

Michigan State University

Department of Chemistry

ACS-Project SEED



Congratulations!

You have been selected to participate in Project SEED at Michigan State University this summer!

What Is Project SEED?

Project SEED is a program administered by the **American Chemical Society (ACS)** that offers the unique opportunity for high school students to spend a summer conducting hands-on research with a scientist in a laboratory setting. Students work 8 weeks and are awarded a stipend. Students who satisfactorily complete the first summer and who have not yet entered college may be considered the following year for a second summer of research and receive a higher stipend.



Project

SEED at MSU

Project SEED at Michigan State University was established in 2002, under the supervision of Professor Babak Borhan. During the years, the program has been generously supported by the following sources:

- American Chemical Society (ACS)
- ACS, MSU local section
- Michigan State University, Dean's Office
- Michigan State University, Office of the Provost
- Michigan State University, Vice President of Research and Graduate Studies.



This year, we celebrate our 16th anniversary of a very successful run. Since 2002, ~100 high school students have participated in the program as Summer I students, 45 of which came back for Summer II. The participated students have joined from a variety of local high schools including:



East Lansing High School



Haslett High School



Perry High School



Everett High School



Okemos High School



St. John's High School



Utica Academy of International Studies



Grand Ledge high School



Lansing Eastern High School

What Are Your Responsibilities As a Project SEED Participant?

- Project SEED students are expected to be good employees. You should be at work every day on time and be dressed appropriately for the laboratory environment.
- Each of you will be paired with a MSU professor and will be working along either a graduate student or a post-doctoral fellow (mentors). It is of utmost importance to maintain a good communication with your mentor. They are there to train you and help you to succeed in this program.
- You will need to maintain a good attitude towards work, use the safety training provided and share any concerns about work with your mentor or program coordinator.
- You are expected to learn as much as you can about your specific research project. You will be asked to do research that may involve, for example, making new compounds, collecting data, or working with instruments or computers.
- You will be required to complete surveys and reports concerning your experience.
- You will be required to attend a weekly meeting with the rest of the project participants and the Project SEED coordinators (day and time to be announced). During this meetings, you will be expected to present your research and participate in other activities.
- At the end of the 8 week program, you will be asked to present a poster and explain your research to the audience.

You are all also all part of the MSU community for the next 8 weeks, and as such you will need to follow the community rules and abide by all University regulations. **Violation of any of the following rules will result in removal of our program,** after your guardian has been notified.

Please pay EXTRA attention to the following University Rules:

- There should be no possession or use of alcohol, tobacco, drugs, fireworks, guns or any other weapons.
- You are not to leave campus during your working hours every day, including lunch breaks.
- No violence of any kind will be tolerated during the program.
- No sexual harassment, sexual abuse or any other sexually inappropriate conduct will be tolerated.
- No violation of the University Anti-Discrimination Policy will be tolerated (a copy of the policy is attached).
- No hazing or bullying (physical, verbal or cyber-bullying) will be tolerated (a copy of the policy is attached).
- Misuse or damage of University property is prohibited and participants will be financially responsible for damage or misuse of University property.
- Inappropriate use of cameras, imaging and other digital recording devices, including camera, imaging and other digital recording applications on smart phones and mobile devices in restrooms and other areas where privacy is expected is prohibited.
- Please remember that there will be areas in the Chemistry building (laser rooms, laboratories, offices, that you are not allowed to enter). Please follow your mentor's directions as to where you are allowed to be.

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Accommodations for persons with disabilities may be requested by contacting Chrysoula Vasileiou (vassilio@msu.edu) before the beginning of the program. Requests received after this date will be honored whenever possible.



**Project SEED, MSU
2002 - 2011**



**Project SEED, MSU
2012 - 2017**



Project SEED participants (**Summer 2018**, From left to right, front): **Faiza Omar** (Summer I, East Lansing High School; worked with Prof. **X. Huang**); **Nagham Al-Masraf** (Summer II, East Lansing High School; worked with Prof. **R. Maleczka**); **Mohamed Salem** (Summer II, The early college at LCC; worked with Prof. **J. Jackson**); **Vivian Ho** (Summer II, Everett High School; worked with Prof. **R. Beaulac**); **Kamisha Tuma** (Summer II, East Lansing High School; worked with Prof. **J. Geiger**); **Sahar Aljazi** (Summer I, Everett High School; worked with Prof. **K. Draths**); left to right, back: **Bandana Rawal** (Summer I, East Lansing High School; worked with Prof. **D. Proshlyakov**); **Mirran Salem** (Summer I, Okemos High School; worked with Prof. **W. Wulff**); **Ruth Horta** (Summer II, East Lansing High School; worked with Prof. **B. Borhan**); **Shams Ezz** (Summer I, East Lansing High School; worked with Prof. **D. Proshlyakov**)

Overall as Project SEED coordinators, our goal is to make this experience as much fun as possible for everybody and share our passion for Chemistry and Science in general.

