



# East Lansing Board of Education

509 Burcham Drive, East Lansing, MI 48823

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Regular Meeting  
December 8, 2025 - 7:00 PM  
MacDonald Middle School Auditorium  
1601 Burcham Dr  
East Lansing, MI 48823



## Agenda

### I. Opening of Meeting

A. *Call to Order*

B. *Roll Call*

C. *Mission Statement: Nurturing Each Child, Educating All Students, Building World Citizens*

D. *Approval of Agenda*

*Motion: I move that the Board of Education approve the agenda for the regular meeting on December 8, 2025, as presented.*

E. **Approval of Minutes**

**Motion: I move that the Board of Education approve the minutes for the following meetings:**

1. November 10, 2025, regular meeting

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East Lansing Public Schools Regular Meeting November 10, 2025 7:00 PM	MacDonald Middle School Auditorium 1601 Burcham Dr East Lansing, MI 48823
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**I. Opening of Meeting**

I.A. Call to Order

President Chris Martin called the meeting to order at 7:00 pm.

I.B. Roll Call

Attendance Taken at 7:01 PM. Chambers: Present, Edsall: Present, Faris-Hylen: Present, Lyons: Present, Martin: Present, Torrez: Absent, Tykocki: Present.

Student Representatives: Dijagah: Present, Meghea: Present

Superintendent Leyko: Present

I.C. Mission Statement: Nurturing Each Child, Educating All Students, Building World Citizens  
Trustee Edsall read the mission statement.

I.D. Approval of Agenda

*Motion: 25-26/047: I move that the Board of Education approve the agenda of the November 10, 2025, regular meeting as presented.*

This motion, made by Faris-Hylen and seconded by Chambers, Passed.

Chambers: Aye, Edsall: Aye, Faris-Hylen: Aye, Lyons: Aye, Martin: Aye, Torrez: Absent, Tykocki: Aye

Aye: 6, Nay: 0, Absent: 1

I.E. Approval of Minutes

*Motion: 25-26/048: I move that the Board of Education approve the minutes of the following meeting as presented.*

I.E.1. October 27, 2025, regular meeting

This motion, made by Lyons and seconded by Chambers, Passed.

Chambers: Aye, Edsall: Aye, Faris-Hylen: Aye, Lyons: Aye, Martin: Aye, Torrez: Absent, Tykocki: Aye

Aye: 6, Nay: 0, Absent: 1

**II. Recognition**

The Michigan High School Coaches Association recognized Nikki Norris as Athletic Director of the Year and our boys' basketball coach, Ray Mitchell, as Boys' Basketball Coach of the Year at a luncheon awards ceremony in Midland.

**III. Student Representative Report**

- The fall play *Almost Maine* opens this week, with performances Thursday through Sunday.
- The Buckthorn event, NHS's main event, was a big success.
- The annual Turkey Drive is taking place at the high school. First-hour classes are collecting donations through November 21 for families in need.
- Preseason conditioning for winter sports is underway.
- Seven students will be traveling to VA/DC for the MSAN student conference, November 12–15.
- We are looking forward to the upcoming full week of Thanksgiving Break.

Trustee Edsall asked about making donations. Student Representatives reported that they accept cash and may be able to Venmo, Mrs. Seyka.

#### IV. **Superintendent's Report**

Please click [here](#) for the Superintendent's report.

Trustee Edsall reported that families may also use [findhelp.org](#) by typing in a zip code for food and housing assistance.

Superintendent Leyko stated that they are determining how the items will be distributed, noting that a drive-thru pickup is a possibility.

#### V. **Public Hearing**

##### V.A. Opening of Public Hearing

Recommendation of Rights, Respect, and Responsibility (Michigan Aligned, High School Lessons - 2023) to replace Michigan Model for Health "Healthy and Responsible Relationships: HIV, Other STIs, and Pregnancy Prevention" for high school health classrooms (grades 9–12).

##### V.B. Comments from Anne Scott, ELPS Sex Education Supervisor [Rights, Respect, and Responsibility presentation](#)

Questions from Board members:

Trustee Edsall: Asked about the middle school curriculum and how challenging it will be, given that our teachers aren't certified.

*The Michigan Model underwent significant updates this summer and is focused on HIV/STI education. Teachers do not need to be certified to teach the HIV/STI portion, but they cannot teach the broader sexual health curriculum.*

Trustee Tykocki: Asked if there are resources to supplement what students are being taught.

*SEAB is compiling resources for parents.*

Trustee Faris-Hylen: Asked if the committee plans to hold more events like those from last year.

*The committee is planning another community education event in the spring.*

V.C. Public Comment  
No Public Comment

V.D. Close of Public Hearing

VI. **Public Comment**

This is the opportunity to address the Board. Speakers are to confine their remarks to five minutes. If a speaker requires more than five minutes, after all other persons who have requested to speak during this part of the meeting have spoken, that speaker will be allowed additional time. The Superintendent or other district staff may comment to clear up or avoid significant misunderstandings.

No Public Comment

VII. **Board Discussion**

VII.A. Future Board Meeting Locations

Trustee Martin suggested postponing this discussion for now. The topic should first be addressed by the Facilities and Academic and Technology Committees.

Superintendent Leyko noted that further discussion with Christian Palasty is needed regarding the logistics of holding board meetings at other buildings. There are current issues with technology and live-streaming. The goal is to hold the January meeting in the new building.

VIII. **Closed Session**

*Motion: 25-26/049: I move that the Board of Education go into closed session pursuant to Section 8(h) of the Open Meetings Act to consult with the legal counsel regarding privileged attorney-client communications and legal advice concerning School State Aid Section 31aa.*

This motion, made by Edsall and seconded by Tykocki, Passed.

Roll Call Vote

Chambers: Aye, Edsall: Aye, Faris-Hylen: Aye, Lyons: Aye, Martin: Aye, Torrez: Absent, Tykocki: Aye

Aye: 6, Nay: 0, Absent: 1

The Board moved into closed session at 7:36 pm.

The Board returned to open session at 8:38 pm.

IX. **Action Items**

IX.A. **School State Aid Act Section 31aa**

*Motion: 25-26/050: I move that the Board of Education adopt the Resolution to amend State School Aid Section 31aa, MCL 388.1631aa, to allocate funding for fiscal year 2025–26 to support school safety and student mental health initiatives, as presented.*

This motion, made by Edsall and seconded by Faris-Hylen, Passed.

Discussion followed:

Trustee Martin stated that it is unconstitutional for the state legislature to require a Board of Education and a school district to waive rights to attorney-client privilege in order to receive funding for safety, security, and mental health supports. This implicates the state constitution of 1963 and the 5th and 14th Amendments of the U.S. Constitution. He expressed that if we accept the money could potentially put people in the district at risk in the future. He stated that in good conscience he could not tell the superintendent to lay people off who have been hired to this work.

Trustee Tykocki agreed, noting it is a lose/lose situation—either way, people are being put at risk. She expressed appreciation for the district’s mental health and safety teams.

Trustee Chambers commented on the many problematic aspects of the situation, particularly the process and lack of transparency from the legislature, and expressed frustration at being placed in this position.

Chambers: Nay, Edsall: Aye, Faris-Hylen: Aye, Lyons: Aye, Martin: Aye, Torrez: Absent, Tykocki: Aye

Aye: 5, Nay: 1, Absent: 1

IX.B. **PowerSchool Litigation Resolution**

*Motion: 25-26/051: I move that the Board of Education approve the resolution related to the PowerSchool litigation, as presented.*

This motion, made by Tykocki and seconded by Chambers, Passed.

Chambers: Aye, Edsall: Aye, Faris-Hylen: Aye, Lyons: Aye, Martin: Aye, Torrez: Absent, Tykocki: Aye

Aye: 6, Nay: 0, Absent: 1

IX.C. **Sex Education Guest Speaker: Lansing Women's Center "Empowering Youth Workshop: Understanding Consent for Dating and Life"**

*Motion: 25-26/052: I move that the Board of Education approve the Lansing Women’s Center’s “Empowering Youth Workshop Series: Understanding Consent for Dating & Life,” facilitated by Dr. Samantha Vaive, as a guest sex education speaker for students in grades 6–12.*

This motion, made by Edsall and seconded by Tykocki, Passed.

Chambers: Aye, Edsall: Aye, Faris-Hylen: Aye, Lyons: Aye, Martin: Aye, Torrez: Absent, Tykocki: Aye

Aye: 6, Nay: 0, Absent: 1

IX.D. **Sex Education Guest Speaker: Lansing Area AIDS Network Presentation: "Gender and Sexuality"**

*Motion: 25-26/053: I move that the Board of Education approve the addition of "Gender and Sexuality," presented by Katie Trickey, as a sex education guest speaker for students in grades 9–12.*

This motion, made by Edsall and seconded by Chambers, Passed.

Chambers: Aye, Edsall: Aye, Faris-Hylen: Aye, Lyons: Aye, Martin: Aye, Torrez: Absent, Tykocki: Aye

Aye: 6, Nay: 0, Absent: 1

X. **Committee Reports**

X.A. Academic and Technology Committee

- The next meeting is December 1 at 12:00 pm in the HUB.

X.B. Facilities Committee

Facilities Updates (Billy Hastings)

- Fall maintenance
- Hot water heaters installed over Thanksgiving break
- Upcoming proposal for boiler #2 at the high school
- Discussed purchasing a sprinter van for smaller activities and sport groups

Athletic Updates (Nikki Norris)

- Update on MMS sports and city vs. school hosting
- Nikki is transitioning Mr. White and it is going great

X.C. Finance Committee

- 31aa discussion
- 2025-26 Tuition rates
- BWL settlement
- Comerica has been the district's long-term banking partner; Fifth Third is acquiring Comerica

X.D. Intergovernmental Relations

- Followed up with City Manager and Councilmember Mark Meadows about Youth afterschool programming
- Next meeting is December 10 at 9:30 am in the HUB

X.E. Personnel Committee

- No report

X.F. Policy Committee

- Discussed policies 5405, 3118, 4113, 4113 F-1 and F-2
- Media center materials policy will be sent to Thrun to make it an official policy

- Land grant acknowledgment – Social Justice Club is scheduling a meeting with Nokomis Learning Center after the MSAN conference
- Thrun sent a suggestion for the Renaming policy; it will be taken to principals to see what adjustments should be made

X.G. Ingham School Officers Association (ISOA)

- The committee toured the Beekman Center, with Trustee Edsall joining.
- The building is in poor condition, including classrooms, hallways, and the pool.
- The ISD plans to put out a bond to build a new facility.
- There is no safe and secure entrance, nor an efficient drop-off/pick-up area for students.
- Staff and teachers at the building were fantastic.

XI. **Announcements**

XI.A. The next regular scheduled meeting of the Board of Education is December 8, 2025.

XII. **Adjournment**

The meeting adjourned at 9:01 pm

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President

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Secretary

2. November 10, 2025, closed session

**II. Recognition**

**III. Student Representative Report**

**IV. Superintendent's Report**

**V. Public Hearing**

**A. Opening of Public Hearing**

Recommendation of *Rights, Respect, and Responsibility* (Michigan Aligned, High School Lessons -2023) to replace the Michigan Model for Health "Healthy and Responsible Relationships: HIV, Other STIs, and Pregnancy Prevention" for high school health classrooms (grades 9-12).

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# Memo

**To:** Dori Leyko, ELPS Superintendent

**From:** Anne Scott, ELPS Sex Education Supervisor; Melisa Fore, SEAB Co-Chair; Danny Hearit, SEAB Co-Chair

**Date:** October 13, 2025

**Subject:** 9th -12th Grade HIV/STI and Sex Education Curriculum Approval Recommendation: Rights, Respect and Responsibility by Advocates for Youth

The East Lansing Public Schools (ELPS) currently uses the Michigan Model for Health's HIV/STI and sex education curriculum as its base curriculum in upper middle school and high school health classrooms (grades 7-12). In response to feedback on the limitations of the current curriculum, the district's Sex Education Advisory Board (SEAB) began exploring affordable, digitally accessible, comprehensive curriculum options that align with current national standards for sexual health education and meet Michigan's requirements for HIV and sex education to ensure ELPS students receive the most inclusive, comprehensive, and up-to-date education on HIV prevention and sexual health.

