2019-20
CODE OF BEHAVIOR
Grades K-12

A Guide with Important Information for Families Highlighting Expectations, Student Rights, and Responsibilities to Ensure a Safe and Nurturing Learning Environment
# Prince William County Public Schools
## Central Office

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Dear Parents/Guardians:

Welcome to the 2019-20 school year. I am proud to begin my fifteenth year as Superintendent of such an outstanding School Division. Our dedicated School Board, outstanding teachers, support staff, and leadership team work hard every day to continue Providing A World-Class Education to an ever-growing student population that now exceeds 90,000 students in 100 schools and centers.

The “Code of Behavior” (COB) includes important information to guide students and adults toward success in our School Division. It is vital for parents and guardians to understand the policies summarized and to emphasize their importance to students. With your help, we can ensure a positive and safe learning environment in all our schools.

The Code of Behavior can be found on www.pwcs.edu (print copies are available on request). A parent or guardian for every student must sign and return the emergency card sent home the first week of school to acknowledge your awareness of COB content as required by law under Virginia Code §22 1-279.3.

Working together we will create an environment where everyone is treated with respect and is encouraged to help others.

On behalf of everyone at Prince William County Public Schools, I wish you and your student a productive and enjoyable year.

Sincerely,

Steven L. Walts
Superintendent of Schools
Preamble

The Virginia Constitution confers upon a local school board the authority to supervise the operation of the public schools under the school board’s control. This authority includes the power to supervise and discipline students.

The Prince William County School Board seeks to protect the rights of all its students to an education commensurate with their abilities, interests, values, and goals by providing safeguards for the health, safety, and rights of the individual student and school employee, and for the protection of school property.

However, the task of training and educating youth must be shared by all members of the school community – students, faculty, administrators, and parent(s) – who all bear responsibility to support the rules of the school and the integrity of the educational process.

It is the duty of the parent to train the child to assume responsibility in the school environment—responsibility for learning and exhibiting conduct that does not infringe upon the rights of another. (see page 5 for additional information, including legal responsibilities of parents.) The school has the right to expect reasonable and self-disciplined behavior from each student. Since self-discipline cannot be imposed from without, the students must be permitted a degree of freedom of choice and action to develop their individual talents and abilities.

The Virginia Code, §22.1-78, states: “A school board may adopt bylaws and regulations . . . including but not limited to the proper discipline of students, including their going to and returning from school.” The School Board’s rules governing student conduct are summarized in the “Code of Behavior” and are also addressed in the Prince William County Public Schools’ Policy and Administration Manuals.

The provisions of this “Code of Behavior” apply whenever students are involved, such as:
- At school activities on property owned by the School Board, to include SACC and Next Generation Programs;
- When going to and from school and bus stops;
- On school buses and at bus stops;
- In cases involving off-site, school-sponsored activities such as field trips, sporting events, and club activities; and
- When conduct by a student occurring off school grounds or school property has a material effect on the operation or general welfare of the School Division, impacts the integrity of the educational process, threatens the safety and welfare of students, staff, or school property, occurs when the student is under the school’s authority in loco parentis or otherwise invades the rights of students or staff.

The Superintendent may, for good cause, approve a deviation from the procedures set forth in the “Code of Behavior” in its present form, so long as the basic rights of students, parent(s), the community at large, and/or school personnel are not violated. Good cause means protecting the health, safety, welfare, and educational opportunities of the students in the school system.

* “Parent(s),” as used throughout, means biological parent(s), adoptive parent(s) or legal guardian(s).
Responsibilities

Prince William County School Board

The “Code of Behavior” has been established for the Prince William County Public Schools. The School Board, acting through the Superintendent, holds all school employees responsible for supervising student behavior while students are legally under the supervision of the schools. The School Board holds all students responsible for appropriate conduct as defined in the policies and regulations of the School Board and as summarized in the Prince William County Public Schools “Code of Behavior.” Policies and regulations governing student behavior and student discipline can be found in the Prince William County Public Schools Policy Manual and Administration Manual which are available at each school, in public libraries, and online at pwcs.edu.

All PWCS employees are held to the highest ethical standards, and are accountable for their actions. Therefore, all staff must comply with the policies and regulations established by the School Board.

The School Board holds all parents responsible for reading the “Code of Behavior,” and any policies or regulations referenced in the “Code of Behavior” for promoting proper student conduct.

Remember

Please be aware that security cameras are located in all buildings and will be used to ensure the safety and security of all PWCS students, staff, and property.

Educational Team

While discipline is ultimately the responsibility of the individual, the implementation of an effective discipline program requires a cooperative team effort. Whenever possible, a preventive approach to discipline shall be taken in an effort to clarify standards of conduct, effectively assess a student’s individual needs, and identify any significant factors which may be contributing to a student’s misconduct. The school principal is the instructional leader responsible for the development of a local school handbook which is consistent with policies and regulations of the School Board and the “Code of Behavior.” Administrators, teachers, and support personnel all work together to ensure the rights of each student in the School Division.

The educational team is responsible for:

• Maintaining the educational records of individual students to include a record of disciplinary actions involving the student. Such records may contain information on police arrest or court action if the student is involved in unlawful behavior. Whenever charges are placed with juvenile court authorities, it may be considered an “arrest” even if the student is not physically taken into custody by police (as required under Virginia law).

School administrators (principals and assistant principals) are responsible for appropriate follow-up action whenever students report discrimination, harassment, or other acts which violate the “Code of Behavior.” Teachers, counselors, and other educational support staff are responsible for helping students get the assistance they may need from administrators. Staff response to each student complaint should be documented.

As delineated in Policy 747, “Office of Student Management and Alternative Programs,” the Prince William County School Board supports the Office of Student Management and Alternative Programs (OSMAP) to coordinate the School Division’s efforts to provide a safe school environment which is conducive to teaching and learning. The purposes of OSMAP are as follows:

• To resolve serious student disciplinary offenses;
• To provide a variety of educational opportunities that address the varied needs of students in Grades K-12 and adult learners;
• To promote a safe educational environment conducive to teaching and learning and free from violence, conflict, and unnecessary disruptions;
• To decrease the number of long-term suspensions and expulsions through a process that provides increased non-traditional education opportunities;
• To oversee and conduct the due process procedures applicable to the long-term suspension, expulsion, exclusion, and readmission of students, and to coordinate any appeals to the School Board; and
• To determine the appropriate educational services, programs, and placements for regular education students who are subject to OSMAP’s disciplinary process.

The establishment of this office generated revisions to the “Code of Behavior” and related School Board policies and regulations.
Parent(s)/Guardian(s)


It is the duty of the parent to:
• Teach the student to assume responsibility for learning and for conduct that does not infringe upon the rights of others;
• Ensure the student’s daily attendance in school and notify the school when a student is absent, tardy, or leaving early from school;
• Ensure the student’s arrival at school on time;
• Provide encouragement and discipline aimed at motivating the student toward responsible behavior and participation within the school setting;
• Read and understand the “Code of Behavior” (copies are available in Spanish upon request. Translated versions of the “Code of Behavior” are provided as a courtesy, but if a translation differs from the English version, then the English version will supersede the translation);
• Sign the “Code of Behavior” agreement on the back of the emergency information card;
• Ensure that the student is appropriately dressed for school as determined by the dress code which is developed cooperatively at local schools by students, parent(s), and school staff (students who come to school without proper dress or personal cleanliness may be sent home to be prepared properly for school);
• Provide such books, materials, instruments, uniforms, and equipment as are required for effective participation in the school program;
• Know promotion and graduation requirements as published each year for middle school and high school students in the “Course Catalog”;
• Provide emergency information, including a local telephone number, to the school to ensure that the school will have immediate contact with the parent in case of an emergency;
• Provide a certified copy of the student’s birth certificate, and/ or immigration documentation, physical examination, record of the completed series of immunizations, and social security number, where applicable, as required by the Virginia Code, upon initial entry to school;
• Schedule conferences during normal working hours; and
• Understand that drugs and weapons, as described in the “Code of Behavior,” will not be tolerated at school activities on property owned by the School Board, when going to and from school and bus stops, on school buses and at bus stops, in cases involving off-site, school-sponsored activities such as field trips, sporting events, and club activities; and that violators are subject to expulsion.

Parent(s) Note:

Under Virginia law, parents have a duty to assist the school in enforcing the standards of student conduct and compulsory school attendance. Parents have a responsibility to know the “Code of Behavior,” promote proper student conduct, assist the school with the discipline of the student, and meet with school officials if requested to discuss matters related to discipline and school attendance. The law also requires that parents sign a statement showing that they know their responsibilities. Such a statement is printed on the back of the EMERGENCY INFORMATION CARD. Parents must read this statement, sign the card, and return the signed card to school. The EMERGENCY INFORMATION CARD will be sent home with students to be given to parents during the first week of school or given to them at the time of registration, and will be available online. The School Board may ask the court to act against any parents who fail to return the signed card or fail to fulfill their responsibilities. The court may impose a fine or order parents to participate in efforts to improve students’ behavior. A summary of “Parental Responsibility and Involvement Requirements Under Virginia Law” appears on page 29.

Student(s)

CODE OF EXPECTATIONS

The student developed Code of Expectations establishes behaviors, attitudes, and actions that promote responsibility and success in school. These expectations are based on the 40 Developmental Assets® and categories which were identified as building blocks of healthy youth development. The eight Asset categories are: support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies, and positive identity.

CODE OF EXPECTATIONS PLEDGE

As a caring and responsible student in Prince William County Public Schools, I pledge to know and adhere to all rules and regulations of the “Code of Behavior,” the School Board, and the state and federal government.

* Search Institute®, 1997.
The following are trademarks of Search Institute:
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- 40 Developmental Assets®
Students (continued)

ELEMENTARY SCHOOL CODE OF EXPECTATIONS
As a caring and responsible student in Prince William County Public Schools, I pledge to:

GRADES K-2:
- Ask for help if I need it;
- Find opportunities to help adults and friends;
- Obey rules and stay out of bad situations;
- Practice, be honest, and take care of property;
- Do my best and complete all of my schoolwork and homework;
- Be honest and always tell the truth;
- Be a good friend and not bully others; and
- Be proud of who I am and not be intimidated by others.

GRADES 3-5:
- Ask for help if I need it;
- Communicate positively with adults;
- Find opportunities to help adults and friends;
- Become involved in school/community activities;
- Obey rules and stay out of bad situations;
- Encourage other students to be good role models;
- Practice, be honest, and take care of property;
- Become active after homework by participating in activities with friends and family;
- Do my best and complete all of my schoolwork and homework;
- Treat adults and other students with respect;
- Be honest and always tell the truth;
- Stand up for myself and others, and be a role model;
- Be a good friend and not bully others;
- Try to understand the feelings of others;
- Be proud of who I am and not be intimidated by others; and
- Be a good influence to younger children.

MIDDLE SCHOOL CODE OF EXPECTATIONS
As a caring and responsible student in Prince William County Public Schools, I pledge to:

- Be respectful and encouraging to others;
- Set good examples for other students in the classroom;
- Communicate openly with parents, teachers, and school staff;
- Encourage other students to make positive decisions;
- Be a role model and promote safe decision-making by other students;
- Serve the community by conducting activities such as food drives, requesting donations when needed, etc.;
- Follow the boundaries set by my family, school, and community;
- Select friends and role models carefully;
- Strive to do my best and not lower my expectations even if I sometimes fail;
- Participate in more school activities and athletic teams;
- Find a distraction-free place to study;
- Use my time wisely, don’t procrastinate when completing assignments;
- Guide and encourage other students to do well in school;
- Set a good example by ignoring negative influences around me;
- Listen attentively in class and be a good role model for other students;
- Take responsibility for my actions;
- Control my behavior and refuse to do what I know is wrong;
- Believe in the equality of all regardless of race, gender, religion, socio-economic background, or disability;
- Respect students who may have backgrounds different from mine;
- Plan ahead to make the right decisions;
- Avoid inappropriate situations;
- Participate in many different activities and motivate others to do so;
- Find adult role models that provide me with support when I need to talk with someone; and
- Believe in myself.

HIGH SCHOOL CODE OF EXPECTATIONS
As a caring and responsible student in Prince William County Schools, I pledge to:

- Encourage my parents/guardians to be actively involved in my education and school activities;
- Build open and healthy communication with the adults in my life;
- Work to create a caring school environment;
- Help my school and community to be viewed in a positive way by being a respected role model, making good decisions, and upholding responsibilities given to me;
- Serve my school and community by volunteering to support activities which are beneficial and promote a safe school environment;
- Conduct myself in ways which adults view as responsible so they will value my opinion due to my accountability and good reputation;
- Cooperate with my teachers and other adults;
- Cooperate with my family and neighborhood in order to establish clear rules for youth in my community;
- Model positive and inspiring behavior that I see in other adults;
- Become involved in an extracurricular activity to provide additional structure in my schedule;
- Develop interests in different activities and expand/broaden my involvement in the community;
- Spread my time equally among different activities (school, home, and extracurricular activities);
- Abide by the rules and regulations in the “Code of Behavior” to further the education of myself and my peers;
- Actively engage in school functions and demonstrate that I care about the well-being of my community;
- Improve my education by being committed to completing my assignments and academic responsibilities;
- Promote a more positive attitude that could influence others by equipping me with proper characteristics such as integrity and honesty;
- Honor my positive values not only in a school environment, but in my everyday decisions by stressing the importance of a caring personality and working for equality;
- Appreciate the positive values that influence me to be who I am and incorporate those values within our schools and communities;
- Treat all of my peers equally regardless of their differences and backgrounds;
- Plan ahead and use my knowledge to make positive decisions against negative peer pressure.
**Students** (continued)

- Use my empathy, sympathy, and friendship skills in order to resolve my conflicts non-violently;
- Know that I have a sense of purpose;
- Know my goals in life and be optimistic about my future; and
- Know what I want and create a plan to achieve it.

Students, staff, and parents share the responsibility for an orderly and safe school environment. Information about drugs, weapons, or other factors which may be harmful to the school environment should be reported. Any attempt of retaliation for the reporting of “Code of Behavior” violations shall be addressed by corrective action up to and including expulsion.

Students who have knowledge of drugs, weapons, violence, or other behaviors which may be harmful to others or to the school environment, may be subject to disciplinary action for failure to report such information to school authorities.

Following are some suggestions for reporting such information:
- Contact the school principal or other administrator.
- Dial the PWCS anonymous Tipline at 703.791.2821.

Note: This is a recorded message system and should not be used in cases of emergency or when an immediate response may be required.
- Contact the Police in cases of emergency.

If a student discovers something in his or her possession which is not permitted at school, that student should report to an administrator or other staff member immediately. School staff responsible for initiating follow-up action shall take into consideration that the student voluntarily brought this to the attention of staff. Students should contact an administrator, teacher, or counselor immediately if they believe that they have been victims of discrimination, harassment, or other acts which violate the “Code of Behavior.”
Rules and Regulations

A basic element of effective prevention of misconduct is the setting of Divisionwide school rules which are implemented in a consistent manner. When no specific penalty is cited, the principal has the authority to set the appropriate penalty for infractions, which may range from counseling to further disciplinary action (long-term suspension or recommendation for expulsion) by OSMAP, depending on the severity of the infraction. The student’s age and grade level, the circumstances surrounding the infraction, and other relevant factors will be considered by the principal when determining the appropriate corrective measure. The following is a summary of the established standards of conduct for Prince William County Public Schools:

Accumulated Offenses - General education students may be expelled or placed on long-term suspension for an accumulation of offenses due to repeated violations of the “Code of Behavior” even though any one of those offenses may not warrant such serious corrective action. The procedures for the discipline of special education students are outlined in Regulation 745-2, “Discipline of Special Education Students.”

Assault, Assault and Battery - The threat of a verbal or physical attack (assault) and the use of force upon a person (battery) is expressly forbidden.

Assault and/or Battery of a School Division Employee - The School Board and school staff have a position of “Zero Tolerance” on the assault and battery of any School Division employee, to include substitutes. Zero Tolerance means that the aforementioned offenses are strictly prohibited and students accused of committing these infractions are subject to discipline, up to and including expulsion. In addition, under Section 18.2-57 of the Virginia Code, a conviction for battery of any School Division employee shall include a sentence of 15 days incarceration with a mandatory minimum period of two days incarceration. If the offense is committed by use of a firearm or other weapons prohibited on school property, the person shall serve a mandatory minimum sentence of incarceration for six months.

Attendance - Under Virginia Law, students are responsible for attending school every day that school is in session. Regulation 724-1, “Attendance and Excuses,” contains the specific information related to student attendance as summarized here. Absences, tardies, and/or early dismissals must have written documentation for an absence; and Excuses, “contains the specific information related to student attendance as summarized here. Absences, tardies, and/or early dismissals must have written documentation for an absence; and

• Per Regulation 724-1, preapproved absences are discouraged and will only be granted on a case-by-case basis by the principal or his/her designee. Family trips are encouraged to be scheduled during school holidays and over summer break. Absences for family trips will not be excused unless accompanied by extraordinary circumstances. A determination of whether extraordinary circumstances exist lies in the discretion of the principal, in collaboration with the Office of Student Services. Such factors as the reason for the absence, the educational value of the proposed experience, and the impact of the absence on the student’s academic progress will be given consideration in determining whether a prearranged absence is approved or disapproved;

• Preapproved absence for certain reasons pertaining to a parent’s military deployment; and

• Reasons of extenuating circumstances as judged by the principal.

• Per Virginia Code, the Virginia Department of Education, and Prince William County Public Schools’ regulation 724-1, “Attendance and Excuses,” schools will convene attendance intervention meetings and develop attendance improvement plans for students who accumulate five or more unexcused absences. Parents may be required to participate in attendance intervention meetings.

• Parents(s)/guardian(s) of severely truant students may be subject to legal action for not complying with compulsory attendance laws.

Types of Unexcused Absences:

• All-day truancy;

• Class truancy;

• Missing a ride, or a bus, or car trouble;

• Failure to produce an appropriate explanation or requested documentation for an absence; and

• Prearranged absences without prior approval of the school principal.

Bullying - ‘Bullying’ means any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim and is repeated over time or causes severe emotional trauma. Bullying includes cyber bullying. ‘Bullying’ does not include ordinary teasing, horseplay, argument, or peer conflict. Unacceptable use of technology includes use of technology off school property which has a material effect on the operation or general welfare of the School Division, impacts the integrity of the educational process, threatens the safety and welfare of students, staff, or school property, occurs when the student is under the school’s authority in loco parentis, or otherwise invades the rights of student or staff. Violators are subject to corrective action up to and including suspension and expulsion. Students should immediately report all incidences of bullying to a teacher, counselor, or administrator using the “Complaint of Bullying” form (page 32), verbally, or through other means of communication.” Students should feel free to report
Rules and Regulations (continued)

bullying incidents without fear of retaliation. Any attempt of retaliation shall be addressed by corrective actions, up to and including expulsion.

Cyber bullying is a form of bullying which involves the transmission, receipt, or display of electronic messages and/or images. Cyber bullying using the PWCS Internet, PWCS computers, or other wireless communication devices in schools, on school property, or at school related activities will not be tolerated. This conduct is a violation of Regulation 295-1, “Computer Systems and Network Services – PWCS Acceptable Use and Internet Safety Policy”, and Regulation 733.01-1, “Bullying of Students”.

Cyber bullying which occurs off school grounds and/or does not involve the use of the PWCS Internet or computers may also result in disciplinary action if it causes or is likely to cause a material disruption to the operation of the school(s) or the School Division, it threatens the safety or mental/physical well-being of students or staff, or it threatens the safety of school buildings or school property.

Cyber bullying refers to any threats by one student towards another typically through emails or on websites (e.g. blogs, social networking sites, electronic communications that support deliberate, hostile, hurtful messages intended to harm others included such things as sending mean, vulgar, or threatening messages or images, posting sensitive, private information about another person, pretending to be someone else in order to make that person look bad, and defamatory online personal polling websites.

Bystanders - Students who, by their presence and/or actions, encourage disruption, fights, or other violations of the “Code of Behavior” are subject to corrective action. This includes, but is not limited to, bystanders who refuse to move or to follow other directions of school staff during disruptions, fights, etc.

Cars and Other Vehicles - Cars and other vehicles may be brought onto school grounds only with permission of the administration and must be operated in a safe manner in compliance with school rules and state and local laws. The owner and/or operator of any car or other vehicle which is located on or operated on school property consents, by virtue of such operation and/or location of the car or vehicle on school property, to the search of such vehicle when reasonable suspicion exists that prohibited items as described in Regulation 737-1, “Searches and Seizures,” may be inside the vehicle. Violators are subject to corrective action at school, which may include loss of driving privileges on school grounds, out-of-school suspension, further disciplinary action, and applicable legal penalties.

