

Personal Hygiene Kits

Meadow Point Elementary School, Cherry Creek School District

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As a Title I school, a number of students at Meadow Point Elementary School in Cherry Creek School District may lack access to the personal care items necessary for maintaining good hygiene. Meadow Point staff developed this practice to empower all students to practice self-care hygiene routines regardless of economic situations at home. The goal was to ensure that lessons about puberty and personal care were supported with practical resources.



The Administrative Health Liaison and the Community Liaison collaborated with 5th grade teachers to identify essential items for the hygiene kits. The Health Liaison then submitted a wellness grant through the Mental Health & Wellness Student Services department to secure funding for the hygiene kit materials. The Liaisons also worked with local businesses to get items donated where appropriate.

Each hygiene kit included a toothbrush, toothpaste, deodorant, deodorant wipes, personal cleaning wipes, lotion, lip balm, and a selection of organic cotton period products. The items were funded through grant support and/or donated by local businesses. The Administrative Health Liaison assembled the kits and distributed class sets to each 5th grade teacher. Teachers provided the kits to students during spring puberty lessons, directly aligning with the grade-level curriculum. This initiative gave students tangible support to reinforce health education and ensured all students had access to necessary personal care products.

While students appeared grateful and excited to receive the kits, no formal evaluation process took place. A challenge identified was the difficulty of evaluating the impact, as students are often reluctant to discuss personal hygiene needs or respond to surveys on the topic. Timing also posed a challenge; while kits were provided during a scheduled health lesson, individual needs vary. Some students may have required these resources earlier and could obtain them through the school clinic or Community Liaison, while others may not need them until later. Despite this, the project was low-cost and simple to implement. For future implementation, including a small note with contact information for obtaining additional or replacement items—or donating unused kits—may be beneficial.

To replicate this practice, coordination with teaching staff is essential to identify where tangible supports can enhance the curriculum. Partnering with local businesses and district-level initiatives can help secure funding or donations. Providing kits to all students, rather than targeting based on need, ensured dignity and normalized conversations around personal hygiene. As one staff member remarked, “It was important that no student felt singled out—everyone deserves to feel prepared and supported.”