



# East Lansing Board of Education

509 Burcham Drive, East Lansing, MI 48823

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Regular Meeting  
November 10, 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 of the November 10, 2025, regular meeting as presented.*

E. **Approval of Minutes**

**Motion: I move that the Board of Education approve the minutes of the following meeting as presented.**

1. October 27, 2025, regular meeting

2

I. **Opening of Meeting**

I.A. **Call to Order**

The meeting was called to order by President Martin at 7:03 pm.

I.B. **Roll Call**

Attendance Taken at 7:03 PM. Chambers: Present, Edsall: Present, Faris-Hylen: Present, Lyons: Absent, Martin: Present, Torrez: Present, Tykocki: Present.

Student Representative Dijagah: Present, Meghea: Present.

Superintendent Leyko: Present.

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

The mission statement was read by Trustee Tykocki.

I.D. **Approval of Agenda**

*Motion: 25-26/042: I move that the Board of Education approve the agenda of the October 27, 2025, regular meeting, as presented.*

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

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

Aye: 6, Nay: 0, Absent: 1

I.E. **Approval of Minutes**

*Motion 25-26/043: I move that the Board of Education approve the October 14, 2025, regular meeting minutes, as presented.*

I.E.1. October 14, 2025, regular meeting

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

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

Aye: 6, Nay: 0, Absent: 1

II. **Recognition**

Trustee Faris-Hylen reported:

- The marching band joined the Michigan competing band association last year and is one of 60 bands that competes throughout the fall. They placed ninth in flight 2, which

earned them a trip to perform at the state championship finals at Ford field this Saturday at 11:14 AM.

They are one of 50 marching bands from the state of Michigan that will be performing their 2025 show “Beacons” on Saturday.

The marching band has 143 EL high school students in grades nine through 12 and is directed by Dave Larzelere, with percussion instructor, Calvin Dugan, and color guard instructor Anna Threatt.

- Trustee Chambers commented on the artistry and production that is involved with the marching band. The show is spectacular. It is extraordinary what the marching bands do on the field – so excited to see the band on Saturday.
- Trustee Torrez talked about the Smithsonian National Youth Summit panel on October 23 hosted by MSU. Two high school teachers, Julie Berridge and Emily Zann, represented East Lansing well. The students did a great job, even stumping the panel with really difficult questions.

### III. **Student Representative Report**

- Powderpuff was on Thursday and the seniors won. They raised over \$4,000 for the Karmanos Cancer Center at McLaren.
- Liam Preisser, cross country runner, qualified for states. He was the only qualifying member in the cross-country program.
- Kinley Kiefer qualified for golf regionals.
- Key Club held their annual Pickleball tournament to raise money for UNICEF. It was a lot of fun and the winners were Herr Orange and Mr. Paddock.
- Marching band performed at all of the elementary schools. A great way to get exposure about the performing arts programs. Also, last Saturday they won ninth place in Flight 2 and won best percussion.
- Girls swim team season has ended. The senior class has remained undefeated in the pool. Junior Ava Harmon qualified for MSA which is similar to the swim state finals.
- Varsity football beat Holt last Friday and will play in the playoffs this Friday.
- In November some students will be attending the MSAN student conference in Virginia.
- Model UN has their CASC conference soon.
- Very busy month – early college application deadline is November 1.
- Winter sports will begin soon.

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

Click [here](#) for the Superintendent's Report.

V. **Consent Agenda**

*Motion: 25-26/044: I move that the Board of Education approve the consent agenda for the following item:*

V.A. New Hire

V.A.1. Hiring of Cyndy Vue - 1.0 FTE School Social Worker at MacDonald Middle School at MA Step 13 effective date October 28, 2025.

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

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

Aye: 6, Nay: 0, Absent: 1

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. **Presentation**

VII.A. Dave Nielsen, Maner Costerisan - Audited Financial Statements

Trustee Edsall asked when will the supplemental testing will be released?

Mr. Nielsen responded that he does not know. Usually receive in May and will file it once it is received.

VIII. **Board Discussion**

- Trustee Faris-Hylen reported that she received a thank you to the board for their support with the Glencairn pedestrian issues.
- Trustee Edsall stated that the City did vote in favor of blocking trucks coming down Harrison up to a certain weight class.
- Superintendent Leyko: New this year, as part of the Budget, the district must decide whether to opt in to Section 31aa – School Safety and Mental Health Funds. These funds come with certain stipulations. Thrun is recommending that the Board take formal action on whether to opt in. The deadline to decide is November 16, so action would be taken at the November 10 regular meeting. This topic will be included on the next Finance Committee agenda for discussion, and information will be shared with the full Board for review. This was also discussed at the last County Superintendents meeting, and we are awaiting two additional legal opinions, as it's unusual for a board to be required to take action on whether to opt into these funds. For East Lansing, the funding amounts to approximately \$140 per pupil, or just over \$500,000 in total. Funds are used for personnel for safety team

at the high school and middle school and district mental health coordinator.  
Superintendent Leyko suggests opting in as it is very significant funding for our district.

## IX. Action Items

### IX.A. **Audited Financial Statements for the Year Ended June 30, 2025**

*Motion: 25-26/045: I move that the Board of Education accept the audited financial statements for the fiscal year ended June 30, 2025, as presented.*

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

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

Aye: 6, Nay: 0, Absent: 1

### IX.B. **Policy Update**

*Motion: 25-26/046: I move that the Board of Education approve the update of Policy 5420 - Sex Education, as presented.*

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

Trustee Edsall reported that the update to this policy was to remove a redundant paragraph.

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

Aye: 6, Nay: 0, Absent: 1

## X. Committee Reports

### X.A. Academic and Technology Committee

- No report

### X.B. Facilities Committee

- The next meeting is November 6 at 12:00 pm in the HUB.

### X.C. Finance Committee

- Last meeting, we discussed the Audit review.
- The next meeting is November 3 at 1:00 pm in the HUB.

### X.D. Intergovernmental Relations

- The next meeting in October 29 at 9:30 am in the HUB.

### X.E. Personnel Committee

- No report

### X.F. Policy Committee

- The next meeting is November 3 at 10:30 am in Central Office.

- X.G. Ingham School Officers Association (ISOA)
  - The next meeting is November 5 and the committee members will tour the Beekman Center.

XI. **Announcements**

XI.A. The next regular scheduled meeting of the Board of Education is November 10, 2025.

XII. **Adjournment**

The meeting adjourned at 7:54 pm.

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President

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Secretary

**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 *Michigan Model for Health "Healthy and Responsible Relationships: HIV, Other STIs, and Pregnancy Prevention"* for high school health classrooms (grades 9–12).

8

# 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:

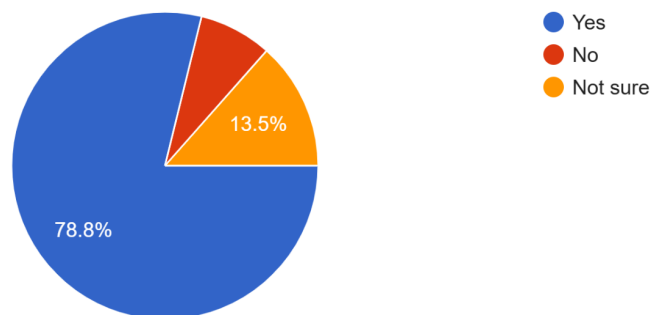
#### High School (Grades 9 - 12)

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?

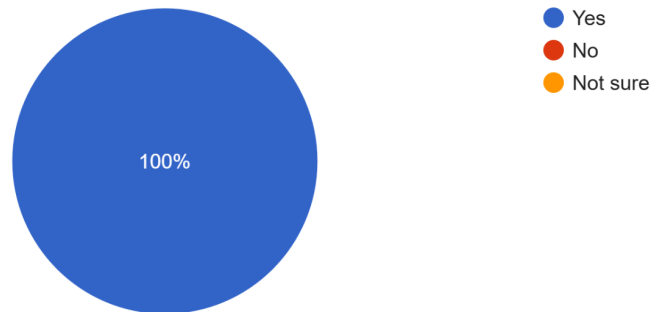
52 responses



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

Were the lessons easy to understand?

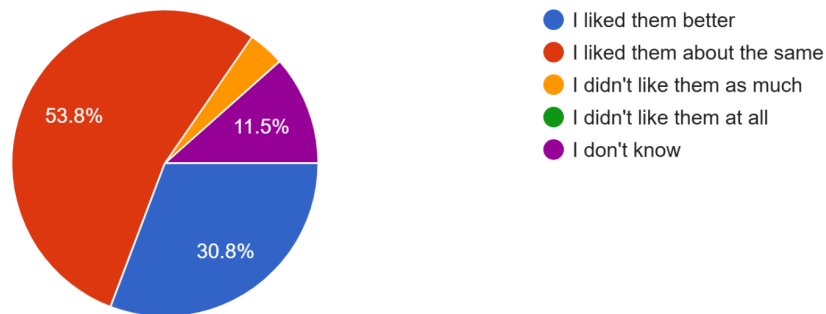
52 responses



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

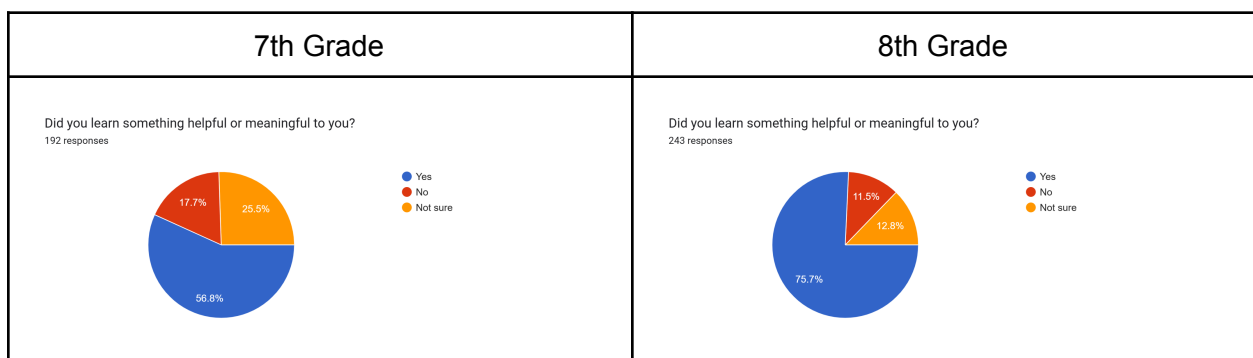
expressed a consensus that the information presented was not only crucial but also empowering, promoting awareness and careful decision-making. Overall, commenters found the lessons to be effective in educating about significant topics straightforwardly and engagingly. One respondent stated, *“I liked 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.

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. **Board Discussion**

A. Future Board Meeting Locations

VIII. **Closed Session**

*Motion: 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.*

*Roll Call Vote*

IX. **Action Items**

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

**16**

*Motion: 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.*

**Resolution A:  
Opt-In and Waiver**

East Lansing Public Schools , Michigan (the “District”)

A regular meeting of the board of education of the District (the “Board”) was held in the auditorium of MacDonald Middle School, within the boundaries of the District, on the 10th day of November, 2025, at 7:00 o’clock in the p.m. (the “Meeting”)

The Meeting was called to order by Chris Martin, President.