In accordance with district policy 5407 (ELPS Curriculum Adoption Process), the by-laws of the East Lansing Public School's Sex Education Advisory Board (SEAB), and the state of Michigan's HIV and Sex Education regulations, the East Lansing Public School's Sex Education Advisory Board (SEAB) engaged in a process to review and adopt an updated HIV/STI and sexual health curriculum for 7th through 12th grades. Over the 2024-25 school year, a committee of district staff and SEAB members reviewed curriculum options which identified "[Rights, Respect, and Responsibility \(Michigan Aligned -2023\)](#)", published through Advocates for Youth, as meeting the SEAB's criteria for inclusiveness, comprehensiveness, digital availability and up-to-date alignment with Michigan state requirements and national HIV prevention and sexual health standards. After reviewing the results of lesson pilots conducted at the end of the 2024-25 school year, the ELPS SEAB determined that *Rights, Respect, and Responsibility* (High School Lessons) was the best option to replace the *Michigan Model for Health "Healthy and Responsible Relationships: HIV, Other STIs, and Pregnancy Prevention"* for high school health classrooms (grades 9-12).

["Rights, Respect, and Responsibility \(Michigan Aligned -2023\)"](#) and associated teacher training and instruction support are available at no cost to the district. The whole curriculum (lessons and supportive materials) is publicly accessible online. This added accessibility feature enhances the district's transparent process for meeting its [legal obligation](#) to ensure that parents and/or legal guardians have the opportunity to review content and materials before instruction.

The ELPS Sex Education Advisory Board (SEAB) recommends that the ELPS Board of Education accept this recommendation and consider approval of [Rights, Respect, and Responsibility \(Michigan Aligned, High School Lessons -2023\)](#) to replace *Michigan Model for Health "Healthy and Responsible Relationships: HIV, Other STIs, and Pregnancy Prevention"* for high school health classrooms (grades 9-12).



East Lansing Public Schools

# **Rights, Respect and Responsibility: Recommended Curriculum**

November 10th, 2025 - ELPS Board of Education Meeting



## Presentation Overview

1. Overview of HIV/Sex Education for ELPS
2. Curriculum Review and Recommendation Process
3. Rights, Respect and Responsibility, Michigan Aligned, High School Lessons

# Summary of HIV/STI and Sex Education for MI Schools



Every Michigan district is required to provide HIV education at least once at each building level (Elementary, Middle School and High School)

In the State of Michigan, it is optional to offer Sexual Health Education in addition to HIV education, however they must follow the law pertaining to content and process.

Michigan State Law requires that every district that chooses to implement sex education must have a sex education advisory board (SEAB).<sup>12</sup>

Every district choosing to have a sex education program must have a sex education supervisor who supervises the instruction. Materials and methods must be approved by local school board before use in classrooms.

For Sex Education and HIV/AIDS instruction, parents and/or legal guardians have the right to:

- Review the content of the instruction.
- Review materials in advance.
- Their right to observe instruction.
- Their right to excuse their child without penalty

# Sex Education Advisory Board (SEAB)



Michigan State Law requires that every district that chooses to implement sex education must have a sex education advisory board (SEAB).

- The SEAB must include parents, students, educators, local clergy, and community health professionals.
- At least half of the members must be parents

The SEAB is responsible for:

- Establishing program goals and objectives for knowledge and skills to reduce the rates of sex, pregnancy, and STDs.
- Reviewing and recommending materials and methods to the local school board,
- Evaluating, measuring, and reporting the attainment of program goals and objectives and reporting **at least once every two years.**

The mission of the East Lansing Public Schools Sex Education Advisory Board is to provide effective, age-appropriate sexuality education that teaches respect for self and others, safety, and healthy life-skills in partnership with family and community.

# Michigan A-K Standards



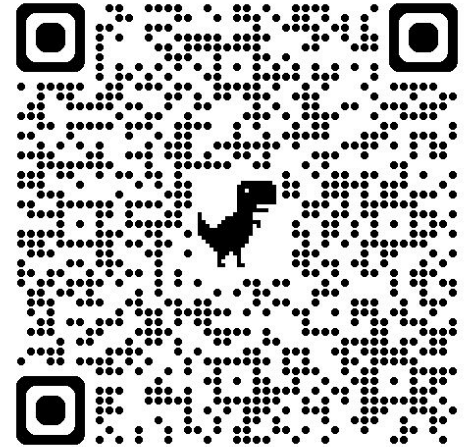
## Michigan's "A-K" Content Standards for Sex Education

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li><b>A.</b> Discuss the benefits of abstaining from sex until marriage and the benefits of ceasing sex if a student is sexually active.</li><li><b>B.</b> Include a discussion of the possible emotional, economic and legal consequences of sex.</li><li><b>C.</b> Stress that unplanned pregnancy and sexually transmitted diseases are serious possibilities of sex that are not fully preventable except by abstinence.</li><li><b>D.</b> Advise students of the laws pertaining to their responsibility as parents to children born in and out of wedlock.</li><li><b>E.</b> Ensure that students are not taught in a way that condones the violation of state laws pertaining to sexual activity.</li><li><b>F.</b> Teach students how to say "no" to sexual advances and that it is wrong to take advantage of, harass or exploit another person sexually.</li></ul> | <ul style="list-style-type: none"><li><b>G.</b> Teach refusal skills and encourage students to resist pressure to engage in risky behavior.</li><li><b>H.</b> Teach that the student has the power to control personal behavior. Students must be taught to base their actions on reasoning, self-discipline, a sense of responsibility, self-control, and ethical considerations such as respect for self and others.</li><li><b>I.</b> Provide instruction on healthy dating relationships and how to set limits and recognize a dangerous environment.</li><li><b>J.</b> Provide information about how young parents can learn more about adoption services and the safe delivery of newborns law.</li><li><b>K.</b> Include information informing students that it is unlawful to have sex or sexual contact with an individual under the age of 16.</li></ul> |
|---|--|

# HIV/STI and Sex Education at ELPS

- 4th - 6th Grades: Puberty the Wonder Years
- 7th -8th Grades: Michigan Model Growing Up and Staying Healthy: Understanding HIV and Other STIs
- 9th- 12th (High School): Michigan Model Healthy and Responsible Relationships: HIV, Other STIs, and Pregnancy Prevention\*

## ELPS Sexual Health Education Handbook



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\*HIV/STI Education occurs in 5th,6th, 7-8th, and 9th-12th Grades

# Search Criteria for New Curriculum



Up-to-Date	✓
Inclusive, comprehensive, and abstinence-based (Eaton RESA Curriculum Guide)	✓
Aligned with MI “A-K” Standards and State Law	✓
Digitally Accessible and Educator Friendly	✓
Cost/Affordability	✓

# Rights, Respect, Responsibility: A K-12 Sexuality Education Curriculum Framework

Youth have the inalienable **RIGHT** to honest sexual health information, confidential, consensual sexual health services, and equitable opportunities to reach their full potential.

Youth deserve **RESPECT**. Valuing young people means authentically involving<sup>17</sup> them in the design, implementation and evaluation of programs and policies that affect their health and well-being.

Society has the **RESPONSIBILITY** to provide young people with the tools they need to safeguard their sexual health, and young people have the responsibility to protect themselves.

Rights.  
Respect.  
Responsibility.

**Advocates**  
**for Youth**  
Young. Powerful. Taking Over.

# Characteristics of 3Rs

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- Includes age-appropriate content:
  - Consent
  - Boundaries
  - Anatomy
  - Healthy Relationships
  - STI/HIV/Pregnancy prevention
  - Safe online interactions
  - Growth and Development
- Includes age-appropriate skill building:
  - Communication and Refusal Skills
  - Decision-Making
  - Analyzing Influences
  - Accessing Health Information

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**Rights.**  
**Respect.**  
**Responsibility.**

**Advocates**  
**for Youth**  
Young. Powerful. Taking Over.

# Rights, Respect and Responsibility, MI Aligned, High School

## 13 Lesson + 4 Supplemental Lessons

1. How well do I Communicate with Others?
2. Unhealthy Relationships: Plan for Safety
3. Image Overload for HS
4. Decisions, Decisions
5. Planning and Protection: Avoiding and Managing STIs
6. Getting Savvy About STI testing
7. STI Basics
8. STI Smarts
9. Know Your Options
10. My Boundaries
11. Rights, Respect and Responsibility: Don't have sex without them
12. Trust it or Trash It
13. Healthy Loving: Prevention and Treatment

1. Understanding Gender
2. Sexual Orientation, Behavior and Identity: How I Feel, What I Do and Who I Am
3. Sex Trafficking
4. Sexual and Reproductive Anatomy

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# Michigan Adapted Lessons

- Removed references to abortion
- Scenarios have been adapted or added to meet the K-12 or the A-K content requirements
- Michigan laws regarding consent, sexting, legal responsibilities of parenthood, etc. have been included in applicable lessons
- Tailored Michigan Content in the Teacher's Guide

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# HIV and Sex Ed Curriculum Approval Process:

- Form curriculum review sub-committee and determine review criteria
- Review available option using criteria - SEAB identifies top choices
- Thorough review option options using rubric of district-based criteria
- SEAB identifies top option to progress through pilot process
- Pilot lessons and materials (Educator and Student Feedback)
- Conduct community meeting to collect parent/caregiver, student and educator feedback
- Based on feedback, SEAB recommends new/replacement curriculum to BOE
- **BOE holds two public meetings before formally approving any new curriculum** ←
- Upon BOE approval, educator training and curriculum implementation begins

# Questions? Comments?



Please don't hesitate to  
contact me with any  
questions or feedback!  
**[anne.scott@elps.us](mailto:anne.scott@elps.us)**

# ELPS HIV/Sex Education Curriculum Pilot Report

## Background:

In accordance with district policy 5407 (ELPS Curriculum Adoption Process), the by-laws of the East Lansing Public School's Sex Education Advisory Board (SEAB), and the state of Michigan's HIV and Sex Education regulations, the East Lansing Public School's Sex Education Advisor Board engaged in a process to review and adopt an updated HIV and sexual health curriculum for 7th through 12th grades. After convening a review committee comprised of district staff and SEAB members, curriculum options were reviewed over the 2024-2025 school year, with the ultimate recommendation that the Advocates for Youth's "[Rights, Respect, and Responsibility \(Michigan Aligned -2023\)](#)" curriculum best met the SEAB's criteria for inclusiveness, comprehensiveness, digital availability and up-to-date alignment with Michigan state requirements and national HIV prevention and sexual health standards. Therefore, a curriculum piloting plan was developed to gather feedback from students and teachers as the next stage of the review process.

## Pilot Plan

The goal of the pilot was to gather feedback from educators and students regarding the relevance, relatability, and classroom experience associated with the lessons and materials. Following the pilot phase, feedback from educators and students was gathered through surveys. The selected pilot lessons included three lessons for grades 7-8 and three for grades 9-12. Each of these lessons covers themes related to STI/HIV and pregnancy prevention, sexual violence prevention, and responsible decision-making.

7th Grade & 8th Grade <a href="#">Lesson 4 - Protecting Your Health: Understanding and Preventing HIV and STIs</a> ;
7th Grade & 8th Grade <a href="#">Lesson 6 - Making SMART Choices</a> ,
7th Grade & 8th Grade <a href="#">Lesson 8 - Warning Signs: Understanding Sexual Abuse and Assault</a>
9-12th Grade: <a href="#">Lesson 2 - Unhealthy Relationships: Plan for Safety</a>
9-12th Grade: <a href="#">Lesson 5 - Planning and Protection: Avoiding and Managing STIs</a> ;
9-12th Grade: <a href="#">Lesson 11: Rights, Respect, Responsibility - Don't Have Sex Without Them</a> ;

The pilot was scheduled to occur from late April through the first week of June of the 2024-25 school year, aligning with the usual timing of HIV/sex education instruction in 7th and 8th-grade science and High School health classrooms. Teachers were provided with the pilot lesson materials and orientation from the district Sex Education Supervisor in advance of the implementation period. During this orientation phase, the Sex Education Supervisor determined that the Middle School [Lesson 8 - Warning Signs: Understanding Sexual Abuse and Assault](#) needed to be excluded from the pilot, as teachers expressed concerns about preparedness to manage and respond to any potential surfacing of trauma or adverse emotional response from students.

The pilot materials were included in the parent notification process before the start of HIV/sex education instruction. They were also available for parent review, just as our other approved sex education materials. Parents were able to voluntarily opt their child out of the pilot lessons before instruction, and those students were excluded from the pilot.

### Results:

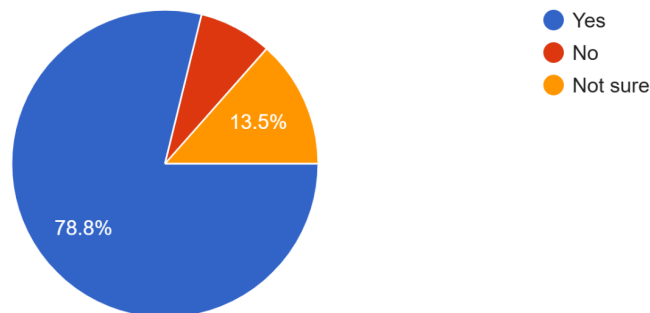
#### High School (Grades 9 - 12)

Through one of the two high school health classrooms, 52 ninth- and twelfth-grade students participated in the pilot and completed the student survey.