Although we expect you to be professional and follow the rules throughout the next 8 weeks we also expect you to enjoy your time here and learn as much as possible out of this experience.

Welcome Again,

The Project SEED Coordinators

Appendix

MICHIGAN STATE UNIVERSITY

Office of Institutional Equity Protocol for Addressing Bias Incidents, Acts of Prohibited Discrimination/Harassment, and Hate Crimes

Bias incidents, acts of prohibited discrimination and harassment, and hate crimes targeted against individuals and groups on the basis of a protected characteristic are counterproductive to the educational mission and goals of Michigan State University (MSU).¹

The following protocol has been developed to lend consistency and predictability to the University's response to such situations on campus. The purpose of this protocol is to provide guidance to address the many questions, concerns, and issues that arise when a bias incident, act of discrimination/harassment, or hate crime occurs on campus. This type of incident can have a widespread negative impact on many members of the MSU community.

DEFINITIONS

What is a bias incident?

A bias incident consists of verbal or nonverbal conduct that is threatening, harassing, intimidating, discriminatory, or hostile and is based on a category protected under the MSU Anti-Discrimination Policy ("ADP" or "Policy"), available online at <https://www.hr.msu.edu/policies-procedures/university-wide/>.

What is the difference between a bias incident, a hate crime and an act of discrimination?

A bias incident is defined more broadly than an act of discrimination. It is important to note that, although the expression of an idea or point of view might be offensive or inflammatory to some, not all bias incidents violate the law or are considered prohibited discrimination or harassment under the ADP.²

Please keep in mind that simply because the expression of an idea or point of view may be offensive or inflammatory to some, it is not necessarily a bias-related incident. MSU values freedom of expression and the open exchange of ideas and hopes that an effective protocol will contribute to an environment that encourages dialogue around challenging

¹ The protected characteristics contained in the University's Anti-Discrimination Policy include age, color, gender, gender identity, disability status, height, weight, marital status, national origin, political persuasion, race, religion, sexual orientation, and veteran status.

² For further discussion of the relationship between the First Amendment and complaints of harassment/discrimination, please see the ADP User's Manual, available online at <http://oie.msu.edu/>.

issues.

An act of discrimination is defined by the ADP as an “inappropriate limitation of employment opportunity, access to University facilities, or participation in educational, athletic, social, cultural, or other University activities” based on a category protected by the Policy. There are two basic theories of discrimination; disparate treatment and disparate impact. Disparate treatment requires intent to discriminate based on a protected category. Disparate impact is based on a facial neutral policy or practice that has disproportionate effect on a protected category.

An act of harassment is defined as unwelcome behavior based on a protected category that is so severe, persistent, or pervasive that it creates an unreasonable interference with an individual’s work or educational experience.

A “hate crime” is a term used to describe a bias incident that also constitutes a criminal act. Under Michigan criminal law, bias incidents that also constitute criminal acts are made unlawful under Michigan’s ethnic intimidation laws.³

REPORTING

Any person may file a complaint regarding a bias-related incident; the reporter can be the alleged victim of the treatment, or the reporter can file a report on behalf of another person. MSU strongly encourages campus community members to take an active role in reporting bias incidents and hate crimes in order to ensure an inclusive and welcoming campus for all. To report a bias incident, or if you have questions about a possible incident that you experienced, witnessed, or were informed about, please contact the Office of Institutional Equity (OIE) at 517-353-3922 or at oie@msu.edu.

RESPONSE

Bias incidents, acts of discrimination/harassment, and hate crimes require a timely response to address the following areas: (1) victim assistance, (2) incident review, (3) accountability, and (4) incident documentation. Protocols for addressing each area are described below.

1. Victim Assistance – The physical and emotional health of the victim(s) must be carefully considered after any bias incident. It is essential that the victim receive support immediately after the incident and be made aware of the resources available to assist with any emotional, mental, and/or physical impact.