Cheating and Plagiarism - Students are responsible for neither giving nor receiving assistance (written, orally, or otherwise) on tests, examinations, final evaluations or class assignments that are to be graded as the work of a single individual. Cheating includes the giving or receiving of a computer file, program, part of a program, or other computer-based information without specific teacher direction or approval. Cheating encompasses any violation of rules where the violation involved dishonesty.

The parent will be contacted, and the student will be appropriately disciplined for academic violations. Schools shall incorporate the use of an honor pledge in their efforts to emphasize the importance of honesty. The implementation of this pledge shall be at the discretion of the principal.

Plagiarism is a form of cheating. Students are responsible for giving due recognition of sources from which material is quoted, summarized or paraphrased, as well as to persons from whom assistance has been received.

Communication Devices (Wireless) – Possession of communication devices by students on school grounds is a privilege, not a right, and any student who brings a communication device on school property consents to these rules and to the School Division’s right to confiscate and/or search such devices as provided in these rules. Any expectation of privacy related to the use of student or staff-owned devices is negated by the failure to comply with relevant School Board policies and regulations. Students may possess wireless communication devices to include, but not limited to cell phones, tablets, and eReaders on school grounds provided that these devices are used only at the times and in the manner specified by PWCS regulations, as implemented by school principals and staff. The use of these devices may be prohibited at specific times and locations to maintain the integrity of an academic environment. Any violation of such prohibitions may result in a disciplinary action. Wireless communication devices may be used on school buses provided that the device does not distract the driver, compromise safety, or violate other school bus rules and regulations. Videotaping, recording, or photographing students or other occupants of the school bus is prohibited, where such activity is used to harass, embarrass, humiliate, or harm others, or where in the judgement of the driver or other staff, such activity is disruptive and/or otherwise diverts the attention of the driver from the operation of the school bus. Violators are subject to confiscation of the communication device and/or other corrective action as listed on page 18. Searches of communication devices may be conducted if the administrator has a reasonable suspicion that it is being used or has been used for conduct that is criminal or a violation of the “Code of Behavior.” School Division staff do not assume responsibility for the security of communication and/or electronic devices that are brought onto school property.

While on school property, at any school-related activities or while traveling to and from school or any school-related activities, students shall neither take nor display video graphic or still images of a person who is undressed or partially undressed. Violators may be subject to disciplinary action up to and including expulsion. Under Virginia Code, § 18.2-386.1, this crime is a misdemeanor if the victim is an adult, but a felony if the victim is under 18.

Cult, Occult and Ritualistic Activities - Cult, occult and associated ritualistic activities and recruitment for members of these groups will not be tolerated. Actions, speech, gestures, clothing, symbols or other signs of cult membership or activity are prohibited at school and at school-related activities.

Curfew - NOTICE: As of July 1, 1997, in Prince William County, everyone under the age of 18 who is not accompanied by a responsible adult is subject to a curfew which makes it unlawful to be in public from 11 p.m. to 5 a.m. on Sunday through Thursday and from 11:59 p.m. to 5 a.m. on Friday and Saturday. Students may be exempted for attendance at official school functions. The law also allows for other exemptions. All young people have an obligation to know and abide by the provisions of this law. Further information is available at the Prince William County website, www.pwgov.org.

Discrimination - Prince William County Public Schools (PWCS) does not discriminate in employment or in its educational programs and activities against qualified individuals on the basis of race, color, religion, national origin, sex, pregnancy, childbirth, or related medical conditions, age, marital status, veteran status, or disability. PWCS provides equal access to the Boy Scouts and other designated youth groups. Parents or students who have reason to believe they have been discriminated against are encouraged to discuss the matter with the school principal, or they may seek resolution through the regular student appeals process.
**Rules and Regulations** (continued)

**Dishonesty** - Students shall not make false accusations against staff or other students and shall not give false information which may be harmful to others or interfere with duties of staff.

**Disobedience/Disrespect** - No student shall disregard or disobey any reasonable request made by a school staff member. Any student who directs profanity, threats, or other forms of verbal abuse toward a school staff member shall be subject to out-of-school suspension (OSS) and considered for expulsion.

**Disruption** - No student while on school property, at a school-sponsored activity, or on school buses, shall behave in a disorderly manner or in any other way interrupt or disturb the orderly operation of the school. Conduct occurring off school grounds which causes disruption to the school, the educational process, or the rights of the students or staff may also result in corrective action at school.

**Drug and Substance Abuse** - No student shall have or use alcohol, drugs, or anything that resembles alcohol or drugs (see pages 14 and 15).

**Electronic Entertainment Devices** - Students may possess electronic entertainment devices, other than those defined above as Wireless Communication Devices, on school grounds provided that these devices are not visible and are not activated before or during the school day. The power on these devices must be turned off prior to entering the school. Students may utilize electronic entertainment devices while traveling to and from school provided that these items are not a distraction to the bus driver and/or do not compromise safety. In addition, the use of these devices should not distract from or disrupt activities. Students may not record (audio or video) classroom activities without permission of the principal/designee. Violators are subject to confiscation of the communication device and/or other corrective action as listed on page 18. School Division staff do not assume responsibility for the security of communication and/or electronic devices that are brought onto school property. While on school property, at any school-related activities or while traveling to and from school or any school-related activities, students shall neither take nor display video graphic or still images of a person who is undressed or partially undressed. Violators may be subject to disciplinary action up to and including expulsion. Under Virginia Code, § 18.2-386.1, this crime is a misdemeanor if the victim is an adult, but a felony if the victim is under 18.

**Endangering Others** - Student conduct which may put others in danger will not be permitted. This includes but is not limited to violations of fire regulations; making false fire reports; lighting matches, lighting any flame not an approved part of classroom instruction, use of incendiary or explosive materials, and threats or attempts to bomb, to burn, or to destroy, in any manner, school property or the property of school personnel or students.

**Failure to Report Violations** - In order to maintain safety and security in our schools, students are responsible for reporting serious violations of the “Code of Behavior” to teachers, administrators, other appropriate staff, or the Tipline (703.791.2821). Serious violations include conduct or behavior which results, or may result, in injury to the person, health, or welfare of students or staff, or damage to property. Failure to report may result in corrective action. (see also “Students,” page 7 and “Weapons Violations,” pages 15 and 16).

**Fighting** - Students are responsible for settling confrontations that may arise in a peaceful manner and without the use of violence. When students feel that they are unable to settle disagreements in a peaceful manner, they should seek assistance from school personnel, such as a teacher, counselor, principal, social worker, etc. Fighting will result in corrective action which may include suspension or expulsion. Students are also subject to corrective action for behavior which they may not consider to be serious or threatening ("horseplay," “playing around,” etc.) when that behavior may cause injury, discomfort, or disruption.

**Gambling** - Gambling on school property is strictly prohibited. Gambling is defined as the betting of money or valuables on the outcome of a game, contest, or event.

**Gangs** - Gang activity, recruitment, and expressions of gang membership will not be tolerated. Actions, speech, gestures, clothing, symbols or other signs of gang membership or gang activity are prohibited at school and at school-related activities. Any student involved in a gang-related fight or assault shall be considered for expulsion.

**Group Assault** - Group assault in school, at school-related activities, or on the way to and from school is strictly prohibited. Any student who participates in a group assault which results in disruption or disturbance at school or school-related activities is subject to corrective action up to and including expulsion. Any student who participates in a group assault on other individuals or groups at school or school-related activities may be recommended for expulsion. Any two or more students with the intent of doing harm to persons, property, or the school environment may be considered a group under this rule.

**Glass Containers** - Students shall not have glass bottles or other such breakable containers on school property or at school-related activities without the express permission of a school staff member.

**Harassment** - Words, gestures, symbols, actions, or physical contact which offend, intimidate, threaten or persecute others will not be tolerated. This includes such behavior as non-physical intimidation, posting or “stare downs.” Harassment of students or staff for any reason is prohibited. In addition, as stated in Regulation 738-3, “Harassment of Students,” harassment is prohibited by law (see pages 23 - 25). Complaint procedures are found on page 25 and in Regulation 738-1, “Complaint Procedures for Student Claims of Discrimination or Harassment.”

**Hazing** - Students shall not engage in behavior that recklessly or intentionally endangers the health or safety of others or inflicts bodily injury on a student in connection with initiation, affiliation or admission into a club, group organization, or student body. Violators are subject to corrective measures up to and including suspension and expulsion.

**Gambling** - Gambling on school property is strictly prohibited. Gambling is defined as the betting of money or valuables on the outcome of a game, contest, or event.

**Indecent Material** - No student shall possess, wear/display, produce, or distribute indecent (vulgar, obscene, profane, offensive) materials including clothing, posters, written/printed materials, audio tapes, video tapes, trading cards, and computer-based materials.

**Laser Pointers** - Students shall not have laser pointers or other laser devices at school, on school buses, or at school-related activities without the permission of a school administrator or faculty member. Violators are subject to corrective measures and may have the pointer/device confiscated.

**Littering** - Students shall help maintain a clean and healthful school environment by properly disposing of trash while in the cafeteria, classrooms, hallways, and elsewhere in the school and on school grounds, buses, bus stops, and at school-related activities.

**Loss of Driving Privilege** - Under Virginia law, a judge will take away your license (or, if you do not have a license, prevent you from applying for one) if he or she finds that you committed an offense involving:

- Driving while intoxicated;
Rules and Regulations (continued)

- Refusing to take a blood or breath test for alcohol after driving a vehicle;
- Distributing drugs or imitation drugs, including marijuana;
- Possessing drugs or marijuana;
- Unlawful purchase or possession of alcohol, or drinking or possession of alcohol on school grounds;
- Public intoxication;
- Unlawful use or possession of a handgun or “street sweeper” (semiautomatic shotgun);
- Making a threat to bomb, burn or destroy a building, vehicle, train, etc.; or
- Truancy (see page 12 for details).

The length of time you will lose your license depends on the seriousness of the offense, but for a first time offense the loss is generally for six months or one year. If you are under 16 at the time of the offense, you will instead be unable to apply for a license until six months or a year after your 16th birthday. A second offense results in an additional loss of license for a period of six months or one year, see Virginia Code §16.1-278.9 for complete details.

In addition to and regardless of any legal consequences, students may also lose their privilege to drive or possess a car on school grounds for any unsafe conduct connected to the use, possession, or operation of a vehicle on school grounds or at school-related activities. The driver’s license or learner’s permit of minors who have 10 or more unexcused absences on consecutive school days may also be suspended by a court.

Offenses Off School Grounds - Actions outside of school which have a negative impact on the school building, programs, students, or staff will not be tolerated. The School Board and staff of Prince William County Public Schools are committed to maintaining the schools as safe and healthful places in which to learn, places which are free from the impact of violence, weapons, gang activity, substance abuse, and other negative influences. Students are subject to corrective measures at school, up to and including expulsion, for offenses which occur in the community or at other locations off school grounds if those offenses result in disruption to the operation of the school, the educational process, or impact the rights, safety, or welfare of students, staff, or school property. Under Virginia law, a student may be suspended or expelled if found guilty in court of manufacture, sale, gift, distribution, or possession of drugs even if the offense is not connected with school. Furthermore, Virginia law provides that a student may be reassigned or placed in an alternative educational program (alternative school, night school, online resources, etc.) upon notice that the student has been charged with certain criminal offenses, including offenses relating to weapons, alcohol/drugs, intentional injury to another person, or convicted or found not innocent of certain criminal offenses, as set forth in Regulation 681-1, “Nontraditional Education Programs.” Conviction or adjudication of certain criminal charges may result in reassignment, long-term suspension, or expulsion. Students may also be reassigned or placed in nontraditional educational program when they have committed a serious offense or repeated offenses in violation of School Board policies, or suspended, or expelled.

Profanity - No student shall use vulgar, lewd, patently offensive, or indecent language or gestures.

Search and Seizure - Students will be held responsible for items which they have at school or at school-related activities. Student desks and lockers are the property of the school, and school officials reserve the right to search them. Lockers or desks may be searched to repossess school property or to locate materials which are not permitted in school. Students, their belongings, and items under their control (including cars) may be searched under certain circumstances as described in Regulation 737-1. The School Division reserves the right to use trained dogs in searches. The student’s individual right to privacy and freedom from unreasonable search and seizure is balanced by the school’s responsibility to protect the health, safety, and welfare of all persons within the school community. Should illegal materials be found during a search, law enforcement officials will be notified. If a student refuses to be searched when the administration has reasonable suspicion that the student possesses or has under his or her control prohibited items as defined in the regulation, parents and/or authorities will be contacted and the student may be subject to disciplinary action.

Smoking - All Prince William County Public Schools are smoke-free environments. Smoking is not permitted in any building in Prince William County Public Schools at any time. Students, regardless of age, are not permitted to smoke or be in possession of tobacco products, nicotine vapor products, cigarettes, matches, lighters, or Hookah pens, on school buses, in school buildings, on school property, or at an on-site or off-site school-sponsored activity.

Students involved in the possession or use of tobacco or nicotine vapor products shall receive penalties ranging from out-of-school suspension to other effective options assigned by the principal as appropriate deterrents for individual students. These options may include OSS, ISS, detention, school/community projects, and charges filed with local authorities. The Focus on Tobacco Program is an option at the middle and high school levels.

Student Dress and Appearance - Students shall be appropriately dressed for school as determined by the dress code which is developed cooperatively at the school by students, parents, and school staff. Student dress and overall appearance must meet basic standards of health, safety, cleanliness, and decency. Students are not permitted to wear or display items which represent drugs, alcohol or tobacco/nicotine vapor products, gang membership, or which promote violence or hate. Students are not permitted to wear long trench coats. Except in the case of inclement weather where students must walk between remote facilities to and from class, students are not permitted to wear hats, gloves, scarves, or bulky, oversized coats within a school building.

Dress/appearance/hygiene which disrupts or interferes with the orderly operation of the school will not be tolerated. If dress/appearance/hygiene violates school standards, the student may be required to remove the offensive item(s), change into something appropriate, or the principal/designee may send the student home to be properly prepared for school. Extreme or repeated violations may result in more serious corrective measures. The following items are considered improper dress. Principals have the right to include additional items as they deem necessary:

- Hats, scarves, skull caps, headbands, visors, or any other type of head covering unless related to one’s religious beliefs or practices;
- Sunglasses;
- Beachwear;
- Sleeping apparel;
- Undergarments worn as outer garments;
- Garments which are excessively short;
- Sheer “see-through” garments;
- Clothing with lewd, obscene, patently offensive, or sexually suggestive signs, slogans, pictures or messages;
- Garments which expose the.midriff;
- Garments which are too revealing, expose undergarments, are excessively tight and form-fitting or which have very low necklines;
Rules and Regulations (continued)

- Jewelry or other items which could be regarded or used as a weapon (i.e., belt buckles that conceal weapons, studded belts or collars, large rings, etc.);
- Tops with oversized arm openings, strapless tops, tube tops, tops with spaghetti straps, tank tops;
- Bare feet, bedroom slippers, stockings/socks only;
- Cleats (except while at athletic activities);
- Gloves;
- Non-jewelry chains attached to clothing; and
- Gang-related clothing, jewelry, or paraphernalia.

Technology Misuse - Computers, computer networks, and other electronic technology shall be used only for valid educational purposes and only with the approval of a school staff member. When using electronic technology in the school, students are required to abide by the “Code of Behavior” and by “ACCEPTABLE USE GUIDELINES - Telecommunications Technologies (Internet, Telnet, Desktop Video Conference, Electronic Mail, etc.)” available upon request from school staff. Students must also adhere to the standards defined by PWCS Policy 295, “Standards for Use of Telecommunications and Internet Technologies,” Regulation 295-1, “Computer Systems and Network Services - PWCS Acceptable Use and Internet Safety Policy,” and Regulation 295-2, website Development and Implementation.

Copies of these policies and regulations are available at all schools, public libraries and on the PWCS website at pwcs.edu. Unacceptable uses of technology include, but are not limited to:

- Violating the privacy rights of others;
- Using, producing, distributing, or receiving profanity, obscenity, or material which bullies, harasses, offends, threatens, or degrades others. This includes cyberbullying, a form of bullying which involves the transmission, receipt, or display of electronic messages and/or images;
- Producing, transmitting, possessing, and/or sharing images, messages, or other material of a sexual nature using a wireless communication device;
- Copying commercial software in violation of copyright law;
- Using technology for financial gain or commercial or illegal activity;
- Using technology for product advertisement or political endorsement;
- Re-posting personal communications without the author's prior consent;
- Using technology in violation of other Rules and Regulations of the “Code of Behavior”; and
- Use of technology off school property which has a material effect on the operation or general welfare of the School Division, impacts the integrity of the educational process, threatens the safety and welfare of students, staff, or school property, occurs when the student is under the school's authority in loco parentis, or otherwise invades the rights of students or staff.

Violation of this policy and the “ACCEPTABLE USE GUIDELINES” may result in corrective action, loss of technology-use privileges, and penalties under law. Willful irresponsibility may be viewed as malicious and may lead to corrective action or criminal penalties. Deliberate attempts to degrade or disrupt technology system performance will be viewed as criminal activity under applicable state and federal law.

Thief - Taking without permission or attempting to take without permission school property or personal property of others is expressly forbidden. All incidents involving theft or attempted theft of student prescription medications shall be reported to the principal or his designee. Violators are subject to corrective action at school and may be referred to appropriate authorities for legal action.

Threat - Any expression of an intent to cause harm, injury, or damage to school property or to other persons on school property, at a school-sponsored activity, or on school buses, will not be tolerated, including threats made off school grounds. This includes all oral, written, or electronic forms of threats to harm, utilize weapons, or cause bodily injury and/or property damage. Violators are subject to severe corrective action, up to and including possible expulsion and referral to the appropriate authorities. Threats involving school buses may result in the loss of transportation for a specific period of time or for the remainder of the school year. Staff will enact threat assessment procedures as set forth in Regulation 777-1.

Trespassing - Students must be in approved areas of the school building and grounds during normal school hours or after hours with the permission of a school staff member. Students are considered to be trespassing if they are present at a school other than the school in which they are enrolled unless they are attending an approved school activity or have the approval of a school staff member. Students serving an out-of-school suspension are not allowed on school property without the written permission of the principal. Unless the student has written permission from school officials to be on school property, a school bus, or at a school-sponsored event, students whose disciplinary cases are pending a long-term suspension or expulsion decision (with the exception of disciplinary hearings) are prohibited from school property, school buses, and school-sponsored activities. Students who are trespassing on any school property are subject to arrest and corrective action at school. All visitors must report directly to the office.

Truancy - Attendance is compulsory until age 18 unless the student has been exempted by law, has graduated, or has completed a G.E.D. program. School attendance officers are authorized to enforce attendance requirements and to refer students and/or parents to the courts for legal action, if necessary. In addition, Virginia law stipulates that if a court has found facts which justify that a student 13 years of age or older has failed to comply with school attendance and meeting requirements, the court shall order the denial of a child's driving privileges for a period of at least 30 days. If a student under the age of 16 fails to comply, his or her ability to apply for a driver's license shall be delayed for a period of at least 30 days following his or her 16th birthday. If the court finds a second or subsequent truancy offense, it may order the denial of a driver's license for one year or until the student reaches the age of 18, or delay the student's ability to apply for a driver's license for a period of one year following the date the age of 16 and three months is reached. If a student already has a driver's license at the time of the truancy offense, the court may order the student to surrender the driver's license to the court during any period of license denial.

Vandalism - No student shall maliciously or willfully damage, deface, or destroy school property or personal belongings of others. (This includes graffiti, as well as computer and other electronic vandalism). Students are responsible for reimbursing the School Board for actual breakage or destruction of property, or for the failure to return property owned by or under the control of the School Board. Corrective action may be taken against students who fail to return property owned by or under the control of the School Board. Virginia law authorizes the School Board to take legal action to recover the cost of such damage from the parents of such students.
Rules and Regulations (continued)

Violations of School, Sport, Club, and Activity Rules –
In addition to the rules and regulations of the “Code of Behavior,” students are expected to comply with rules established by their schools and with the rules of the sports, clubs, and activities in which they participate. Violators are subject to corrective action as described in the “Code of Behavior” or as stated in the school’s handbook. Students may be suspended from participation in sports, clubs, or other school-sponsored activities for violations of the rules of the team or activity, even if the violation occurs off school grounds and outside the school day. This includes, but is not limited to, violations of team training rules related to the use of tobacco, nicotine vapor products, alcohol, and other drugs.

Weapons - Students shall not have weapons, look-alike weapons, or other harmful objects on any school property or during any school events. (See pages 15-16).

Remember

It should be noted that the School Board and staff strictly prohibit the possession, use, and distribution of drugs and weapons, acts of violence which harm or endanger others, and threats and/or battery against any staff which could fit the definition of any unwanted touching. Violators are subject to severe consequences up to and including expulsion from Prince William County Public Schools.