The majority of high school respondents stated that they did learn something helpful or meaningful to them.

Did you learn something helpful or meaningful to you?

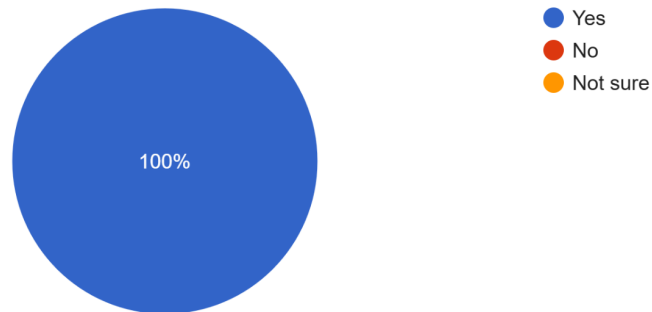
52 responses



All of the high school survey respondents found the lessons easy to understand.

Were the lessons easy to understand?

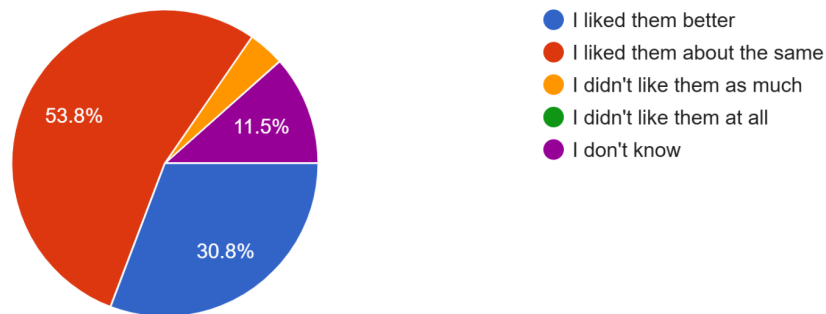
52 responses



Over 84% of high school respondents stated that they preferred the Rights, Respect, and Responsibility curriculum over or equal to the current curriculum. Only 3.8% of student respondents (2) stated they did not like the pilot lessons as much as the current curriculum, and about 11.5% (6 students) said they were unsure or didn't know.

Did you like these lessons more or less than the other sex education/HIV prevention lessons you have participated in this year?

52 responses



The high school survey respondents shared several things they liked about the lessons they participated in. Many found the subjects, such as consent and safe sex, engaging and relevant. Others commented on the lesson presentation, finding the material easy to understand, particularly due to the lesson format and the use of educational videos. Some expressed appreciation of practical learning about protection methods and the implications of STIs, emphasizing the relevance of this knowledge in their lives. Comments also highlighted the use of “real-life scenarios,” which helped prompt relatable discussions about healthy versus unhealthy relationships and helped clarify complex concepts. Overarchingly, the comments

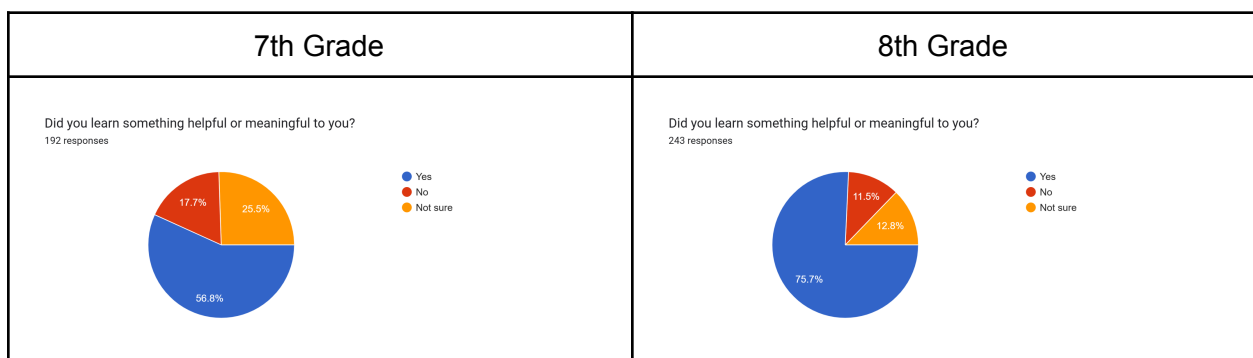
expressed a consensus that the information presented was not only crucial but also empowering, promoting awareness and careful decision-making. Overall, commenters found the lessons to be effective in educating about significant topics straightforwardly and engagingly. One respondent stated, *“I liked that the lesson about consent went super in-depth, because I had never thought to think so much about it.”* Another noted that the lessons *“can be applied to our lives right now”*.

When asked about what they disliked about the lessons, there were no major grievances; several participants expressed a desire for more depth and better presentation in the lessons. Some of the comments expressed a sense that the students already knew or were familiar with the information. (One responder stated that they’ve *“heard it a million times”*). Yet, other students commented that those who do not identify as straight might need more detail about STI prevention and treatment than what was offered. Another expressed interest to learn more about preventing sexual assault or unhealthy relationships. Some students felt the lessons moved too quickly or were too short. Some found certain readings confusing, and a few mentioned that some content was presented in a way that felt unrealistic or uncomfortable. Some did not specify elements of the curriculum they disliked, but rather expressed a general dislike or discomfort with the topic (sexual health).

The high school student feedback reflects a generally positive response to the lessons, highlighting that they were helpful, informative, and educational. Many participants appreciated the unique perspectives, clear explanations, and the emphasis on important topics like consent and respect. There were a few neutral or mildly negative comments, but overall, the majority indicated that they learned a lot and found the content relevant and useful for their age group.

### Middle School (Grades 7 & 8)

At the middle school, 198 seventh graders and 247 eighth graders who participated in the pilot lessons responded to the survey.



56.8% of the middle school survey respondents found that they learned something helpful or meaningful.

Middle school survey respondents reported enjoying the realistic scenarios and group discussions that encouraged them to share their perspectives. Some noted the lessons were easy to understand and engaged them, while others felt uncomfortable discussing certain topics or had prior knowledge of the content. There was a general consensus that the lessons were beneficial for learning about safety, decision-making, and preparing for real-life situations. Some stated that they liked the humorous and relatable scenarios, which contributed to their positive learning experience. Overall, while experiences varied, many students valued the opportunity to learn and discuss the topics interactively.

What students said they liked least were some of the videos and the repetitiveness of the material. Many students found the videos boring, awkward, or cringeworthy, with critiques that they lacked realism. There was a common sentiment that much of the content felt repetitive or familiar since they had learned similar topics in previous lessons. Several students reported discomfort discussing sensitive topics or found the discussions irrelevant to their lives. Several respondents expressed that the lesson felt lengthy and unengaging, with a few stating that they would have preferred more variety in the subject matter or different teaching methods. Many of the middle school comments acknowledged that the information was helpful, even if it wasn't delivered in a compelling manner.

The feedback on the Rights Respect and Responsibility lessons for middle school shows a mix of opinions. Some students found it informative and appreciated the direct approach, considering it helpful. Others felt it was repetitive of information they had already learned about in prior grades. Many comments described the lessons as average or okay, with some expressing discomfort about the topic but recognizing its importance. Overall, while some students enjoyed the content and found it educational, others found it boring or targeted towards a younger audience.

## **Teacher Feedback:**

The high school educator who piloted the lessons for their class was very enthusiastic about the lesson format, student response, and quality of the lesson plans compared to the currently approved curriculum. Their survey response described their students as “highly engaged” with the lessons, and they highly recommended that the district consider adopting the Rights, Respect, and Responsibility curriculum.

For seventh and eighth-grade science educators, who currently deliver HIV education through the Michigan Model health curriculum, the orientation process surfaced more complicated concerns. Primarily, the seventh and eighth-grade science teachers are not health-certified, and therefore not licensed to provide comprehensive sexual health education, such as *Rights Respect and Responsibility*, in the State of Michigan. The current curriculum, *Michigan Model - Growing Up and Staying Healthy: Understanding HIV and Other STIs*, aligns with state law and is designed to accommodate non-health-certified teachers. After confirming with the District Assistant Superintendent and Curriculum Director that the remaining two pilot lessons (one focused on HIV/STI prevention and the second on making “SMART” choices) fell within the teachers' licensed scope, the educators were able to proceed with the pilot after the third lesson (focused on preventing sexual abuse/violence) was removed. Middle school teachers who responded to the teacher survey generally found their students were adequately engaged with

the lessons, but did not report liking the pilot lesson materials any more than their current materials.

### **Summary & recommendations:**

The goal of the pilot was to gather feedback from educators and students regarding the relevance, relatability, and classroom experience associated with the lessons and materials. At the High School level, teachers and students responded positively to the material, finding it mostly relevant and relatable. Both students and teachers seemed to enjoy the lessons and materials. The critiques were not strongly adverse to the materials, but rather directed to a desire for more information or were connected to a general dislike of the topic, regardless of the curriculum.

At the Middle School level, the pilot results were less strong in terms of relevance, relatability, and experience. Students' comments were not consistently positive, and students found the content to be redundant and even less informative than the information received at the sixth-grade level. Moreover, a significant instructional barrier was the discovery that none of ELPS's seventh and ninth-grade science teachers (who deliver current HIV/sex education instruction) are health-certified, and therefore not able to implement sex education content beyond HIV education under their current license. This likely also contributed to the educator's discomfort and sense of unpreparedness to deliver content related to sexual violence prevention and healthy relationships.

Based on the outcomes of the pilot, Rights, Respect, and Responsibility appears to meet the instructional and experiential criteria to proceed to the next phase of ELPS's curriculum review and the Sex Education Advisory Board's recommendation process for replacing the high school HIV/Sex education curriculum.

Based on the pilot results, Rights, Respect, and Responsibility would not be a suitable replacement for the middle school HIV/sex education curriculum, and an alternative curriculum enhancement option should be sought.

- B. Comments from Anne Scott, ELPS Sex Education Supervisor
- C. Public Comment
- D. Close of Public Hearing

**VI. Public Comment**

This is the opportunity to address the Board. Speakers are to confine their remarks to five minutes. If a speaker requires more than five minutes, after all other persons who have requested to speak during this part of the meeting have spoken, that speaker will be allowed additional time. The Superintendent or other district staff may comment to clear up or avoid significant misunderstandings.

**VII. Presentation**

- A. East Lansing Educational Foundation Big Check Presentation

**VIII. Board Discussion**

**IX. Action Items**

**A. Policy Updates**

***Motion: I move that the Board of Education approve the revisions of the following policies.***

- 1. 3118 - Title IX Sexual Harassment

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## Series 3000: Operations, Finance, and Property

### 3100 General Operations

#### 3118 Title IX Sexual Harassment

Consistent with Policy 3115, the District prohibits unlawful sex discrimination, including harassment and retaliation, in any of its education programs or activities in accordance with Title IX of the Education Amendments of 1972 and its implementing regulations.

This Policy addresses allegations of Title IX sexual harassment that occurred on or after August 14, 2020 unless the District previously investigated the allegations under a different policy pursuant to the now-vacated Title IX 2024 regulations. Allegations of discrimination, harassment, or retaliation not covered by this Policy should be addressed under the District's applicable non-discrimination or anti-harassment policies. Allegations alleging both Title IX sexual harassment and other forms of Unlawful Discrimination and Unlawful Harassment (e.g., race, age, disability) that cannot be reasonably separated into distinct complaints should be investigated under this Policy. Complaints that include allegations of Title IX sexual harassment may be investigated under this Policy or bifurcated and investigated pursuant to the applicable Grievance Procedure under Policies 3115-3115H. Investigating other forms of discrimination, including harassment and retaliation, pursuant to this Policy will fulfill the District's investigation requirements under Policies 3115-3115H, 4104, and 5202, but nothing in this paragraph limits the District's right to determine at any time that a non-Title IX allegation should be addressed under Policies 3115-3115H, 4104 or 5202 or any other applicable Policy.

The Board directs the Superintendent or designee to designate one or more employees who meet the training requirements in Section M of this Policy to serve as the District's Title IX Coordinator(s). The Title IX Coordinator will designate an Investigator, Decision-Maker, and Appeals Officer, if applicable, for each Formal Complaint made under this Policy. If a Formal Complaint is made under this Policy against the Title IX Coordinator, the Board President will designate the persons who will serve as the Investigator, Decision-Maker, and Appeals Officer and will work with District administrators to ensure that all other requirements of this Policy are met.

The Investigator, Decision-Maker, Appeals Officer, and Informal Resolution Facilitator cannot be the same person on a specific matter, and the persons designated to serve in those roles may or may not be District employees. Any person serving as the Investigator, Decision-Maker, Appeals Officer, or Informal Resolution Facilitator must meet the training requirements in Section M of this Policy.