³ Michigan Penal Code § 750.147b: (1) A person is guilty of ethnic intimidation if that person maliciously, and with specific intent to intimidate or harass another person because of that person’s race, color, religion, gender, or national origin, does any of the following: (a) Causes physical contact with another person. (b) Damages, destroys, or defaces any real or personal property of another person. (c) Threatens, by word or act, to do an act described in subdivision (a) or (b), if there is reasonable cause to believe that an act described in subdivision (a) or (b) will occur.

- The MSU Police Department (517-355-2221) should be contacted immediately to provide medical attention and address issues related to personal safety and potential criminal conduct.
 - The victim's sense of safety and security should be addressed. Available options should be discussed, including possible housing reassignment or academic/course adjustments for students or alteration of work assignments or office space for employees.
 - Refer a student to the Counseling Center (517-355-8270) if the student is emotionally distressed by the incident. A faculty or staff member should be offered support through the Employee Assistance Program (517-355-4506).
 - The victim(s) should be contacted to determine whether they would like the University to contact anyone (*e.g.*, parent, sibling, relative) to provide emotional support.
 - A responsible person⁴ should be assigned to work with the victim(s) to provide support and assistance with any continuing concerns.
 - The victim(s) should be informed that the incident will be referred to OIE for assessment and investigation.
 - The victim(s) should be provided with information about the assessment/investigation process and options available to address the incident.
2. Assessment/Investigation – Each bias incident is unique and the University must assess the particular facts and circumstances of the incident in order to determine the appropriate response. Bias incidents are generally classified according to their level of seriousness. The three levels are as follows:

Level 1: A single nonviolent incident in which a member or members of a protected group⁵ is targeted for abuse. Examples: use of a racial epithet; homophobic graffiti.

Level 2: Physical intimidation, threat of physical violence, or multiple bias incidents directed against a member or members of a protected group. Examples: verbal threats; multiple racial epithets or incidents of homophobic graffiti.

⁴ This may be an OIE staff person, academic advisor, residential hall staff member, Intercultural Aide, or other regular University employee, as appropriate.

⁵ Protected groups are those identified in the University's Anti-Discrimination Policy.

Level 3: An act of violence against a member or members of a protected group.
Example: physical attack of a lesbian couple.⁶

OIE is responsible for assessing bias incidents and determining whether a formal investigation is warranted under the ADP. If a determination is made that a formal investigation is warranted, OIE will conduct or assist with the formal investigation.

OIE does not act as a representative for either side; rather, it serves as a neutral fact-finder for determining whether the ADP was violated. Following a formal investigation, OIE will issue a written report containing a summary of the investigation, analysis, and findings. A full description of OIE complaint procedures can be found at <http://oie.msu.edu>.

3. Accountability – The University is committed to holding perpetrators of bias incidents, discrimination, and harassment accountable through the procedures established for handling violations of University policy. In order to maximize the University’s ability to hold perpetrators accountable, all bias incidents should be reported to the MSU Police Department and OIE in a timely fashion.
 - If the University’s investigation results in a finding that a student has violated the ADP, OIE will file a complaint with the Department of Student Life in accordance with the Anti-Discrimination Policy/Relationship Violence & Sexual Misconduct Policy Student Conduct Sanction and Appeal Procedures (available online at <https://www.hr.msu.edu/policies-procedures/university-wide/>). In cases where the conduct does not violate the ADP but could constitute a violation of the General Student Regulations or other University policy, a complaint may be referred to the Student Conduct and Conflict Resolution Office for adjudication.
 - If the University’s investigation results in a finding that a staff employee has violated the ADP, MSU Human Resources will impose appropriate disciplinary action in accordance with established procedures.
 - If the University’s investigation results in a finding that a faculty member or academic staff member has violated the ADP, Academic Human Resources will impose appropriate disciplinary action in accordance with established procedures.
4. Incident Documentation – It is extremely important that timely and accurate documentation of the incident take place be reported to OIE promptly for inclusion in OIE’s centralized bias incident reporting database. Every reasonable effort should be made to report a bias incident to OIE within 48 hours of its occurrence.

⁶ Adapted from A Protocol for Addressing Acts of Intolerance and Threats to Community, Stanford University, June 2001, p. 11.

BIAS INCIDENT RESPONSE TEAM

In order to coordinate and ensure that the above protocol is followed, the Bias Incident Response Team (BIRT) will meet regularly to discuss all bias incidents and make further determinations for bias incidents that are classified as a level 2 or 3 incident.⁷ The BIRT will consist of the following administrators (or their designee):

Director, Office of Institutional Equity
Title IX/ADA Coordinator
Director, University Counseling Center
MSU Police Department
Director, Residence Education and Housing Services
Representative from the Student Conduct and Conflict Resolution Office
Director, Office of Cultural and Academic Transitions
Director, LGBT Resource Center

The BIRT will determine any additional actions that will be planned and implemented by the appropriate staff members. The BIRT will assess the incident and determine its severity and impact in the following areas:

- Individual or targeted group.
- Residents of some or all residence halls.
- Other specific segments of the MSU community, such as units/departments and colleges.
- The greater community beyond MSU.