Rules and Regulations

School Bus Rules

GENERAL

The Virginia Code, § 22.1-176, permits school boards to provide transportation for pupils, but does not require them to do so. For Prince William County Public Schools, daily bus service will be provided for all in-boundary students living in excess of one mile from school. Students eligible for transportation may be required to walk up to one mile to reach their regular bus stop. Transportation is not provided for students living within a school’s established walking boundary.

Express bus service will be provided for students enrolled in all Specialty Programs. This service will be to and from express bus stops only. It is the responsibility of the parent/guardian to provide transportation to/from express bus stops. In many cases, these stops may be two to three miles from the student’s residence.

Wireless communication devices may be used on school buses provided that the device does not distract the driver, compromise safety, or violate other school bus rules and regulations.

MEETING THE BUS

State law requires that buses operate on the same routes, as per their schedules, on a daily basis. Parent(s) or their designees are requested to accompany their young child(ren) to and from the bus stop.

Students should:

- Be on time;
- Arrive at their bus stop at least five to 10 minutes before the regular pickup time;
- Stand away from the road. Do not stand on the traveled portion of the roadway while waiting for a bus;
- Maintain proper conduct;
- Respect the property of others;
- Wait until the bus has stopped, then walk to the front door. Do not run alongside a moving bus;
- Board the bus in an orderly fashion; and
- Use the bus stop closest to their home. Walking to a friend’s house to catch a bus often causes overcrowding at a given stop.

Students riding the bus should:

- Obey instructions of bus driver and/or bus attendant;
- Be seated immediately;
- Remain seated, facing forward;
- Share seats equally;
- Be courteous;
- Respect property;
- Keep all body parts inside bus;
- Keep aisles clear; and
- Maintain good conduct.

The following infractions are not permitted:

- Igniting fire;
- Fighting;
- Smoking;
- Using profanity;
- Horseplaying;
- Eating/Drinking;
- Spitting;
- Using obscene gestures;
- Vandalizing;
- Throwing objects from the bus;
- Creating loud noises;
- Having glass objects;
- Transporting large objects;
- Videotaping, recording, or photographing, resulting in harassment or harm to others, disruption or distraction of the driver;
- Tampering with equipment;
- Having weapons;
- Using, possessing, or distributing drugs or other substances and related paraphernalia;
- Littering;
- Making threats;
- Endangering others; and
- Other violations of the “Code of Behavior.”

LEAVING THE BUS

Students must:

- Remain seated until bus comes to a full stop;
- Leave the bus in an orderly manner, students in the front seats first;
- Leave the bus stop area when safety permits as soon as discharged from the bus;
- Not loiter around the bus;
- Cross the street, if necessary to do so, at the front of the bus and at a distance of at least 10 feet in front of the bus; and
- Not cross until the driver has signaled that it is safe to do so. Crossing four or more traffic lanes or a divided roadway is prohibited.

If a disciplinary problem should occur in the afternoon, and the problem is such that in the judgment of the driver, it is unsafe to proceed, the driver may return to the school to seek immediate disciplinary action and/or assistance. Bus drivers are instructed to report any infractions to the school principal/designee.

CHANGING BUSES

Students must have a written request from the parent to go to other than their regular scheduled stop on their regular scheduled bus. This written request is subject to approval of the school principal or designee. Bus drivers must receive notification by the school office when approval is given to a student to change to an alternate stop or bus.

No change will be made in the location of bus stops or bus routing without approval of the Office of Transportation Services.

No change in the bus assigned may be made without the permission of the school principal and the Office of Transportation Services.
School Bus Rules (continued)

TRESPASSING
Only authorized persons are permitted aboard a school bus (school property). “It shall be unlawful for any person, whether or not a student, to enter upon or remain upon any school property after having been directed to vacate the property by a person authorized to give such direction” (Virginia Code § 18.2-128).

RIDING THE SCHOOL BUS IS A PRIVILEGE*
Should a student be reported to the principal, the principal will be responsible for disciplinary action, which may include the loss of the privilege of bus transportation, until the parent, the bus driver, the principal, and in some instances, an Office of Transportation Services representative can arrive at an understanding which will correct the problem. The parent will be responsible for the transportation of students who have lost school bus transportation privileges.

Rules and Regulations

Prohibited Substances

The rules governing those substances prohibited by Prince William County Public Schools are summarized in this section. Please refer to Regulation 735-1, “Prohibited Substances,” for all information pertaining to this subject.

In order to assure the safety and welfare of students, staff, and other persons on school property or at school activities, certain substances are prohibited on any school property, on school buses, at any school-related activity, going to or from school, or at any school-related activity, regardless of where that activity takes place.

Students involved in the possession, use, receipt, or attempted receipt, purchase, or attempted purchase, distribution, or attempted distribution of drugs (illegal, prescription, and/or over-the-counter), alcohol, inhalant intoxicants, look-alikes, placebos, or paraphernalia on school property or at school-related activities, or who arrive at school under the influence of same, are subject to suspension and/or expulsion from school. In addition, students are subject to suspension or expulsion, for the possession, use, receipt or attempted receipt, purchase or attempted purchase, or distribution or attempted distribution, of the aforementioned substances at school bus stops or on public property or property open to public use within 1,000 feet of a school bus stop. School property means any real property owned or leased by the School Board, or any vehicle owned or leased by the School Board, or any vehicle owned, leased, or operated by, or on behalf of, the School Board. Distribution includes the delivery, transfer, sale, exchange, barter or gift, of a prohibited substance or related paraphernalia. Students may also be subject to disciplinary action for conduct involving prohibited substances which occurs off school grounds, if the conduct results in a material disruption to the operation of the school, if the conduct is planned in school or at school activities, if the conduct occurs when the student is under the school’s authority in loco parentis, if the conduct threatens the safety or security of students, staff, or school property, or if the conduct is otherwise connected to the school.

Examples of Prohibited Substances - The possession, use, receipt, or attempted receipt, purchase, or attempted purchase, distribution, or attempted distribution of any prohibited substance or related paraphernalia is expressly forbidden and is a serious infraction of the “Code of Behavior.”

Examples of prohibited substances and related paraphernalia include, but are not limited to, alcohol, non-alcoholic brews, alcohol products or alcohol containers, illegal drugs and substances, prescription and over-the-counter drugs, inhalant intoxicants or other substances inhaled for the purpose of intoxication, anabolic steroids, look-alikes or placebos of the aforementioned items, and drug or alcohol paraphernalia. Students for whom medication is necessary while at school or school-related activities, shall provide written documentation from the parent(s)/guardian(s) regarding the necessity for, and dosage of such medication to the school nurse or other school official. All such medications must be immediately surrendered to the school nurse or appropriate school personnel and may only be consumed by students or be in the possession of students with the approval of the school nurse or appropriate school personnel.

Mandatory Expulsion - Virginia law requires the School Board to expel from attendance any student who the Board has determined to have brought a controlled substance, imitation controlled substance, or marijuana, onto school property or to a school-sponsored activity.

If you have questions, please refer to Regulation 433-1, “Transportation for students.”

Oral or written threats to harm others or PWCS property, which are planned or made on a school bus or which are intended to be carried out on a school bus, at a school bus stop, or while going to and coming from school, may result in the loss of transportation for a specific period of time or for the remainder of the school year in addition to other disciplinary action.

A School Bus Video Observation System records activities aboard some buses. Please feel free to contact the school principal or the Office of Transportation Services for help with problems related to the transportation of your child.

*Riding the school bus is a privilege, except as required by law for students with disabilities.

No student shall have or use alcohol, drugs, or anything that resembles alcohol or drugs.

However, the School Board, the Superintendent’s designee (the level associate superintendents, the Director of OSMAP, or an OSMAP hearing officer) shall have the authority to modify the type of disciplinary action when special circumstances exist, based on the facts of a particular situation. Special circumstances include, but are not limited to, the statutory criteria set forth at § 22.1-277.06 (C) of the Virginia Code, as described in Regulation 745-1, “Long-Term Suspension or Expulsion of Students.” Students who violate the law shall be referred to local authorities for appropriate action in the criminal justice or juvenile delinquency system.

The list of prohibited substances and paraphernalia for which a student may be expelled under the rules of the Prince William County Public Schools is broader than the list of prohibited substances for which the law mandates expulsion. Even if the prohibited substances or related paraphernalia do not fall within the class of substances prohibited by law, any student shall be subject to expulsion if the student is involved in the possession,
Prohibited Substances (continued)

use, receipt or attempted receipt, purchase or attempted purchase, or distribution or attempted distribution, of prohibited substances or paraphernalia, unless the Superintendent’s designee (the level associate superintendent, the Director of OSMAP, or an OSMAP hearing officer) or the School Board finds that special circumstances justify a lesser disciplinary action, or no action at all, based on the facts of a particular situation. In some cases, there may be a question about whether or not the possession, use, or distribution of a substance or object is a violation. The nature and appearance of the substance or related paraphernalia, its purpose, and how it was used, or intended to be used, shall be considered when making decisions about disciplinary action.

Duty to Report Prohibited Substances - All Prince William County Public Schools employees and students are required to notify the principal, assistant principal, any community resource officer, security personnel, teacher or other school employee immediately if they have reason to believe that there are, or are likely to be, prohibited substances or related paraphernalia in school, on school grounds, on school buses, at bus stops, on the way to or from school, or at any school-related activity. Students who have such knowledge, but fail to report the presence or anticipated presence of prohibited substances or related paraphernalia may themselves be subject to disciplinary action. The principal or the principal’s designee shall retain commensurate authority to immediately act within School Division policy to assure the safety and welfare of students and staff. The resources of the School Division and local police department shall be available to assist the principal in this action.

Consequences of a Prohibited Substance Violation – Any student accused of committing a prohibited substance violation may be subject to disciplinary action. This may include a five-day suspension with an informal conference with the principal or assistant principal to gather information regarding the incident. Following the informal conference, the school administrator will confer with the appropriate level associate superintendent, and determine if a recommendation to OSMAP for further disciplinary action may be warranted, in which case the procedures set forth in Regulation 745-1, “Long-Term Suspension or Expulsion of Students,” Regulation 745-2, “Discipline of Special Education Students,” and Regulation 747-1, “Office of Student Management and Alternative Programs (OSMAP), shall be followed as appropriate.

Principals, or their designated representatives, may offer substance abuse offenders and their parents the opportunity to voluntarily participate in the New Horizons Program at the high school level.

A substance abuse suspension shall also result in an immediate suspension for a minimum of 30 calendar days from participation in all school activities (teams, clubs, and all other school-sponsored activities), including practice. Unless the student has written permission from school officials to be on school property, a school bus, or at a school-sponsored event, students whose disciplinary cases are pending a long-term suspension or expulsion decision (with the exception of disciplinary hearings) are prohibited from school property, school buses, and school-sponsored activities. Whether suspended from school or not, coaches and/or sponsors, with the approval of the school administration, may suspend students from participation in school-sponsored activities for violations of the rules of the team, club, or activity regarding prohibited substances. This includes violation of rules regarding prohibited substances committed off of school grounds and outside the school day. The student may also be subject to disciplinary probation for 90 calendar days during which time principals may require subsequent follow-up with the substance abuse prevention staff.

Rules and Regulations

Weapons and Other Prohibited Objects

The rules governing weapons and other objects prohibited by PWCS are summarized in this section. Please refer to Regulation 775-1, “Weapons and Other Prohibited Objects,” for all information pertaining to this subject.

In order to assure the safety and welfare of students, staff and other persons on school property or at school activities and to protect school property, weapons and other prohibited items shall not be permitted on any school property, on school buses, going to or from school, or at any school-related activity, regardless of where that activity takes place. School property means any real property owned or leased by the School Board or any vehicle owned, leased, or operated by or on behalf of the School Board. Students may also be subject to disciplinary action for weapons offenses which occur off school grounds, if the offense results in material disruption to the operation of the school, if the offense is planned in school or at school activities, if the offense occurs when the student is under the school’s authority in loco parentis, if the offense threatens the safety and welfare of students, staff, or school property, or if the offense is otherwise connected to the school.

Examples of Weapons and Prohibited Objects – Weapons and other prohibited objects include any weapons, look-alike weapons, bombs and look-alike bombs, or objects used to threaten, intimidate, or harm others or to damage or threaten to damage school property. The possession, use, receipt or attempted receipt, purchase or attempted purchase, distribution or attempted distribution of any type of operable or inoperable weapon is expressly forbidden. Distribution includes the delivery, transfer, sale, exchange, barter, or gift of a weapon or prohibited object. Other prohibited items are those objects which are used as a weapon or attempted to be used as a weapon, or which are reasonably perceived to be a weapon such as belt buckles, toy guns, toy knives, scissors, pencils, craft knives, baseball bats, utility tools, etc. Prohibited weapons and objects include firearms, destructive devices, firearm mufflers, firearm silencers, and pneumatic guns for which Section 22.1-277.07 of the Virginia Code mandates expulsion for at least 365 days, unless special circumstances exist which justify a different term of expulsion or other disciplinary action. Section 22.1-277.07 of the Virginia Code defines a firearm as any weapon, including a starter gun, that will, or is designed or may readily be converted to expel single or multiple projectiles by the action of an explosion of a combustible material or the frame or receiver of any such weapon. “Firearm” does not include any pneumatic gun, as defined in subsection E of §15.2-915.4 of the Virginia Code. Section 15.2-915.4 of the Virginia Code describes a pneumatic gun as any implement, designed as a gun that will expel a BB or a pellet by action of pneumatic pressure. Pneumatic gun includes a paintball gun that expels by action of pneumatic pressure plastic balls filled with paint for the purpose of marking the point of impact. Examples of weapons and prohibited objects include, but are not limited to, air rifles, air or gas-operated weapons, any disc of whatever configuration having at least two points or pointed blades which is designed to be
Weapons and Other Prohibited Objects (continued)

thrown or propelled and which may be known as a throwing star or oriental dart, any firearm prohibited from civilian ownership by federal law, any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, any fully automatic firearm, any weapon of like kind as those enumerated in this section the “Code of Behavior,” ballistic knives, baseball bats, BB guns, belt buckles, bicycle chains; blackjacks, bombs; bowie knives, bullets, ammunition cartridges (bullet, case/shell, powder, rim, primer), craft knives, darts and other throwing instruments with points or blades, destructive devices, dirk knives, dog choke chains, explosive devices, explosive gas, fighting chains, fire bombs, firearms, firearm muffler, firearm silencer, fireworks, grenades, incendiary gas, knives, mace, machetes, metal knucks, mines or other similar devices, missiles having an explosive or incendiary charge of more than one-quarter ounce, non-jewelry chains; nun chakas, nun chuck, nunchakus, parts of weapons which may be combined to form a weapon or destructive device, pencils, pepper spray and other chemical agents, pistols, pneumatic guns, pocketknives, poison gas, razors, razor blades, revolvers, rockets having a propellant charge of more than four ounces, sawed-off rifles, sawed-off shotguns, scissors, shurikens, slingshots, spring sticks, starter guns, stun weapons, switchblade knives, tasers, tear gas, toy guns, toy knives, utility tools, and wallet chains. In addition, the possession or brandishing of a machete or any weapon, with an exposed blade of 12 inches or longer, on school property or within 1,000 feet of school property is a Class 6 felony punishable under § 18.2-282.1 of the Virginia Code. In some cases, there may be a question about whether or not the possession, use, and distribution of an object is a violation. The type of object, its purpose, and how it was used or intended to be used shall be considered when making decisions about disciplinary action.

Mandatory Expulsion for Certain Weapon/Firearm Offenses – In accordance with the federal Gun-Free Schools Act and Virginia law, the School Board must expel from school attendance for not less than one year (365 days) any student who is determined to have possessed a firearm, destructive device, firearm muffler, firearm silencer, or pneumatic gun on any school property, on a school bus, or at any school-related activity. However, the School Board and/or the Superintendent’s designee (the level associate superintendent, the Director of OSMAP, or an OSMAP hearing officer), shall have the authority to modify the term of expulsion for such offenses, or the type of disciplinary action when special circumstances exist based on the facts of a particular situation. Special circumstances include, but are not limited to, the statutory criteria set forth at § 22.1-277.06 (C) of the Virginia Code, as described in Regulation 745-1, “Long-Term Suspension or Expulsion of Students.” Students who violate this law shall be referred to local authorities for appropriate action. Resources of the School Division and local police department shall be available to assist in this action. If a student discovers that he or she is in possession of an object that may be considered a “weapon,” that student should report to an administrator or other staff member immediately. Follow-up action will take into consideration that the student voluntarily brought this to the attention of the staff.

Remember

WEAPON? For the Safety of ALL REPORT IT!

Anonymous Tipline 703.791.2821

Consequences of a Weapons Violation - Any student accused of an offense involving a weapon or other prohibited object(s), shall have an informal conference with the principal or assistant principal of the school. Following the conference and review with the level associate superintendent, a recommendation for expulsion or other disciplinary action shall be made, in which case the procedures set forth in Regulation 745-1, “Long-Term Suspension or Expulsion of Students,” 747-1, “Office of Student Management and Alternative Programs,” or Regulation 745-2, “Discipline of Special Education Students,” shall be followed as appropriate.
Summary of Discipline Code

The philosophy of Prince William County Public Schools is directed toward a preventative approach to irresponsible behavior. If students are denied their opportunity to learn as a result of irresponsible behavior, the teacher, the principal, and/or other appropriate educational staff members shall determine the proper corrective measure. The rules and regulations of the “Code of Behavior” are intended to guide students’ behavior in the school buildings, on school buses, to and from school, and during participation in any activity sponsored by Prince William County Public Schools. As set forth in the “Code of Behavior,” conduct currently viewed as just cause for disciplinary action shall include, but not be limited to, any one of the following violations:

<table>
<thead>
<tr>
<th>Category A: Behaviors that Impede Academic Progress (BAP)</th>
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<tbody>
<tr>
<td>These behaviors impede academic progress of the student(s).</td>
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<tr>
<td>Action</td>
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<tr>
<td>Cheating</td>
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<tr>
<td>Truancy</td>
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<td>旷课 or缺席</td>
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<tr>
<th>Category B: Behaviors related to School Operations (BSO)</th>
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<tbody>
<tr>
<td>These behaviors interfere with the daily operation of school procedures.</td>
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<tr>
<td>Action</td>
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<td>-----------------------------</td>
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<tr>
<td>Bullying</td>
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<tr>
<td>Hazing</td>
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<th>Category C: Relationship Behaviors (RB)</th>
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<tr>
<td>These behaviors create a negative relationship between 2 or more people that does not result in physical harm.</td>
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<tr>
<td>Action</td>
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<td>-----------------------------</td>
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<tr>
<td>Social Disruption</td>
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<td>Emotional Abuse</td>
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<tr>
<th>Category D: Behaviors of a Safety Concern (BSC)</th>
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<tr>
<td>These behaviors create unsafe conditions for students, staff, and visitors to the school.</td>
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<td>Action</td>
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<tr>
<td>Conduct that poses a threat to the physical well-being of others</td>
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<tr>
<td>Misuse or Interference of Technology</td>
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<tr>
<td>Off-School-Sponsored Activity</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Category E: Behaviors that Endanger Self or Others (BESO)</th>
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<tbody>
<tr>
<td>These behaviors endanger the health, safety, and welfare of either the student or others in the school community.</td>
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<tr>
<td>Action</td>
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<td>-----------------------------</td>
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<tr>
<td>Possession, distribution, or bringing under the influence of alcohol or drugs</td>
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</table>

Code Violation Levels

- **Level 1: Code violations of this level will result in classroom support, interventions, or no consequence.**
- **Level 2: Code violations of this level may result in minor consequences or a suspension for a minimum of three (3) days.**
- **Level 3: Code violations of this level may result in suspension between four (4) and ten (10) days.**
- **Level 4: Code violations of this level may result in suspension between 11 and 20 days.**
- **Level 5: Code violations of this level will result in suspension for more than 20 consecutive days, but less than 30 consecutive days. OSAP/PSAP required.**
- **Level 6: Code violations of this level will result in a recommendation for expulsion. OSAP/PSAP required.**

Code Violation Level Interventions & Responses — These interventions aim to teach appropriate and alternative behavior, so students can learn and demonstrate safe and respectful behavior. The examples below are not all-inclusive nor required to be exhausted. In every case, the staff should consider revisions to plans supporting students with special needs (Response to Intervention, Child Study, IEP, or 504).