Present: Members

Absent: Members

The following preamble and resolution were offered by Member \_\_\_\_\_ and supported by Member \_\_\_\_\_:

**WHEREAS:**

1. Public Act 15 of 2025 amends State School Aid Act Section 31aa, MCL 388.1631aa, to allocate funding for fiscal year 2025/2026 to support school safety and student mental health initiatives, as well as to provide certain competitive grant funding (“31aa Funding”); and

2. To receive 31aa Funding, the District must agree to receive the funding in the form and manner established by the Michigan Department of Education (“MDE”) and either formally opt in or seek a competitive grant; and

3. As a condition of receiving either type of 31aa Funding, the District must agree in advance that, in the event of a “mass casualty event,” as defined in MCL 388.1631aa: (1) the District will be subject to and comply with a comprehensive investigation following such an event, and (2) the District will waive any privilege that may otherwise protect related information from disclosure; and

4. The Board has been advised of and fully informed regarding the legal and practical implications of this waiver requirement, including that it may affect the confidentiality of communications otherwise protected by the attorney-client privilege or other applicable privileges related to a “mass casualty event”; and

5. The Board acknowledges the concerns and implications of the 31aa Funding waiver requirements and has determined that it is in the District’s best interest to make an informed election regarding whether to accept or decline the 31aa Funding; and

6. The Board desires to authorize and direct Dori Leyko, Superintendent of Schools, or designee, to complete any documentation necessary to implement the Board’s election below.

**NOW, THEREFORE, BE IT RESOLVED THAT:**

1. The Board hereby resolves to opt in and accept Section 31aa Funding, subject to the conditions provided in MCL 388.1631aa. The Board acknowledges and affirms that it has been advised of the potential risks and consequences associated with waiving the attorney-client or other applicable privileges related to a “mass casualty event”. Subject to Paragraph 2 below, the Board affirmatively waives any privilege that may otherwise protect information from disclosure in the event of a “mass casualty event” and consents to be subject to and comply with a comprehensive investigation following such an event, as described in MCL 388.1631aa, but only to the minimal extent legally required to obtain such funding.

2. To the extent allowed by law, any waiver or consent authorized by Paragraph 1 above shall: (a) be limited in time to State fiscal year 2025/2026 or any shorter duration consistent with applicable law, and (b) not be effective unless or until a “mass casualty event” as described in MCL 388.1631aa occurs, and (c) apply only to information related to that “mass casualty event.”

3. This Board authorizes and directs Dori Leyko, Superintendent of Schools, or designee, to notify MDE as necessary of the District’s election consistent with this resolution and to take any actions necessary to effectuate the Board’s decision, including the preparation and submission of any opt-in form required by MDE.

4. Nothing within this resolution, nor by the District’s participation in or acceptance of any funding under MCL 388.1631aa, shall be construed as a waiver or relinquishment of the Board’s or the District’s rights to question, dispute, or challenge the validity, legality, or enforceability of any condition, requirement, or limitation imposed by that section or related administrative guidance or the breadth and validity of the related waiver referenced in Paragraph 1 above.

5. In the event the MCL 388.1631aa requirement to waive privilege is modified or removed by the Legislature, or if a court of competent jurisdiction determines that such a requirement is unlawful, it is the Board’s intent that the waiver contained in this resolution will, without action by the Board, be immediately rescinded and no longer have any legal effect.

6. This resolution and waiver do not apply to any “mass casualty event” occurring before the date of this resolution.

7. The Board reserves the right to rescind or modify this resolution prior to a “mass casualty event” to conform to any subsequent change in law or interpretation by a court of competent jurisdiction or MDE.

8. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same are hereby rescinded.

Ayes: Members

Nays: Members

Resolution declared adopted.

\_\_\_\_\_  
Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of East Lansing Public Schools, Michigan, hereby certifies that the foregoing constitutes a true and complete copy of a resolution adopted by the Board at the Meeting, the original of which is part of the Board's minutes. The undersigned further certifies that notice of the Meeting was given to the public pursuant to the provisions of the "Open Meetings Act" (Act 267, Public Acts of Michigan, 1976, as amended).

\_\_\_\_\_  
Secretary, Board of Education

MDF/keh



**B. PowerSchool Litigation Resolution**

**20**

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



East Lansing  
Public Schools

## MEMORANDUM

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**TO:** ELPS Board of Education members

**FROM:** Dori Leyko, Superintendent

**SUBJECT:** PowerSchool Litigation Lawsuit

**DATE:** October 24, 2025

Please see the attached memo from Thrun Law Firm explaining the PowerSchool Litigation and potential class action lawsuit and the accompanying Board resolution.

A large majority (if not all) districts in Ingham County are joining this lawsuit.

Christian Palasty, Director of Technology and Media Services, and I are recommending that the Board of Education approve the resolution related to the PowerSchool litigation at its November 10, 2025 meeting.

**POWERSCHOOL LITIGATION RESOLUTION**

A regular meeting of the East Lansing Public Schools (“School”) Board of Education (the “Board”) was held on the 10th day of November, 2025 at the following time: 7:00 p.m. (“Meeting”).

The Meeting was called to order by Chris Martin, President

Present:

Absent:

The following preamble and resolution were offered by Member \_\_\_\_\_ and supported by Member \_\_\_\_\_.

**WHEREAS:**

1. Schools nationwide are joining a nationwide lawsuit against PowerSchool Holdings, Inc., Powerschool Group, LLC, and related defendants concerning the December 2024 PowerSchool data breach, specifically MDL No. 3149 in the United States District Court for the Southern District of California (“Lawsuit”).

2. Schools in the Lawsuit are being represented by Frantz Law Group, APLC, a California professional law corporation (“Frantz”).

3. Thrun Law Firm, P.C. referred the School to Frantz for the Lawsuit.

4. The Board believes it is in the School’s best interests to join the Lawsuit on the terms specified in the attached Attorney-Client Fee Contract.

5. The Board believes it is in the School’s best interests to authorize and direct Superintendent Dori Leyko or designee to sign the attached Attorney-Client Fee Contract on behalf of the School and to take such other action as necessary to obtain monetary damages for the School in the Lawsuit, subject to review by the School’s legal counsel.

**NOW, THEREFORE, BE IT RESOLVED THAT:**

1. The Board decides to join the Lawsuit on the terms specified in the attached Attorney-Client Fee Contract.

2. The Board authorizes and directs the Superintendent or designee to sign the attached Attorney-Client Fee Contract on behalf of the School and to take such other action as necessary to obtain monetary damages and injunctive relief for the School in the Lawsuit, subject to review by the School’s legal counsel.

3. All resolutions and parts of resolutions that conflict with the provisions of this resolution are rescinded.

Ayes:

Nays:

Absent:

Motion Passed:

\_\_\_\_\_  
Tali Faris-Hylen, Board Secretary

The undersigned duly qualified and acting Board Secretary hereby certifies that the foregoing constitutes a true and complete copy of a resolution adopted by the Board at the Meeting, the original of which is part of the Board's minutes. The undersigned further certifies that notice of the Meeting was given to the public pursuant to the provisions of the "Open Meetings Act" (Act 267, Public Acts of Michigan, 1976, as amended).

\_\_\_\_\_  
Tali Faris-Hylen, Board Secretary

Date: \_\_\_\_\_, 202\_\_

## ATTORNEY-CLIENT FEE CONTRACT

The ATTORNEY-CLIENT FEE CONTRACT (“Agreement”) is entered into by and between East Lansing Public Schools, whose address is 501 Burcham Drive, East Lansing, MI 48823 (“Client”) and Frantz Law Group, APLC, a California professional law corporation (“Attorneys” or “We”) and encompasses the following provisions:

1. **CONDITIONS.** This Agreement will not take effect, and Attorneys will have no obligation to provide legal services, until Client returns a signed copy of this Agreement.
2. **AUTHORIZED REPRESENTATIVES**
  - A. **CLIENT REPRESENTATIVES.** Client designates the Superintendent, or designee, as the authorized representatives to direct Attorneys and to be the primary individuals to communicate with Attorneys regarding the subject matter of Attorneys’ representation of Client under this Agreement. The designation is intended to establish a clear line of authority and to minimize potential uncertainty but not to preclude communication between Attorneys and other representatives of Client.
  - B. **ATTORNEY REPRESENTATIVES.** James Frantz, William Shinoff, and Regina Bagdasarian of Frantz Law Group, APLC will be primarily responsible for the work, either performing it himself/herself or delegating it to others as may be appropriate. The Client shall have the right to approve or veto the involvement of each of the attorneys on its cases. Attorneys will be added or deleted from the list only upon prior Client approval.
3. **SCOPE AND DUTIES.** Client hires Attorneys to provide legal services in connection with pursuing claims for damages associated with the Powerschool litigation, specifically MDL No. 3149 in the United States District Court for the Southern District of California (“Action”). Attorneys shall provide those legal services reasonably required to represent Client, and shall take reasonable steps to keep Client informed of progress and to respond to Client’s inquiries. Client shall be truthful with Attorneys, cooperate with Attorneys, and keep Attorneys informed of developments. Attorneys will assist in negotiating liens, but will not litigate them.
4. **LEGAL SERVICES SPECIFICALLY EXCLUDED.** Unless otherwise agreed in writing by Client and Attorneys, Attorneys will not provide legal services with respect to (a) defending any legal proceeding or claim against the Client commenced by any person unless such proceeding or claim is filed against the Client in the Action or (b) proceedings before any federal or state administrative or governmental agency, department, or board. With Client’s permission, however, Attorneys may elect to appear at such administrative proceedings to protect Client’s rights. If Client wishes to retain Attorneys to provide any legal services not provided under this Agreement for additional compensation, a separate written agreement between Attorneys and Client will be required.

5. FEES. Client will pay attorneys' fees to Attorneys of thirty percent (30%) of any monetary settlement or recovery that Attorneys obtain for Client, provided that such fee will be paid only by money recovered from defendants in the Action (collectively, the "Total Fee"). Thrun, Maatsch and Nordberg, P.C., a Michigan professional corporation d/b/a Thrun Law Firm, P.C. (Thrun) will receive thirty percent (30%) of the Total Fee, as discussed in more detail in Paragraph 6, below. The Action does not involve a claim or action for personal injury or wrongful death (see MCR 8.121(A)).

Fees shall be calculated on the basis of any settlement or recovery prior to the deduction of any expense or cost, the "Gross Recovery." Contingency fee rates are not set by law, but have been negotiated. If no recovery is made, no fees will be charged.

The term "Gross Recovery" shall include, without limitation, the then present value of any monetary payments agreed or ordered to be made by the adverse parties or their insurance carriers as a result of the Services, whether by settlement, arbitration award, court judgment (after all appeals exhausted), or otherwise. Any statutory Attorneys' fee paid by Defendants shall be included in calculating the Gross Recovery.

- (1) "Gross Recovery," if by settlement, also includes (1) the then-present value of any monetary payments to be made to the Client; and (2) any Attorneys' fees and costs recovered by the Client as part of any cause of action that provides a basis for such an award. "Recovery" may come from any source, including, but not limited to, the adverse parties to the Client and/or their insurance carriers and/or any third party, whether or not a party to formal litigation. The contingent fee is calculated by multiplying the recovery by the fee percentage. This calculation is performed on the gross recovery amount before the deduction of expenses as discussed above.

Gross Recovery does not contemplate nor include any amount or value for injunctive relief or for the value of an abatement remedy which may be obtained in a final arbitration award or court judgment.

- (2) The Client shall not be obligated to pay the Attorneys unless Attorneys are successful in collecting a monetary recovery on the Client's behalf as a result of the Services.
- (3) If, by judgment, the Client is awarded in the form of property or services (In Kind), the value of such property and services shall not be included for purposes of calculating the Gross Recovery.
- (4) If, by judgment, there is no money recovery and the Client receives In Kind relief, Attorneys acknowledge that Client is not obligated to pay Attorneys' fees from public funds for the value of the In Kind relief. In the event of In Kind relief, by judgment, Attorneys' sole source of recovery of contingent fees will come from a common fund or court ordered Attorney's fees.
- (5) The Client agrees the Defendant shall pay all Attorneys' fees in a settlement that includes nonmonetary value. Client understands that Attorneys have and will invest resources into prosecuting this action on behalf of the Client and agrees to make a

good faith effort to include Attorneys' Fees as part of the terms of any settlement or resolution of the Action.