Inquiries about Title IX's application to a particular situation may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

#### A. Definitions

For purposes of this Policy only, the below terms are defined as follows:

1. "Sexual Harassment" means conduct on the basis of sex that satisfies one or more of the following:
  - a. a District employee conditioning the provision of a District aid, benefit, or service on a person's participation in unwelcome sexual conduct;
  - b. unwelcome conduct that a reasonable person would determine to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
  - c. "Sexual assault" as defined in 20 USC 1092(f)(6)(A)(v), "dating violence" as defined in 34 USC 12291(a)(10), "domestic violence" as defined in 34 USC 12291(a)(8), or "stalking" as defined in 34 USC 12291(a)(30).
    - i. "Sexual assault" is an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. It includes unlawful sexual intercourse (including incest and statutory rape) and any sexual act, including rape, sodomy, sexual assault with an object, or criminal sexual contact, directed against another person without the consent of that person, including when that person is incapable of giving consent.
      - A) Rape: (Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
      - B) Sodomy: Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
      - C) Sexual Assault With an Object: To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
      - D) Criminal Sexual Contact: The (1) intentional touching of the victim's clothed or unclothed body parts without the consent of the victim for the purpose of sexual degradation, sexual gratification, or sexual humiliation; or (2) the forced touching by the victim of the actor's clothed or unclothed body parts without the victim's consent for the purpose of sexual degradation, sexual gratification, or sexual humiliation. This offense includes instances where the victim is

incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

- E) Incest: Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
  - F) Statutory Rape: Nonforcible sexual intercourse with a person who is under the statutory age of consent.
- ii. “Dating violence” means violence committed by a person who is or has been in a romantic or intimate relationship with the Complainant. The existence of such a relationship is based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
  - iii. “Domestic violence” means felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the Complainant, person with whom the Complainant shares a child, person who is cohabitating with or has cohabitated with the Complainant as a spouse or intimate partner, person similarly situated to a spouse of the Complainant under the domestic or family violence laws of Michigan; or any other person against an adult or youth Complainant who is protected from that person’s acts under the domestic or family violence laws of Michigan.
  - iv. “Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (1) fear for the person’s safety or the safety of others; or (2) suffer substantial emotional distress.
2. “Actual Knowledge” means notice of sexual harassment or allegations of sexual harassment to the District’s Title IX Coordinator or any District employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only District employee with actual knowledge is the Respondent.
  3. “Appeals Officer” is the person designated by the District to decide appeals of a dismissal or determination of responsibility for matters investigated under this Policy. The Appeals Officer may not be the same person as the Investigator, Title IX Coordinator, Decision-Maker, or person designated to facilitate an informal resolution process on a specific matter.
  4. “Complainant” is a person who is alleged to be the victim of conduct that could constitute Title IX sexual harassment.
  5. “Consent” means a voluntary agreement to engage in sexual activity by a person legally capable of consenting. Someone who is incapacitated cannot consent. Past consent does not imply future consent. Silence or an absence of resistance does not imply consent. Consent to engage in sexual activity with

one person does not imply consent to engage in sexual activity with another. Consent can be withdrawn at any time. Coercion, force, or threat of either invalidates consent. Sexual conduct or relationships between District employees, volunteers, or contractors and students, regardless of age or consent, are prohibited.

6. “Day,” unless otherwise indicated, means a day that the District’s central office is open for business.
7. “Decision-Maker” is the person designated by the District to review the investigation report and provide a written determination of responsibility that provides the evidentiary basis for the Decision-Maker’s conclusions. The Decision-Maker may not be the same person as the Investigator, Title IX Coordinator, Appeals Officer, or person designated to facilitate an informal resolution process on a specific matter.
8. “Education Program or Activity” means any location, event, or circumstance over which the District exercised substantial control over both the Respondent and the context in which the harassment occurred.
9. “Formal Complaint” means a written document or electronic submission signed and filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the sexual harassment allegation.
10. “Grievance Process” is the process by which the District investigates and determines responsibility for Formal Complaints.
11. “Investigator” is the person designated by the District to investigate a Title IX Formal Complaint. The Investigator cannot be the same person as the Decision-Maker, Appeals Officer, or person designated to facilitate an informal resolution process on a specific matter. The Title IX Coordinator may serve as the Investigator on a particular investigation, unless the Title IX Coordinator has a conflict of interest or bias.
12. “Report” means an account of alleged Title IX sexual harassment made by any person (regardless of whether the reporting party is the alleged victim).
13. “Respondent” is a person who has been reported to be the perpetrator of conduct that could constitute Title IX sexual harassment.
14. “Supportive Measures” are non-disciplinary, non-punitive, individualized supports offered and implemented by the Title IX Coordinator as appropriate, as reasonably available, and at no-cost to the Complainant and the Respondent before or after the filing of a Formal Complaint or when no Formal Complaint has been filed. Supportive measures are designed to restore or preserve equal access to the District’s education program or activity without unreasonably burdening the other party, including measures designed to

protect the safety of all parties or the District's educational environment, or deter sexual harassment.

15. "Title IX Coordinator" is the person(s) designated by the District to coordinate the District's Title IX compliance. The Title IX Coordinator may not be the same person as the Appeals Officer or Decision-Maker on any matter. A person not serving as a Title IX Coordinator in a particular matter is not disqualified from serving in another role in that matter. The Title IX Coordinator may also serve as the Investigator or person designated to facilitate an informal resolution process on a particular investigation, unless the Title IX Coordinator signed the Formal Complaint.

#### B. Posting Requirement

The Title IX Coordinator's contact information (name or title, office address, electronic mail address, and telephone number), along with the District's Title IX nondiscrimination statement, must be prominently posted on the District's website and in any catalogs or handbooks provided to applicants for admission or employment, students, parents/guardians, and unions or professional organizations with a collective bargaining or professional agreement with the District.

The District will provide notice of this Policy to all applicants, students, parents/guardians, employees, and unions or professional organizations with a collective bargaining or professional agreement with the District by prominently posting this Policy on its website and referencing this Policy in its handbooks, which will include the Title IX Coordinator's name or title, office address, electronic mail address, and telephone number.

#### C. Designation of Title IX Coordinator

All Coordinators, including the Title IX Coordinator, are identified in Policy 3115B.

#### D. Reporting Title IX Sexual Harassment:

A person may make a report of sexual harassment or retaliation at any time. Reports may be made in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that result in the Title IX Coordinator receiving the person's verbal or written report.

Any District employee who receives a report of sexual harassment or has actual knowledge of possible sexual harassment must convey that information to the Title IX Coordinator by the end of the next day.

Any other person who witnesses an act of sexual harassment is encouraged to report it to a District employee and may do so anonymously. No person will be retaliated against based on any report of suspected sexual harassment or retaliation.

## E. General Response to Sexual Harassment

### 1. District's Obligation to Respond without Deliberate Indifference

Upon actual knowledge of Title IX sexual harassment, the Title IX Coordinator must respond promptly in a manner that is not deliberately indifferent. The District will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

If the Title IX Coordinator receives a report of sexual harassment and the Complainant does not file a Formal Complaint, the Title IX Coordinator must evaluate the information and determine whether to sign and file a Formal Complaint. If the Title IX Coordinator determines not to sign and file a Formal Complaint, the Title IX Coordinator must address the allegations in a manner that is not deliberately indifferent.

### 2. Response to Report of Title IX Sexual Harassment

Upon receipt of a report of sexual harassment, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a Formal Complaint, and explain to the Complainant the process for filing a Formal Complaint.

### 3. Formal Complaint Filed

Upon the receipt of a Formal Complaint, the District must follow the Grievance Process in Section F of this Policy. A Formal Complaint may be submitted using a designated Title IX Sexual Harassment Formal Complaint Form.

### 4. Equitable Treatment

The District will treat the Complainant and Respondent equitably throughout the Grievance Process, which may include offering supportive measures as described in Subsection E(6) of this Policy.

### 5. Documentation and Recordkeeping

The Title IX Coordinator will document all sexual harassment reports and all incidents of sexual harassment that the Title IX Coordinator receives or personally observes.

The District will retain this documentation in accordance with applicable record retention requirements in Section N of this Policy.

### 6. Supportive Measures

After receiving a report of Title IX sexual harassment, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive

measures, with or without the filing of a Formal Complaint. If the District does not provide a Complainant with supportive measures, then the Title IX Coordinator must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

The District may provide, as appropriate, non-disciplinary, non-punitive individualized services to the Complainant or Respondent before or after the filing of a Formal Complaint or when no Formal Complaint has been filed.

Supportive measures should be designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party.

Supportive measures are offered without charge and are designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment.

Supportive measures may include, but are not limited to:

- a. District-provided counseling;
- b. course-related adjustments, such as deadline extensions;
- c. modifications to class or work schedules;
- d. provision of an escort to ensure that the Complainant and Respondent can safely attend classes and school activities; and
- e. no-contact orders.

All supportive measures must be kept confidential, to the extent that maintaining such confidentiality would not impair the District's ability to provide the supportive measures.

## 7. Respondent Removal

### a. Emergency Removal (Student)

The District may only remove a student Respondent from a District program or activity if, following an individualized safety and risk analysis, the District determines that there is an immediate threat to the physical health or safety of any student or other person arising from the sexual harassment allegations. The District must provide the Respondent with notice and an opportunity to immediately challenge the removal decision. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

### b. Administrative Leave (Employee)

The District may place an employee Respondent on non-disciplinary administrative leave during the pendency of the Grievance Process. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

## 8. Law Enforcement

In appropriate circumstances, a District employee will notify law enforcement or Child Protective Services, consistent with Policies 4202, 5201, and 5701.

The District will attempt to comply with all law enforcement requests for cooperation with related law enforcement activity. In some circumstances, compliance with law enforcement requests may require the District to briefly suspend or delay its investigation. If an investigation is delayed, the District will notify the parties in writing of the delay and the reasons for the delay.

If the District's investigation is suspended or delayed, supportive measures will continue during the suspension or delay. If the law enforcement agency does not notify the District within 10 days that the District's investigation may resume, the District will notify the law enforcement agency that the District intends to promptly resume its investigation.

## F. Grievance Process

### 1. Generally

The Grievance Process begins when a Formal Complaint is filed or when the Title IX Coordinator signs a Formal Complaint and concludes the date the parties receive the Appeals Officer's written decision or the date on which an appeal is no longer timely. The District will endeavor to complete the Grievance Process within 90-120 days, absent extenuating circumstances or delays as described below. The District will treat both the Complainant and the Respondent equitably throughout the Grievance Process.

Neither the Title IX Coordinator, the Decision-Maker, the Investigator, Appeals Officer, nor any person designated to facilitate an informal resolution process will have a conflict of interest or bias for or against Complainants or Respondents generally or for or against an individual Complainant or Respondent.

The Grievance Process requires an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence. Credibility determinations may not be based on a person's status as a Complainant, Respondent, or witness.

Throughout the Grievance Process, there is a presumption that the Respondent is not responsible for the alleged conduct unless, in the determination of responsibility, the Decision-Maker finds the Respondent responsible for the alleged conduct.

At any point, the Title IX Coordinator, Investigator, Decision-Maker, or Appeals Officer may temporarily delay the Grievance Process or permit a limited extension of time frames for good cause. Good cause may include, but is not limited to, absence of a party, party's advisor, or witness; concurrent law enforcement activity; or the need for accommodations (e.g., language assistance or accommodation of disabilities). If there is a delay or extension, the parties will receive written notice of the delay or extension and the reasons for the action.

Any disciplinary action resulting from the Grievance Process will be issued in accordance with District Policy, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, and individual employee contracts.

After the investigation portion of the Grievance Process has concluded, the Decision-Maker will endeavor to issue a determination of responsibility within 30 days, absent extenuating circumstances.

## 2. Notice of Allegations

Upon receipt of a Formal Complaint, the District must provide written notice to the parties who are known at the time that includes:

- a. a copy of this Policy, which includes the District's Grievance Process, and any informal resolution process;
- b. the sexual harassment allegations, including sufficient details known at the time and with sufficient time so that parties may prepare a response before the initial interview. Sufficient details include parties involved in the incident, if known; the alleged conduct constituting sexual harassment; and the date and time of the alleged incident;
- c. a statement that the Respondent is presumed not responsible for the alleged conduct;
- d. a statement that a determination of responsibility is made at the Grievance Process's conclusion;
- e. a statement that the parties may have an advisor of their choice, who may be an attorney, although any attorney or advisor who is not a District employee will be at the party's own cost;
- f. a statement that the parties will be provided an opportunity to inspect and review any evidence before the investigation report is finalized; and
- g. if the Complainant or Respondent is a student, and the District's Student Code of Conduct addresses false statements by students during an investigation or the disciplinary process, a citation to that portion of the Code of Conduct. If, during the course of an investigation, the Investigator decides

to investigate allegations that are not included in the initial notice, the District will provide notice of the additional allegations to the Complainant and Respondent.