### Code Violation Interventions & Responses

- **Examples of School/Classroom Interventions and Responses (Tier I):**
  - Class Meeting
  - PBS Lessons
  - Small Group Counseling
  - School Counseling
  - Restorative Circles
  - Peer Meditation
  - Community Service

- **Examples of Administrative Interventions and Responses (Tier II):**
  - Detention/Time-Out
  - Student Check-In/Check-Out
  - Schoolwide Consequences
  - Consequences
  - Confiscation

- **Examples of Extended Suspension and Responses (Tier III):**
  - Conduct Functional Behavior Assessment and Behavior Intervention Plan
  - Referrals to appropriate community-based agencies, mental health centers, and other behavior 
    alteration services, etc.
School Conference

Whenever students or parents feel that the best interests of the individual or of the group have been disregarded, a conference with the teacher, sponsor, coach, counselor, or other school personnel should be arranged. If a routine agreement cannot be reached among student(s) and school personnel, then the student has the right to:

- Arrange a meeting with the principal or the designated assistant principal to discuss such conditions or decisions judged by the student(s) to be detrimental.
- Request a conference of the parent, student, and principal if not satisfied with initial meetings.
- See Appeal Procedure as summarized on page 22 and set forth in School Board Policy 731, “Appeal of Student Matters.”

Corrective Measures

In the event that a school staff member refers a student to the principal for disciplinary action, the Discipline Referral Form shall be filled out and signed prior to any action being taken by the principal. The principal is responsible for completing the form and indicating in writing any disciplinary action which has been taken. Situations may also arise of an emergency or immediate nature where a principal or assistant principal will take disciplinary action prior to the completion of the Discipline Referral Form. In these cases, as a matter of record, a Discipline Referral Form shall also be completed following the incident. Disciplinary action must be administered within a timely manner after the school staff's discovery of the disciplinary offense. In matters involving fights or physical violence, administrators shall consider self-defense as a factor when determining appropriate disciplinary action. Claims of self-defense do not constitute a valid reason for possession or use of a weapon on school property or at any school-sponsored activity. Weapons are prohibited on school property and at school-sponsored events. Any disciplinary action involving special education students must be in accordance with Regulation 745-2, “Discipline of Special Education Students.” A student's failure to comply with school rules and regulations may result in the school taking one or more of the following actions, in whatever order or manner the school deems appropriate:

- **Admonition** - Warnings in the form of contracts, verbal or written understandings or agreements, and probation may be appropriate for some students.

- **Assigned Tasks** - Assignment of students to complete special tasks at school may be beneficial to the student and the school.

- **Confiscation of Disruptive Communication and Entertainment Devices** - Administration may take communication and entertainment devices that are disruptive to the learning environment. Confiscated devices must be picked up by parents unless other arrangements have been established by the administrator and parent.

- **Counseling** - Counseling with a student by an administrator or other school staff member may be useful in bringing about a desired change of behavior.

- **Detention** - Detention is held for a specified amount of time either before a student’s first scheduled class or following the last scheduled class.

Parent(s) are responsible for providing transportation for detention. However, at schools where activity buses are provided, students may be permitted to ride the bus after detention with the principal’s permission. Students serving detentions for bus violations may not be allowed to ride the activity bus home. Parents are responsible for transportation.

- **Further Disciplinary Action (Long-Term Suspension or a Recommendation for Expulsion) by OSMAP** – Following a due process hearing conducted by OSMAP, the student may be long-term suspended, as explained on page 20, or recommended for expulsion, as explained on page 21. The School Board may deny an expelled student the right to attend school and school-related activities as explained on page 21.

- **Focus on Tobacco** - Focus on Tobacco is a one-time voluntary educational opportunity for middle and high school students involved in a smoking/tobacco/nicotine vapor-related infraction of the “Code of Behavior.” Focus on Tobacco, an after-school program, may be used alone or in conjunction with other disciplinary actions by administrators.

- **In-School Suspension (ISS)** - In-school suspension, where programs are available, shall be considered an alternative disciplinary action for selected cases. The parent shall be notified of the temporary change in the student’s schedule and the reason for this action. Saturday suspension is held in some schools. The parent is responsible for transportation on Saturday.

- **Local School Probation** - Probation may be considered for minor and infrequent offenses. Participation/attendance in extracurricular activities may be withdrawn. Copies of all discipline referrals resulting in probation shall be sent to the parent. The principal shall specify on the Discipline Referral Form the reason(s) for and the length of the probationary period.

- **Mediation** - This procedure is available in many schools to provide intervention and peaceful settlement of problems. Contact your base school for more information.

- **No Trespassing Order** - In extreme cases, when directions of school personnel have been disregarded, a no trespassing order may be issued by the appropriate authorities.

- **Non-Participation in School-Sponsored Activities** - Restriction will be set for a fixed period of time or until certain specified requirements have been met. This corrective measure applies to all school-sponsored activities.

- **Nontraditional Education Programs** - Students in grades 6-12 may be referred to nontraditional education programs sponsored by the School Division. Students who regularly exhibit behavior problems, and for whom the base school has utilized many interventions with little or no positive results, may be considered for admission. Nontraditional education programs may be located in separate facilities.

- **Out-of-School Suspension (OSS)** - A student may be suspended from school for less than 365 days for serious disciplinary infractions. A student receiving out-of-school suspension for five days or more shall be placed on disciplinary probation for 90 calendar days. Further disciplinary infractions of any type may receive the maximum punishment for the offense (see page 20).
**Corrective Measures (continued)**

**Parent Conference** - Parent conferences are held in an effort to clarify student behavior and to seek help and cooperation from the parent.

**Police/Court Action** - A student’s failure to comply with county or school regulations and/or requirements of law may result in legal/court action. Offenses involving weapons, alcohol/drugs, intentional injury, and other serious violations shall be reported to the police or other appropriate authorities. In accordance with Virginia law, battery of a full or part-time School Division employee will result in mandatory incarceration for a period of two days; if a gun is used, mandatory incarceration is for six months.

**Restitution** - If a student willfully damages school property, the law allows schools to collect up to $2500 from parents to pay for damages.

**Saturday Suspension** - Saturday Suspension is held in some schools. Consideration shall be given to other obligations of the student when detention is applied, and the parent shall be notified in advance of the extension of the student’s schedule. Parents are responsible for providing transportation for Saturday Suspension.

**Teacher Removal of Students from Class**

Teachers may remove disruptive students from class in accordance with Prince William County School Board Policy 702, “Teacher Removal of Students From Class,” as stated below.

The Virginia Code, § 22.1-276.2, provides for the initial authority of a teacher to remove a student from class for disruptive behavior. Further, the Virginia Code defines disruptive behavior as a “violation of school board regulations governing student conduct that interrupts or obstructs the learning environment.”

The Prince William County School Board considers the teacher’s removal of a student from class an appropriate response to student behavior if the following criteria are met:

- The student’s behavior violates School Board regulations governing student conduct or the “Code of Behavior”;
- Removal is necessary to restore a learning environment free from interruptions or obstructions caused by the student’s behavior; and
- Such action occurs only after teacher and/or administrative interventions have failed to end the student’s disruptive behavior.

Application of this criterion to students with disabilities shall be in accordance with state and federal law and regulation.

Staff in each school shall collaboratively develop a discipline plan that includes the 1) conditions that must exist for a student to be removed from class; 2) requirements for incident reporting and written referral to an administrator; 3) procedures for the written notification of the student’s parent(s), including contents of the referral form, and the offer of the opportunity to meet with the teacher and school administrators to discuss the student’s behavior and the possible consequences if such behavior does not cease; 4) guidelines for the alternative assignment and instruction of such students and for the duration of such removals; 5) guidelines for the use of physical intervention, physical restraint, and seclusion techniques in order for school staff to respond to and manage aggressive or violent student behavior in emergency situations set forth in Regulation 746-1, “Disruptive Student Behavior – Use of Physical Restraint and Seclusion;” and 6) procedures for the return of students to class, for teacher participation in any decision by the principal to return a student to the class from which the student has been removed, and for the resolution of any disagreement between the principal and teacher regarding such.

This policy shall not be construed to limit or restrict other Prince William County School Board policies and regulations related to suspension and expulsion.

**School-Community Service Projects** - Projects in and out of school may be assigned in lieu of other disciplinary action.

**Short-Term Out-of-School Suspension (OSS)** - School administrators can suspend students for up to five days for infractions that violate the “Code of Behavior” and extend the five-day suspension to 10 days with the approval of the level associate superintendent. School administrators cannot suspend consecutively longer than 10 days. At that point, Regulation 745-1, “Long-Term Suspension or Expulsion of Students,” is in effect.

**“Time-Out” Situation** - A student may be removed from the assigned class or classes for a “time-out” situation for a specific period of time or until certain conditions have been satisfactorily met. The school shall assist the student by providing instructional assignments or by making other special arrangements. The parent should be notified if this corrective measure is ineffective. In elementary schools, “time-out” may be served in the front office area.
Suspension Procedures

The rules governing out-of-school suspension are summarized in this section. A principal or assistant principal may suspend a student from school for misconduct which includes, but is not limited to, violations of the “Code of Behavior.” Please refer to Regulation 744-1, “Short-Term Suspension of Students,” and Regulation 745-1, “Long-Term Suspension or Expulsion of Students,” for the rules governing short and long-term suspensions. The suspension of students receiving special education services shall be in accordance with Regulation 745-2, “Discipline of Special Education Students.” Whenever a suspension is imposed, the principal/designee will make all reasonable efforts to contact the parent(s)/guardian(s) to advise them of the impending suspension and to make appropriate arrangements for the student to be returned to the student’s home.

Except as provided in Virginia Code § 22.1-277.07 or § 22.1-277.08, no student in preschool through grade three shall be suspended for more than three school days or expelled from attendance at school, unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the School Board or the Superintendent or designee finds that aggravating circumstances exist, as defined by the Virginia Department of Education. A student in preschool through grade three may be suspended or expelled from school upon the School Division’s receipt of a report pursuant to Virginia Code § 16.1-305.1 of an adjudication of delinquency or a conviction for an offense listed in subsection 6 of Virginia Code § 16.1-260.

Suspensions are considered as unexcused absences. It is the responsibility of the student to obtain and complete all assignments missed during the period of suspension. These assignments must be completed within a time frame established by the school. However, the principal has the latitude to provide other assignments or make-up options which would be more effective in changing the behavior of given students. Students who are suspended from school are prohibited from school property (including school buses) and school-related activities for the duration of their suspension and may be arrested for trespassing. Unless the student has written permission from school officials to be on school property, a school bus, or at a school-sponsored event, students whose disciplinary cases are pending a long-term suspension or expulsion decision (with the exception of disciplinary hearings) are prohibited from school property, school buses, and school-sponsored activities. Students who are suspended from school shall also be suspended from participation in all school activities (teams, clubs, and all other school-sponsored activities) including practice. In cases where the parent or adult student notifies the principal at the time of the suspension that there will be an appeal, the student shall be allowed to attend school until the case is heard and a final decision has been rendered, unless the principal considers that the presence of the student creates a present and continuing threat to the health, safety and/or welfare of persons or property in the school or may pose a disruption to the educational process.

Long-Term Suspension - In the event of a serious breach of conduct which may merit a suspension greater than 10 school days but less than 45 school days, the principal shall suspend the student for five school days and provide the student and the student’s parent(s)/guardian(s) with written notice of the proposed action and the reasons therefore. A long-term suspension may extend beyond a 45-school-day period but shall not exceed 364 calendar days if (i) the offense is one described in § 22.1-277.07 or § 22.1-277.08 of the Virginia Code or involves serious bodily injury; or (ii) the School Board or Superintendent or designee finds that aggravating circumstances exist as defined by the Virginia Department of Education. As identified in the Virginia Department of Education Superintendent of Public Instruction’s Memorandum #291-18, dated October 12, 2018, aggravating circumstances shall mean: (i) That a student engaged in misconduct which caused serious harm (including but not limited to physical, emotional, and psychological harm) to another person(s) or posed a credible threat of serious harm to another person(s), as determined by a threat assessment; or (ii) That a student’s presence in the school poses an ongoing and unreasonable risk to the safety of the school, its students, staff, or others in the school; or (iii) That a student engaged in a serious offense that is (a) persistent (repeated similar behaviors are documented on the student’s disciplinary record) or (b) unresponsive to targeted interventions as documented through an established intervention process. As delineated in Regulations 744-1 and 745-1, a school day is defined as a day that school is in session for instructional purposes. The principal shall hold an informal conference with the student and parent(s)/guardian(s) within five days of the offense. The student and parent(s)/guardian(s) shall be provided with an explanation of the facts known to school personnel and an opportunity to present the student’s version of what occurred. Following the informal conference, the principal shall review the facts of the case with the level associate superintendent for the purpose of determining appropriate disciplinary action. Such determination shall take into consideration all circumstances relevant to the student’s breach of conduct. In the event of a decision to recommend further disciplinary action by OSMAP, the student and the student’s parent(s)/guardian(s) shall be given written notice of the proposed disciplinary action and the reasons therefore. The student shall be provided with educational services after the student has been out of school for 10 days. Pending final outcome of disciplinary action, general education students shall be provided educational services through School Messenger or other nontraditional education services as determined by school staff. Special education students shall be provided educational services as determined by the Individualized Education Program (IEP) Team. A hearing will be conducted by OSMAP pursuant to those procedures explained in Regulation 745-1, “Long-Term Suspension or Expulsion of Students,” and Regulation 747-1, “Office of Student Management and Alternative Programs (OSMAP).” Any further appeal shall be in accordance with Regulation 731-1, “Appeal of Student Matters,” Regulation 745-6, “Long-Term Suspension and Expulsion Appeals,” and Regulation 745-2, “Discipline of Special Education Students.”

Short-Term Suspension - In the event that the principal or principal’s designee intends to suspend a student for 10 school days or less, the student shall be given oral or written notice of the charges against the student and if the student denies them, an explanation of the facts known to school personnel, and an opportunity to present the student’s version of the events. Any appeal of a short-term suspension must initially be submitted in writing to the principal within three school days of written notification to the student and parent(s)/guardian(s) of the decision to suspend. A final appeal of the principal’s decision must be submitted in writing to the level associate superintendent or other designee of the Superintendent of Schools within three school days of the parent(s)/guardian(s) having been notified of the principal’s decision.
Expulsion Procedures

The rules governing expulsion, readmission, and exclusion are summarized in this section. Please refer to Regulation 745-1, “Long-Term Suspension or Expulsion of Students,” Regulation 745-5, “Readmissions and Exclusions/Admissions,” Regulation 745-6, “Long-Term Suspension and Expulsion Appeals,” and Regulation 747-1, “Office of Student Management and Alternative Programs (OSMAP),” for all information pertaining to this subject. Please refer to Regulation 745-2, “Discipline of Special Education Students,” for information regarding the expulsion of students receiving special education services.

The Prince William County School Board may expel students for sufficient cause. A student may be denied the right to attend any school in Prince William County when:

- The individual is a potential or continuing danger to the health, welfare, or safety of others; or
- The student’s conduct is disruptive to the educational mission or the orderly operation of the school; or
- The student has engaged in conduct which violates the School Division’s policies and regulations or the “Code of Behavior;” or
- In other conduct which threatens the safety or security of the student or is otherwise connected to the school; or
- The student has obtained an accumulation of offenses for which expulsion is merited (general education students only); or
- Other circumstances demonstrate that the expulsion of the student is in the best interest of the local school or the School Division.

Except as provided in Virginia Code § 22.1-277.07 or § 22.1-277.08, no student in preschool through grade three shall be suspended for more than three school days or expelled from attendance at school, unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the School Board or the Superintendent or designee finds that aggravating circumstances exist, as defined by the Virginia Department of Education. A student in preschool through grade three may be suspended or expelled from school upon the School Division’s receipt of a report pursuant to Virginia Code § 16.1-305.1 of an adjudication of delinquency or a conviction for an offense listed in subsection G of Virginia Code § 16.1-260.

Any student conduct occurring on or off school property which creates a threat to the safety or security of students or staff, which results in material disruption to the operation of the school, which is planned in a threat to the safety or security of students or staff, which results in a material disruption to the operation of the school, which is planned in a threat to the safety or security of students or staff, which results in a material disruption to the operation of the school, which is planned in a threat to the safety or security of students or staff, which results in a material disruption to the operation of the school, which is planned in a threat to the safety or security of students or staff, which results in a material disruption to the operation of the school, which is planned in a threat to the safety or security of students or staff, which results in a material disruption to the operation of the school, which is planned in a threat to the safety or security of students or staff, which results in a material disruption to the operation of the school, which is planned in a threat to the safety or security of students or staff, which results in a material disruption to the operation of the school, which is planned in a threat to the safety or security of students or staff, which results in a material disruption to the operation of the school, which is planned in a threat to the safety or security of students or staff, which results in a material disruption to the operation of the school, which is planned in a threat to the safety or security of students or staff, which results in a material disruption to the operation of the school, which is planned in a threat to the safety or security of students or staff, which results in a material disruption to the operation of the school, which is planned in a threat to the safety or security of students or staff, which results in a material disruption to the operation of the school, which is planned in a threat to the safety or security of students or staff, which results in a material disruption to the operation of the school, which is planned in a threat to the safety or security of students or staff, which results in a material disruption to the operation of the school, which is planned in a threat to the safety or security of students or staff, which results in a material disruption to the operation of the school, which is planned in a threat to the safety or security of students or staff, which results in a material disruption to the operation of the school, which is planned in a threat to the safety or security of students or staff, which results in a material disruption to the operation of the school, which is planned in a threat to the safety or security of students or staff, which results in a material disruption to the operation of the school, which is planned in a threat to the safety or security of students or staff, which results in a material disruption to the operation of the school, which is planned in a threat to the safety or security of students or staff, which results in a material disruption to the operation of the school, which is planned in a threat to the safety or security of students or staff, which results in a material disruption to the operation of the school, which is planned in a threat to the safety or security of students or staff, which results in a material disruption to the operation of the school, which is planned in a threat to the safety or security of students or staff, which results in a material disruption to the operation of the school, which is planned in a threat to the safety or security of students or staff, which results in a material disruption to the operation of the school, which is planned in a threat to the safety or security of students or staff, which results in a material disruption to the operation of the school, which is planned in a threat to the safety or security of students or staff, which results in a material disruption to the operation of the school, which is planned in a threat to the safety or security of students or staff, which results in a material disruption to the operation of the school, which is planned in a threat to the safety or security of students or staff, which results in a materia

Students may be recommended for expulsion as a result of the following:

- The possession, use, or distribution of prohibited substances as set forth in Regulation 735-1, “Prohibited Substances;”
- Weapons, as set forth in Regulation 775-4, “Weapons and Other Prohibited Objects;”
- Physical assaults on a school staff member, as set forth in Regulation 745-1, “Long-Term Suspension or Expulsion of Students;” and
- Group assaults, as set forth in Regulation 745-1, “Long-Term Suspension or Expulsion of Students.”

Expulsion Procedures - In the event of a serious breach of conduct which may merit further disciplinary action by OSMAP, the principal shall suspend the student for five school days and provide the student and the student’s parent(s)/guardian(s) with written notice of the proposed action and the reasons therefore. The principal shall hold an informal conference with the student and parent(s)/guardian(s) within five school days of the offense for the purpose of determining appropriate disciplinary action. The principal’s informal conference shall include only the student, the student’s parent(s)/guardian(s), and school staff. The student and parent(s)/guardian(s) shall be provided with an explanation of the facts known to school personnel and an opportunity to present the student’s version of what occurred. Following the informal conference, the principal will review the facts of the case with the level associate superintendent for the purpose of determining whether further disciplinary action is warranted. Such determination shall take into consideration all circumstances relevant to the student’s breach of conduct.

If further disciplinary action by OSMAP is recommended, the principal, with the approval of the level associate superintendent, shall extend the suspension for an additional five school days, after which time the student is eligible to receive educational services pending final outcome of disciplinary procedures. Pending final outcome of disciplinary action, general education students shall be provided educational services through School Messenger or other nontraditional education services as determined by school staff after the original out-of-school suspension has been served. On the 11th day of out-of-school suspension, special education students shall be provided educational services as determined by the IEP team.

Unless the student has written permission from school officials to be on school property, a school bus, or at a school-sponsored event, students whose disciplinary cases are pending OSMAP action, are prohibited from school property, school buses, and school-sponsored activities. The student and the student’s parent(s)/guardian(s) shall be given written notice of the recommendation for expulsion and the reasons within 10 school days of the first day of suspension. The written notice shall include the charges against the student, the length of suspension, and notification of a hearing before a hearing officer in the Office of Student Management and Alternative Programs (OSMAP). The student shall be provided with a due process hearing by an OSMAP hearing officer, acting as the designee of the Superintendent of Schools.

Prior to the hearing, the OSMAP office shall advise the student and parent(s)/guardian(s) by certified and regular mail of the time and place of the hearing, that the student shall be given the opportunity to present evidence to refute the charges, and that the student has the right to have a parent(s)/guardian(s) and advocate present at the hearing. A copy of the materials supporting further disciplinary action by OSMAP may be obtained by the parent(s)/guardian(s) from OSMAP two school days prior to the hearing.