It is possible that payment to the Client by the adverse parties to the Action or their insurance carrier(s) or any third-party may be deferred, as in the case of an annuity, a structured settlement, or periodic payments. In such event, gross recovery will consist of the initial lump sum payment plus the present value (as of the time of the settlement) of the total of all payments to be received thereafter. The contingent fee is calculated, as described above, by multiplying the gross recovery by the fee percentage. The Attorney's fees will be paid out of the initial lump-sum payment if there are sufficient funds to satisfy the Attorney's fee. If there are insufficient funds to pay the Attorney's fees in full from the initial lump sum payment, the balance owed to Attorney will be paid from subsequent payments to Client before there is any distribution to Client.

- A. Reasonable Fee if Contingent Fee is Unenforceable. In the event that the contingent fee portion of this Agreement is determined to be unenforceable for any reason, Client agrees to pay a reasonable fee for the services rendered. If the parties are unable to agree on a reasonable fee for the services rendered, Attorneys and Client agree to follow the procedure in Paragraph 10 below; in any event, Attorney and Client agree that the fee shall not exceed thirty percent (30%) of the gross recovery as defined in Paragraph 5.
  - B. No Fund Payments. Notwithstanding any other provision in this Agreement, including the immediately preceding paragraph, in no event will the Client be required to pay legal fees out of any fund other than the monies recovered from Defendants in this litigation. Under no circumstances shall Client general funds be obligated to satisfy the contingent Attorneys' fees as a result of this case or this contingency fee contract.
6. REFERRAL FEE. Thrun will receive thirty percent (30%) of the Total Fee if the Client meets at least one of the following:
- A. Is a Thrun retainer client.
  - B. Is not a Thrun retainer client, but adopts a resolution that says Thrun is referring the Client to Attorneys and that authorizes both joining the Action and entering into this Agreement.
  - C. Is not a Thrun retainer client, but Client was referred to Attorneys for the Action by Thrun, as reflected in a written statement from Client or Thrun.

Thrun will not bill Clients at Thrun's hourly rates for work associated with the Action.

7. COSTS AND EXPENSES. In addition to paying legal fees, Client shall reimburse Attorneys for all "costs/expenses," which includes but is not limited to the following: process servers' fees, fees fixed by law or assessed by courts or other agencies, court reporters' fees, long distance telephone calls, messenger and other delivery fees, parking, investigation expenses, consultants' fees, expert witness fees, and other similar

items, incurred by Attorneys. The costs/expenses incurred that Attorneys advance will be owed in addition to attorneys' fees and Client will reimburse those costs/expenses after Attorneys' fees have been deducted. If there is no recovery, Client will not be required to reimburse Attorneys for costs and fees. In the event a recovery is less than incurred costs/expenses, Client will not be required to reimburse Attorneys for costs/expenses, above and beyond the recovery, and fees.

**SHARED EXPENSES:** Client understands that Attorneys may incur certain expenses that jointly benefit multiple clients, including, for example, expenses for travel, experts, and copying. Client agrees that Attorneys shall divide such expenses equally, or pro rata, among such clients, and deduct Client's portion of those expenses from Client's share of any recovery.

**FEDERAL MDL AND STATE COORDINATION COMMON BENEFIT FEES:** Members of Attorneys frequently serve on plaintiffs' management or executive committees in MDL and perform work which benefits Attorneys' clients as well as clients of other attorneys involved in similar litigation. As a result, the court or courts where the cases are pending may order that Attorneys are to receive additional compensation for Attorneys time and effort which has benefitted all claimants. Compensation for this work and effort, which is known as "common benefit," may be awarded to Attorneys by a court or courts directly from the assessments paid by The Client and others who have filed claims in this litigation, and will not in any way reduce the amount of fees owed under this Agreement.

8. **LIEN.** In the event any third party attempts to lien any proceeds recovered from a recovery in this matter, Client hereby grants, and agrees, **TO THE EXTENT PERMITTED BY APPLICABLE LAW**, that Attorneys hold, a first priority and superior lien on any and all proceeds recovered from Defendants in this litigation in the amount of the Attorneys' fees and costs that the Attorneys are entitled to under this Agreement. This lien right is limited to only those monies recovered from Defendants and in no way affects any other rights of the Client in any way whatsoever.
9. **DISCHARGE AND WITHDRAWAL.**
  - A. Client may discharge Attorneys at any time. After receiving notice of discharge, Attorneys shall stop services on the date and to the extent specified by the notice of discharge, and deliver to Client all evidence, files and attorney work product for the Action. This includes any computerized indices, programs and document retrieval systems created or used for the Action.
  - B. Attorneys may withdraw with Client's consent or for good cause. Good Cause includes Client's breach of this Agreement, Client's refusal to cooperate with Attorneys, or any other fact or circumstance that would render Attorneys continuing representation unlawful or unethical. Attorneys may also discharge Client if Client at any time is dishonest with Attorneys, or fails to provide relevant information to Attorneys.

10. **DISPUTE RESOLUTION:** ATTORNEY and CLIENT agree that should any dispute arise between them, they must be mediated first, before any litigation is filed. Specifically any and all disputes, controversies or claims arising out of, or related to this Agreement and/or ATTORNEY'S representation of CLIENT, including claims of malpractice (collectively referred to herein as "Dispute" or "Disputes"), shall be submitted to mediation with the American Arbitration Association (AAA), which mediation shall occur at the Client's central office or another location mutually agreed to by Client and Attorney. No litigation can be filed until after this agreed-upon mediation has occurred, and any litigation filed prior to conclusion of this mediation shall be subject to dismissal, pursuant to this Agreement. Client will pay one-half of the actual cost of the mediation, but each party will be responsible for his or her own attorneys' fees and preparation costs. Any litigation relating to any Dispute shall be filed in a Michigan court with jurisdiction over the Client; any litigation filed in any other court shall be dismissed, and the party initiating such litigation shall promptly pay any attorney fees and costs incurred by the other party in defending against that litigation.
11. **AUTHORITY OF ATTORNEY.** Attorneys may, with prior Client approval, associate co-counsel if the Attorneys believe it advisable or necessary for the proper handling of Client's claim, and expressly authorize the Attorneys to divide any Attorneys' fees that may eventually be earned with co-counsel so associated for the handling of Client's claim. Attorneys understand that the amount of Attorneys' fees which Client pays will not be increased by the work of co-counsel associated to assist with the handling of Client's claim, and that such associated co-counsel will be paid by the Attorneys out of the Attorneys' fees Client pays to the Attorneys.
12. **DISCLAIMER OF GUARANTEE.** Nothing in this Contract and nothing in Attorneys' statements to Client will be construed as a promise or guarantee about the outcome of Client's matter. Attorneys make no such promises or guarantees. Attorneys' comments about the outcome of Client's matter are expressions of opinion only.
13. **MULTIPLE REPRESENTATIONS:** The Client understands that Attorneys do or may represent many other individuals/entities with actual or potential litigation claims. Attorneys' representation of multiple claimants at the same time may create certain actual or potential conflicts of interest in that the interests and objectives of each client individually on certain issues are, or may become, inconsistent with the interests and objectives of the other. Attorneys are governed by specific rules and regulations relating to Attorneys professional responsibility in Attorneys representation of clients, and especially where conflicts of interest may arise from Attorneys representation of multiple clients against the same or similar Defendants, Attorneys are required to advise Attorneys' clients of any actual or potential conflicts of interest and obtain their informed written consent to Attorneys representation when actual, present, or potential conflicts of interest exist. By signing this Agreement, the Client is acknowledging that they have been advised of the potential conflicts of interest which may be or are associated with Attorneys representation of the Client and other multiple claimants and that the Client nevertheless wants the Attorneys to represent the Client, and that the Client consents to Attorneys representation of others in connection with the litigation.

Attorneys strongly advise the Client, however, that the Client remains completely free to seek other legal advice at any time even after the Client signs this Agreement.

14. **AGGREGATE SETTLEMENTS:** Often times in cases where Attorneys represent multiple clients in similar litigation, the opposing parties or Defendants attempt to settle or otherwise resolve Attorneys' cases in a group or groups, by making a single settlement offer to settle a number of cases simultaneously. There exists a potential conflict of interest whenever a lawyer represents multiple clients in a settlement of this type because it necessitates choices concerning the allocation of limited settlement amounts among the multiple clients. However, if all clients consent, a group settlement can be accomplished and a single offer can be fairly distributed among the clients by assigning settlement amounts based upon the strengths and weaknesses of each case, the relative nature, severity and extent of injuries, and individual case evaluations. In the event of a group or aggregate settlement proposal, Attorneys may implement a settlement program, overseen by a referee or special master, who may be appointed by a court, designed to ensure consistency and fairness for all claimants, and which will assign various settlement values and amounts to each client's case depending upon the facts and circumstances of each individual case. The Client authorizes us to enter into and engage in group settlement discussions and agreements which may include the Client's individual claims. Although the Client authorizes us to engage in such group settlement discussions and agreements, the Client will still retain the right to approve, and Attorneys are required to obtain the Client's approval of, any settlement of the Client's case.
15. **EFFECTIVE DATE AND TERM.** This Agreement will take effect upon execution by Client and Attorneys.
16. **COUNTERPARTS.** This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, and all of which, taken together, shall constitute one and the same instrument. Facsimile or pdf versions of this Agreement shall have the same force and effect as signature of the original.
17. **ASSIGNMENT:** Neither party shall have the right to assign its rights or obligations under this Agreement to any person or entity without the prior written consent of the other party, which consent shall not be unreasonably withheld.
18. **SUCCESSORS AND ASSIGNS:** This Agreement shall bind and benefit the parties hereto and their respective successors and assigns.
19. **FULL AND FINAL AGREEMENT:** This Agreement is the full and final agreement. Any amendments to the Agreement must be in writing and signed by the parties.
20. **GOVERNING LAW.** This Agreement shall be construed in accordance with, and governed by, the laws of the State of Michigan.
21. **AUTHORIZED SIGNATURES:** Each individual signing below represents that the individual is duly authorized to sign this Agreement on behalf of that individual's respective party as listed below.

Frantz Law Group, APLC

Dated: \_\_\_\_\_, 202\_\_

Frantz Signature: \_\_\_\_\_

Frantz Print Name: \_\_\_\_\_

Dated: [\_\_\_\_\_, 202\_\_]

Signature: [\_\_\_\_\_]

Print Name: [\_\_\_\_\_]

Client Name: [\_\_\_\_\_]

Position of Signatory: [\_\_\_\_\_]



JEFFREY J. SOLES  
MICHAEL D. GRESENS  
CHRISTOPHER J. IAMARINO  
RAYMOND M. DAVIS  
MICHELE R. EADDY  
KIRK C. HERALD  
ROBERT A. DIETZEL

KATHERINE WOLF BROADDUS  
DANIEL R. MARTIN  
JENNIFER K. STARLIN  
TIMOTHY T. GARDNER, JR.  
IAN F. KOFFLER  
FREDRIC G. HEIDEMANN  
RYAN J. NICHOLSON

CRISTINA T. PATZELT  
PHILIP G. CLARK  
PIOTR M. MATUSIAK  
JESSICA E. MCNAMARA  
RYAN J. MURRAY  
ERIN H. WALZ  
MACKENZIE D. FLYNN

KATHRYN R. CHURCH  
MARYJO D. BANASIK  
CATHLEEN M. DOOLEY  
KELLY S. BOWMAN  
BRIAN D. BAAKI  
AUSTIN W. MUNROE

GORDON W. VANWIENEN, JR. (OF COUNSEL)  
LISA L. SWEM (OF COUNSEL)  
ROY H. HENLEY (OF COUNSEL)  
BRADFORD W. SPRINGER (OF COUNSEL)

September 30, 2025

**Re: PowerSchool Litigation**

Dear Retainer Client:

Schools nationwide are joining a lawsuit against PowerSchool and related defendants concerning the December 2024 PowerSchool data breach and PowerSchool’s alleged contract breaches, specifically MDL No. 3149 in the United States District Court for the Southern District of California (“Lawsuit”). According to Frantz Law Group, a California law firm representing schools in that litigation, PowerSchool hackers claim to possess data of 62.4 million students and 9.5 million teachers. That data includes names, addresses, phone numbers, emails, medical information, and social security numbers.