### 3. Informal Resolution

During the Grievance Process, *after* a Formal Complaint has been filed but before a determination of responsibility has been made, the District may offer to facilitate an informal resolution process, or either party may request the informal resolution process. A Formal Complaint must be filed to initiate the informal resolution process.

Informal resolution does not require a full investigation and may encompass a broad range of conflict resolution strategies, including, but not limited to, arbitration, mediation, or restorative justice. The Title IX Coordinator will determine the informal resolution process that will be used, including the person who will facilitate that process.

Informal resolution is not available for a Formal Complaint alleging that an employee sexually harassed a student.

A party is not required to participate in an informal resolution process.

When offering informal resolution, the Title IX Coordinator must (1) provide both parties written notice of their rights in an informal resolution; and (2) obtain written, voluntary consent from both parties to enter into the informal resolution process. The written notice must contain the:

- a. allegations;
- b. informal resolution requirements, including the circumstances under which the informal resolution precludes the parties from resuming a Formal Complaint arising from the same allegations;
- c. right to withdraw from informal resolution and resume the Grievance Process at any time prior to a final resolution; and
- d. any consequences resulting from participating in the informal resolution process, including the records that will be maintained or that could be disclosed.

### 4. Investigation

The District has the burden of proof and the burden to gather evidence sufficient to reach a determination of responsibility.

#### a. Investigation Process

The District will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under

a legally recognized privilege unless the person holding the privilege has waived the privilege in writing.

The District may not access, consider, disclose, or otherwise use a party's medical records, including mental health records, which are made and maintained by a healthcare provider in connection with the party's treatment unless the District obtains that party's voluntary, written consent to do so for the Grievance Process.

The Investigator must provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory or exculpatory evidence. The Investigator cannot restrict parties from discussing the allegations under investigation, nor can the Investigator restrict parties from gathering or presenting relevant evidence.

Parties may be accompanied by an advisor of their choice, including an attorney, during the Grievance Procedure. If a party chooses an advisor who is not a District employee, the District is not responsible for any associated costs. The Investigator or Title IX Coordinator may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties (e.g., abusive, disruptive behavior or language will not be tolerated; advisor will not interrupt the investigator to ask questions of witnesses).

The Investigator must provide the date, time, location, participants, and purpose of all hearings (if any), investigative interviews, and meetings, to a party whose participation is invited or expected. Written notice must be provided a sufficient time in advance so that a party may prepare to participate.

As described in Section L of this Policy, retaliation against a person for making a complaint or participating in an investigation is prohibited.

The Investigator must ensure that the Complainant and Respondent have an equal opportunity to inspect and review any evidence obtained as part of the investigation so that each party has the opportunity to meaningfully respond to the evidence before the investigation's conclusion. This evidence includes (1) evidence upon which the District does not intend to rely in reaching a determination regarding responsibility, and (2) inculpatory or exculpatory evidence obtained from any source.

Before the investigation's completion, the Investigator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 calendar days to submit a written response to the Investigator. The party's response must be considered by the Investigator before completing the final investigation report.

#### b. Investigation Report

The Investigator must create an investigation report that fairly summarizes relevant evidence and submit the investigation report to the Decision-Maker.

At least 10 calendar days before a determination of responsibility is issued, the Investigator must send the investigation report to each party for review and written response. Written responses to the investigation report must be submitted directly to the Decision-Maker.

The Investigator will endeavor to complete the investigation and finalize the report within 60 days.

## 5. Determination of Responsibility

The Decision-Maker cannot be the same person as the Title IX Coordinator, Investigator, Appeals Officer, or person designated to facilitate an informal resolution process.

Before the Decision-Maker reaches a determination of responsibility, and after the Investigator has sent the investigation report to the parties, the Decision-Maker must:

- a. afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness; and
- b. provide each party with the answers, and allow for additional, limited follow-up questions from each party.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant unless offered to prove that someone other than the Respondent committed the alleged misconduct, or the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

If the Decision-Maker decides to exclude questions from either party as not relevant, the Decision-Maker must explain the decision to the party proposing the questions.

The Decision-Maker must issue a written determination of responsibility based on a preponderance of the evidence standard (i.e., more likely than not) simultaneously to both parties. The written determination of responsibility must include:

- a. identification of the sexual harassment allegations;
- b. description of the procedural steps taken from the receipt of the Formal Complaint through the determination of responsibility, including any:
  - i. notification to the parties;

- ii. party and witness interviews;
    - iii. site visits;
    - iv. methods used to collect evidence; and
    - v. hearings held.
  - c. factual findings that support the determination;
  - d. conclusions about the application of any relevant code of conduct, policy, law, or rule to the facts;
  - e. a statement of, and rationale for, the result as to each allegation, including:
    - i. a determination of responsibility;
    - ii. any disciplinary action taken against the Respondent (consistent with Policies 4309, 4407, 4506, 4606, or 5206, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts); and
    - iii. whether remedies designed to restore and preserve equal access to the District's education program or activity will be provided to the Complainant.
  - f. appeal rights.
6. Appeals

Notice of the determination of responsibility or dismissal decision must include notice of the parties' appeal rights.

Both parties may appeal a determination of responsibility or the decision to dismiss a Formal Complaint in whole or in part for the following reasons only:

- a. A procedural irregularity that affected the outcome.
- b. New evidence that was not reasonably available at the time the determination of responsibility or dismissal decision was made that could affect the outcome.
- c. The Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against the Complainant or Respondent, generally or individually, that affected the outcome.

An appeal must be filed with the Title IX Coordinator within 5 calendar days of the date of the determination of responsibility or dismissal decision.

Upon receipt of an appeal, the Title IX Coordinator will assign an Appeals Officer who will provide both parties written notice of the appeal and an equal

opportunity to submit a written statement in support of, or challenging, the determination or dismissal decision.

The Appeals Officer must provide a written decision describing the result of the appeal and the rationale for the result to both parties simultaneously. The Appeals Officer will endeavor to decide an appeal within 30 days.

The Appeals Officer cannot be the same person who acts as the Title IX Coordinator, Investigator, Decision-Maker, or person designated to facilitate an informal resolution process on the same matter. The Appeals Officer also cannot have a conflict of interest or bias against Complainants and Respondents generally or individually.

The determination of responsibility is final upon the date the parties receive the Appeals Officer's written decision or on the date on which an appeal is no longer timely.

## G. Dismissal

### 1. Mandatory Dismissals

The Title IX Coordinator must dismiss a Formal Complaint if:

- a. the Formal Complaint's allegations, even if substantiated, would not constitute sexual harassment as defined in this Policy;
- b. the Formal Complaint's allegations did not occur in the District's programs or activities; or
- c. the Formal Complaint's allegations did not occur in the United States.

### 2. Discretionary Dismissals

The Title IX Coordinator may dismiss a Formal Complaint if:

- a. the Complainant notifies the Title IX Coordinator in writing that the Complainant wishes to withdraw the Formal Complaint in whole or in part;
- b. the Respondent's enrollment or employment ends; or
- c. specific circumstances prevent the District from gathering evidence sufficient to reach a determination (e.g., several years have passed between alleged misconduct and Formal Complaint filing, Complainant refuses or ceases to cooperate with Grievance Process).

The Title IX Coordinator will promptly and simultaneously notify both parties when a Formal Complaint is dismissed. The notice must include the reasons for mandatory or discretionary dismissal and the right to appeal. Appeal rights are discussed above in Subsection F(6) of this Policy.

Dismissal of a Formal Complaint under this Policy does not excuse or preclude the District from investigating alleged violations of other policy, rule, or law, or from issuing appropriate discipline based on the results of the investigation.

#### H. Consolidation of Complaints

The Title IX Coordinator or Investigator may consolidate Formal Complaints where the allegations arise out of the same facts or circumstances. Where a Grievance Process involves more than one Complainant or more than one Respondent, references in this Policy to the singular “party,” “Complainant,” or “Respondent” include the plural, as applicable.

#### I. Remedies and Disciplinary Sanctions

The District will take appropriate and effective measures to promptly remedy the effects of sexual harassment. The Title IX Coordinator is responsible for the effective implementation of any remedies.

Appropriate remedies will be based on the circumstances and may include, but are not limited to:

1. providing an escort to ensure that the Complainant and Respondent can safely attend classes and school activities;
2. offering the parties school-based counseling services, as necessary;
3. providing the parties with academic support services, such as tutoring, as necessary;
4. rearranging course or work schedules, to the extent practicable, to minimize contact between the Complainant and Respondent;
5. moving the Complainant’s or the Respondent’s locker or work space;
6. issuing a “no contact” directive between the Complainant and Respondent;
7. providing counseling memoranda with directives or recommendations.

These remedies may also be available to any other student or person who is or was affected by the sexual harassment.

The District will impose disciplinary sanctions consistent with District Policy, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts. Discipline may range from warning or reprimand to termination of employment, or student suspension or expulsion.

After a determination of responsibility, the Title IX Coordinator should consider whether broader remedies are required, which may include, but are not limited to:

1. assemblies reminding students and staff of their obligations under this Policy and applicable handbooks;

2. additional staff training;
3. a climate survey; or
4. letters to students, staff, and parents/guardians reminding persons of their obligations under this Policy and applicable handbooks.

If the Complainant or Respondent is a student with a disability, the District will convene an IEP or Section 504 Team meeting to determine if additional or different programs, services, accommodations, or supports are required to ensure that the Complainant or Respondent continues to receive a free appropriate public education. Any disciplinary action taken against a Respondent who is a student with a disability must be made in accordance with Policy 5206B and the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act.

#### J. False Statements

Any person who knowingly makes a materially false statement in bad faith during a Title IX investigation will be subject to discipline, up to and including discharge or permanent expulsion. A dismissal or determination that the Respondent did not violate this Policy is not sufficient, on its own, to conclude that a person made a materially false statement in bad faith.

#### K. Confidentiality

The District will keep confidential the identity of a person who reports sexual harassment or files a Formal Complaint, including parties and witnesses, except as permitted or required by law or to carry out any provision of this Policy, applicable regulations, or laws.

#### L. Retaliation

Retaliation (e.g., intimidation, threats, coercion) for the purpose of interfering with a person's rights under Title IX is prohibited. This prohibition applies to retaliation against any person who makes a report, files a Formal Complaint, or participates in, or refuses to participate in a Title IX proceeding. Complaints alleging retaliation may be pursued in accordance with District Policy.

The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this Section.

When processing a report or Formal Complaint of sexual harassment, pursuing discipline for other conduct arising out of the same facts or circumstances constitutes retaliation if done for the purpose of interfering with that person's rights under Title IX.

Any person who engages in retaliation will be disciplined in accordance with District Policy, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, and individual employee contracts.

## M. Training

All District employees must be trained on how to identify and report sexual harassment.

Any person designated as a Title IX Coordinator, Investigator, Decision-Maker, Appeals Officer, or any person who facilitates an informal resolution process must be trained on the following:

1. the definition of sexual harassment;
2. the scope of the District's education programs or activities;
3. how to conduct an investigation and the District's grievance process, including, as applicable, hearings, appeals, and informal resolution processes; and
4. how to serve impartially, including avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

Investigators must receive training on how to prepare an investigation report as outlined in Subsection F(4)(b) above, including, but not limited to, issues of relevance.

Decision-Makers and Appeals Officers must receive training on issues of evidence and questioning, including, but not limited to, when questions about a Complainant's prior sexual history or disposition are not relevant.

Any materials used to train District employees who act as Title IX Coordinators, Investigators, Decision-Makers, Appeals Officers, or who facilitate an informal resolution process must not rely on sex stereotypes and must promote impartial investigations and adjudications of Formal Complaints. These training materials must be posted on the District's website.

## N. Record Keeping

The District will maintain records related to reports of alleged Title IX sexual harassment for a minimum of seven years. This retention requirement applies to investigation records, disciplinary sanctions, remedies, appeals, and records of any action taken, such as supportive measures.

The District will also retain any materials used to train Title IX Coordinators, Investigators, Decision-Makers, Appeals Officers, and any person designated to facilitate an informal resolution process.