The OSMAP hearing officer shall long-term suspend or recommend the expulsion of the student and shall issue a letter setting forth its recommendation and the reasons therefore without unreasonable delay. Notwithstanding OSMAP’s recommendation to the School Board for expulsion, and prior to any action on that recommendation by the School Board, the OSMAP hearing officer shall have the authority to enter into a Letter of Agreement with the student and parent(s)/guardian(s) whereby the student and parent(s)/guardian(s) accept and agree to all conditions, nontraditional education placement, different term of expulsion (for firearms offenses), suggested interventions, or other recommendations of the hearing officer, in lieu of further disciplinary action. If the student and parent(s)/guardian(s) enter into such a Letter of Agreement with OSMAP, that Letter of Agreement shall be binding and final, and there shall be no appeal.

If the parent(s)/guardian(s) and student have not entered into a Letter of Agreement with the OSMAP hearing officer regarding the hearing officer’s recommendation, they may appeal the recommendation of the OSMAP hearing officer to a committee of the School Board. A written request for a hearing before a committee of
the School Board shall be received by OSMAP within 10 calendar days of the date of the decision letter. Refer to Regulation 731-1, “Appeal of Student Matters,” and Regulation 745-6, “Long-Term Suspension and Expulsion Appeals,” for specific details pertaining to expulsion appeals. Unless as noted above, students whose disciplinary cases are pending an expulsion decision or students who have been expelled are not allowed on any school property (including school buses) or at any school-related activities without the permission of the school principal. Students who are trespassing on any school property are subject to arrest and corrective action at school.

Criminal reassignment by OSMAP for certain criminal offenses:
- Final Appeal - written appeal to the School Board.
- Placement by OSMAP upon return to school from long-term suspension or expulsion.
- Final Appeal - written appeal to the School Board.

Disciplinary Appeals – The Office of Student Management and Alternative Programs (OSMAP) shall coordinate the School Division’s disciplinary appeal procedures for all Level 3 and 4 disciplinary appeals.
- Level 1 Disciplinary Appeals – Disciplinary actions involving in-school suspensions and disciplinary actions other than out-of-school suspensions and expulsions.
- First and Final Appeal – Opportunity to confer (in person or by telephone) with the principal or principal’s designee as soon as practicable.
- Level 2 Disciplinary Appeals – Short-term out-of-school suspensions (one to 10 days). The procedures and timeline for short-term out-of-school suspensions are set forth in Regulation 744-1, “Short-Term Suspension of Students.”
- Final Appeal – Written appeal to appropriate level associate superintendent, or other designee of the Superintendent of Schools, within three business days of notification of the principal’s decision. Level associate superintendent shall respond in writing within five business days, or as soon as otherwise practicable.
- In the event that a recommendation for long-term suspension or expulsion is made during the imposed suspension, the Level 3 and Level 4 Disciplinary Appeals procedures shall then apply and there shall be no further appeals of an out-of-school suspension of 10 days or less under this level.
- Level 3 Disciplinary Appeals – Long-term out-of-school suspensions (more than 10 school days but less than 45 school days; may extend beyond a 45-school-day period but shall not exceed 364 calendar days if (1) the offense is one described in § 22.1-277.07 or 22.1-277.08 of the Virginia Code or involves serious bodily injury or (2) the School Board or Superintendent or designee finds that aggravating circumstances exist, as defined by the Virginia Department of Education). The procedure and timeline for long-term suspensions are set forth in Regulation 745-1, “Long-Term Suspension or Expulsion of Students.” Recommendations for further disciplinary action shall be forwarded to OSMAP and a due process hearing shall be conducted with an OSMAP hearing officer, acting as designee of the Superintendent of Schools.
- Final Appeal – Written appeal of the decision of the OSMAP hearing officer to the School Board.
- In the event that the OSMAP hearing officer recommends expulsion, rather than long-term suspension, the Level 4 Disciplinary Appeals procedure shall apply.
Appeal Procedures (continued)

- Level 4 Disciplinary Appeals – Expulsions, readmissions, and exclusions from school. The procedure and timeline for each are set forth in Regulation 745-1, “Long-Term Suspension or Expulsion of Students,” and Regulation 745-5, “Readmissions and Exclusions/Admissions.”

Exclusions

- As a result of the school’s decision for further disciplinary action by OSMAP, an OSMAP hearing officer, acting as designee of the Superintendent of Schools, conducts a due process hearing.
- First Appeal – Expulsion hearing before a committee of the School Board (final level of appeal, if unanimous vote of committee)
- Final Appeal – Written appeal to the School Board (only available if vote of School Board committee is not unanimous).

Final appeal – Written appeal of the decision of the OSMAP hearing officer to the full School Board.

Authority to Modify Disciplinary Actions – At each level of the procedure for all disciplinary appeals, the appeal may be granted or denied and the related consequences (corrective measure) may be increased, decreased, or allowed to remain the same. If in the appeal of a long-term suspension the School Board determines that expulsion may be appropriate, the student shall be notified by OSMAP of the right to request a due process hearing before a committee of the School Board. In the event that the student does not request such a hearing or a hearing is requested and the student fails to appear, a committee of the School Board will render a decision based upon the written record. In the event that the decision of the School Board committee is not unanimous, the student may submit a written appeal to the full School Board.

Sexual Harassment

SEXUAL HARASSMENT OF STUDENTS IS NOT PERMITTED

Sexual harassment, including harassment based on gender identity or sexual orientation, is illegal and will not be permitted at school or at school-related activities. (Harassment based upon race, color, national origin, pregnancy, religion, or disability is also unlawful prohibited conduct.) The following questions and answers will help students understand what sexual harassment is and what may be done to protect them from it.

1. Q: What is sexual harassment?
   A: Sexual harassment is an illegal form of discrimination based on a person’s sex even if the victim and harasser are the same sex. It occurs when a student is treated unfairly because of his or her sex, or when a student feels hurt or uncomfortable because of what is said or done by another person (student or adult). Words (spoken or written), actions, or bodily contact may be considered sexual harassment if they are connected in some way with a person’s sex, and if they are considered to be unwanted or harmful by the student, and if they create a hostile or offensive learning environment.

2. Q: How do I know if I have been sexually harassed?
   A: Sometimes it is not easy to know if you have been sexually harassed. If you are singled out, left out, teased, embarrassed, or harmed in some other way because of your sex, gender identity or sexual orientation, it may be sexual harassment. Sexual harassment includes conduct as simple as a dirty joke which makes you feel uncomfortable, or as serious as somebody touching you when or where you do not want to be touched. It may only happen once or it may be repeated. If it is connected to gender, if you do not like it, and if it is serious or repeated, it may be considered sexual harassment.

3. Q: What should I do if I have been sexually harassed?
   A: If you believe that you have been sexually harassed, tell your teacher, counselor, assistant principal, principal, or parents immediately. These people will listen to you, give you the help that you need, and see that the harassment stops. You have the right to complain any time you believe that you have been harassed, discriminated against, or treated unfairly in any way. The complaint procedures are found in Regulation 738-1, “Complaint Procedures for Student Claims of Discrimination or Harassment.”
**Sexual Harassment (continued)**

4. **Q:** How will sexual harassment complaints be handled by the school administration?

   **A:** All complaints of sexual harassment will be handled according to policies and regulations of PWCS. The person accused of sexual harassment will be told about the complaint and given a chance to explain. Parents of the students involved will be informed. Witnesses to the alleged harassment will be interviewed. All such information will be considered when investigating and resolving a complaint.

5. **Q:** What will happen to those who engage in sexual harassment?

   **A:** If the person is found to have engaged in sexual harassment, the consequences will be determined by the nature of the harassment and circumstances of the case. For students, the consequences will be based on the “Corrective Actions” described in the “Code of Behavior,” and may range from a warning or counseling to suspension or expulsion. Student disciplinary measures are confidential by law and cannot be shared. If an adult staff member engages in sexual harassment, that person will face serious consequences up to and including dismissal depending on the seriousness of the harassment. In addition, the police will be contacted when any laws may have been broken.

6. **Q:** What happens to me if I complain about sexual harassment?

   **A:** Students should feel free to report harassment so that the problem can be corrected. Those who engage in sexual harassment will be warned that there may be more serious consequences if they attempt to retaliate against the person who reported them, or if they continue the harassment. Every effort will be made to protect the student from retaliation or continued harassment, and to see that the student receives whatever help is needed. All students should understand, however, that complaints will be taken seriously and that corrective action may be taken against a student for making a complaint of harassment which is not true.

7. **Q:** What if sexual harassment is not handled in a satisfactory way at the school?

   **A:** The parent/guardian of either student (accuser or accused) may appeal to the level associate superintendent if dissatisfied with the way the school has handled a sexual harassment complaint. Appeals should be delivered in writing to the level associate superintendent within five school days as explained on page 22 of the “Code of Behavior.”

8. **Q:** What can students do to stop sexual harassment?

   **A:** Students can help to stop sexual harassment by:
   - Letting others know when their behavior is unacceptable.
   - Telling the harasser very firmly to stop, and doing so at the first sign of harassment.
   - Keeping notes of dates, times, places, witness names, etc.
   - Asking for the help of a teacher or counselor.
   - Reporting harassment to the principal or assistant principal.

Any student or parent who would like help in dealing with sexual harassment should talk with the principal, counselor, or teacher at the school, or contact the PWCS Title IX Coordinator in the Office of Student Services at lewisvt@pwcs.edu. A copy of the policy and regulation on sexual harassment is available at pwcs.edu or upon request.
DISCRIMINATION AND HARASSMENT OF STUDENTS

Prince William County Public Schools is committed to a school environment in which students are free from discrimination and harassment by other students, employees, or third parties. The school administration will take appropriate steps to prevent discrimination and will deal promptly and decisively with reported incidents of harassment or discrimination. Regulation 798-1, “Complaint Procedures for Student Claims of Discrimination or Harassment,” and Regulation 753-8, “Harassment of Students,” provide detailed information about sexual harassment and other discriminatory harassment and are available at pwcs.edu or upon request by contacting the Title IX Coordinator in the Office of Student Services at lewist@pwcs.edu for claims based on sex or the section 504 Coordinator for claims based on disability at MallarAV@pwcs.edu. Following is a summary of information from those regulations. Harassment is a course of conduct which annoys, threatens, alarms, or puts a person in fear of his/her safety. Harassment is unwanted, unwelcome, and unwanted behavior that demeans, threatens, or offends the victim and results in a hostile environment for the victim and bystanders.

Harassment Based on Sex, Gender Identity or Sexual Orientation
Consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct other verbal or physical conduct, or communication of a sexual nature, which may include use of cell phones or the internet, when:
• Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining education;
• Submission to or rejection of such conduct or communication by an individual is used as a factor in decisions affecting that individual’s education; or,
• That conduct or communication substantially or unreasonably interferes with an individual’s education, or creates an intimidating, hostile or offensive educational environment (i.e., the conduct is sufficiently serious to limit a student’s ability to participate in or benefit from the educational program).

A “hostile environment” is created when acts of a sexual nature are sufficiently severe, persistent, or pervasive as to deny the benefits of the school to the student. Examples of conduct which may constitute harassment based on sex, if it meets the immediately preceding definition, include:
• Unwelcome sexual physical contact;
• Unwelcome ongoing or repeated sexual flirtation or propositions, or verbal sexual advances;
• Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions;
• Graphic comments about an individual’s body;
• Sexual jokes, notes, stories, drawings, gestures or pictures;
• Spreading sexual rumors;
• Display of written materials, pictures, or electronic images; or,
• Unwelcome acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex stereotyping.

Harassment Based on Race, Color, National Origin, Disability, or Religion
Consists of physical or verbal conduct, which may include use of cell phones or the internet, relating to an individual’s race, color, national origin, disability or religion when the conduct:
• Creates an intimidating, hostile, or offensive educational environment;
• Substantially or unreasonably interferes with an individual’s education; or,
• Otherwise is sufficiently serious to limit a student’s ability to participate in or benefit from the education program.

Examples of conduct which may constitute harassment based on race, color, national origin, disability or religion, if it meets the immediately preceding definition, include:
• Graffiti containing racially offensive language;
• Name calling, jokes or rumors;
• Physical acts of aggression against a person or his property because of that person’s race, national origin, disability, or religion;
• Hostile acts which are based on another’s race, national origin, religion or disability;
• Written or graphic material which is posted or circulated and which intimidates or threatens individuals based on their race, national origin, disability, or religion.

Complaint Procedure
All students or parents acting on their behalf, have a right to file a complaint to report and seek resolution of any discrimination or harassment. Any student or parent can file a complaint by talking to an administrator and completing a complaint form, which is Attachment I to Regulation 738-1, and is also available in the school’s office. The complaint form should be provided to an assistant principal or principal as soon as possible and may also be filed directly with the PWCS Title IX Coordinator in the Office of Student Services. All teachers, counselors, and educational support staff should be informed of the right of students to file a complaint and should be able to help as appropriate, and will provide assurance of corrective action and protection against retaliation.

School administrators will respond to complaints of harassment according to guidelines in Regulation 738-1, Complaint Procedures for Student Claims of Discrimination or Harassment. Complaints will be investigated in a prompt and impartial manner by the principal or designee, or in some cases by the PWCS Office of Risk Management, who will interview the accused as well as witnesses, and consider all relevant information/evidence. The accused and the parents of both parties shall be informed of the allegations; otherwise, confidentiality will be maintained to the extent possible. The principal or designee will advise the complainant of counseling services or other sources of help as appropriate. To the extent permitted by federal privacy law, the complainant and accused will be provided with notice of the outcome of any investigation, measures taken to prevent a recurrence, and protection against retaliation.

Corrective Action
Anyone accused of harassment will be informed of the specific complaint and given the opportunity to provide an explanation in defense. If a student has engaged in sexual or other discriminatory harassment, corrective action will be taken in accordance with established disciplinary procedures. Corrective action may range from admonition and counseling, to suspension or expulsion, depending on the seriousness of the incident and the need to protect other students from future harassing conduct or discrimination. If an employee has engaged in prohibited harassment, appropriate disciplinary action will be taken, up to and including dismissal, depending on the seriousness of the offense. In addition, students, employees, and third parties may be reported to authorities for appropriate legal action. NOTE: Any student who knowingly files a false complaint of harassment may also be subject to corrective action.

Protection Against Retaliation
Students should feel free to report harassment without fear of retaliation from the accused or others. Any attempt of retaliation will be addressed by appropriate corrective action up to and including expulsion for students. School Division employees who make any attempt to retaliate as a result of a harassment or discrimination charge will also face disciplinary measures, up to and including dismissal from their job.

Appeal Procedure
If there is disagreement with the resolution of the complaint, an appeal of the principal’s decision may be submitted within five days of receipt of determination. A student may appeal the decision of the school administration in any harassment case. Appeals must be stated in writing by the parent/guardian or emancipated student and forwarded to the appropriate level associate superintendent according to the procedures found in Regulation 738-1, “Complaint Procedures for Student Claims of Discrimination or Harassment.”

Preventive Measures
The school will act to prevent all harassment as described in Regulation 738-3. Students can help to prevent or stop harassment if they will:
• Let the harasser know very clearly that such actions are not wanted.
• Tell the harasser very firmly to stop.
• Keep written notes of dates, times, places, witness names, and other information about actual occurrences of harassment.
• Keep notes, letters, and other evidence of harassment.
• Talk with a counselor or administrator and, if appropriate, file a complaint.

Sources of Help
Any student or parent who needs help in understanding the sexual or discriminatory harassment regulation or in knowing how to deal with concerns about harassment should talk with the principal, assistant principal, or counselor at school or call the Office of Student Services at 703-791.7257.
Complaint of Discrimination or Harassment

Prince William County Public Schools “Code of Behavior” states, “Words, gestures, symbols, actions, or physical contact which offend, intimidate, threaten, or persecute others will not be tolerated.” The principal and staff of this school are committed to enforcement of the “Code of Behavior” and will respond promptly and appropriately to complaints of harassment or discrimination. Any student can file a complaint by talking to an administrator and/or completing this form and returning it to an assistant principal or principal.

PART I: COMPLAINANT

Name______________________________________________

Student’s Race/National Origin______ Student’s Sex______ Grade Level______

Address______________________________________

Parent(s)/Guardian(s) Name________________________

Parent(s)/Guardian(s) Address, if different from student’s____________________________

Telephone__________________________

Parent’s Work__________________________ Home__________________________

School________________________________________

Teacher or Administrator’s Name____________________

PART II: JURISDICTION

Check below why you believe you were harassed or discriminated against based on your membership in a protected category. Check all that apply.

1. Is this complaint based on sexual harassment? If YES, skip to Part III

___ YES
___ NO

2. Basis of Complaint:

___ Race ___ Disability
___ Color ___ Marital Status
___ National Origin ___ Religion
___ Sex ___ Retaliation
___ Pregnancy ___ Other
PART III: ALLEGED DISCRIMINATION OR HARASSMENT

1. List the name(s) of person(s) you are accusing of violating the School Division’s nondiscrimination and harassment policies.

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<th>School or Location</th>
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2. Describe what happened – include date, time, and location for each incident whenever possible.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________

If additional space is needed, please add additional paper and attach to form.

3. What actions, comments, etc., led you to believe that the discrimination or harassment occurred because of your membership in a protected category as you indicated in Part II of this form?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

If additional space is needed, please add additional paper and attach to form.
4. If applicable, please provide the name(s) or any similarly situated student(s) or employee(s) who you believe behaved in the same manner as you, but received different treatment.


If additional space is needed, please add additional pages and attach to this form.

5. List all witnesses or people who can verify your charges.

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If additional space is needed, please add additional pages and attach to this form.

PART IV: RESOLUTION OF COMPLAINT

What actions do you think should be taken to resolve your complaint?


I attest that the information in this complaint is true and accurate to the best of my recollection. I agree to fully comply with the investigative process.

Student Signature                        Date

Parent’s Signature                        Date

Mail, email, or fax to:

Level Associate Superintendent

c/o Office of the Superintendent
Prince William County Public Schools
P.O. Box 389
Manassas, Virginia 20108

Facsimile 703.791.7309
Attachment II
Regulation 738-1

Appeal Form for Complaints of Harassment or Discrimination

Level Associate Superintendent
Prince William County Public Schools
P.O. Box 389
Manassas, Virginia 20108

PLEASE PRINT

Name of Student or Parent filing this appeal:__________________________________________________________

School:__________________________________________________________

Name(s) of Person(s) accused of harassment or discrimination:________________________________________

________________________________________________________________________________________

Description of Complaint (use specific dates, times, witness names, etc. if possible):

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Initial Resolution/Remedy of the Complaint

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Basis of Appeal:

________________________________________________________________________________________
Requested Relief:

________________________________________________________________________

Signature of Student or Parent completing this form: ________________________

Date: ______________________

NOTE: All complaints will be followed by an investigation. Those accused, as well as the parents of students involved, will be informed of complaints, witnesses will be interviewed, and all information will remain confidential except for that which must be shared as part of the investigation or as otherwise provided by law.
Bullying

BULLYING OF STUDENTS IS NOT PERMITTED

Each school is committed to creating an environment in which students are free from bullying. Students are strongly encouraged to report incidents to the school administration. The school administrator will take appropriate steps to respond quickly and decisively to student reports of bullying. Students may use the form on page 28 to report incidents of bullying. The Bullying Complaint Form is also located in the guidance department or main office.

Q: What is bullying?

A: ‘Bullying’ means any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. ‘Bullying’ includes cyber bullying. ‘Bullying’ does not include ordinary teasing, horseplay, argument, or peer conflict.

Q: What behaviors are considered to be bullying behaviors?

A: Some examples of bullying behaviors include purposely not including people, taunts, threats, gestures, insults, gossip, humiliation, teasing, cyberbullying, horseplay, pushing, tripping, hitting, stealing or destroying property, cursing, and laughing at others based on their appearance, academic or athletic ability, or any other reason. There are many different ways that bullying happens. Sometimes it’s just people making other people feel left out. Other times it’s hitting, teasing, or threatening to hurt someone. Stealing or bothering someone’s lunch or books is bullying, too, and so is laughing at someone because they wear glasses or different kinds of clothes, or because they aren’t good at sports. Using the Internet or computers to harm people is another form of bullying. Other harmful behaviors can be bullying, too.

Q: How can I report bullying?

A: Any student can report bullying by talking to an administrator or staff member, or completing the Bullying Complaint Form on page 28. Staff members must report your complaint to the school administration. This information should also be shared with your parent(s)/guardian(s).

Q: What should I do if the bullying continues?