Frantz informed us that Michigan schools that used PowerSchool in December 2024, but that do not directly join the Lawsuit, are expected to be lumped into a class action, which has been defined as “all school districts in the United States who are PowerSchool users.” Meaning, such schools are likely to be impacted by the PowerSchool litigation regardless whether they take any action – they will either directly join the Lawsuit or receive notification about defaulting into a class action settlement.

The class action notification is likely to contain a narrow window for a school to opt out of the class action settlement to preserve any potential claims against PowerSchool. A financial recovery for a school in the class action is also expected to be substantially lower than for a school that directly joins the Lawsuit. Joining the Lawsuit will exempt a school from being lumped into the class action.

The universe of schools impacted by the PowerSchool data breach is not yet known – it is likely that many schools have been impacted by the breach but do not know it yet. The Lawsuit alleges several claims, including negligence, breach of contract, fraudulent misrepresentation, and statutory violations.

In terms of a recovery for schools, Frantz is seeking past and future expenses related to the data breach (e.g., staff time and legal expenses), future expenses related to platform changes and data migration, reimbursement for amounts paid to PowerSchool, and – importantly – indemnity from PowerSchool for any future litigation against the school by a person impacted by the breach.

A school that used PowerSchool in December 2024 is eligible to join the Lawsuit even if it was not directly impacted by the PowerSchool data breach. Frantz informed us that the fee charged by PowerSchool for its services included data security costs, and hence schools overpaid for PowerSchool services when their data was not secured, regardless whether those security



PowerSchool Litigation  
September 30, 2025  
Page 2 of 2

deficiencies resulted in a data breach. A PowerSchool user not directly impacted by the data breach is also eligible for funds related to statutory data security violations.

Frantz will seek a court order restricting discovery to a questionnaire. Until that order is granted, however, schools in the Lawsuit will be required – with assistance from Frantz – to respond to written questions and document requests from the defendants. Frantz estimates that staff time for schools that join the Lawsuit will not exceed 10 hours. Frantz informed us that it does not expect that staff will be required to appear in court or to participate in depositions.

The terms for participating in the Lawsuit are detailed in the enclosed Attorney-Client Fee Contract, which has already been reviewed by our firm. Frantz will represent schools on a contingency fee basis, meaning Frantz will not charge any fees or costs unless there is a financial recovery. Frantz will receive 30% of any recovery. Thrun will receive a portion of Frantz's 30%. If there is a recovery, schools will also reimburse Frantz out of the recovery for costs incurred by Frantz during the Lawsuit, such as court filing costs and expert witness fees.

A recovery in the Lawsuit is not guaranteed. Thrun is not co-counsel in the Lawsuit – our role is limited to referring clients to Frantz.

To join the Lawsuit, your school needs to approve the enclosed resolution and contract. Areas highlighted in teal in those documents should be completed prior to signature.

Signed resolutions - and signed and initialed contracts - should be returned as soon as possible (but no later than December 31, 2025) to [pmatusiak@thrunlaw.com](mailto:pmatusiak@thrunlaw.com). If you would like more information about the litigation, please contact Piotr Matusiak at [pmatusiak@thrunlaw.com](mailto:pmatusiak@thrunlaw.com) or call (517) 374-8824.

**Thrun Law Firm, P.C.**

*This client communication is intended to provide helpful information on school law topics and is not intended as legal advice or opinion for specific facts, matters, situations, or issues. Legal counsel should be consulted about the application of this information to a specific circumstance or situation.*

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

**33**

*Motion: 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.*

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

Through funding from the Community Foundation 2024 Youth grant and the Uplift Our Youth Foundation 2024 grant, the Lansing Women's Center is offering its "Empowering Youth Workshop Series" to Lansing-area school districts.

The East Lansing Sex Education Advisory Board has reviewed the workshop, "Understanding Consent for Dating and Life", facilitated by Dr. Samantha Vaive, a sexual health therapist and educator, which provides youth with essential knowledge about consent, boundaries, and respectful communication using an engaging activity building ice cream sundaes. The workshop's learning objectives are age-appropriate for 6th through 12th grade classrooms, provide sexual health education, and align with Michigan Grade-Level Content Expectations for sexuality education for grades 6 through 12.

The SEAB believes the addition of this guest presentation will enhance the content for middle and high school students, build upon objectives within the HIV/STI prevention and sex education core curriculum, and contribute to a deeper understanding of consent, equip students with the tools and strategies to handle consent effectively, and foster a sense of community and support among peers and educators.

Action: The ELPS Sex Education Advisory Board (SEAB) recommends that the ELPS Board of Education accept this recommendation and consider approval of Lansing Women's Center "*Empowering Youth Workshop Series: Understanding Consent for Dating & Life.*" Facilitated by Dr. Samantha Vaive as a sex education guest speaker for 6th through 12th-grade classrooms.

**Attachments:**

- WCGL Consent Workshop Flyer
- LWC Consent Workshop 6-12.pdf

# UNDERSTANDING CONSENT FOR DATING & LIFE



## Are You Ready to Empower Our Youth?




Sign up to have us host an engaging and educational workshop designed specifically for youth aged 5-17 with your school or group!

This initiative aims to raise awareness about the importance of consent in dating and life while equipping youth with the practical skills they need to navigate these critical issues as they grow into adulthood.

PRESENTED BY:

Women's Center  
of Greater Lansing 

### Workshop Overview:

-  **Objective:** To raise awareness about dating violence and the importance of consent.
-  **Activities:** Interactive discussions, practical skill-building exercises, and an Ice Cream Sundae Bar as an incentive for participation.
-  **Facilitator:** Dr. Samantha Vaive, an expert in sexual health education.

### For More Info:

Desi Slaughter  
[desiree@lansingwomen.org](mailto:desiree@lansingwomen.org)  
[www.lansingwomen.org](http://www.lansingwomen.org)

## Meet the Facilitator

# DR. SAMANTHA VAIVE

she/her



**Dr. Samantha Vaive holds a PhD in Psychology and a Masters of Clinical Social Work.**

She has a background working with at-risk youth to develop emotional regulation and coping skills for lifelong success. Dr. Vaive has also worked with parents in various capacities, helping to foster healthy family dynamics and communication.

Through her ice-cream based consent workshop, she brings a focus on understanding consent, boundaries, and healthy relationships, equipping young people with the tools they need to make informed decisions.

Contact her at [www.samanthavaive.com](http://www.samanthavaive.com)

**Empowering Teens  
Workshop Series**

**PRESENTED BY:**

**Women's Center**  
of Greater Lansing

**For More Info:**

**Desi Slaughter**  
[desiree@lansingwomen.org](mailto:desiree@lansingwomen.org)  
[www.lansingwomen.org](http://www.lansingwomen.org)

# Consent for Sexual Health Workshop

## Outline

This workshop is made of up three parts:

1. Learning about consent
2. Sundae activity
3. Debriefing

## Learning about consent

Throughout your life you are going to come across various experiences of consent, maybe you already have. So, let's talk about consent and the different kinds of consent.

### Consent

Consent is the idea that someone needs to ask your permission before doing something. This is the most basic form of consent.

All parties must agree to an action before it occurs. This definition looks at consent from a legal perspective. "Can I kiss you?" is an example of consent.

### Informed Consent

Informed consent is a more formal term. It is used in healthcare and in research. Informed consent is the idea that you cannot consent to something without having all of the information, including the right to change your mind.

Informed consent often looks like really long forms people sign but do not read. Maybe when you got a new phone or installed a new app you gave this type of consent.

This type of consent, especially in healthcare setting is consider "ethical consent." "Can I kiss you? I have an active herpes outbreak, and I'm in a monogamous relationship," is informed consent. You can see the difference. Sure, they are asking for permission in the first example. But asking for permission doesn't really tell you what you are consenting to. Which, in this case, would be exposing yourself to herpes and kissing a person who would be engaging in cheating.

If you want to do those things, that is your choice. That's the point. It is YOUR choice. Your decision. You can't decide to do or not do something if you don't have all the information.

### Full and Complete Consent

The final type of consent comes from the therapy world. This is full and complete consent. In full and complete consent, the person isn't just given all of the information. Full and complete consent makes sure that the person understands what that information means and that they do not have to consent to every part. This type of consent is about making someone feel comfortable and good. It is about looking at more than what a person says, but their body language and even this situation they are in.

If consent is based on legal standards, and informed consent is based on ethical standards, then complete consent is guided by compassion and empathy.

### Daily Life Consent

Consent is NOT just about sex. By which I mean any sexual activity. Consent is something that all people of all age have a right to in basically any situation involving their body or their property. You may have recently learned that the phrase “I do not consent to entry or search,” is what people are supposed to say to ICE. This is an example of the law’s requirement to uphold consent.

Maybe your friend took a picture of you, and they want to post it on social media. A good and empathic friend would ask for consent before posting it. Maybe you are experiencing a hormonal shift that is making your skin sore and itchy, and you really don’t want to be touched but your grandparents are visiting. You don’t have to consent to giving them a hug if you don’t want to. You have autonomy over your body. What other examples of daily life consent can you think of?

### **Pressured and Power Dynamics Consent**

So, if we are looking at complete consent, consent where what matters is more than someone’s words, we need to look at the situation.

If there is a power dynamic can there be consent? For example, if a person’s boss or teacher tells them there will be negative consequences if they don’t do something outside their job description, is that consent?

What if we take out them saying there will be negative consequences but they are implied or there is fear about their being negative consequences?

Can we consent when we are afraid for our safety? No!

What if it is not a boss or teacher but someone with higher social status? *Ask the students for their responses.*

### **How Many Times Should a Person Have to Say No?**

One. What happens in real life though is that people tend to be forced to say no over and over again. Which is weird.

If you had a friend come over and you offered them a glass of water, and they said no thank you, what would you do?

Would you bring them the water anyway? Would you pour water in their mouth? Would you say “Are you sure? But are you really really really really sure? What about now, do you want water now?”

*Use teacher for roleplay that lasts the whole session. Periodically re-ask the teacher if they want the water.*

No, you wouldn’t do that with water, because there is no real benefit to you if they drink the water. This can be hard with sexual activity because there is a benefit, one you might really really really want. I am going to assume that everyone in here is a nice person who doesn’t want to force someone to do something they don’t want to do, no matter how badly you want it. But when we want something, it can be hard to clearly see the whole situation. So, let’s talk about some ways outside of words to know that someone isn’t into the situation.

## **Non-Verbal Cues**

What are some non-verbal ways to know that someone is uncomfortable?

- Looking around the room for an exit
- Leaning away or recoiling
- Looking down
- Curling in their shoulders or making themselves small
- Speaking softly

Consent should be enthusiastic. If a person is using non-verbal cues or even words that don't seem enthusiastic like "yea, sure, whatever," instead of yes, you may be getting legal consent, but you aren't getting "I'm a good person compassionate consent."