The BIRT should consider the incident's severity and impact when it considers appropriate responses to the incident.

⁷ Although the BIRT may choose to convene to address a level 1 incident, response to a level 1 incident will normally be coordinated through OIE and may not involve all of the above-listed offices.

**MICHIGAN
STATE BOARD OF EDUCATION**

Model Anti-Bullying Policy

The (fill in district name) board of education recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all students and groups for a safe and secure learning environment, the board of education prohibits acts of bullying, harassment, and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviors, interferes with both a school's ability to educate its students and a student's ability to learn. All administrators, faculty, staff, parents, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behavior that is respectful and civil. It is especially important for adults to model these behaviors (even when disciplining) in order to provide positive examples for student behavior.

"Bullying" or "harassment" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e., cyberbullying, through the use of internet, cell phone, personal digital assistant (pda), computer, or wireless handheld device, currently in use or later developed and used by students) that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy. Such behaviors are considered to be bullying or harassment whether they take place on or off school property, at any school-sponsored function, or in a school vehicle or at any time or place where a child's imminent safety or over-all well being may be at issue.

"Bullying" is conduct that meets all of the following criteria:

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more pupils;
- is conveyed through physical, verbal, technological or emotional means;

- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,
- is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

"Harassment" is conduct that meets all of the following criteria:

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more pupils;
- is conveyed through physical, verbal, technological or emotional means;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and,
- is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

The scope of this policy includes the prohibition of every form of bullying, harassment, and cyberbullying/harassment, whether in the classroom, on school premises, immediately adjacent to school premises, when a student is traveling to or from school (portal to portal), or at a school-sponsored event, whether or not held on school premises. Bullying or harassment, including cyberbullying/harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

The (fill in district name) board of education expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

The (fill in district name) board of education believes that a comprehensive health education curriculum, within a coordinated school health framework, helps students attain knowledge and skills vital to school success, a productive workforce and good citizenship. Critical skills include anticipating consequences of choices, making informed decisions, communicating effectively, resolving conflicts, and developing cultural competency.

The (fill in district name) board of education recognizes that in order to have the maximum impact, it is critical to provide a minimum of annual training for school employees and volunteers who have significant contact with pupils on school policies and procedures regarding bullying and harassment. Training will provide school employees with a clear understanding of their roles and responsibilities and the necessary skills to fulfill them.

The (fill in district name) board of education believes that standards for student behavior must be set through interaction among the students, parents and guardians, staff, and community members of the school district, producing an atmosphere that encourages students to grow in self-discipline and their ability to respect the rights of others. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, parents, and community members.

The (fill in district name) board of education believes that the best discipline for aggressive behavior is designed to (1) support students in taking responsibility for their actions, (2) develop empathy, and (3) teach alternative ways to achieve the goals and solve problems that motivated the aggressive behavior. Staff members who interact with students shall apply best practices designed to *prevent* discipline problems and encourage students' abilities to develop self-discipline and make better choices in the future.

Since bystander support of bullying and harassment can encourage these behaviors, the district prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students *not* to be part of the problem; *not* to pass on the rumor or derogatory message; to walk away from these acts when they see them; to constructively attempt to stop them; to report them to the designated authority; and to reach out in friendship to the target. Periodic classroom meetings should be conducted to teach bystanders how and when to respond to bullying and harassment incidents. Informal classroom discussions and activities designed to provide awareness and increase student connectedness promote a positive shift in peer norms that will support empowered bystanders. When bystanders do report or cooperate in an investigation, they must be protected from retaliation with the same type of procedures used to respond to bullying and harassment.

The (fill in district name) board of education requires its school administrators to develop and implement procedures that ensure *both* the appropriate consequences *and* remedial responses to a student or staff member who commits one or more

acts of bullying and harassment. The following factors, at a minimum, shall be given full consideration by school administrators in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment or bullying.

Factors for Determining Consequences

- Age, development, and maturity levels of the parties involved
- Degree of harm (physical and/or emotional distress)
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

Note: In order to ensure students' perception of fair and impartial treatment, a student's academic or athletic status is *not* a legitimate factor for determining consequences. Consequences must be perceived as fair and impartial.