A: Report this to a school administrator or staff member immediately. It is also important to tell your parent(s)/guardian(s) that the bullying is continuing. Administrators will take disciplinary action up to and including expulsion if the student accused of bullying attempts to get back at the victim for reporting his/her bullying behavior.

Q: Are there immediate actions that I can take if I am bullied?

A: Yes. These actions include:
• Telling the bully very firmly to stop.
• Keep written notes of dates, times, places, witness names and other information about any incident of bullying.
• Talking with a staff member, counselor, administrator, or parent about the incident immediately.

BULLYING BEHAVIORS WILL NOT BE TOLERATED IN PRINCE WILLIAM COUNTY PUBLIC SCHOOLS, ON SCHOOL GROUNDS, OR AT SCHOOL-RELATED ACTIVITIES. PWCS TIPLINE: 703.791.2821
Complaint of Bullying

The Prince William County Public Schools “Code of Behavior” states, “Any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. Bullying also includes cyber bullying, which involves the transmission, receipt, or display of electronic messages and/or images.” Bullying does not include ordinary teasing, horseplay, argument, or peer conflict. The principal and staff of this school are committed to enforcement of the “Code of Behavior” and will respond promptly and appropriately to complaints of bullying. Any student can file a complaint by talking to an administrator and/or completing this form and returning it to an assistant principal or principal. Any staff member may also complete this form on behalf of a student or parent/guardian who reports bullying.

PLEASE PRINT

Name of Complainant: ____________________________________________________________

School: _____________________________________________________________________

Name(s) of student(s) accused of bullying: __________________________________________

______________________________________________________________________________

______________________________________________________________________________

Description of Complaint (use specific dates, times, witness names, etc., if possible):

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Signature of Complainant: ______________________ Date: _________________________

NOTE: All complaints will be followed by an investigation. Those accused, as well as the parent(s)/guardians of students involved, will be informed of complaints, witnesses will be interviewed, and all information will remain confidential except for that which must be shared as part of the investigation.
Legal Notices to Students and Parents

This section of the “Code of Behavior” contains legal notices pertaining to student rights under federal and/or state law. You are responsible for reading these notices and your signature on the student’s Emergency Information Card acknowledges that you have read and understand these notices.

Notification of Parental Responsibility and Involvement Requirements
Under § 22.1-279.3 of the Virginia Code

§22.1-279.3 of the Virginia Code contains provisions addressing parental responsibility and involvement that are intended to promote proper student conduct and ensure school attendance. This law states that “Each parent of a student enrolled in a public school has a duty to assist the school in enforcing standards of student conduct and compulsory school attendance in order that education may be conducted in an atmosphere free of disruption and threat to persons or property, and supportive of individual rights.” Therefore, parents must work in partnership with school administrators to maintain a safe and orderly school environment. Most of our parents are involved and support our schools, helping to create the environment that is necessary to promote learning. Consequently, the School Division recognizes that it will not need to resort to the enforcement provisions of this law unless a parent willfully and unreasonably fails to meet their legal responsibility as outlined below. Rather, this legislation provides the School Division with an additional tool for involving all parents in the maintenance of a safe school environment. Requirements of this law are summarized as follows:

- Parents must sign and return a statement acknowledging receipt of the School Board’s “Code of Behavior,” and recognizing their responsibility to assist the school in enforcing the standards of student conduct set forth in the “Code of Behavior,” and ensuring school attendance. In signing that statement, which is set forth on the back of the student’s Emergency Information Card, parents and students acknowledge that they have read and understand the provisions of the “Code of Behavior” and that a parent’s failure to comply with the requirements of the law could result in court action against the student and the parents. By signing the statement, parents shall not be deemed to have waived, but to expressly reserve, their rights protected by the constitutions or laws of the United States or the Commonwealth. A parent shall have the right to express disagreement with a school’s or school division’s policies or decisions. Students/parents also maintain the right to appeal a suspension or expulsion under §22.1-277.04-06 of the Virginia Code.

- The law authorizes the principal to request that the student’s parent (or parents, if both parents have legal custody and physical custody of such student), meet with the principal or his or her designee to review the “Code of Behavior” and the parent’s or parents’ responsibility to participate with the school in disciplining the student and maintaining order, to ensure the student’s compliance with compulsory school attendance law, and to discuss improving the student’s behavior, school attendance, and educational progress.

- The law authorizes the principal to notify the parent(s) when a student violates the “Code of Behavior” or other School Board policy or the compulsory school attendance law, when such violation could result in a suspension or the filing of a court petition, whether or not the school administration has imposed or initiated such action. The notice shall state (i) the date and particulars of the violation; (ii) the parent(s) obligation to take action(s) to assist the school in improving the student’s behavior and/or compulsory school attendance; (iii) that, if the student is suspended, the parent(s) may be required to accompany the student to meet with school officials; and (iv) that a petition with the juvenile and domestic relations court may be filed under certain circumstances to declare the student a child in need of supervision.

- Suspended students may not be readmitted to the regular school program until the student and parent meet with school officials to discuss improving the student’s behavior. However, the principal or designee is authorized to readmit the student without the parent conference if it is appropriate for the student.

- If parents fail to comply with these requirements, or other requirements under the statute, the School Board may petition the Juvenile and Domestic Relations Court to proceed against the parents for willful and unreasonable refusal to participate in efforts to improve the student’s behavior and/or school attendance. The court may take the following actions:
  - Order the parent to meet with school officials; and
  - Order the student and/or parent(s) to participate in treatments or programs to improve the student’s behavior and school attendance, including participation in parenting, counseling, or a mentoring program as appropriate, or be subject to other limitations and conditions as the court deems appropriate, and/or impose a fine upon the parent of up to $500.00.

Parents seeking additional information about Virginia’s compulsory attendance laws are referred to Regulation 724-1, Attendance and Excuses and Sections 22.1-254 et.seq., of the Virginia Code, available online at http://leg1.state.va.us
The Prince William County Public Schools maintain Student Educational Records for students which may contain the following data, if available or applicable:

1. Name, address (including electronic), phone number, student number;
2. Birth date, birthplace, birth certificate number, sex of student;
3. Name, address, phone number of parent/custodian;
4. Date entered school, attendance record;
5. Scholastic work completed, level of achievement (grades, test scores), grade point average (secondary school), type of diploma;
6. Health-physical fitness data;
7. Citizenship status (if other than United States);
8. Tentative high school program of studies plan;
9. State and local test results;
10. School and community activities (when appropriate);
11. Record of employment counseling and placement and evaluations;
12. Vocational assessment data;
13. Record of counseling interview (date, reason, etc. not content);
14. Legal custody records and medical records;
15. Discipline records (related to out-of-school suspension or expulsion);
16. Permission for release of information (if appropriate);
17. Verified reports of serious atypical behavior patterns;
18. Reports from agencies such as juvenile court, social services, etc.;
19. Records of physical problems deemed sensitive by the parent;
20. Interviews, recommendations, case studies;
21. Standardized recommendation checklist (personal characteristics);
22. Educational, psychological, sociological, and physiological assessment including medical, speech, hearing, and vision data;
23. Permission for testing and placement;
24. Record of parent conference to discuss special education placement;
25. Record of eligibility committee recommendations for placement;
27. Reports of appeals (if appropriate);
28. Individualized Education Program (I.E.P.);
29. Any parent/eligible student waivers on confidential letters and statements;
30. Home language survey; and
31. Transfer of age majority rights.

Student records are maintained at the school of attendance for active students and at the Prince William County Public Schools Records Center for graduates and withdrawals. Eligible persons may direct requests for explanations and interpretations of records material to the custodian of records. The principal and/or designee and records manager are responsible for the security and maintenance of student records.

Parents/eligible students may obtain copies of material contained in the student’s records. In accordance with Regulation 790-2, “Disclosure/Access to Student Educational Records,” the minimum fee for copies of a student’s educational record shall be $5 up to and including the sixth page (one sided), and $.20 per side for any additional pages of student records requested for personal use. There is no charge for disclosure of records to parents, their designee, eligible student, or those to whom scholastic data shall be disclosed. This shall include inspection, review, search and/or retrieval of such information.

All student records are collected, stored, and disposed of (when applicable) in accordance with applicable county, state and federal regulations pertaining to such records. Questions should be referred to the Records Center at 703.791.7445, or FERPAOfficer@pwcs.edu. (Persons wishing copies of this material prior to the destruction of such material should send their request to the Records Center at Independent Hill.)

Copies of Policy 790 and its implementing Regulations which pertain to the Management of Student’s Scholastic Records in Prince William County Public Schools are online, and kept in the administrative office of elementary schools and the administrative and guidance offices of middle and senior high schools, and are available for review upon request.
Notification of Rights Regarding Student Educational Records under FERPA

The Family Educational Rights and Privacy Act (FERPA), a federal law, affords parents and students over 18 years of age (“eligible students”) certain rights with respect to a student’s educational records, which are:

1. The right to review and inspect the student’s educational record. Within 45 days of the day the School Division receives a request for access, parents or eligible students should submit to the principal a written request that identifies the record(s) they wish to inspect. The custodian of records will arrange for access and notify the parent or eligible student of the time and place where the records may be inspected. The school official who is responsible for the records, or his or her designee, shall be present for the records review and shall maintain custody of those records.

2. The right to request the amendment of a student’s educational record(s) that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student’s privacy rights. Such requests shall be made in writing and shall clearly identify the part of the record the parent or eligible student wants changed, and specify what part of the record is inaccurate, misleading or a violation of privacy rights, and in what manner. If the Prince William County Public Schools decide not to amend the record as requested, the School Division will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. If the decision is made not to change the record, the parent/eligible student also has the right to place a statement in the records commenting on the information in question. Additional information regarding the procedures for such a hearing shall be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosure(s) of personally identifiable information contained in the student’s educational record, except to the extent that FERPA authorizes disclosure without consent.

Disclosure of Educational Records without Consent

The law allows schools to disclose educational records, without consent, to the following:

- To officials within the Prince William County Public Schools who have a legitimate educational interest in such information, including duly elected School Board members, administrators, teachers, supervisors, administrative or instructional substitutes (for the period of employment as a substitute), persons under contract to the School Board as secretary, clerk, auditor, school attorneys or to perform a special task (including health or medical staff or consultants, therapists). A school official has a “legitimate educational interest” if the official needs to review the educational record in order to fulfill his or her professional responsibility;

- To officials of another school, school division, or institution of postsecondary education where the student intends to enroll;

- To the eligible student (an eligible student is one who is 18 years old or older, or who is enrolled in a postsecondary institution);

- To the parent(s) of the student;

- To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the United States Department of Education, or other federal and state or local educational authorities and their designees;

- To state and local officials or authorities to whom this information is allowed to be reported or disclosed by state law, if the disclosure concerns the juvenile justice system and the system’s ability to effectively serve the eligible student;

- To persons designated in writing by the parent or eligible student;

- To an employee of the local or state health department to review pre-school physical examination reports;

- To a party when the disclosure is in connection with financial aid for which the student has applied;

- To accrediting organizations to carry out their accrediting functions;

- To comply with any state or federal laws requiring the reporting and investigation of instances of child abuse, violence, drug, or weapons offenses;

- To law enforcement or other emergency responders when, in the judgment of school personnel, such disclosure is necessary to protect the health or safety of students or other persons; and

- As otherwise permitted under federal regulations and guidelines issued by the U.S. Department of Education.

Release of Directory Information

Certain personally identifiable information contained in a student’s educational record has been designated by the Prince William County Public Schools as directory information. See Regulation 790-3, “Release of Directory Information.” This is information contained in an educational record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. The Prince William County Public Schools may disclose designated directory information without written consent, unless you have advised the School Division to the contrary in accordance with the procedures set forth in Regulation 790-3. By executing Attachment I of Regulation 790-3, parents/eligible students may instruct the school not to release parts or all of a student’s directory information.

The items designated as directory information are as follows:

1. Name of student (includes former students);
2. Date and place of birth;
3. Dates of attendance;
4. Participation in officially recognized activities and sports;
5. Height and weight, if member of athletic team;
6. Degrees and awards received;
7. Other similar information; and
8. Photograph(s) and videotape(s) of students, whether hard copy or electronic.
Right to Opt-Out of Disclosure of Directory Information

Parents have 30 calendar days following the start of each school year, or from the student’s enrollment date (if later), to opt-out of the disclosure of directory information. The principal may, in his/her discretion, make exceptions for extraordinary circumstances. Parents may authorize release of a student’s address, email address, or telephone number by opting in to such disclosure.

Unless the student/parent executes Part A of Attachment I to Regulation 790-3, advising the School Division that he/she does not consent to the disclosure of directory information, Prince William County Public Schools may release certain directory information to educational institutions, scholarship providers, prospective employers, to create alumni directories, to PWCS approved parent volunteers and parent organizations; to law enforcement and emergency responders as needed to protect students, staff and the public, and to public officials and the media and School Division publications (electronic and print) for the purpose of publicizing student activities and/or student academic, extracurricular, or athletic participation. Photographs and video are routinely provided to the media for the purpose of recognizing students for academic, athletic, or extracurricular accomplishments. Unless the student/parent executes Part B of Attachment I to Regulation 790-3, advising the School Division that he/she does not consent to the disclosure of student names, degrees, and awards and photograph(s)/videotape(s), such information may be given to the media, but may not be used for commercial or private advertising purposes. Certain directory information will also be disclosed to military recruiters unless the student/parent executes Part C of Attachment I to Regulation 790-3. Parents have 30 days following receipt and acknowledgement of the Code of Behavior to opt-out of the disclosure of directory information.

Complaints concerning alleged failure of the School Division to comply with the requirements of FERPA may be filed with the United States Department of Education. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA) gives parents and students who are 18 or older or emancipated minors (“eligible students”) certain rights regarding a school district’s conduct of surveys, collection and use of information for marketing purposes, and conduct of certain physical exams.

These include the right to:

1. Consent to federally funded surveys concerning “protected information.” A student’s parents or an eligible student must consent in writing before the student may provide information relating to the following categories:
   - political affiliations;
   - mental or psychological problems of the student or student’s family;
   - sexual behavior or attitudes;
   - illegal, anti-social, self-incriminating, or demeaning behavior;
   - critical appraisals of student’s family members;
   - privileged or similar relationships recognized by law, such as with attorneys, doctors, and ministers;
   - religious practices, affiliations, or beliefs of the student or student’s parents;
   - income other than that required by law to determine program eligibility.

A survey that concerns any of these points is called a “protected information survey.”

2. Opt out of certain surveys and exams. Parents and eligible students shall receive notice of any of the following activities and shall have the right to opt out of them:
   - activities involving collection, disclosure, or use of personal information obtained from students for purposes of marketing or selling or otherwise distributing the information to others;
   - any protected information survey, regardless of funding; and
   - any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and scheduled by the school, and not necessary to protect the immediate health and safety of a student or of another student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law.

3. Inspect certain material. Parents and eligible students have the right to inspect the following, upon request, before the district uses them:
   - protected information surveys of students (including any instructional materials used in connection with the survey);
   - documents used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
   - instructional material used as part of the educational curriculum.

4. Receive notification of district policy. Prince William County Public Schools has developed a policy, in consultation with parents, regarding these rights, and has made arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Prince William County Public Schools shall directly notify parents and eligible students of this policy at least annually at the start of each school year and after any substantive changes are made.

Notification of Virginia State Police Sex Offender and Crimes Against Minors Registry website.

§22.1-79.3(C) of the Virginia Code requires the School Board to advise parents that the Virginia State Police Sex Offender and Crimes Against Minors Registry website can be found at http://sex-offender.vsp.virginia.gov/sor/ or http://sex-offender.vsp.virginia.gov/sor/. This website, which includes the public notification database, provides access to information about persons convicted of specified violent and sexual offenses. Any member of the public can access this free Web site at any time to educate themselves about the possible presence of such offenders in their local communities.
Annual Notification of Rights and Responsibilities Under the IDEA and Section 504

The Individuals with Disabilities Education Improvement Act (IDEA), a federal special education law, and Section 504 of the Rehabilitation Act (Section 504), a federal anti-discrimination law, provide students with disabilities and their parents with certain rights with respect to receiving a free appropriate public education designed to meet the individual student’s needs and abilities. Depending on whether a student with a disability is determined eligible under the IDEA or Section 504, the student would receive a free appropriate public education through regular or special education and/or related aids and services.

These laws include the following rights to students with disabilities and their parents:

• To have the student with disabilities receive a free appropriate public education.
• To have students with disabilities educated with non-disabled students, to the maximum extent appropriate.
• To examine the student’s educational records.
• To request an evaluation of their student for possible eligibility to receive services under IDEA or Section 504.
• To receive notice of the School Division’s procedural safeguards.
• To request and participate in an impartial hearing.
• To request review of the outcome of an impartial hearing.

These laws require the School Division to:

• Undertake efforts to locate and identify eligible students with disabilities living in Prince William County who are not receiving a free appropriate public education.
• To refer for possible evaluation any student of school age living in the School Division who a school staff member suspects may be disabled.
• Provide appropriate educational and school-related opportunities to students with disabilities in an inclusive setting to the maximum extent possible.
• To conduct a reevaluation of a student with a disability prior to any significant change in placement, which may include disciplinary action.
• Provide notice of the availability of services and types and location of services to nearby private schools, pediatricians, and the Health Department.
• Provide parents or guardians of students with disabilities with notice of their rights annually, and prior to their student’s evaluation and placement, or any significant change in their student’s placement.
• To develop and implement procedural safeguards with respect to actions regarding the identification, evaluation, and placement of students with disabilities.
• To provide parents or guardians with written notice of the School Division’s procedural safeguards.

If you suspect that your student may have a disability affecting your student’s development or academic performance, or may have a mental or physical impairment that substantially limits a major life activity, please contact an administrator at your student’s school for further information. Additional information may be obtained at www.pwcs.edu, Special Education site, or by contacting the Office of Special Education at 703.791.7287, or the Special Education Parent Resource Center at 703.791.8846.
Special Education Advisory Committee (SEAC)

PURPOSE:
The Special Education Advisory Committee (SEAC) is established in compliance with state and federal requirements under the Individuals with Disabilities Education Act (IDEA). SEAC is chartered to develop priorities and strategies for identifying and meeting needs of those receiving special education services, by holding monthly meetings with the Director of the Office of Special Education; and submitting an annual report to the Prince William County School Board.

MEMBERSHIP:
The SEAC is comprised of representatives selected by members of the School Board and the Superintendent of Schools, representing each magisterial district, plus a teacher representative and an at-large representative. PWCS SEAC by-laws require that the majority of members, except teacher representatives, be parents/guardians of persons with disabilities, ages 2-22, who are eligible for services in Prince William County Schools.

MEETINGS:
The SEAC meets in regular session, open to the public, on the third Tuesday of the month (September through June) at the Kelly Leadership Center. Each regular session generally consists of Public Comment, Director of Special Education Time, Member Time, New Business, and Old Business. Public Comment begins at 7 p.m. Call 703.792.7387 to confirm the meeting location. Further information about SEAC, including representative contact information, can be obtained by visiting: https://pwcs.edu/cms/One.aspx?portalId=340225&pageId=756961.

Parent Resource Center

What is the Parent Resource Center?
Prince William County Public Schools’ (PWCS) Parent Resource Center (PRC) was established to provide support, training, and information to parents and teachers of children with special needs. The PRC works to promote a positive relationship between parents and educators of children with disabilities. The PRC’s mission is to assist parents and families of children with special needs to become active participants in their child’s education through information, empowerment, and encouragement. The PRC is staffed by an Educator Coordinator, Mary Jo Howarth, howartmj@pwcs.edu, who has special education teaching experience, and a parent of children with special needs.

What services does the Parent Resource Center offer?
The PRC staff is available to listen, provide information and resources, and problem solve with parents. Parent and student confidentiality is protected at all times. Workshops are offered on the special education process, highlighting how parents and school personnel can be partners in the process and other disability related topics. Parents and staff may use the PRC lending library to check out books, videos, DVD’s, CD’s, and audiotapes about disabilities and issues surrounding the parenting and education of children with disabilities. An online newsletter, “Special Focus,” is published by the PRC three times per year. These services are provided at no cost to parents.

Where is the Parent Resource Center located?
The PRC is located on the first floor of the Edward L. Kelly Leadership Center, 14715 Bristow Road, Manassas VA 20112 and is open Monday – Friday, 8 a.m. – 4:30 p.m. Appointments to meet with PRC staff are encouraged, but not necessary. To view our calendar of upcoming events, please visit the PRC website, www.pwcs.edu, select, How Do I Find, then select Parent Resource Center. You can call the PRC at 703.791.8846 (Voice) or 703.791.8847 (TDD). We engage the services of a PWCS interpreter to help us meet the needs of parents who speak other languages.
Dear Parent/Guardian:

In response to the *Code of Virginia*, instruction in Prince William County Public Schools (PWCS) includes a comprehensive, sequential Family Life Education (FLE) program for kindergarten through grade ten. The FLE program is designed to provide students with the knowledge and skills to make informed, responsible decisions related to growth and development; communication and relationships; and emotional and social health.