## **Conversations**

Having a discussion outside of a sexually charged situation give you the opportunity to make sure you are on the same page both with language and with what you desire to do. Having these conversations during or seconds before a sexual situation can change make things cloudy. It changes the situation.

If everyone is REALLY thirsty, the question "do you want a glass of water," might make you not take the time to think about if the water is clean, or the glass is clean, or if you'd rather have pop than water.

Conversations about consent are best done in a location and a time when the decisions about that conversation can't be acted upon immediately, like in a coffee shop or walking through a bookstore. It can even help to have a conversation over text, but it is not a great idea to do something that you aren't comfortable talking about face to face.

## **Slang**

We all use slang every day

When it comes to consent slang can make conversations easier, less awkward and even sexier. There are all kinds of sexual words that people are uncomfortable with or they plain dislike. For example, people might not find the words, penis, vagina or vulva attractive so they might use slang instead.

The downside of slang is that people might not know exactly what you mean.

Example: To a certain group of people, a thong is a type of underwear, to another group it's a type of shoe. The question "can I remove your thong" has very different consent implications depending on what the person thinks a thong is.

What can we do?

1. We can look for context clues when possible. Is the person wearing shoes that might be considered thongs?
2. We can provide more context
3. We can have a discussion ahead of time that includes terms and slang

## **The Three Things Consent Conversations Need**

When having a conversation about consent there are three things to think about: What do you want, what does your partner(s) want, and what does the situation deem safe.

Let's think about rock climbing

- The first step to rock climbing is to decide you want to go rock climbing. Great, maybe you have someone you want to go rock climbing with or maybe after deciding you want to go rock climbing you start looking for a partner to go climbing with.
- The next step in making sure your partner wants to go rock climbing.
- So, there's what do you want. To go rock climbing, check.
- What does your partner want. To go rock climbing, check.
- What does the situation deem safe? Well, if you don't have the right gear, or you aren't in the right circumstances—maybe there's a lightning storm starting, does the situation deem it safe? No. In this situation both partners wanting to isn't enough to make it is a safe situation.

Ok, who thinks I'm really talking about rock climbing? (Raise hands) Who thinks this is really a metaphor for sex? (Raise hands) Okay, but how do you know? Did we have a conversation about metaphor or using rock climbing as slang? If your partner expects you to show up with a climbing harness and some carabiners and you show up with a condom, what happens? It can create an awkward situation. Which is okay. Awkward situations happen. What isn't ok is when people make choices, they don't want to make to avoid an awkward situation.

In this example, what might someone do if they don't want the situation to become awkward?

- have sex when they weren't planning on it
- if someone does something they didn't really want to do because they are trying to avoid an uncomfortable situation, are they consenting?
- Let's go back to our types of consent:  
legally they maybe consenting, but are they giving complete and enthusiastic consent?

### **Role Play Enthusiastic and Non-Enthusiastic Consent:**

*Students give prompts of things they are or are not excited about and call out if the instructor is enthusiastic or not. Responses get difficult to discern. When students can't agree or don't know move on to Responsibility.*

*Example: homework— "Oh! No! I do not want to do homework right now." "Oh my god, I have the best idea for this paper and I'm really excited to get started on it." "Um, yea sure whatever." "I'm like really stressed out about it and I just like need it to be over with because I can't handle being this stressed out it." \*Shrug\* "I'm cool with whatever you want to do." "I'm cool with whatever you want to do."*

*Can you tell the difference? Based on the different responses what would you do next?*

### **Responsibility**

If someone says yes but they don't mean it, where does the responsibility fall?

Sex can be amazing and wonderful and there are a lot of positive reason people have sex.

People also have sex or engage in sexual activities for negative reasons.

IF YOU DO NOT FEEL SAFE TO SAY NO, you need to get out of the situation.

If you do not feel safe to say no, you are not consenting.

We are only going to focus on situations where the people are safe. With that in mind, let's jump back to responsibility. If there is a situation with non-enthusiastic consent, who is responsible for the situation?

Remember we are only talking about safe situations.

The responsibility falls on everyone involved. The person asking for consent is responsible for looking for non-verbal cues and being clear/complete in their ask. The person consenting is responsible for only consenting when they enthusiastically want to.

What are some reasons (other than safety) that a person might consent when they don't want to? *Make a list.*

- How would it feel to do something that you don't want to do for any of the reasons on our list?
- Would you want someone to do something with you that they really didn't want to do?
- How would it make you feel if you found out someone engaged in a sexual activity with you that they didn't want to do?

Remember our water metaphor, it only works if the person says "no, I don't want a glass of water." If they shrug or say, "whatever you want," there is no longer a clear understanding. Being able to say no in a decisive and clear way is a skill EVERYONE needs to practice. So, let's practice:

- Do you want me to ask all your teachers to assign extra homework for the next month?
- Do you want me to surprise you with a pop quiz on ancient Mesopotamian society that will count for 50% of your grade?
- Do you want me to make sure the cafeteria only serves beet soup for the rest of the year?

It is easier to say no in these situations. I need each one of you to have that level of confidence in your no, in all consent situations. So, we are going to do an activity that will give you the opportunity to say no, or say yes.

## Sundae Activity

We are going to eat ice cream sundaes. Here's the catch. You don't get to make the sundae you eat. Everyone partner up. If there is an odd number, we can have a group of three. You will make a sundae for your partner. But how are you going to know what to put on your partner's sundae? Ask.

I am going to give you some questions to get you started then it's up to you.

- What kind of ice cream do you want?
- How much do you want?
- What do you like on your sundaes?
- **Do you have any allergies?**

Once everyone has their sundae, ask them about their experience.

- Are you enjoying your sundae?
- Is there anything different you would like?
- Are you having fun?

## Debriefing

The debriefing portion is an open format that gives the students the opportunity to reflect on the experience.

Questions poised to students include:

- Tell me what that experience was like for you.
- What non-verbal cues did you notice from your partner?
- Did you notice any disconnects between what your partner said and their vibe?
- How can you tell if someone is being enthusiastic?
- What about this exercise was weird or hard?
- In what ways is making a sundae different than consent in real life?
- What about this exercise was easy or fun?
- In what ways can consent be easy or fun in real life?
- What situations can you apply these skills to? How would you do it?
- What should I know that I don't?

I leave you with this. If someone does not respect your consent, they do not respect you. You deserve to be treated with respect. Your body deserves to be treated with respect. Anyone who would ignore your consent or pressure you to consent does not deserve you or your body.

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

**43**

*Motion: 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.*

**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:** Sex Education Guest Speaker Approval Recommendation: Lansing Area AIDS Network presentation "Gender and Sexuality"

The East Lansing Sex Education Advisory Board has reviewed the presentation, "Gender and Sexuality", presented by Katie Trickey, a sexual health educator and HIV Prevention and Risk Reduction Counselor with the Lansing Area AIDS Network. The goal of the presentation is to enhance understanding of the concepts of gender identity, gender expression, and sexual orientation.

After their review, the SEAB determined that the presentation's content aligns with the goals of the ELPS sexual health program and will enhance the sex education content already approved for high school students by building on the core curriculum for the high school grade levels. There are no costs to the ELPS associated with the speaker or the presentation.

The ELPS Sex Education Advisory Board (SEAB) recommends that the ELPS Board of Education accept this recommendation and consider approval of the addition of "Gender and Sexuality" as presented by Katie Trickey as a sex education guest speaker presentation for 9th through 12th grade classrooms.

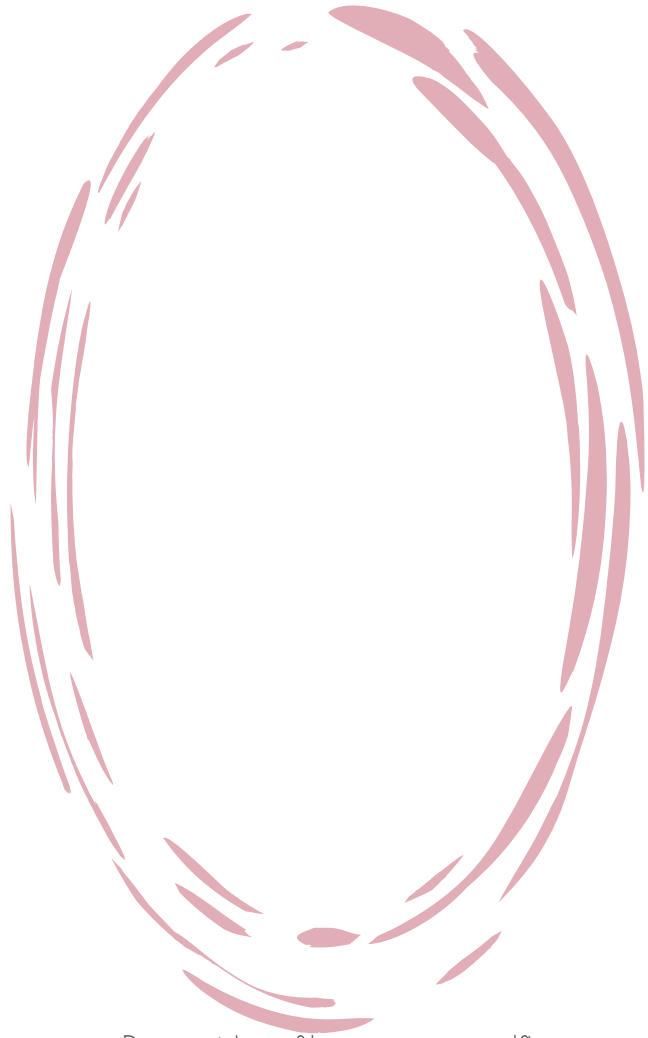
**Attachments:**

- Gender and Sexuality Handout
- Gender and Sexuality Presentation

# All About Me!

My Name: \_\_\_\_\_

My Pronouns: \_\_\_\_\_



Draw a picture of how you see yourself!

## Sex Assigned At Birth

Male     Female     Intersex

## Gender Identity

\_\_\_\_\_

Man / Male

\_\_\_\_\_

Woman / Female

\_\_\_\_\_

Other Gender(s)

## Gender Expression

\_\_\_\_\_

Masculine

\_\_\_\_\_

Feminine

\_\_\_\_\_

Androgynous

## Romantically Attracted To

\_\_\_\_\_

Men

\_\_\_\_\_

Women

\_\_\_\_\_

Other Gender(s)

## Sexually Attracted To

\_\_\_\_\_

Men

\_\_\_\_\_

Women

\_\_\_\_\_

Other Gender(s)

\*scale outline from TSER found at [www.transstudent.org/gender](http://www.transstudent.org/gender)

Use the empty space below to write your thoughts and questions about today's class!



# Gender and Sexuality Explained

WORKSHOP



# Agenda for Today

**01.** Intro and Group Agreements

**02.** Lesson One: Gender Identity and Expression

**03.** Lesson Two: Sexuality and Attraction

**04.** Wrap Up

# Who Am I?

**Name: Katie Trickey**

Pronouns: They/She

Profession: Harm Reductionist and Sexual Health Educator

Certifications:

- HIV Prevention and Risk Reduction Counselor
- SEPDD Certified - Sexuality Education for People with Developmental Disabilities
- Adolescent Sexual Health Education Certified



# Disclosures

## Payment

In the interest of full disclosure, this presenter is receiving compensation from [ENTER CLIENT INFORMATION] for the purposes of this session.

## Questions

If you have any questions about the nature of this relationship or the contents of this presentation, please feel free to contact me.

## Influence

This financial relationship has not influenced the content of this presentation.