## O. Office for Civil Rights

Any person who believes that he or she was the victim of sexual harassment may file a complaint with the Office for Civil Rights (OCR) at any time:

U.S. Department of Education Office for Civil Rights  
Cesar E. Chavez Memorial Building

1244 Speer Boulevard, Suite 310  
Denver, CO 80204-3582  
Telephone: 303-844-5695  
FAX: 303-844-4303; TDD: 800-877-8339  
Email: [OCR.Denver@ed.gov](mailto:OCR.Denver@ed.gov)

An OCR complaint may be filed before, during, or after filing a Formal Complaint with the District. A person may forego filing a Formal Complaint with the District and instead file a complaint directly with OCR. The District recommends that a person who has been subjected to sexual harassment also file a Formal Complaint with the District to ensure that the District is able to take steps to prevent any further harassment and to discipline the alleged perpetrator, if necessary. OCR does not serve as an appellate body for District decisions under this Policy. An investigation by OCR will occur separately from any District investigation.

Legal authority: Education Amendments Act of 1972, 20 USC §§1681 - 1688; 34 CFR Part 106

Date adopted: December 13, 2021

Date revised: October 3, 2022

Date revised: December 12, 2022

Date revised: October 23, 2023

Date revised: September 9, 2024

Date revised: February 24, 2025

Date revised: August 11, 2025

Date revised: December 8, 2025



## Series 4000: District Employment

### 4100 Employee Rights and Responsibilities

#### 4113 Michigan Earned Sick Time Act (ESTA)

##### A. General

Eligible employees will accrue paid leave as provided by the ESTA. Applicable provisions of a collective bargaining agreement, individual employment contract, or handbook remain in place and may provide additional paid leave time that is not provided by the ESTA.

Unless otherwise agreed with union representation, the ESTA does not apply to employees subject to a conflicting collective bargaining agreement in effect on February 21, 2025, until the collective bargaining agreement expires.

The ESTA does not apply to an employee subject to a conflicting individual employment contract in effect on February 21, 2025, until that contract expires, if all of the following are satisfied:

- the District and the employee signed the contract on or before December 31, 2024;
- the contract is effective for not longer than 3 years; and
- the District notified the Michigan Department of Labor and Economic Opportunity (LEO) of the contract.

##### B. Definitions

1. “ESTA benefit year” means the 12-month period from July 1 to June 30.
2. “Eligible employee” means an employee engaged in service to the District. The following, however, are not eligible employees:
  - a. an unpaid trainee or unpaid intern;
  - b. a person employed in accordance with the Michigan Youth Employment Standards Act, MCL 409.101, *et seq*; or
  - c. positions when the employee may schedule their own working hours as approved by the Superintendent or designee. For those approved positions, the District will not take adverse personnel action for failure to schedule a minimum amount of working hours.

If a collective bargaining agreement or contract meets the requirements in Section A above, then an employee covered by that contract is not an eligible employee until the contract expires.

3. “Family member” is defined as:

- a. biological, adopted, or foster child, stepchild or legal ward, a child of a domestic partner, or a child to whom the eligible employee stands *in loco parentis*;
  - b. biological parent, foster parent, stepparent, or adoptive parent or legal guardian of an eligible employee or an eligible employee's spouse (under the laws of any state) or domestic partner or a person who stood *in loco parentis* when the eligible employee was a minor child;
  - c. an individual to whom the eligible employee is legally married under the laws of any state or a domestic partner;
  - d. grandparent, grandchild, and biological, foster, or adopted sibling;
  - e. an individual related by blood; or
  - f. an individual whose close association with the eligible employee is the equivalent of a family relationship.
4. "Earned sick time" means paid leave as allowed by the ESTA.
  5. All other ESTA-defined terms apply to this Policy.

#### C. Wait Period and Leave Reinstatement Upon Re-Employment

A newly hired eligible employee may not use accrued earned sick time until 120 calendar days after the employee's start date, unless otherwise provided in a collective bargaining agreement, individual employment contract, employee handbook, or the ESTA.

Upon discharge or other separation from employment, an employee automatically loses accrued earned sick time unless the employee is rehired by the District within 2 months of the separation.

Accrued earned sick time that is not used before an employee's separation from employment will have no monetary value. If an employee separates from employment and is rehired by the District not more than two (2) months after separation, the District will reinstate previously accrued and unused earned sick time and allow the employee to use that earned sick time and accrue additional earned sick time upon reinstatement. This paragraph does not apply if the District paid the employee the value of the employee's unused accrued earned sick time at the time of separation.

#### D. ESTA Leave Accrual and Frontloading

##### 1. Leave Accrual

Unless the District frontloads earned sick time under Section D(2), an eligible employee begins accruing earned sick time on February 21, 2025 or the employee's start date, whichever is later.

An eligible employee will accrue 1 hour of earned sick time for every 30 hours worked, but the eligible employee may only use up to 72 hours of earned sick time in a single ESTA benefit year. An FLSA-exempt eligible employee is assumed to work 40 hours per workweek unless the employee's normal workweek is less than 40 hours.

Up to 72 hours of unused accrued earned sick time will carry over from ESTA benefit year to ESTA benefit year.

## 2. Frontloading Leave

For each ESTA benefit year, the District may frontload earned sick time consistent with this policy, a collective bargaining agreement, or individual employment contract.

If frontloading, the District will grant a full-time eligible employee 72 hours of earned sick time at the beginning of an ESTA benefit year. For a part-time eligible employee, the District will provide the employee with:

- a written notice of how many hours the employee is expected to work during the ESTA benefit year at the time of hire;
- an amount of earned sick time at the beginning of the ESTA benefit year that is proportional to the earned sick time the employee would accrue if the employee worked all the hours in that written notice; and
- 1 hour of earned sick time for every 30 hours worked after the employee exceeds the work hours in that written notice.

Frontloaded earned sick time will not carry over from one ESTA benefit year to the next unless authorized in the applicable collective bargaining agreement, individual employment contract, or handbook.

## 3. Compliance Presumption

The District is in compliance with this Section D if it:

- provides an eligible employee with paid time off in at least the same amounts of time off described in the ESTA that may be used for ESTA purposes or any other approved purpose, with the time used for an ESTA purpose being subject to the ESTA; or
- is a signatory to a collective bargaining agreement that requires contributions to a multiemployer plan under the Employee Retirement Income Security Act, subject to certain conditions.

## E. Additional Absences

Additional absences, above and beyond earned sick time under the ESTA, are governed by an applicable collective bargaining agreement, individual employment contract, or Board Policy.

#### F. Permissible Uses

An eligible employee may use earned sick time for the following reasons:

1. the employee's mental or physical illness, injury, or health condition; medical diagnosis, care, or treatment of the employee's mental or physical illness, injury, or health condition; or preventative medical care for the employee;
2. for the employee's family member's mental or physical illness, injury, or health condition, medical diagnosis, care, or treatment of the employee's family member's mental or physical illness, injury, or health condition or preventative medical care for a family member of the employee;
3. if the employee or the employee's family member is a victim of domestic violence or sexual assault, for medical care or psychological or other counseling for physical or psychological injury or disability, to obtain services from a victim services organization, to relocate due to domestic violence or sexual assault, to obtain legal services, or to participate in any civil or criminal proceedings related to or resulting from the domestic violence or sexual assault;
4. for meetings at a child's school or place of care related to the child's health or disability, or the effects of domestic violence or sexual assault on the child; or
5. for closure of the employee's place of business by order of a public official due to a public health emergency, for an employee's need to care for a child whose school or place of care has been closed by order of a public official due to a public health emergency, or when it has been determined by the health authorities having jurisdiction or by a health care provider that the employee's or employee's family member's presence in the community would jeopardize the health of others because of the employee's or family member's exposure to a communicable disease, whether or not the employee or family member has actually contracted the communicable disease.

#### G. Use of Earned Sick Time

If the eligible employee's need to use leave is foreseeable, the employee must provide notice to the District of the employee's intent to use earned sick time at least 7 days prior to the date leave is to begin. If the eligible employee's need to use leave is not foreseeable, the employee must provide notice to the District of the employee's intent to use earned sick time as soon as practicable. For leave of more than 3 consecutive days, upon District request, the eligible employee must provide the District – within 15 days after the request – reasonable documentation that earned sick time was used for an ESTA purpose. The District will be

responsible for paying the eligible employee's costs in obtaining the requested documentation.

In cases of domestic violence or sexual assault, reasonable documentation includes any of the following:

- a police report indicating that the employee or the employee's family member was a victim of domestic violence or sexual assault;
- a signed statement from a victim and witness advocate affirming that the employee or the employee's family member is receiving services from a victim services organization; or
- a court document indicating that the employee or the employee's family member is involved in legal action related to domestic violence or sexual assault.

All health, sexual assault, and domestic violence information and documentation received from an employee about earned sick time remains confidential and will not be disclosed, except to the employee, with the employee's written permission, or as and to the extent required by law.

Failure to comply with notice procedures or document requests to support the use of earned sick time, or using earned sick time for a non-permissible use, may result in discipline, including discharge.

Unless otherwise provided in an employee's collective bargaining agreement, individual employment contract, or handbook:

- earned sick time must be used in hourly increments; and
- an employee using earned sick time will not receive overtime pay, holiday pay, or bonuses for the earned sick time.

#### H. Notice and Recordkeeping

The District will:

1. provide an ESTA notice created by LEO to each eligible employee at hire or by March 23, 2025, whichever is later (see 4113-F-1);
2. display in a conspicuous location in each of its buildings the ESTA poster created by LEO; and
3. retain for not less than 3 years records documenting hours worked and earned sick time taken by eligible employees.

Legal authority: MCL 408.934b, 408.961 et seq., *Mothering Justice v Attorney General*,  
2024 Mich LEXIS 1454 (July 31, 2024)

Date adopted: April 28, 2025

Date revised: December 8, 2025



## Series 5000: Students, Curriculum, and Academic Matters

### 5400 Curriculum, Instruction, and Parent Involvement

#### 5405 *Title I Parent and Family Engagement Policy*

##### A. Development and Annual Review

This Policy will be jointly developed and annually reviewed, amended, and distributed to Parents and family members of participating students and the local community in an understandable format, and to the extent practicable, in a language the Parents can understand.

Parents and family members must have opportunities for meaningful input during the annual review process. Information about how Parents and families may provide input will be posted on the District's website. The annual review of this Policy's content and effectiveness will be used to design evidence-based strategies for more effective parental involvement, to revise this Policy, and to remove barriers to Parent and family participation.

This Policy includes a School-Parent Compact jointly developed by the District and Parents that outlines how the Title I school, Parents, and students share responsibility for improved student academic achievement and the means by which the school and Parents build and develop a partnership to help students achieve state education standards.

##### B. Parent and Family Engagement

The District recognizes the unique needs of students served in its Title I program and the importance of Parent and family engagement in the Title I program.

1. Parent and family engagement means the participation of Parents through regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that:
  - a. Parents play an integral role in assisting their child's learning;
  - b. Parents are encouraged to be actively involved in their child's education at school;
  - c. Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
  - d. other activities, such as those described in section 1116 of the Elementary and Secondary Education Act (ESEA) are carried out.
2. Parent and family engagement activities are required under this Policy and include, for example, activities such as:

- a. an annual school meeting to: inform Parents of their school's participation under Title I, Part A; clarify the requirements of Title I, Part A; and explain Parents' right to be involved. Additional meetings may be scheduled, based on need and interest;
- b. providing Parents information about the school's Title I, Part A programs, including a description of the school's: curriculum, forms of academic assessment used to measure student progress, proficiency levels students are expected to meet, achievement levels of the state academic standards, and coordination and integration with other federal, state, and District programs;
- c. opportunities to participate in activities to build Parent involvement capacity, such as training and providing materials to help Parents to work with their students to improve achievement and encouraging volunteer work at the school as appropriate;
- d. opportunities for Parent-teacher conferences, in addition to those regularly scheduled by the District, if requested by the Parents or as deemed necessary by District staff;
- e. coordination and integration of parental involvement programs and activities with other community programs. These may include cooperation with community programs such as Head Start, preschools, and other community services; and
- f. educating teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of Parents, in the value and utility of parental contributions, how to reach out to, communicate with, and work with Parents as equal partners.

All Parents, including those with limited English proficiency, disabilities, or limited literacy and those who are economically disadvantaged, of a minority background, or migratory, will have opportunities to participate in Title I parent engagement activities.

Communication to Parents about student progress and other Title I matters will be provided in a language the Parent can understand, to the extent practicable. Responses to Parent concerns will be provided in a timely manner.

### C. District Obligations

The District will:

1. operate programs, activities, and procedures for the involvement of Parents in all its schools with Title I, Part A programs. Those programs, activities, and procedures will be planned and operated with meaningful consultation with Parents of participating children;

2. work with its schools to ensure that school-level Parent and family engagement practices are implemented appropriately, and include, as a component, the School-Parent Compact;
3. incorporate this Policy into its LEA plan developed under section 1112 of the ESEA;
4. provide opportunities for the informed participation of all Parents and family members, by providing information and school reports as required by law in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language Parents understand; and
5. if the LEA plan developed under this Policy is not satisfactory to the Parents of participating children, submit Parent comments when it submits the plan to the Michigan Department of Education.