Although the FLE program is highly compatible with existing curricula and serves to enrich the educational experiences of students, FLE content may be considered sensitive. Therefore, parents/guardians may choose to opt their child out of all or any part of FLE instruction. Students who are opted out will be provided with non-punitive health activities during FLE instruction. Parents/guardians should review the FLE objectives pertaining to their child’s grade or course before making opt out decisions. Detailed grade level and course-related objectives are located on the PWCS webpage at www.pwcs.edu.

**If you determine your child should not be included in FLE this school year, indicate the objectives on the form that accompanies this letter and return the form to your child's school prior to FLE instruction.** Unless you indicate otherwise, your child will be included in FLE. You do not need to return the form if you wish for your child to participate in FLE instruction. Parents/guardians transferring students to schools within PWCS are responsible for informing the new school of opt-out decisions.

While parents/guardians may opt their child out of formal FLE instruction, teachers cannot be held responsible for spontaneous questions from students that may pertain to subjects previously discussed. Neither can a teacher be held accountable for discussions of sensitive topics that occur among students outside class. It is recognized that some families prefer that FLE instruction be provided in the home or church, or by the family physician. Every effort will be made to ensure that students understand and respect family choices in this matter to avoid undue peer pressure.

For more information about the PWCS Family Life Education program, please visit the Science and FLE page on the PWCS website. If you have questions about the timeline for FLE instruction in your child’s school, please contact your child’s teacher or administrator. For more information regarding FLE, please contact the Office of Student Learning, Science and FLE at 703-791-7240.

Sincerely,

Julia Renberg  
Supervisor of Science and Family Life Education
Prince William County Public Schools
Family Life Education (FLE)
OPT-OUT REQUEST FORM

If you choose to opt your child out of instruction related to all or specifically identified FLE objectives, please complete this form and return it to your child’s teacher prior to FLE Instruction. Grade/course objectives and descriptions are available on the Science and FLE page of the PWCS website at www.pwcs.edu. The timeline for delivering FLE instruction is determined by individual schools.

Please note: You do not have to return this form unless you choose to opt your child out of all or any part of FLE instruction.

CHILD’S NAME: _________________________________________
SCHOOL: ____________________________________________
GRADE/COURSE: ______________________________________
TEACHER: ____________________________________________

Please exempt the above-named student from participation in Family Life Education instruction on the objectives listed below. I understand that he/she will be given alternative health-related instruction or skill development activities.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

PARENT/GUARDIAN SIGNATURE: ____________________________________________
DATE: ___________________ TELEPHONE NUMBER: _________________________
VISION AND HEARING SCREENINGS

Vision and Hearing screenings are required by VA. Code 22.1-273 for all new students to PWCS schools and for students in grades K, 3, 7, and 10. These screenings will be conducted scheduled by the school nurses within 60 days of starting school. When appropriate, referrals for follow up with private health care provider will be sent home. School nurses may also check vision and hearing when requested by educators, parents, or students. If you have updated information about the vision or hearing of your student from your health care provider, please call the school nurse or send a copy of the report. Parents may also exclude students from a specific screening with a written notification to the school nurse.

SCOLIOSIS FACTS FOR PARENTS

In accordance with Virginia State law, parents of students in grades five through ten will receive this yearly information sheet containing important facts about Scoliosis and Scoliosis screening.

Scoliosis is an abnormal curvature or turning of the spine. It affects 2-3% of the population or an estimated 600,000 people in the United States. If left untreated, scoliosis can progress to a serious problem, causing back pain and degenerative arthritis of the spine. It may lead to disk disease or sciatica. It can also threaten the psychological well-being of a young adult when there is an obvious deformity.

Although scoliosis may result from an injury, a birth defect, or a crippling disease, 90% of cases are from unknown causes. It may run in families and affects girls seven times more often than boys. It most frequently develops during the growth spurt between ages 10 and 15, but can also develop or progress later in life. Early detection and intervention may prevent further structural deformity and resulting secondary problems.

Scoliosis screening is an observation of the student’s spine while standing as well as performing a forward bend. A scoliometer, a device for measuring the amount of abnormal curvature in the spine, may also be used during screening. Treatment of scoliosis varies between no treatments needed, bracing of the spine, to spinal fusion surgery.

Since the development of scoliosis is gradual and usually painless, scoliosis may develop without the parent or child being aware. It is important for parents to monitor their child’s development during these growing years and to have students checked by the family physician routinely. The signs of scoliosis may include uneven shoulders, a shoulder blade that appears more prominent than the other, uneven waistline creases, one hip higher than the other, and/or a leaning to one side.

If you have concerns about your child’s spinal health, contact your family health care provider or school nurse for follow up. If you do not have a primary care physician, with your written permission, the school nurse can provide an initial screening. Should further evaluation be necessary she can direct you to other health care resources.
Attachment I
Regulation 753.01-1

SCOLIOSIS FACT SHEET

Scoliosis is a sideways curvature of the spine. It occurs in otherwise healthy children and can be a serious health problem if it becomes severe. It generally occurs during the growing years, especially during the growth spurt from 10 – 17 years of age. Scoliosis can have adverse effects on a child’s health including the progressive development of poor range of motion, back pain, distortion of the position of the ribs, impaired function of the heart and lungs, unpleasant cosmetic deformities, and social and psychological problems, including poor self-image and social isolation. Treatment for scoliosis may involve bracing the back. Severe curvatures may require spinal surgery for correction. The need for treatment is best determined by a trained medical professional. If you suspect that your child may be affected, contact your physician or your school nurse.

Every child should be screened in each of the following positions. Boys should have shirts off and girls can wear halter top or sports bra.

1. Back View: The student should stand erect with back to the screener, toes even, feet together, knees straight and weight evenly distributed on both feet. Arms should be at the sides and relaxed. Students should be encouraged to avoid slouching or standing at “attention.”

NORMAL
- Head centered over mid-buttocks.
- Shoulders level.
- Shoulder blades level with equal prominence.
- Hips level and symmetrical; equal distance between arms and body.

POSSIBLE SCOLIOSIS
- Head alignment to one side of mid-buttocks and one shoulder higher.
- One shoulder blade higher with possible prominence.
- One hip more prominent than the other or waist crease deeper on one side than the other and unequal distance between arms and body.

2. Forward Bend Test: The student should stand facing away from the screener. The student should bend forward at the waist 90 degrees, feet 4 inches apart, knees straight, and toes even. Palms of the hands are held together or facing each other and arms hang down, and are relaxed. The head is down.

NORMAL
- Both sides of upper and lower back symmetrical.
- Hips level and symmetrical.

POSSIBLE SCOLIOSIS
- One side of rib cage and/or the lower back showing uneven symmetry.
- Curve in the alignment of the spinous processes.
- If prominence is noted, scoliometer measurement should be taken.

3. Right Lateral View: (The screener remains seated.) The student continues to stand erect but is directed to stand first with right side toward the screener.

NORMAL
- Smooth symmetrical even arc of the back.

POSSIBLE KYPHOSIS (Round Back)
- Lack of smooth arc with prominence of shoulders and round back.
- Accentuated prominence of the spine (angular kyphosis of spine).
- Grossly accentuated swayback (when in upright position).

4. Frontal View: Have the student turn and face the screener and repeat the Forward Bend Test.

NORMAL
- Even and symmetrical on both sides of the upper and lower back.

POSSIBLE SCOLIOSIS
- Unequal symmetry of the upper back, lower back, or both.
- If prominence is noted, scoliometer measurement should be taken.

5. Left Lateral View: Have the student turn and stand with his/her left side toward the screener and repeat lateral view test.
### Student Information: Parent/Guardian to Complete

<table>
<thead>
<tr>
<th>Student:</th>
<th>DOB:</th>
<th>Age:</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Has the student taken this medication before?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>If no, the first full dose must be given at home to decrease the risk of student having a negative reaction at school. First dose was given: Date:</td>
<td>Time:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Prescription Medication: Health Care Provider to Complete (one form for each medication)

<table>
<thead>
<tr>
<th>Name of medication:</th>
<th>Diagnosis/condition for which medication is being administered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dosage:</td>
<td>Route:</td>
</tr>
<tr>
<td>Length of time:</td>
<td>School year</td>
</tr>
<tr>
<td>Possible side effects:</td>
<td>None expected</td>
</tr>
</tbody>
</table>

**Health Care Provider Signature:**

**Date:**

**Health Care Provider Printed Name/Stamp:**

**Health Care Provider Phone Number:**

**Fax:**

**Health Care Provider Address:**

### Over-the-Counter Medication: Parent/Guardian to Complete (one form for each medication)

<table>
<thead>
<tr>
<th>Name of medication:</th>
<th>Reason medication is to be given:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dosage:</td>
<td>Route:</td>
</tr>
<tr>
<td>Length of time:</td>
<td>School year</td>
</tr>
<tr>
<td>Possible side effects:</td>
<td>None expected</td>
</tr>
</tbody>
</table>

### Parent/Guardian Authorization

My signature gives permission for the principal’s designee to administer prescribed/over-the-counter medication and gives the principal’s designee permission to contact the health care provider if necessary. I also agree to pick up any unused medication at the end of the school year. I understand that medication not picked up by a parent/guardian at the end of the school year will be discarded. I have read the procedures and assume responsibility as required.

**Parent/Guardian Signature:**

**Date:**

### To Be Completed with Health Office Staff

<table>
<thead>
<tr>
<th>Medication received (amount/description):</th>
<th>Medication received:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medication picked up by:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

**Health Office Staff Signature/Date:**

**Parent/Guardian Signature/Date:**

**Parent/Guardian Signature**
Student Email Account Opt-Out Form

Prince William County Public Schools (PWCS) can provide students with free, cloud-based (Internet) email communication and collaboration tools. Such tools provide the ability for PWCS students to communicate, store files, and collaborate on documents and presentations in real time from school or home, all within a secure online environment. Implementation of PWCS student email accounts in the classroom is a teacher decision, but the PWCS Student Email Account Opt-Out Form offers parents/guardians the option to opt-out of the use of such tools for their children if they do not want them to participate in a cloud-based environment. For further information visit https://www.pwcs.edu/departments/instructional_technology.

Please sign below and return only if you do not wish for your student to participate in having a PWCS student email account.

<table>
<thead>
<tr>
<th>(Print Student's Name)</th>
<th>Last</th>
<th>First</th>
<th>Middle</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Guardian Signature</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date
Athletic Participation/Parental Consent/Physical Examination Form

Separate signed form is required for each school year May 1 of the current year through June 30 of the succeeding year.

For School Year ____________

PART I - ATHLETIC PARTICIPATION

(To be filled in and signed by the student)

Print clearly

Name ________________________ Student ID # ________________________

Home Address _____________________________

City/Zip Code _____________________________

Home Address of Parents _____________________________

City/Zip Code _____________________________

Date of Birth ______________ Place of Birth _____________________________

This is my ___________ semester in _____________________________ High School, and my ___________ semester since first entering the ninth grade. Last semester I attended _____________________________ School and passed ___________ credit subjects, and I am taking ___________ credit subjects this semester. I have read the condensed individual eligibility rules of the Virginia High School League that appear below and believe I am eligible to represent my present high school in athletics.

INDIVIDUAL ELIGIBILITY RULES

To be eligible to represent your school in any VHSL interscholastic athletic contest, you--

• must be a regular bona fide student in good standing of the school you represent.

• must be enrolled in the last four years of high school. (Eighth-grade students may be eligible for junior varsity.)

• must have enrolled not later than the fifteenth day of the current semester.

• for the first semester must be currently enrolled in not fewer than five subjects, or their equivalent, offered for credit and which may be used for graduation and have passed five subjects, or their equivalent, offered for credit and which may be used for graduation the immediately preceding year or the immediately preceding semester for schools that certify credits on a semester basis. (Check with your principal for equivalent requirements). May not repeat courses for eligibility purposes for which credit has been previously awarded.

• for the second semester must be currently enrolled in not fewer than five subjects, or their equivalent, offered for credit and which may be used for graduation and have passed five subjects, or their equivalent, offered for credit and which may be used for graduation the immediately preceding semester. (Check with your principal for equivalent requirements.)

• must sit out all VHSL competition for 365 consecutive calendar days following a school transfer unless the transfer corresponded with a family move. (Check with your principal for exceptions.)

• must not have reached your nineteenth birthday on or before the first day of August of the current school year.

• must not, after entering the ninth grade for the first time, have been enrolled in or been eligible for enrollment in high school more than eight consecutive semesters.

• must have submitted to your principal before any kind of participation, including tryouts or practice as a member of any school athletic or cheerleading team, an Athletic Participation/Parental Consent/Physical Examination Form, completely filled in and properly signed attesting that you have been examined during this school year and found to be physically fit for athletic competition and that your parents consent to your participation.

• must not be in violation of VHSL Amateur, Awards, All Star or College Team Rules. (Check with your principal for clarification in regard to cheerleading.)

Eligibility to participate in interscholastic athletics is a privilege you earn by meeting not only the above-listed minimum standards, but also all other standards set by your League, district and school. If you have any question regarding your eligibility or are in doubt about the effect an activity might have on your eligibility, check with your principal for interpretations and exceptions provided under League rules. Meeting the intent and spirit of League standards will prevent you, your team, school and community from being penalized. Additionally, I give my consent and approval for my picture and name to be printed in any high school or VHSL athletic program, publication or video.

Student Signature: ________________________ Date: ________________________

Providing false information will result in ineligibility for one year.
The pre-participation physical examination is not a substitute for a thorough annual examination by a student's primary care physician.

PART II - MEDICAL HISTORY - Explain “Yes” answers below

This form must be completed and signed, prior to the physical examination, for review by examining practitioner. Explain “Yes” answers below with number of the question. Circle questions you don’t know the answers to.

<table>
<thead>
<tr>
<th>GENERAL MEDICAL HISTORY</th>
<th>Yes</th>
<th>No</th>
<th>MEDICAL QUESTIONS (cont)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Has a doctor ever denied or restricted your participation in sports for any reason? □ □</td>
<td>29. Do you have groin pain or a painful bulge or hernia in the groin area? □ □</td>
<td>30. Have you had mononucleosis (mono) within the last month? □ □</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Do you currently have an ongoing medical condition? If so, please identify: □ Asthma □ Anemia □ Diabetes □ Infections □ Other: □ □</td>
<td>□ □</td>
<td>□ □</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Have you ever spent the night in the hospital? □ □</td>
<td>31. Do you have any rashes, pressure sores, or other skin problems? □ □</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Have you ever had surgery? □ □</td>
<td>32. Have you ever had a herpes or MRSA skin infection? □ □</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HEART HEALTH QUESTIONS ABOUT YOU

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Have you ever passed out or nearly passed out DURING or AFTER exercise? □ □</td>
<td>34. Have you ever had a head injury or concussion? If so, date of last injury: □ □</td>
</tr>
<tr>
<td>6. Have you ever had discomfort, pain, or pressure in your chest during exercise? □ □</td>
<td>35. Have you ever had numbness, tingling, or weakness in your arms or legs after being hit or falling? □ □</td>
</tr>
<tr>
<td>7. Does your heart rate or skip beats during exercise? □ □</td>
<td>36. Do you have headaches with exercise? □ □</td>
</tr>
<tr>
<td>8. Has a doctor ever told you that you have (check all that apply): □ High Blood Pressure □ A heart murmur □ High cholesterol □ A heart infection □ Kawasaki disease □ Other: □ □</td>
<td>37. Have you ever been unable to move your arms or legs after being hit or falling? □ □</td>
</tr>
<tr>
<td>9. Has a doctor ever ordered a test for your heart? (For eg: ECG/EKG, echocardiogram) □ □</td>
<td>38. When exercising in heat, do you have severe muscle cramps or become ill? □ □</td>
</tr>
<tr>
<td>10. Do you get lightheaded or feel more short of breath than expected during exercise? □ □</td>
<td>39. Has a doctor told you that you or someone in your family has sickle cell trait or sickle cell disease? □ □</td>
</tr>
<tr>
<td>11. Have you ever had an unexplained seizure? □ □</td>
<td>40. Have you had any other blood disorders? □ □</td>
</tr>
</tbody>
</table>

HEART HEALTH QUESTIONS ABOUT YOUR FAMILY

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Has any family member or relative died of heart problems or had an unexpected sudden death before age 50 (including drowning, unexplained car accident, or sudden infant death syndrome)? □ □</td>
<td>41. Have you had any problems with your eyes or vision? □ □</td>
</tr>
<tr>
<td>13. Does anyone in your family have a heart problem? □ □</td>
<td>42. Do you wear glasses or contact lenses? □ □</td>
</tr>
<tr>
<td>14. Does anyone in your family have a pacemaker or implanted defibrillator? □ □</td>
<td>43. Do you wear protective eyewear, such as goggles or a face shield? □ □</td>
</tr>
<tr>
<td>15. Does anyone in your family have Marfan syndrome, cardiomyopathy, or Long-Q-T? □ □</td>
<td>44. Do you worry about your weight? □ □</td>
</tr>
<tr>
<td>16. Has anyone in your family had unexplained fainting, unexplained seizures, or near drowning? □ □</td>
<td>45. Are you trying to or has any professional recommended that you try to gain or lose weight? □ □</td>
</tr>
</tbody>
</table>

BONE AND JOINT QUESTIONS

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Have you ever had an injury, like a sprain, muscle or ligament tear, or tendinitis that caused you to miss a practice or game? □ □</td>
<td>46. Do you limit or carefully control what you eat? □ □</td>
</tr>
<tr>
<td>18. Have you had any broken or fractured bones or dislocated joints? □ □</td>
<td>47. Do you have any concerns that you would like to discuss with a doctor? □ □</td>
</tr>
<tr>
<td>19. Have you had a bone or joint injury that required x-rays, MRI, CT, surgery, injections, rehabilitation, physical therapy, a brace, a cast, or crutches? □ □</td>
<td>48. What is the date of your last Tdap or Td(tetanus) immunization? (circle type) □ □</td>
</tr>
<tr>
<td>20. Have you ever had an x-ray of your neck for atlanto-axial instability? OR Have you ever been told that you have that disorder or any neck/spine problem? □ □</td>
<td>49. Do you have an allergy to medicine, food or stinging insects? □ □</td>
</tr>
<tr>
<td>21. Have you ever had a stress fracture of a bone? □ □</td>
<td>FEMALES ONLY</td>
</tr>
<tr>
<td>22. Do you regularly use a brace or assistive device? □ □</td>
<td>50. Have you ever had a menstrual period? □ □</td>
</tr>
<tr>
<td>23. Do you currently have a bone, muscle, or joint injury that bothers you? □ □</td>
<td>□ □</td>
</tr>
<tr>
<td>24. Do any of your joints become painful, swollen, feel warm, or look red? □ □</td>
<td>51. Age when you had your first menstrual period: □ □</td>
</tr>
<tr>
<td>25. Do you have a history of juvenile arthritis or connective tissue disease? □ □</td>
<td>52. How many periods have you had in the last 12 months? □ □</td>
</tr>
</tbody>
</table>

MEDICAL QUESTIONS

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. Do you cough, wheeze, or have difficulty breathing during or after exercise? □ □</td>
<td>□ □</td>
</tr>
<tr>
<td>27. Do you have asthma or use asthma medicine (inhaler, nebulizer) □ □</td>
<td>□ □</td>
</tr>
<tr>
<td>28. Were you born without or are you missing a kidney, an eye, a testicle, spleen or any other organ? □ □</td>
<td>□ □</td>
</tr>
</tbody>
</table>

Explain “YES” answers below:

List medications and nutritional supplements you are currently taking here:

Parent/Guardian Signature: __________________________ Date: ___________ Athlete’s Signature: __________________________
PART III – PHYSICAL EXAMINATION

(Physical examination form is required each school year dated after May 1 of the preceding school year and is good through June 30th of the current school year)**

NAME __________________________ Date of Birth __________________________ School __________________________

Height _______ Weight _______ Male □ Female □

BP / Resting Pulse Vision R 20/ L 20/ Corrected □ Yes □ No

MEDICAL NORMAL ABNORMAL FINDINGS

Appearance
Eyes/ears/nose/throat
Lymph nodes
Heart
Pulses
Lungs
Abdomen
Genitourinary (males only)
Skin

Neurologic

MUSCULOSKELETAL NORMAL ABNORMAL FINDINGS

Neck
Back
Shoulder/arm
Elbow/forearm
Wrist/hand/fingers
Hip/thigh
Knee
Leg/ankle
Foot/toes

Functional

Medical Practitioner to School Staff (please indicate any instructions or recommendations here)

Emergency medications required on-site □ Inhaler □ Epinephrine □ Glucagon □ Other:

Comments:

I have reviewed the data above, reviewed his/her medical history form and make the following recommendations for his/her participation in athletics.