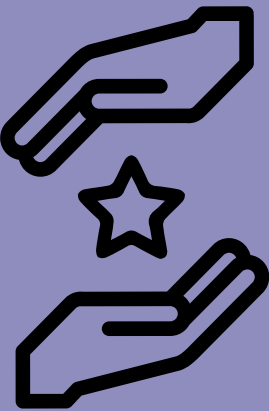
## Contact Information

Email: [katie.trickey@gmail.com](mailto:katie.trickey@gmail.com)  
Phone: 734-486-6361  
(call/text)

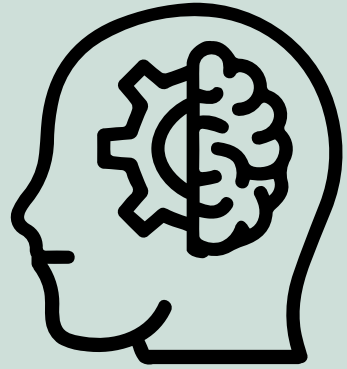




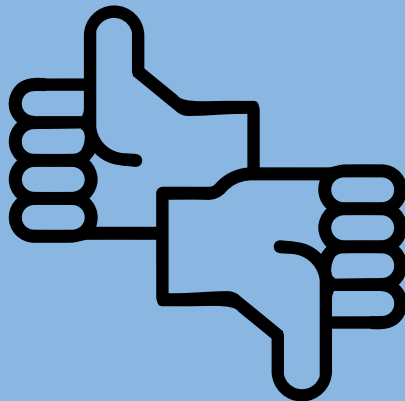
Take Lessons  
Leave Stories



Assume Good  
Intentions



Respect  
Different  
Opinions




Ouch & Oops

# Group Agreements

Creating a Safe  
Space to Learn



Take Space &  
Make Space



One Person At  
A Time



Give  
Constructive  
Feedback



Be Open To  
Learning



# Gender Identity and Expression

## Lesson One

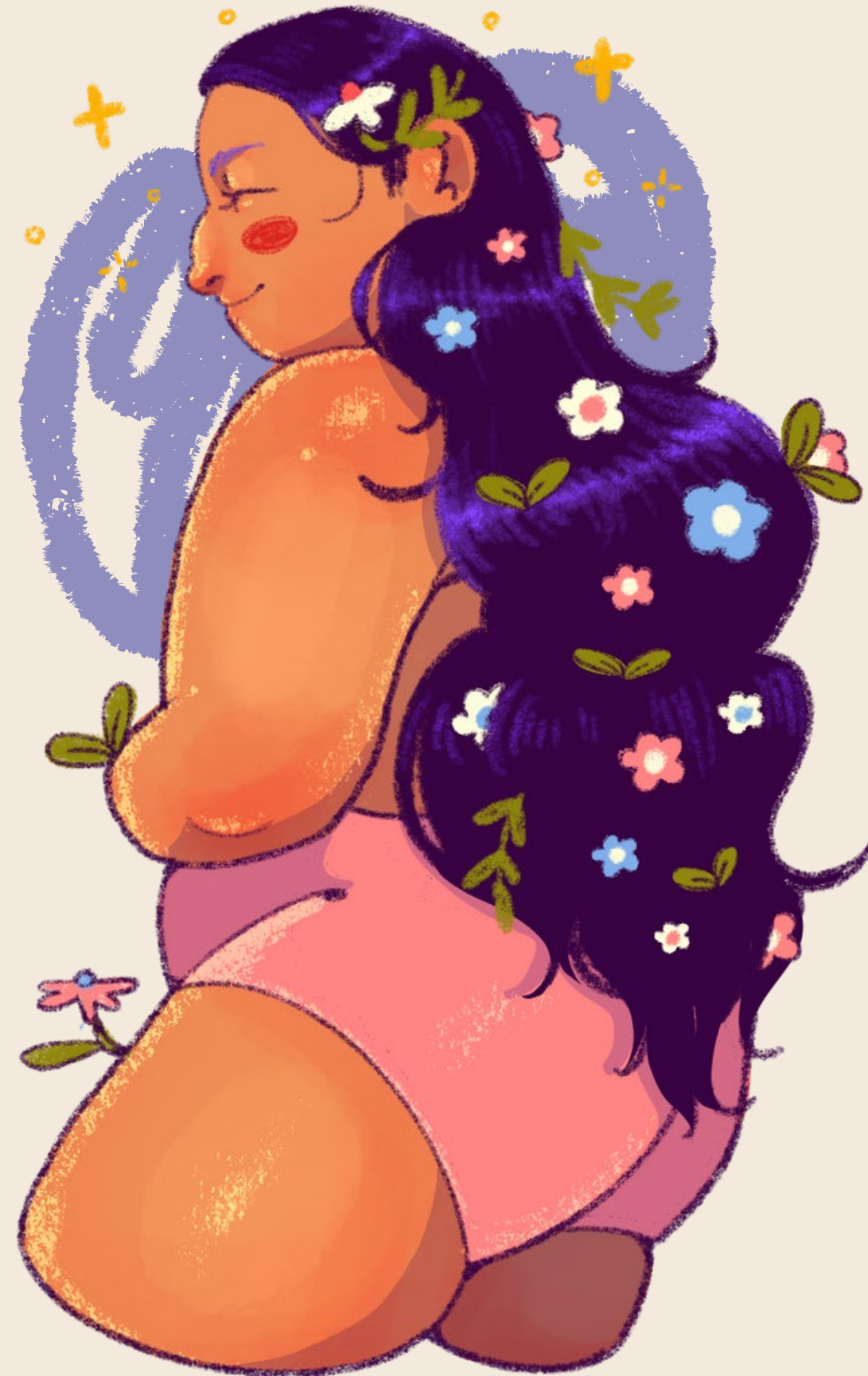
# Gender

What is gender? Gender is only one part of who we each are!

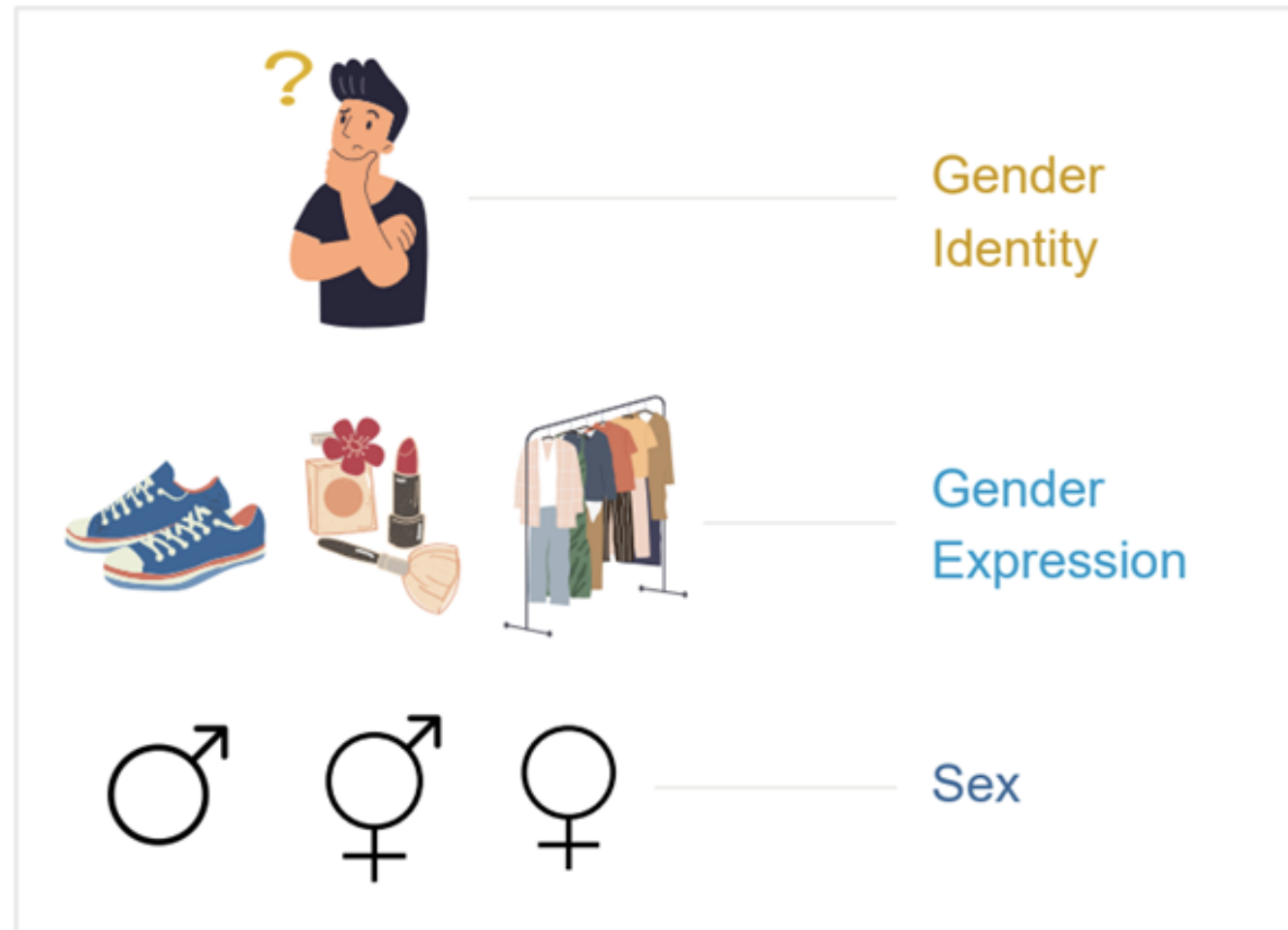
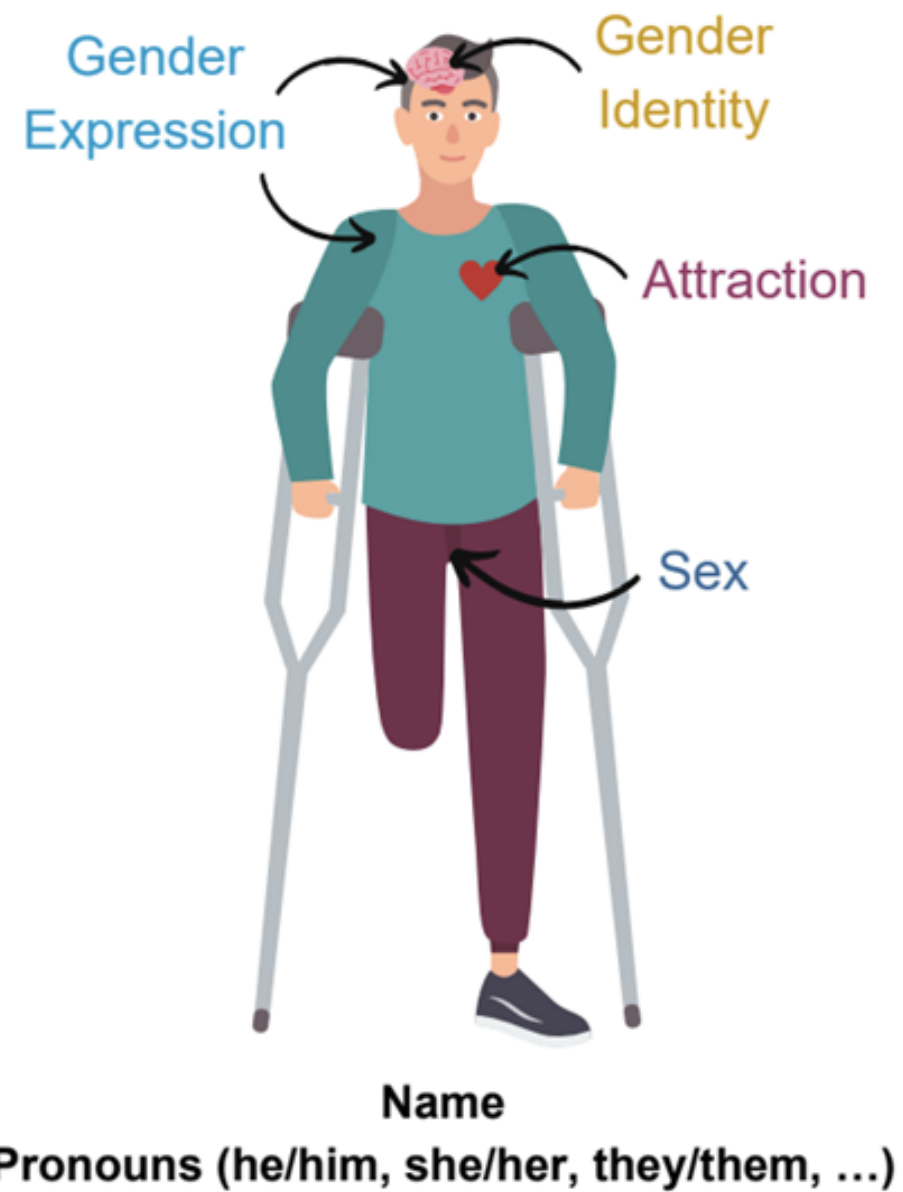
What are some things that you think about when you hear the word “gender”?