#### D. Implementation

1. The District will take the following actions to involve Parents in the joint development of this Policy:
  - Buildings designated as Title 1 buildings will hold an annual meeting where Title 1 staff will review the policy and provide an opportunity for parents to provide input.
  - Following the annual meeting, the district policy will come to the Board of Education for action, where families will also have the opportunity to provide input through public comment.
2. The District will provide the following coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective Parent and family engagement activities to improve student academic achievement and school performance:
  - Create and maintain a districtwide calendar of parent workshops, literacy nights, and training opportunities.
  - Offer regular district-wide workshops or virtual webinars on topics such as:
    - Supporting learning at home
    - Navigating school systems (IEPs, report cards, graduation requirements)
    - Using technology platforms like PowerSchool or Google Classroom

- Develop a Title 1 section on the district webpage to include the District Title 1 Policy, The District Title 1 Parent and Family Engagement Policy, The Title 1 Family-Student-Teacher compact, and resources for families to support students at home in reading and math by grade level and/or reading skill.
  - Provide language support for communication, meetings, and materials to reach multi-language families.
  - Continue to use Mi Student Voice Survey data analysis to measure the effectiveness of family engagement and to identify needs.
  - Provide support to encourage participation in School-Based Family Engagement Events, such as Math/Reading Nights, science fairs/steam days, parent-teacher conferences, open house, etc.
  - Offer training to staff on culturally responsive family engagement practices and two-way communication skills.
  - Solicit input from the District School Council on suggested family engagement activities or practices.
3. The District will take the following actions to conduct, with the involvement of Parents, an annual evaluation of the content and effectiveness of this Policy:
- Each spring, feedback will be solicited through the District School Council and individual building school/community councils on the policy.
4. To encourage strong Parent and family engagement, the District will:
- a. hold an informational meeting at least annually to explain this Policy and the school's Title I programming. All Parents of participating students will be invited to this meeting. Invitations may take the form of notes sent with students, announcements in the school newsletter, and notice posted on the school's website;
  - b. provide assistance to Parents and children served by the District in understanding topics such as:
    - state academic standards;
    - state and local academic assessments, including alternate assessments;

- Title I, Part A requirements;
  - child progress monitoring; and
  - collaboration with educators.
- c. provide materials and training to help Parents work with their children to improve academic achievement and use technology to foster Parent and family engagement by:
- providing materials to families to help improve academic achievement.
  - offering resources for families at school events.
- d. educate Employees on how to communicate and work with Parents as equal partners, implement Parent programs, and build ties between Parents and schools by:
- providing a variety of professional development around building effective parent programs and family engagement during the district-provided professional learning days.
- e. to the extent feasible and appropriate, coordinate and integrate Parent and family engagement programs and activities with other relevant federal, state, and local programs, and conduct other activities, such as parent resource centers, that encourage and support Parents in participating in the education of their children, by:
- offering resources to families through the ELPS Health Center and the district’s annual Mental Health Summit.
- f. ensure that information related to the District and Parent programs, meetings, and other activities is sent to the Parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the Parents can understand by:
- utilizing our PowerSchool Eblast system to share information on events, with the option to translate the communication into the family’s home language.

Legal Authority: 20 USC 6318

Date adopted: December 13, 2021

Date revised: December 9, 2024

Date revised: December 8, 2025

**B. Purchase of Technology Hardware**

**62**

*Motion: I move that the Board of Education approve the purchase of 415 Chromebooks from SEHI in the amount of \$105,742.00.*



509 Burcham Drive, East Lansing, MI 48823  
 Technology & Media Services Department  
 (517) 333-7418 Phone (517) 333-7404 Fax

**East Lansing**  
 Public Schools

November 18, 2025

To: Board of Education  
 From: Christian Palasty, Director of Technology & Media Services

**Subj: ACTION ITEM – Purchase of Technology Hardware**

**Motion: MOVE TO APPROVE THE PURCHASE OF 415 CHROMEBOOKS FROM SEHI IN THE AMOUNT OF \$105,742.00**

We are asking to purchase Chromebooks and licensing from SEHI in these amounts:

Qty	Item	Cost per	Total Cost
325	Chromebooks, HP Fortis G10	225.00	73,125.00
325	Chromebook Google License	29.80	9,685.00
90	Chromebooks, HP Fortis G10	225.00	20,250.00
90	Chromebook Google License	29.80	2,682.00

The Chromebooks will be purchased out of the Sinking Fund account while the Google license will be purchased out of the General Fund. The license is required in order to operate and manage the Chromebook device.

The purchase is being made through the state REMC program and meets all state and local bidding requirements.

**C. Sex Education Curriculum**

**64**

*Motion: I move that the Board of Education approve Rights, Respect, and Responsibility (Michigan Aligned, High School Lessons -2023) to replace Michigan Model for Health "Healthy and Responsible Relationships: HIV, Other STIs, and Pregnancy Prevention" for high school health classrooms (grades 9-12).*

# Memo

**To:** Dori Leyko, ELPS Superintendent

**From:** Anne Scott, ELPS Sex Education Supervisor; Melisa Fore, SEAB Co-Chair; Danny Hearit, SEAB Co-Chair

**Date:** October 13, 2025

**Subject:** 9th -12th Grade HIV/STI and Sex Education Curriculum Approval Recommendation: Rights, Respect and Responsibility by Advocates for Youth

The East Lansing Public Schools (ELPS) currently uses the Michigan Model for Health's HIV/STI and sex education curriculum as its base curriculum in upper middle school and high school health classrooms (grades 7-12). In response to feedback on the limitations of the current curriculum, the district's Sex Education Advisory Board (SEAB) began exploring affordable, digitally accessible, comprehensive curriculum options that align with current national standards for sexual health education and meet Michigan's requirements for HIV and sex education to ensure ELPS students receive the most inclusive, comprehensive, and up-to-date education on HIV prevention and sexual health.

In accordance with district policy 5407 (ELPS Curriculum Adoption Process), the by-laws of the East Lansing Public School's Sex Education Advisory Board (SEAB), and the state of Michigan's HIV and Sex Education regulations, the East Lansing Public School's Sex Education Advisory Board (SEAB) engaged in a process to review and adopt an updated HIV/STI and sexual health curriculum for 7th through 12th grades. Over the 2024-25 school year, a committee of district staff and SEAB members reviewed curriculum options which identified "[Rights, Respect, and Responsibility \(Michigan Aligned -2023\)](#)", published through Advocates for Youth, as meeting the SEAB's criteria for inclusiveness, comprehensiveness, digital availability and up-to-date alignment with Michigan state requirements and national HIV prevention and sexual health standards. After reviewing the results of lesson pilots conducted at the end of the 2024-25 school year, the ELPS SEAB determined that *Rights, Respect, and Responsibility* (High School Lessons) was the best option to replace the *Michigan Model for Health "Healthy and Responsible Relationships: HIV, Other STIs, and Pregnancy Prevention"* for high school health classrooms (grades 9-12).

["Rights, Respect, and Responsibility \(Michigan Aligned -2023\)"](#) and associated teacher training and instruction support are available at no cost to the district. The whole curriculum (lessons and supportive materials) is publicly accessible online. This added accessibility feature enhances the district's transparent process for meeting its [legal obligation](#) to ensure that parents and/or legal guardians have the opportunity to review content and materials before instruction.

The ELPS Sex Education Advisory Board (SEAB) recommends that the ELPS Board of Education accept this recommendation and consider approval of [Rights, Respect, and Responsibility \(Michigan Aligned, High School Lessons -2023\)](#) to replace *Michigan Model for Health "Healthy and Responsible Relationships: HIV, Other STIs, and Pregnancy Prevention"* for high school health classrooms (grades 9-12).

# ELPS HIV/Sex Education Curriculum Pilot Report

## Background:

In accordance with district policy 5407 (ELPS Curriculum Adoption Process), the by-laws of the East Lansing Public School's Sex Education Advisory Board (SEAB), and the state of Michigan's HIV and Sex Education regulations, the East Lansing Public School's Sex Education Advisor Board engaged in a process to review and adopt an updated HIV and sexual health curriculum for 7th through 12th grades. After convening a review committee comprised of district staff and SEAB members, curriculum options were reviewed over the 2024-2025 school year, with the ultimate recommendation that the Advocates for Youth's "[Rights, Respect, and Responsibility \(Michigan Aligned -2023\)](#)" curriculum best met the SEAB's criteria for inclusiveness, comprehensiveness, digital availability and up-to-date alignment with Michigan state requirements and national HIV prevention and sexual health standards. Therefore, a curriculum piloting plan was developed to gather feedback from students and teachers as the next stage of the review process.

## Pilot Plan

The goal of the pilot was to gather feedback from educators and students regarding the relevance, relatability, and classroom experience associated with the lessons and materials. Following the pilot phase, feedback from educators and students was gathered through surveys. The selected pilot lessons included three lessons for grades 7-8 and three for grades 9-12. Each of these lessons covers themes related to STI/HIV and pregnancy prevention, sexual violence prevention, and responsible decision-making.

7th Grade & 8th Grade <a href="#">Lesson 4 - Protecting Your Health: Understanding and Preventing HIV and STIs</a> ;
7th Grade & 8th Grade <a href="#">Lesson 6 - Making SMART Choices</a> ,
7th Grade & 8th Grade <a href="#">Lesson 8 - Warning Signs: Understanding Sexual Abuse and Assault</a>
9-12th Grade: <a href="#">Lesson 2 - Unhealthy Relationships: Plan for Safety</a>
9-12th Grade: <a href="#">Lesson 5 - Planning and Protection: Avoiding and Managing STIs</a> ;
9-12th Grade: <a href="#">Lesson 11: Rights, Respect, Responsibility - Don't Have Sex Without Them</a> ;

The pilot was scheduled to occur from late April through the first week of June of the 2024-25 school year, aligning with the usual timing of HIV/sex education instruction in 7th and 8th-grade science and High School health classrooms. Teachers were provided with the pilot lesson materials and orientation from the district Sex Education Supervisor in advance of the implementation period. During this orientation phase, the Sex Education Supervisor determined that the Middle School [Lesson 8 - Warning Signs: Understanding Sexual Abuse and Assault](#) needed to be excluded from the pilot, as teachers expressed concerns about preparedness to manage and respond to any potential surfacing of trauma or adverse emotional response from students.

The pilot materials were included in the parent notification process before the start of HIV/sex education instruction. They were also available for parent review, just as our other approved sex education materials. Parents were able to voluntarily opt their child out of the pilot lessons before instruction, and those students were excluded from the pilot.

### Results:

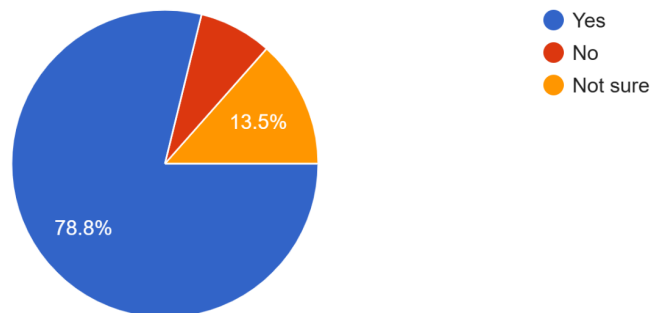
#### High School (Grades 9 - 12)

Through one of the two high school health classrooms, 52 ninth- and twelfth-grade students participated in the pilot and completed the student survey.

The majority of high school respondents stated that they did learn something helpful or meaningful to them.

Did you learn something helpful or meaningful to you?

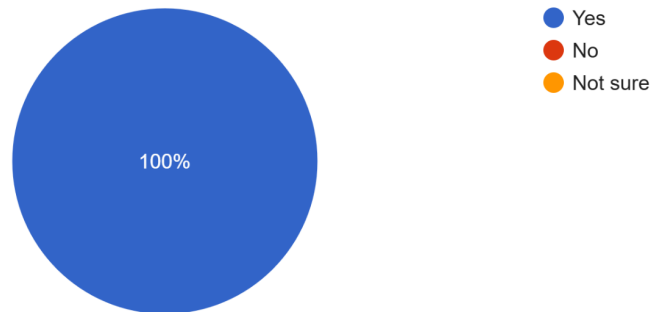
52 responses



All of the high school survey respondents found the lessons easy to understand.

Were the lessons easy to understand?