Factors for Determining Remedial Measures

Personal

- Life skill competencies
- Experiential deficiencies
- Social relationships
- Strengths
- Talents
- Traits
- Interests
- Hobbies
- Extra-curricular activities
- Classroom participation
- Academic performance

Environmental

- School culture
- School climate and lack of connectedness
- Student-staff relationships and staff behavior toward the student
- Level of consistency in staff responses to bullying or harassing behaviors
- Level of consistency in application or severity of consequences given to students
- Staff-staff relationships witnessed by students
- General staff management of classrooms and other educational environments
- Staff ability to prevent and de-escalate difficult or inflammatory situations
- Social-emotional and behavioral supports
- Social relationships
- Community activities
- Neighborhood culture
- Family situation

- Range and number of opportunities for student engagement, involvement, and recognition for achievement (beyond academics and athletics)

Consequences and appropriate remedial actions for a student or staff member who engages in one or more acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of an employee, as set forth in the board of education's approved code of student conduct or employee handbook. School employees will also be held accountable for bullying or harassing behavior directed toward school employees, volunteers, parents, or students.

Consequences for a student who commits an act of bullying and harassment shall vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the board of education's approved code of student conduct. Remedial measures shall be designed to: *correct the problem behavior*; *prevent another occurrence* of the behavior; and *protect the victim* of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

- Admonishment
- Participation in a guided reflection process designed to teach alternative behavior
- Temporary removal from the classroom
- Loss of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension during the school week or the weekend, for students
- Out-of-school suspension
- Legal action
- Expulsion or termination

Examples of Remedial Measures

Strategies for Individual Behavioral Change:

- Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or meet the goal.
- Restitution and restoration
- Transformative conferencing/restorative justice practices
- Supervised peer support group
- Corrective instruction or other relevant learning or service experience
- Supportive discipline to increase accountability for the bullying offense
- Supportive interventions, including participation of an Intervention and Referral Services team, peer mediation, etc.

- Behavioral assessment or evaluation, including, but not limited to, a referral to a Child Study Team, as appropriate
- Behavioral management plan, with benchmarks that are closely monitored
- Involvement of school disciplinarian
- Student counseling
- Parent conferences
- Student treatment
- Student therapy

Strategies for Environmental Change (Classroom, School Building, or School District):

- Activities or strategies designed to help the student who engaged in bullying or harassment reflect on the offending behavior, maintaining an emotionally-neutral and strength-based approach
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
- Change process to improve school culture
- School climate improvement/improvement in conditions for learning and instructional pedagogy (incorporation of brain-compatible strategies)
- Adoption of research-based, systemic bullying prevention programs
- Modifications of schedules
- Adjustments in hallway traffic
- Modifications in student routes or patterns traveling to and from school
- Increased supervision and targeted use of monitors (e.g., hallway, cafeteria, bus)
- General professional development programs for certificated and non-certificated staff
- Professional development plans for staff in key disciplinary roles
- Disciplinary action for school staff who contributed to the problem
- Parent conferences
- Referral to family counseling
- Increased involvement of parent-teacher organizations
- Increased involvement of community-based organizations
- Increased opportunities for parent input and engagement in school initiatives and activities
- Development of a general bullying/harassment response plan
- Peer support groups
- Increase communication with and involvement of law enforcement (e.g., school resource officer, juvenile officer)
- Engage in community awareness events and planning sessions

The (fill in district name) board of education requires the principal and/or the principal's designee at each school to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal or the principal's designee. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy.

Reports may be made anonymously, but formal disciplinary action *may not* be based solely on the basis of an anonymous report.

The (fill in district name) board of education requires the principal and/or the principal's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made. The parents of the students involved shall receive written notice from the school on the outcome of the investigation (in compliance with current privacy laws and regulations). All reports on instances of bullying and/or harassment must be recorded by the school for annual data review.

The (fill in district name) board of education prohibits reprisal or retaliation against any person who reports an act of bullying or harassment or cooperates in an investigation. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

The (fill in district name) board of education prohibits any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate remedial action for a *person* found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a *school employee* found to have falsely accused another as a means of bullying or harassment shall be in accordance with district policies, procedures, and agreements.

The (fill in district name) board of education requires school officials to annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, at school-sponsored functions, or on a school bus. The chief school administrator shall develop an annual process for discussing the school district policy on harassment and bullying with students and staff.

The school district shall incorporate information regarding the policy against harassment or bullying into each school employee training program and handbook.