What does gender mean?

Some people believe stereotypes about gender.



# WHAT IS GENDER? WHAT DOES IT MEAN?



**Gender Identity**


A person's innermost concept of self as male, female, a blend of both or neither. Gender identity is how a person sees themselves and what they call themselves. A person's gender identity can be the same or different from their sex assigned at birth.

**Gender Expression**

Gender expression is how a person outwardly presents their gender through their behavior, appearance, and mannerisms. It's also known as gender presentation.

**Sex Assigned at Birth**

Sex assigned at birth (SAAB) refers to what of a person's sex is listed as - typically male or female - based on their physical characteristics that medical professionals can see when they are born.



# What Makes Up My Identity?

**Romantic Orientation**

Romantic orientation refers to the gender(s) a person is typically attracted to on a romantic level, meaning who they are likely to fall in love with or want a romantic relationship with.

**Sexual Orientation**

Sexual orientation refers to the gender(s) a person is typically attracted to physically. This can be either the same or different from their romantic orientation.

**Gender Stereotypes**

Gender stereotypes are harmful generalizations about how men and women behave, which can lead to discrimination and prejudice.

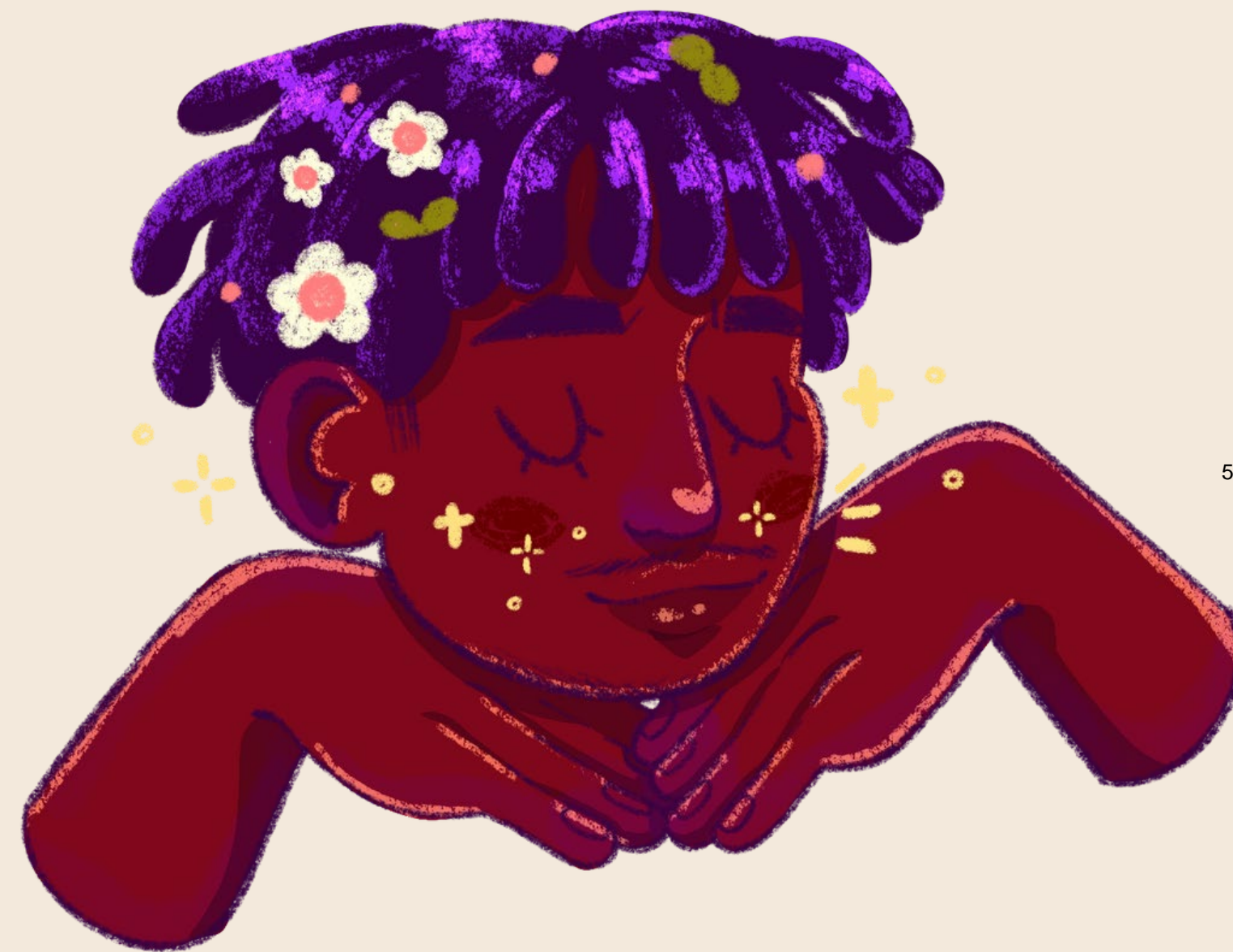
Exploring Ourselves

# Sex Assigned at Birth

When a person is born, a healthcare worker will determine your sex. This decision is made based on a physical examination of the baby's external genitalia. Sometimes when the sex of the external genitalia is not definite, health care workers may decide to also look at other factors such as chromosomes or hormone levels.

You may hear the terms AMAB (assigned male at birth) or AFAB (assigned female at birth) when discussing gender.

These assignments do not impact the gender identity of a person, though they may identify as the gender that most closely aligns with their gender assigned at birth.



# Some Gender Identities

## Cisgender

Some people never question their assigned gender or sex, and choose to identify with what they were assigned at birth —that’s called being “cisgender.”

## Transgender

If a person doesn’t feel that their gender identity — meaning, your own personal sense of what their gender is — matches the gender they were assigned at birth, they might identify as transgender.

## Nonbinary

The phrase “nonbinary” encompasses a lot of gender identities - like genderfluid, genderqueer, bigender, and many others - that exist outside of the man/woman or male/female binaries.

Not all nonbinary people identify as transgender, but some do! Many still share similar experiences with trans people.

## Genderfluid

Sometimes the gender that a person identifies with is flexible and can change depending on the situation, the day, or their mood. This flexible identity is what we call genderfluid.

## Agender

A person who does not identify with male, female, or any other gender may chose to use agender as a descriptor for themselves. This label often indicates that the person does not align with any particular gender identity.

## A Special Note : Intersex

Sex is not the same thing as gender.. As mentioned before, sex is typically thought of in the binary of male and female. In actuality, people’s genetics and bodies are much more complex than that. Still, many intersex people are assigned a sex of male or female at birth, even if they are more somewhere in the middle.

Useful Terms

# Gender Expression

Gender expression is how a person presents their gender to the world!

One common way that a person expresses their gender is clothing choices, but it can also include hairstyles, body features, mannerisms, and pronouns.



**What are some ways you express your gender?**

# Pronouns

A pronoun is a word that refers to a person or a thing. This is a normal part of the English language!

When we refer to someone with the pronoun that aligns with their gender identity, we are showing them respect and consideration.

---

◆  
**He/Him/His**

**She/Her/Hers**

**They/Them/Theirs**

**Others!**



# Gender Stereotypes

What is a **STEREOTYPE**?

A stereotype is when you make up stories about people that are not true and not fair based on characteristics you can observe about them

For example: Some people believe that men are naturally better suited to leadership positions than women.

This is a stereotype. It is not true, and not fair. People of any gender can be great leaders!

# Other Gender Stereotypes

## JOB

Teachers and nurses are typically women; pilots, doctors, and engineers are primarily men.

## SCHOOL

Boys are better at math and science; girls are better at language arts and social studies.

## LOOKS

Women should be thin and graceful; men should be tall and muscular.

Gender nonconforming people should be androgynous.

## HOBBIES

Girls should not play paintball or video games; Boys should not enjoy crocheting.

**What other stereotypes have you heard about gender?  
How can these stereotypes hurt people?**



# Sexuality and Attraction

## Lesson Two

# What are Romantic and Sexual Orientations?

Orientations describe the relationship between your gender and those that you are attracted to either romantically or sexually.

Sometimes these are the same, but sometimes they are different.

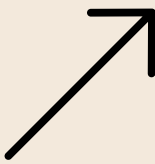
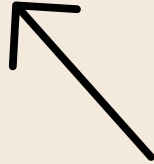


**Heteroromantic**  
A person who is romantically attracted to people of the opposite sex/gender.

**Homoromantic**  
A person who is romantically attracted to someone of the same sex/gender.

**Biromantic**  
A person who experiences romantic attraction for people fo more than one gender.

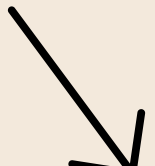
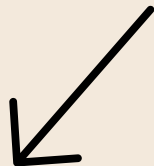
# Some Romantic Orientations



**Panromantic**  
A person who is capable of feeling romantic attraction towards people regardless of their sex/gender.

**Demiromantic**  
A person who only experiences romantic attraction after developing an emotional connection with another person.

**Aromantic**  
A person who does not feel romantic attraction towards anyone.



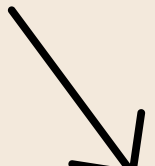
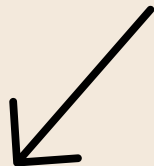
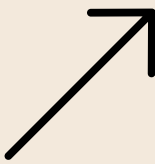
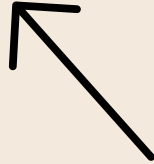
Useful Terms

**Heterosexual**  
A person who is sexually attracted to people of the opposite sex/gender.

**Homosexual**  
A person who is sexually attracted to someone of the same sex/gender.

**Bisexual**  
A person who experiences sexual attraction for people for more than one gender.

# Some Sexual Orientations



**Pansexual**  
A person who is capable of feeling sexual attraction towards people regardless of their sex/gender.

**Demisexual**  
A person who only experiences sexual attraction after developing an emotional connection with another person.

**Asexual (Ace)**  
A person who does not feel sexual attraction towards anyone.

Useful Terms

# What Does LGBTQIA+ Mean?

LGBTQIA+ is an abbreviation for lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, and more. These terms are used to describe a person's sexual orientation or gender identity.

**Do you have friends who identify as LGBTQIA+?**

**How can we support friends who have identities that are different than ours?**



# Coming Out

Many people use the term “coming out” to refer to the process of telling others about their gender identity, romantic orientation, and sexual orientation.