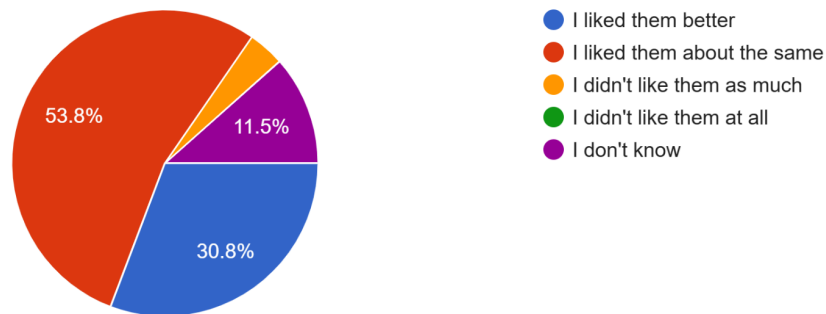
52 responses



Over 84% of high school respondents stated that they preferred the Rights, Respect, and Responsibility curriculum over or equal to the current curriculum. Only 3.8% of student respondents (2) stated they did not like the pilot lessons as much as the current curriculum, and about 11.5% (6 students) said they were unsure or didn't know.

Did you like these lessons more or less than the other sex education/HIV prevention lessons you have participated in this year?

52 responses



The high school survey respondents shared several things they liked about the lessons they participated in. Many found the subjects, such as consent and safe sex, engaging and relevant. Others commented on the lesson presentation, finding the material easy to understand, particularly due to the lesson format and the use of educational videos. Some expressed appreciation of practical learning about protection methods and the implications of STIs, emphasizing the relevance of this knowledge in their lives. Comments also highlighted the use of “real-life scenarios,” which helped prompt relatable discussions about healthy versus unhealthy relationships and helped clarify complex concepts. Overarchingly, the comments

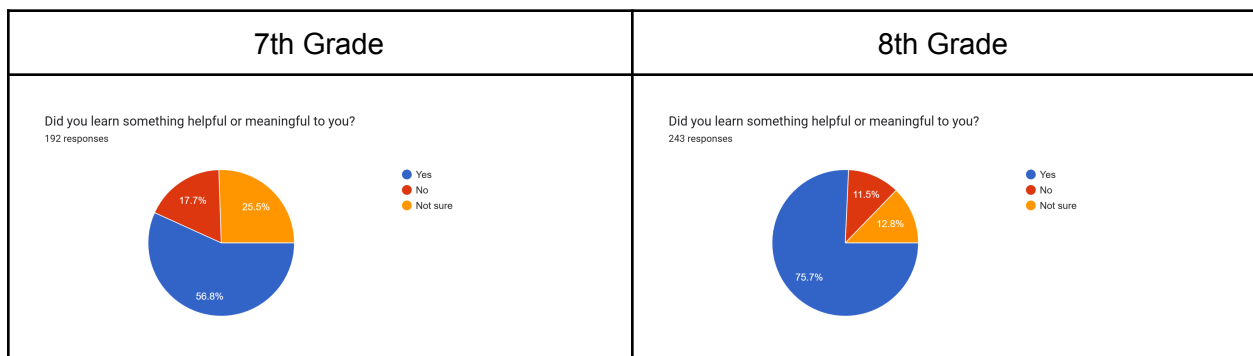
expressed a consensus that the information presented was not only crucial but also empowering, promoting awareness and careful decision-making. Overall, commenters found the lessons to be effective in educating about significant topics straightforwardly and engagingly. One respondent stated, *“I liked that the lesson about consent went super in-depth, because I had never thought to think so much about it.”* Another noted that the lessons *“can be applied to our lives right now”*.

When asked about what they disliked about the lessons, there were no major grievances; several participants expressed a desire for more depth and better presentation in the lessons. Some of the comments expressed a sense that the students already knew or were familiar with the information. (One responder stated that they’ve *“heard it a million times”*). Yet, other students commented that those who do not identify as straight might need more detail about STI prevention and treatment than what was offered. Another expressed interest to learn more about preventing sexual assault or unhealthy relationships. Some students felt the lessons moved too quickly or were too short. Some found certain readings confusing, and a few mentioned that some content was presented in a way that felt unrealistic or uncomfortable. Some did not specify elements of the curriculum they disliked, but rather expressed a general dislike or discomfort with the topic (sexual health).

The high school student feedback reflects a generally positive response to the lessons, highlighting that they were helpful, informative, and educational. Many participants appreciated the unique perspectives, clear explanations, and the emphasis on important topics like consent and respect. There were a few neutral or mildly negative comments, but overall, the majority indicated that they learned a lot and found the content relevant and useful for their age group.

### Middle School (Grades 7 & 8)

At the middle school, 198 seventh graders and 247 eighth graders who participated in the pilot lessons responded to the survey.



56.8% of the middle school survey respondents found that they learned something helpful or meaningful.

Middle school survey respondents reported enjoying the realistic scenarios and group discussions that encouraged them to share their perspectives. Some noted the lessons were easy to understand and engaged them, while others felt uncomfortable discussing certain topics or had prior knowledge of the content. There was a general consensus that the lessons were beneficial for learning about safety, decision-making, and preparing for real-life situations. Some stated that they liked the humorous and relatable scenarios, which contributed to their positive learning experience. Overall, while experiences varied, many students valued the opportunity to learn and discuss the topics interactively.

What students said they liked least were some of the videos and the repetitiveness of the material. Many students found the videos boring, awkward, or cringeworthy, with critiques that they lacked realism. There was a common sentiment that much of the content felt repetitive or familiar since they had learned similar topics in previous lessons. Several students reported discomfort discussing sensitive topics or found the discussions irrelevant to their lives. Several respondents expressed that the lesson felt lengthy and unengaging, with a few stating that they would have preferred more variety in the subject matter or different teaching methods. Many of the middle school comments acknowledged that the information was helpful, even if it wasn't delivered in a compelling manner.

The feedback on the Rights Respect and Responsibility lessons for middle school shows a mix of opinions. Some students found it informative and appreciated the direct approach, considering it helpful. Others felt it was repetitive of information they had already learned about in prior grades. Many comments described the lessons as average or okay, with some expressing discomfort about the topic but recognizing its importance. Overall, while some students enjoyed the content and found it educational, others found it boring or targeted towards a younger audience.

## **Teacher Feedback:**

The high school educator who piloted the lessons for their class was very enthusiastic about the lesson format, student response, and quality of the lesson plans compared to the currently approved curriculum. Their survey response described their students as “highly engaged” with the lessons, and they highly recommended that the district consider adopting the Rights, Respect, and Responsibility curriculum.

For seventh and eighth-grade science educators, who currently deliver HIV education through the Michigan Model health curriculum, the orientation process surfaced more complicated concerns. Primarily, the seventh and eighth-grade science teachers are not health-certified, and therefore not licensed to provide comprehensive sexual health education, such as *Rights Respect and Responsibility*, in the State of Michigan. The current curriculum, *Michigan Model - Growing Up and Staying Healthy: Understanding HIV and Other STIs*, aligns with state law and is designed to accommodate non-health-certified teachers. After confirming with the District Assistant Superintendent and Curriculum Director that the remaining two pilot lessons (one focused on HIV/STI prevention and the second on making “SMART” choices) fell within the teachers' licensed scope, the educators were able to proceed with the pilot after the third lesson (focused on preventing sexual abuse/violence) was removed. Middle school teachers who responded to the teacher survey generally found their students were adequately engaged with

the lessons, but did not report liking the pilot lesson materials any more than their current materials.

### **Summary & recommendations:**

The goal of the pilot was to gather feedback from educators and students regarding the relevance, relatability, and classroom experience associated with the lessons and materials. At the High School level, teachers and students responded positively to the material, finding it mostly relevant and relatable. Both students and teachers seemed to enjoy the lessons and materials. The critiques were not strongly adverse to the materials, but rather directed to a desire for more information or were connected to a general dislike of the topic, regardless of the curriculum.

At the Middle School level, the pilot results were less strong in terms of relevance, relatability, and experience. Students' comments were not consistently positive, and students found the content to be redundant and even less informative than the information received at the sixth-grade level. Moreover, a significant instructional barrier was the discovery that none of ELPS's seventh and ninth-grade science teachers (who deliver current HIV/sex education instruction) are health-certified, and therefore not able to implement sex education content beyond HIV education under their current license. This likely also contributed to the educator's discomfort and sense of unpreparedness to deliver content related to sexual violence prevention and healthy relationships.

Based on the outcomes of the pilot, Rights, Respect, and Responsibility appears to meet the instructional and experiential criteria to proceed to the next phase of ELPS's curriculum review and the Sex Education Advisory Board's recommendation process for replacing the high school HIV/Sex education curriculum.

Based on the pilot results, Rights, Respect, and Responsibility would not be a suitable replacement for the middle school HIV/sex education curriculum, and an alternative curriculum enhancement option should be sought.

**D. Tuition Rates**

*Motion: I move that the Board of Education approve the 2025-26 tuition rates as presented.*

**72**



## MEMORANDUM

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**TO:** ELPS Board of Education, Dori Leyko, Superintendent

**FROM:** Lisa Allen, Director of Finance

**SUBJECT:** Action Item – 2025-26 Tuition Rates for Non-resident Pupils

**DATE:** December 8, 2025

**Recommendation:**

It is recommended that the Board of Education approve the 2025-26 tuition rates as presented.

**Background**

From the 11/10/2025 Board of Education Packet:

*Each year, the Board of Education is required to establish tuition rates in accordance with Section 380.1401 of the Michigan Revised School Code. This determination typically coincides with the completion of the annual audited financial statements, as the tuition calculation is based on the District's operating costs from the preceding fiscal year.*

*Tuition rates apply only to non-resident students who wish to enroll in the District outside of the Schools of Choice provisions. For example, suppose the District designates ten (10) available slots for sixth grade and fills eight (8) through the Schools of Choice process. In that case, a non-resident student who applies after the close of that process may be considered for enrollment as a tuition student. Conversely, if all available slots are filled through Schools of Choice and a waiting list exists, the District would not consider additional non-resident tuition students for that grade level.*

*The District rarely enrolls tuition students, with only one such instance occurring over the past sixteen (16) fiscal years. Attached is the calculation of the 2025-26 tuition rates for Board review.*

EAST LANSING PUBLIC SCHOOLS  
2025-26 TUITION RATES for NON-RESIDENT PUPILS ONLY  
(Based on ELPS 2024-25 FID Report)

Total 2024-25 General Fund expenditures per FID report		\$ 58,357,328
Less Summer School (119)	(296,961)	
Less Transportation (271)	(1,867,258)	
Less Community Services (3xx)	(33,360)	
Less Payment to Other Public Schools in MI (8xxx)	(2,725,131)	
Less Debt Services (5xx)	(66,762)	
Less Fund Modification (6xx)	-	
Less Capital Outlay (6xxx)	(291,591)	(5,281,063)
Total adjusted 2024-25 General Fund expenditures		<u>53,076,265</u>
Divided by 2024-25 State Aid Membership, per August 2025		<u>3,701.70</u>
Net per capita operating cost		<u>\$ 14,338.35</u>

1. Tuition grades K-6:

Per capita cost		\$ 14,338.35
Plus 25% of per capita cost		<u>3,584.59</u>
Maximum allowable for Kindergarten through 6th Grade		17,922.94
[ 17,922.94 / 1,098 = 16.32 per hour (K-6)]		
Less Foundation Allowance per pupil (Legislated amount for 2025-26)		<u>(10,050.00) <sup>1</sup></u>
<b>Tuition Amount for Grades K-6</b>		<b><u>\$ 7,872.94</u></b>

2. Tuition grades 7-12:

Per capita cost		\$ 14,338.35
Plus 15% of per capita cost		<u>2,150.75</u>
Plus 12.5% of total		<u>2,061.14</u>
Maximum allowable for 7th through 12th Grade		18,550.24
[ 18,550.24 / 1,098 = 16.89 per hour (7-12)]		
Less Foundation Allowance per pupil (Legislated amount for 2025-26)		<u>(10,050.00) <sup>1</sup></u>
<b>Tuition Amount for Grades 7-12</b>		<b><u>\$ 8,500.24</u></b>

1 - Attorney General's opinion states that if a release from the resident district is obtained, the "educating district must deduct the higher of the resident district's foundation allowance or the educating district's foundation allowance." The amount listed is ELPS foundation (\$10,050) and would be replaced with the resident district's foundation if greater than ELPS.

**X. Committee Reports**

- A. Academic and Technology Committee
- B. Facilities Committee
- C. Finance Committee
- D. Intergovernmental Relations
- E. Personnel Committee
- F. Policy Committee
- G. Ingham School Officers Association (ISOA)

**XI. Announcements**

- A. The next regular scheduled meeting of the Board of Education is the organizational meeting on January 12, 2026.

**XII. Adjournment**

***Respectfully Submitted,***

***Dori Leyko  
Superintendent***