to both be respectful for themselves but also respect others. And that's you know one of the things that we talk about is scaffolding across the education lifespan, right from at least kindergarten, even before, but all the way through 12th grade. But I think that, you know, even thinking about in kindergarten or in first grade you know young people being taught like you don't get to just hug somebody or touch somebody without their permission, right you have to ask for permission and that concept of asking for permission and recognizing that somebody else has the ability to say no is a really important I think a foundational block in thinking about other people's body and respecting that autonomy. And then over time right when you're getting into high school that idea of bodily autonomy and consent in a personal, sexual intimate relationship, I think evolves to where children understand that taking somebody's picture out of context and placing it in on that, that is non-consensual. Sex education programming that follows the national sex ed standards would also be one that is sharing with young people and helping them understand the laws and rules that apply to their state and community. That's also being done in a context where media literacy and understanding around pornography and explicit images and non-consensual image sharing is all being discussed openly and clearly. And so, with that kind of foundation young people, you know these boys in this particular situation, would understand, 1. they're doing something that is non-consensual, 2. the laws may prohibit these things and then 3. engaging in social media activity or online activity that is non-consensual and against the law is going to be harmful and impactful.

Nora added We need to have empathy and to fully humanize everyone and have a sense of equity in our classroom so that people recognize the damage that can be done from doing these kinds of things.

Jan shared another question. How do we fight this, the amount of hate that you see? I mean I thought I saw a lot of hate when I was doing HIV, AIDS education, focused particularly at LGBTQ people, but this is going so far beyond?

Chris said, it is really appalling and so sad because we know that the context of these attacks are happening and can be really devastating for individuals. We have always had young people who had different sexual orientations, who had different racial identities, who had different gender identities, and now we are simply learning the language and the words to be able to explore this and understand this for ourselves. And for our young people, I think a lot of the fear that people are experiencing is that they're being asked to talk about issues that for so long we as a society have suppressed and not spoken about even though there were people amongst us who hold these identities. I think that for parents being able to navigate that with their young people it also helps them get a little less afraid of the idea of somebody's body being different from themselves.

Nora added, I think the one other element is we've given megaphones to a very small group of people. It used to be that in all of our national surveys and what teachers would tell you is that they hear from maybe one parent, two parents out of a class of 25, maybe one kid was opted out, but now all of a sudden those folks have a big platform and they have a very loud megaphone and so it sounds like there's so many more of them and their hate speech is really proliferating, but really they still don't represent by any means a majority. It's just their outsized influence that makes it feel a lot more lopsided than it actually is.

Jan: I have another issue that I wanted to bring up and that is the question of trans girls and sports. That's been a hot issue. We've had a couple of CWI sessions about it and it doesn't seem to be resolving so to speak. There doesn't seem to be overwhelming medical evidence on one side or the other, is there anything that we know that's new about this?

Nora said, that's a big one, I know we've got initiatives around this. I think for us one of the things that we often reflect on is how many students are we talking about. Sometimes we make laws that might impact one or two students and they just want to be part of a team and play a sport. So, while I recognize the important advancements that equity and equality efforts have played around leveling the playing field for female athletes, I also want us to just keep it in perspective. We're not talking about very many students at all and we would never keep students off a team if they weren't able to run as fast, if they weren't quite as tall, if they weren't able to lift as much as others. It's just around allowing all students who want to participate in extracurriculars have a chance to do so.

Chris noted the other factor is the way in which they administer or enforce these laws seem particularly invasive and damaging for any young person who is trying to play a sport. So I would also name that as a place where the enforcement apparatus is quite invasive.

Jill Christianson noted the Unitarian Universalist Association has a very long history of dealing with Our Whole Lives, which is sexuality education, from early childhood to seniors. I'm interested in your insights from Advocates for Youth and SIECUS of whether there are civil society organizations that are doing good sexuality education?

Nora responded, Yeah, Our Whole Lives is one of my favorites. We always encourage schools to check it out because it has universal values and there's so much in there, so much richness that so many schools can utilize it. In addition, there's some really good programs for example, Planned Parenthood League of Massachusetts has a really excellent program called Get Real in middle school and high school. It's really inclusive. It's youth-centered, it's one of the best that I know about. Additionally, there's one out of the Seattle King County Department of Public Health called Family, Love, Sexual Health Flash that's been around for about 30 years, it's got some promising results particularly around sexual violence prevention as it relates to sex education. It went through some large-scale evaluations. And one that I love, here in New Jersey, is Teen Pep, the Prevention Education Program. It uses high school juniors and seniors and trains them as peer educators to provide workshops for middle schoolers and upper elementary students.

Chris: Thanks, Nora, I would definitely co-sign Nora's recommendations. Obviously, Advocates for Youth has the three R program, which I think is exceptionally beneficial, and being online and able to be used in a lot of places. We also work with advocates as a part of a collective called the Sex Ed Collaborative and then through that partnership have relationships with organizations across the country who are offering sex education programs to meet the needs of their young people. So, I would recommend checking them out if you're looking for a particular curriculum that conforms to your local needs.

Sue Klein asked now we hear that there are ways to control the timing and frequency of menstrual periods and I was wondering what the medical information is on that and particularly what sex education should be informing parents and students about this is this. Is it a good idea or bad idea for young students, for older people, what's the latest? Nora responded, are you talking about some of the side effects of various methods of hormonal contraception that cause someone to not have a menstrual period for a number of months and years. Is that what you're thinking of? I just want to make sure I'm clear. Sue Klein: Where people can control how often they have their menstrual periods with drugs and things like that, should that be considered?

Nora: Well, my perspective is that we always encourage young people to make these decisions in consultation with a healthcare professional. I am not trained as a healthcare professional, so I just like to be very upfront about that, but I certainly know a lot of people who personally find that their cramps or their endometriosis or their periods are so heavy

and debilitating that trying to lighten and lessen them. It is really advantageous for them in terms of daily activities, so they don't have to miss school or miss out on sports events or anything like that. Whether that's true for everyone who has a uterus in menstruation or whether that's true for everyone for a few years, I would defer to medical professionals to be in the best position to do that. But certainly, many kinds of birth control pills and some kinds of IUDs, implants, rings, shots, patches, also have that as a beneficial side effect which a lot of young people, a lot of adults find to be terrific. And there's no health concern about someone not menstruating every month, there's nothing damaging about that because one of the side effects of these hormonal methods is that the lining just doesn't build up to the same degree or at all so there's nothing to leave the body every month in a typical period, so that's some of the science behind it. But I would just really encourage them to talk with their own healthcare provider and figure out what's best for them and their body.

Chris added I would just agree with that, I do think that in a sex education curriculum it would be important for folks to understand the different types of contraception and medical resources that are available to help people navigate these sorts of decisions for themselves. Because you know, I know that when I was in school it was like just take birth control and then it was like, oh there's like a billion kinds and they all have different impacts, and you should like to know what that is.

### June 25, 2024 CWI Elections

This year most of the CWI board members are continuing with the second year of their 2 year term. However, Kathy Chiron has agreed to run for Secretary for 2025 to 2027. Holly Taggart Joseph, our long time treasurer has agreed to continue and so has Loretto Gubernatis, Vice President of Media Outreach. CWI Members who attend the June 25, 2024 Zoom meeting will be asked to stay to the end of the meeting to elect the three CWI Board Members for term 2025-2027.

*CWI's newsletter is endowed in loving memory of our previous longtime editor, Roslyn Kaiser*

*Newsletter edited by Sue Klein*

#### **CWI BOARD OF DIRECTORS, JULY 2023– JUNE 2025**

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