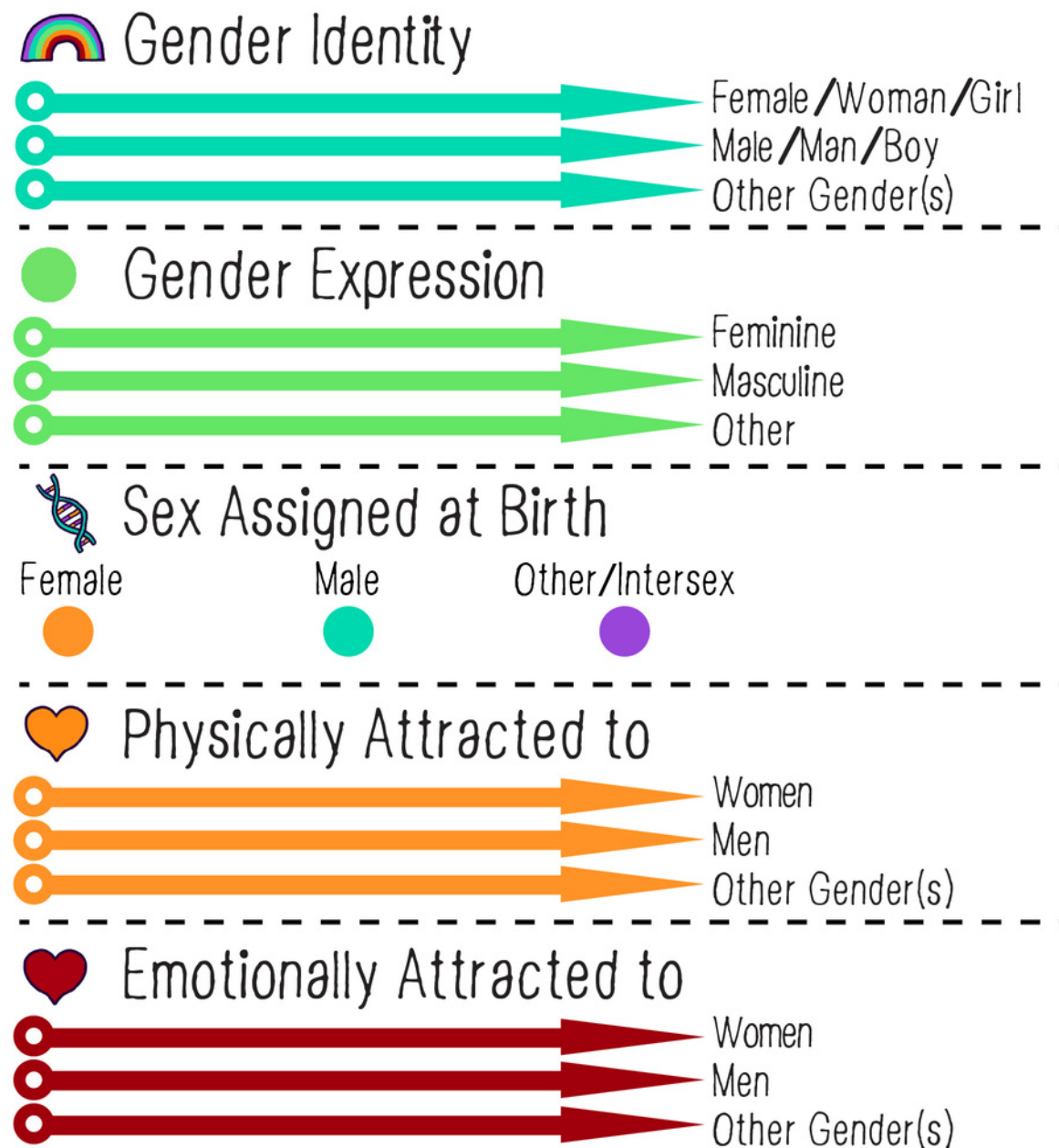
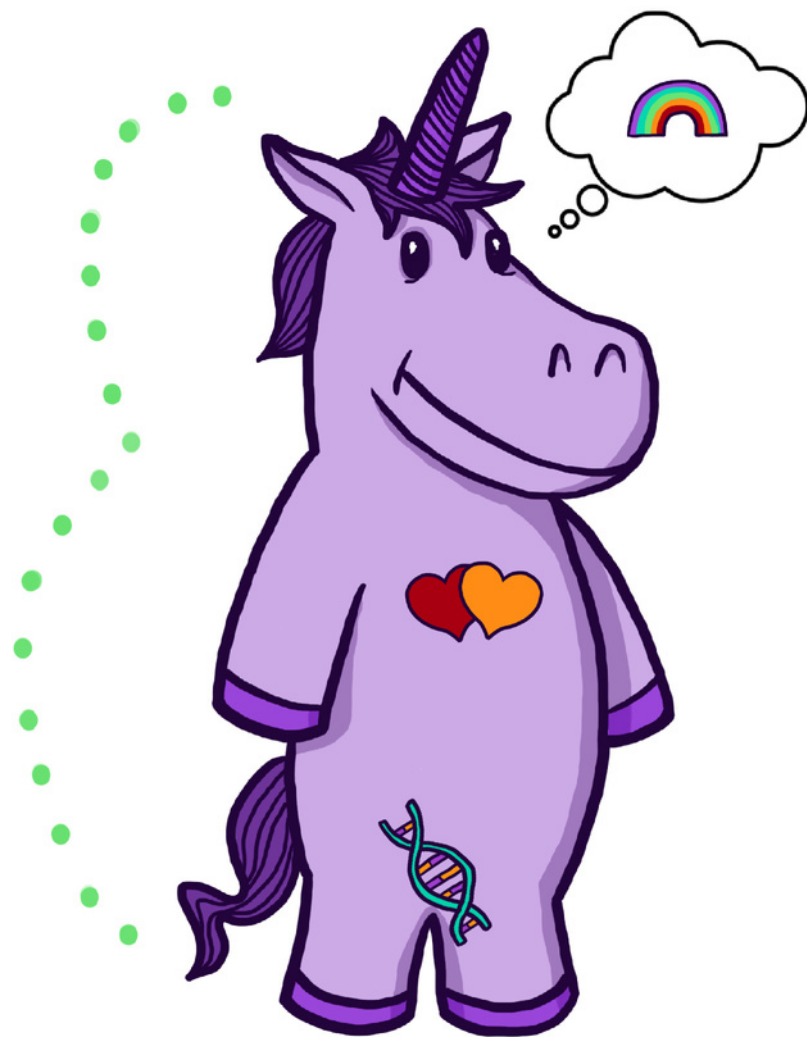
Coming out is something that only you can decide to do. Your story belongs to you, and you get to decide who has access to it. If you want help coming out, there are trusted adults that can help you navigate that process!

- Coming out can be a gradual or sudden process
- Coming out can happen in many different settings such as school, home, or with friends
- Coming out can be a lifelong process informing different people in your life at different times
- Coming out can be very freeing
- Coming out can help a person find community
- Coming out takes a lot of bravery, but is not ever required of you
- **YOUR SAFETY** is always the most important thing!

**What do you say to a friend who has come out to you?**

# The Gender Unicorn

Graphic by:  
**TSER**  
Trans Student Educational Resources



To learn more, go to:  
[www.transstudent.org/gender](http://www.transstudent.org/gender)

Design by Landyn Pan and Anna Moore

# IT'S ALL A SCALE!

The Trans Student Educational Resource group created The Gender Unicorn to

**This graphic shows us that each marker in gender, sexuality, and attraction can encompass a wide range of experiences.**

Even though each of these identities come together to make up your gender and orientation, each can be a sliding scale on their own and may or may not impact any other part of what makes you YOU!

# Examining Identities!

Let's look at some pictures of people and learn about the gender. Use the things you've learned today to understand the different gender identities and romantic/sexual orientations!



# This Is Ashley

Ashley was assigned the sex of female at birth.

Ashley identifies as a woman.

Ashley uses the pronouns she/her/hers.

Ashley is romantically and sexually attracted to women.

- What is Ashley's gender identity?
- How is that identity being expressed?
- What is Ashley's romantic orientation?
- What is Ashley's sexual orientation?



# This Is Tasha

Tasha was assigned the sex of female at birth.

Tasha doesn't identify as a woman or a man.

Tasha uses the pronouns they/them/theirs, but is comfortable using she/her/hers as well.

Tasha is romantically attracted to people of all genders.

Tasha does not experience sexual attraction.

- What is Tasha's gender identity?
- How is that identity being expressed?
- What is Tasha's romantic orientation?
- What is Tasha's sexual orientation?



# This Is Corbin

Corbin was assigned the sex of female at birth.

Corbin identifies as a man.

Corbin uses the pronouns he/him/his.

Corbin is romantically and sexually attracted to women.

- What is Corbin's gender identity?
- How is that identity being expressed?
- What is Corbin's romantic orientation?
- What is Corbin's sexual orientation?



# This Is Luis

Luis was assigned the sex of male at birth.

Luis identifies as a man.

Luis uses the pronouns he/him/his.

Luis is romantically and sexually attracted to men.

- What is Luis' gender identity?
- How is that identity being expressed?
- What is Luis' romantic orientation?
- What is Luis' sexual orientation?



# This Is Kai

Kai was assigned the sex of male at birth.

Kai identifies as a man.

Kai uses the pronouns he/him/his.

Kai is romantically and sexually attracted to women.

- What is Kai's gender identity?
- How is that identity being expressed?
- What is Kai's romantic orientation?
- What is Kai's sexual orientation?



# This Is Skylar

Skylar was assigned the sex of female at birth.  
Skylar does not identify as a man or a woman.  
Skylar uses the pronouns they/them/theirs.  
Skylar is romantically and sexually attracted to women.

- What is Skylar's gender identity?
- How is that identity being expressed?
- What is Skylar's romantic orientation?
- What is Skylar's sexual orientation?





# YOUR TURN!

Use the handout to fill in details about who you are!

**You can write in your name and pronouns.**

**You can draw a picture of how you see yourself.**

**You can use the sliders to show your gender identity, romantic orientation, and sexual orientation.**

This exercise is always optional! You do not have to fill in or share anything that you don't want to! Your story is yours alone to tell!

# Wrap Up



01.

What is the difference between gender identity, sex assigned at birth, romantic orientation, and sexual orientation?

02.

How can we create a supportive environment where everyone is safe to be exactly who they are?

03.

What lessons can you take from today, and how can you apply them to your every day life?

# Online Resources

Trans Student  
Educational Resources

[www.transstudent.org](http://www.transstudent.org)

The Trevor  
Project

[www.thetrevorproject.org](http://www.thetrevorproject.org)

MSU Gender and Sexuality  
Campus Center

[www.gscc.msu.edu](http://www.gscc.msu.edu)

Teen Talk  
Non-Crisis Lines

<https://teentalk.ca/>

The Salus  
Center

[www.saluscenter.org](http://www.saluscenter.org)

Gay Lesbian and Straight  
Education Network

[www.glsen.org](http://www.glsen.org)



# Book Resources

Doing It!

Hannah Witton

This Book Is Gay

Juno Dawson

The Pride Guide

Jo Langford

What's The T?

Juno Dawson

All Boys Aren't Blue

George M. Johnson

Let's Talk About IT

Erika Moen





# Thank you very much!

**Please contact with any questions!**

**[katie.trickey@gmail.com](mailto:katie.trickey@gmail.com) | 734 - 486 - 6361**

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 December 8, 2025.

XII. **Adjournment**

***Respectfully Submitted,***

***Dori Leyko  
Superintendent***