□ CLEARED WITHOUT RESTRICTIONS

□ CLEARED WITH FOLLOWING NOTATION:

□ Cleared AFTER documented further evaluation or treatment for:

□ Cleared for Limited participation (check and explain “reason” for all that apply): “Limited Until Date” when appropriate

□ Not cleared for (specific sports) _______ Until Date: _______

Reason(s):

□ NOT CLEARED FOR PARTICIPATION Reason __________________________

By this signature, I attest that I have examined the above student and completed this pre-participation physical including a review of Part II – Medical History.

Physician Signature: __________________________ (MD, DO, LNP, PA). Date** __________________________

Examiner’s Name and degree (print): __________________________ Phone Number __________________________

Address: __________________________ City __________________________ State __________________________ Zip

* Only signatures of Doctor of Medicine, Doctor of Osteopathic Medicine, Nurse Practitioner or Physician’s Assistant licensed to practice in the United States will be accepted.

Rule 28B-3-1 (3) Physical Examination Rule/Transfer Student (10-90) – When an out-of-state student who has received a current physical examination elsewhere transfers to Virginia and attaches proof of that physical examination to the League’s Form #2, the student is in compliance with physical examination requirements.
PART IV -- ACKNOWLEDGEMENT OF RISK AND INSURANCE STATEMENT
(To be completed and signed by parent/guardian)

I give permission for ____________________________ (name of child/ward) to participate in any of the following sports that are not crossed out: baseball, basketball, cheerleading, cross country, field hockey, football, golf, gymnastics, lacrosse, soccer, softball, swimming/diving, tennis, track, volleyball, wrestling, other (identify sports).

I have reviewed the individual eligibility rules and I am aware that with the participation in sports comes the risk of injury to my child/ward. I understand that the degree of danger and the seriousness of the risk varies significantly from one sport to another with contact sports carrying the higher risk. I have had an opportunity to understand the risk inherent in sports through meetings, written handouts, or some other means. He/she has student medical/accident insurance available through the school (yes __ no __); has athletic participation insurance coverage through the school (yes __ no __); is insured by our family policy with:

Name of Medical Insurance Company: ____________________________________________
Policy Number: ____________________________________________
Name of Policy Holder: ____________________________________________

I am aware that participating in sports will involve travel with the team. I acknowledge and accept the risks inherent in the sport and with the travel involved and with this knowledge in mind, grant permission for my child/ward to participate in the sport and travel with the team.

By this signature, I hereby consent to allow the physician(s) and other health care provider(s) selected by myself or the school to perform a pre-participation examination on my child and to provide treatment for any injury or condition resulting from participating in athletics/activities for his/her school during the school year covered by this form. I further consent to allow said physician(s) or health care provider(s) to share appropriate information concerning my child that is relevant to participation in athletics and activities with coaches and other school personnel as deemed necessary.

Additionally I give my consent and approval for the above named student's picture and name to be printed in any high school or VHSI athletic program, publication or video.

To access quality, low-cost comprehensive health insurance through FAMIS for your child, please contact Cover Virginia by going to www.coverva.org or calling 855.242.8282

PART V - EMERGENCY PERMISSION FORM
(To be completed and signed by parent/guardian)

STUDENT'S NAME ____________________________ GRADE ______ AGE ______ DOB ______

HIGH SCHOOL ____________________________ CITY ____________

Please list any significant health problems that might be significant to a physician evaluating your child in case of an emergency: ____________________________________________

Please list any allergies to medications, etc: ____________________________________________

Is the student currently prescribed an inhaler or Epi-Pen? __ List the emergency medication: ____________________________________________

Is student presently taking any other medication? __ If so, what type? ____________________________________________

Does student wear contact lenses? __ Date of last Tdap or Td (tetanus) shot ______

EMERGENCY AUTHORIZATION: In the event I cannot be reached in an emergency, I hereby give permission to physicians selected by the coaches and staff of ____________________________ High School to hospitalize, secure proper treatment for and to order injection and/or anesthesia and/or surgery for the person named above.

Daytime phone number (where to reach you in emergency) ____________________________________________

Evening time phone number (where to reach you in emergency) ____________________________________________

Cell phone ____________________________________________

Signature of parent or guardian ____________________________ Date ______

Relationship to student ____________________________

*Emergency Permission Form may be reproduced to travel with respective teams and is acceptable for emergency treatment if needed.

I certify all the above information is correct ____________________________

Parent/Guardian Signature ____________________________

The pre-participation physical examination is not a substitute for a thorough annual examination by a student's primary care physician.
STUDENT RIGHTS
The Constitution and the laws of the United States and the Commonwealth of Virginia give students many legal rights and liberties. School Board policies and regulations provide students many privileges as well, according to their ages and maturity levels. Students may exercise these rights and privileges as long as they do not interfere with the rights of others or the schools’ ability to provide a safe learning environment.

Prince William County Public Schools’ Students Have the Right to:

- Expect that schools, offices, and classrooms are caring, nurturing, and enhance positive relationships.
- Expect that curriculum and instruction promote opportunities for rigorous educational experiences.
- Attend schools that are welcoming, safe, and conducive to a positive learning environment for staff and students.
- Expect equitable and valuable educational experiences with respect to their individual level of understanding and capabilities.
- Express their opinions freely through speech, assembly, petition, and other lawful means, so as not to interfere with the instructional process.
- Advocate for due process when disputing a suspension or expulsion decision.
- Expect essential documents to be translated or interpreted in a language of their understanding when requested.
- Expect courtesy, respect, and fairness from adults and other students to include their cultural beliefs and differences.

STRATEGIC PLAN 2016-20

GOAL 1: STUDENT ACHIEVEMENT – All students meet high standards of performance.

GOAL 2: CLIMATE – The teaching, learning, and working environment is safe, caring, healthy, and values human diversity.

GOAL 3: FAMILY, COMMUNITY, AND EMPLOYEE ENGAGEMENT – Family, community, and employee engagement create an environment focused on improved student learning and work readiness.

GOAL 4: QUALIFIED WORK FORCE – Employees are highly qualified (as defined by VDOE), high performing, and diverse.

GOAL 5: ORGANIZATIONAL ALIGNMENT – The organizational system is aligned and equitable.
K-12 School Counseling Services

Parental Notification per Regulation 651-1

PURPOSE
The purpose of a Comprehensive School Counseling Program is to positively impact all aspects of student learning. The Comprehensive School Counseling Program is a collaborative effort and functions as an integral part of the school structure and academic mission.

DESCRIPTION
School Counseling
Comprehensive School Counseling Programs are developmental, inclusive, responsive, and designed to meet the needs of all students. The comprehensive School Counseling Programs are preventative in design, data-driven, and based on Standards for School Counseling Programs in Virginia Public Schools. These standards are designed to complement and support the Virginia Standards of Learning and ensure that all students in grades K-12 receive support in academic, career, and personal/social development.

Through leadership, advocacy, collaboration/teaming, and a focus on systemic change, Professional School Counselors work to ensure equity and access to a rigorous curriculum for all students. Comprehensive school counseling involves direct and indirect services which are delivered through school counseling core curriculum, individual student planning, responsive services, referrals, consultation, and collaboration. Professional School Counselors helps students to become aware of educational and occupational opportunities and to integrate their understanding of self and opportunities for making informed decisions.

STUDENT PARTICIPATION AND PARENTAL CONSENT
A student will meet with their professional school counselor when he/she requests counseling; parents, teachers, administrators, and other school staff members may refer the student, and/or the school counselor may initiate contact.

Parents have the option to withdraw their child(ren) from the personal/social portion of the school counseling program by completing an opt-out form obtained from the school counseling office or online as an attachment to Regulation 651-1, “School Counseling Services,” Elementary, Middle, and High School. This request will be filed in the Student Educational Record and staff advised of student non-participation. Opt-out requests will not transfer from school to school. Parents will need to complete an opt-out request form each time a student changes schools.

The opt-out provision excludes any short duration personal/social counseling which is needed to maintain order, discipline, or a productive learning environment; respond to a crisis situation where there exists an immediate threat to the health and safety of the student or others; or follow-up to determine progress with a student who has previously participated in individual or group counseling.

Parental consent will be obtained before students participate in small group or individual counseling (short-term).

Exception To Informed Parental Consent – A child may be included in personal/social counseling without parental consent when the school counselor and the principal of each school have certified in writing that a good faith effort, involving at least one telephone call and one letter mailed to the parents, has been made to contact the student's parents and that no response has been received.

Materials Review
Materials used with students in the School Counseling Program are available for parent review and comment by making arrangements with the school counselor or director of school counseling (Regulation 653-4, “Evaluation and Selection of Instructional Materials”).

COUNSELING TECHNIQUES
The use of counseling techniques which are beyond the scope of the professional certification or training of school counselors and that are normally employed in medical or clinical settings and focus on mental illness or psychopathology is strictly prohibited.

CONFIDENTIALITY
Professional School Counselors and other school staff may be of help to students who need an adult with whom to discuss certain personal concerns. Students and parents should be aware, however, that some information discussed by students may not be treated as confidential. As explained in Regulation 651-1, “Confidentiality of Student-Disclosed Information,” no teacher, school counselor, administrator, or other school staff member has an unlimited right to confidentiality. In order to understand the limits of confidentiality, students and parents should speak with a school counselor and/or review Regulation 651-1.

MAINTENANCE OF PERSONAL/SOCIAL COUNSELING INFORMATION AND RECORDS
If maintained, information and records of personal/social counseling shall be kept confidential and separate from the Student Educational Record and not disclosed to third parties without prior parental consent or as otherwise provided by law.
Office of Student Services Resources

Director
Rebekah W. Schlatter ........................................................................................................ 703.791.7262

Supervisor, Elementary Counseling and Related Services
Dr. Deborah Ransom ........................................................................................................ 703.791.7265

Supervisor, Secondary Counseling and Student Support Services
Richmond Hill ....................................................................................................................... 703.791.7258

Supervisor, School Health Services
Teresa Polk ............................................................................................................................. 703.791.7266

Supervisor, School Social Workers
Betsy Young ........................................................................................................................... 703.791.7260

Supervisor, Student Assistance and Prevention Programs
Vacant ..................................................................................................................................... 703.791.7436

Supervisor, Threat Assessment
Dr. Dolores Robison ............................................................................................................ 703.791.7263

Supervisor, School Age Child Care (SACC)/Next Generation Program
Glynis Taylor ......................................................................................................................... 703.791.7256

Forms:
- Family Life Education Curriculum and Opt-Out Form;
- Medication Administration Form;
- Complaint of Bullying Form;
- Complaint of Harassment and Discrimination;
- Vision & Hearing Screening Notification;
- Scoliosis Fact Sheet;
- Student Email Account Opt-Out Form;
- Middle School Physical Form;
- High School Physical Form; and
- “Code of Behavior” Video
## PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
### 2019-20 Annual School Calendar

<table>
<thead>
<tr>
<th>DATE</th>
<th>CALENDAR EVENT</th>
<th>DAYS TAUGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 15-16</td>
<td>PWCS Connect (Proposed)</td>
<td></td>
</tr>
<tr>
<td>August 19</td>
<td>All Teachers Report</td>
<td></td>
</tr>
<tr>
<td>August 21-23</td>
<td>Teacher Professional Development/Workday</td>
<td></td>
</tr>
<tr>
<td>August 26</td>
<td>School Begins</td>
<td></td>
</tr>
<tr>
<td>August 30</td>
<td>Student Holiday</td>
<td></td>
</tr>
<tr>
<td>August 2019</td>
<td>Labor Day Holiday</td>
<td>4</td>
</tr>
<tr>
<td>September 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 2019</td>
<td>Divisionwide Professional Learning Day (ES/MS/HS Closed) - No school for All students</td>
<td>20</td>
</tr>
<tr>
<td>October 2019</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>November 1</td>
<td>End of First Grading Period (478 Days)</td>
<td></td>
</tr>
<tr>
<td>November 4</td>
<td>Teacher Professional Development/Workday (ES/MS/HS) - No school for All students</td>
<td></td>
</tr>
<tr>
<td>November 5</td>
<td>Parent Conference Day (ES) - Teacher PD/Workday/Conference Day (MS/HS) - No school for All students</td>
<td></td>
</tr>
<tr>
<td>November 11</td>
<td>Veterans Day Holiday</td>
<td></td>
</tr>
<tr>
<td>November 27-29</td>
<td>Thanksgiving Break for Students/Teachers</td>
<td></td>
</tr>
<tr>
<td>November 27-29</td>
<td>Thanksgiving Break for All Employees</td>
<td></td>
</tr>
<tr>
<td>December 23-31</td>
<td>Winter Break for Students/Teachers</td>
<td>15</td>
</tr>
<tr>
<td>December 24-25</td>
<td>Winter Break for All Employees</td>
<td>15</td>
</tr>
<tr>
<td>January 1-3</td>
<td>Winter Break for Students/Teachers</td>
<td></td>
</tr>
<tr>
<td>January 6</td>
<td>School Reopens</td>
<td></td>
</tr>
<tr>
<td>January 20</td>
<td>Martin Luther King Holiday</td>
<td></td>
</tr>
<tr>
<td>January 24</td>
<td>Elementary School 1/2 Day - Parent/Teacher Conferences</td>
<td></td>
</tr>
<tr>
<td>January 24</td>
<td>End of Second Grading Period (43 Days)</td>
<td></td>
</tr>
<tr>
<td>January 24</td>
<td>End of First Semester - ES/MS/HS (91 Days)</td>
<td></td>
</tr>
<tr>
<td>January 27</td>
<td>Teacher Workday (ES/MS/HS Closed) - No school for All students</td>
<td></td>
</tr>
<tr>
<td>January 2020</td>
<td>Washington's Birthday/Presidents' Day Holiday</td>
<td>18</td>
</tr>
<tr>
<td>February 2020</td>
<td>End of Third Grading Period (43 days)</td>
<td>19</td>
</tr>
<tr>
<td>March 27</td>
<td>Teacher Workday (ES/MS/HS Closed) - No school for All students</td>
<td></td>
</tr>
<tr>
<td>March 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 2020</td>
<td>Spring Break for Students/Teachers</td>
<td>21</td>
</tr>
<tr>
<td>April 6-10</td>
<td>Spring Break for All Employees</td>
<td></td>
</tr>
<tr>
<td>April 13</td>
<td>Teacher Professional Development/Workday (ES/MS/HS) - No school for All students</td>
<td></td>
</tr>
<tr>
<td>April 2020</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>May 25</td>
<td>Memorial Day Holiday</td>
<td></td>
</tr>
<tr>
<td>May 2020</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>June 12</td>
<td>End of Fourth Grading Period (47 Days)</td>
<td></td>
</tr>
<tr>
<td>June 12</td>
<td>End of Second Semester (90 Days)</td>
<td></td>
</tr>
<tr>
<td>June 12</td>
<td>Last Day of School (181 Days)</td>
<td></td>
</tr>
<tr>
<td>June 15</td>
<td>Teacher Professional Development/Workday</td>
<td></td>
</tr>
<tr>
<td>June 2020</td>
<td></td>
<td>10</td>
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</tbody>
</table>

**YEAR TOTALS**

<table>
<thead>
<tr>
<th>DATE</th>
<th>CALENDAR EVENT</th>
<th>DAYS TAUGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>SUM</strong></td>
<td><strong>180</strong></td>
</tr>
</tbody>
</table>
# PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
## REPORT CARD SCHEDULE 2019-20 SCHOOL YEAR

<table>
<thead>
<tr>
<th>Period</th>
<th>Dates</th>
<th>Report Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER (90 DAYS)</strong></td>
<td></td>
<td>November 13</td>
</tr>
<tr>
<td>First 9 Weeks (47 DAYS)</td>
<td>August 26 – September 30/November 1</td>
<td></td>
</tr>
<tr>
<td>Second 9 Weeks (43 DAYS)</td>
<td>November 4 – December 10/January 24</td>
<td>February 4</td>
</tr>
<tr>
<td><strong>SECOND SEMESTER (90 DAYS)</strong></td>
<td></td>
<td>April 14</td>
</tr>
<tr>
<td>Third 9 Weeks (43 DAYS)</td>
<td>January 27 – February 26/March 27</td>
<td></td>
</tr>
<tr>
<td>Fourth 9 Weeks (47 DAYS)</td>
<td>March 30 – May 8/June 12</td>
<td>ES June 12, MS/HS mailed by June 22</td>
</tr>
</tbody>
</table>
# 40 Developmental Assets™

Search Institute® has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.

<table>
<thead>
<tr>
<th>Category</th>
<th>Asset Name and Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Support</strong></td>
<td>1. <strong>Family Support</strong> - Family life provides high levels of love and support.</td>
</tr>
<tr>
<td></td>
<td>2. <strong>Positive Family Communication</strong> - Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</td>
</tr>
<tr>
<td></td>
<td>3. <strong>Other Adult Relationships</strong> - Young person receives support from three or more nonparent adults.</td>
</tr>
<tr>
<td></td>
<td>4. <strong>Caring Neighborhood</strong> - Young person experiences caring neighbors.</td>
</tr>
<tr>
<td></td>
<td>5. <strong>Caring School Climate</strong> - School provides a caring, encouraging environment.</td>
</tr>
<tr>
<td></td>
<td>6. <strong>Parent Involvement in Schooling</strong> - Parent(s) are actively involved in helping young person succeed in school.</td>
</tr>
<tr>
<td><strong>Empowerment</strong></td>
<td>7. <strong>Community Values Youth</strong> - Young person perceives that adults in the community value youth.</td>
</tr>
<tr>
<td></td>
<td>8. <strong>Youth as Resources</strong> - Young people are given useful roles in the community.</td>
</tr>
<tr>
<td></td>
<td>9. <strong>Service to Others</strong> - Young person serves in the community one hour or more per week.</td>
</tr>
<tr>
<td></td>
<td>10. <strong>Safety</strong> - Young person feels safe at home, school, and in the neighborhood.</td>
</tr>
<tr>
<td><strong>Boundaries &amp; Expectations</strong></td>
<td>11. <strong>Family Boundaries</strong> - Family has clear rules and consequences and monitors the young person's whereabouts.</td>
</tr>
<tr>
<td></td>
<td>12. <strong>School Boundaries</strong> - School provides clear rules and consequences.</td>
</tr>
<tr>
<td></td>
<td>13. <strong>Neighborhood Boundaries</strong> - Neighbors take responsibility for monitoring young people's behavior.</td>
</tr>
<tr>
<td></td>
<td>14. <strong>Adult Role Models</strong> - Parent(s) and other adults model positive, responsible behavior.</td>
</tr>
<tr>
<td></td>
<td>15. <strong>Positive Peer Influence</strong> - Young person's best friends model responsible behavior.</td>
</tr>
<tr>
<td></td>
<td>16. <strong>High Expectations</strong> - Both parent(s) and teachers encourage the young person to do well.</td>
</tr>
<tr>
<td><strong>Constructive Use of Time</strong></td>
<td>17. <strong>Creative Activities</strong> - Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</td>
</tr>
<tr>
<td></td>
<td>18. <strong>Youth Programs</strong> - Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</td>
</tr>
<tr>
<td></td>
<td>19. <strong>Religious Community</strong> - Young person spends one or more hours per week in activities in a religious institution.</td>
</tr>
<tr>
<td></td>
<td>20. <strong>Time at Home</strong> - Young person is out with friends &quot;with nothing special to do&quot; two or fewer nights per week.</td>
</tr>
<tr>
<td><strong>Commitment to Learning</strong></td>
<td>21. <strong>Achievement Motivation</strong> - Young person is motivated to do well in school.</td>
</tr>
<tr>
<td></td>
<td>22. <strong>School Engagement</strong> - Young person is actively engaged in learning.</td>
</tr>
<tr>
<td></td>
<td>23. <strong>Homework</strong> - Young person reports doing at least one hour of homework every school day.</td>
</tr>
<tr>
<td></td>
<td>24. <strong>Bonding to School</strong> - Young person cares about her or his school.</td>
</tr>
<tr>
<td></td>
<td>25. <strong>Reading for Pleasure</strong> - Young person reads for pleasure three or more hours per week.</td>
</tr>
<tr>
<td><strong>Positive Values</strong></td>
<td>26. <strong>Caring</strong> - Young person places high value on helping other people.</td>
</tr>
<tr>
<td></td>
<td>27. <strong>Equality and Social Justice</strong> - Young person places high value on promoting equality and reducing hunger and poverty.</td>
</tr>
<tr>
<td></td>
<td>28. <strong>Integrity</strong> - Young person acts on convictions and stands up for her or his beliefs.</td>
</tr>
<tr>
<td></td>
<td>29. <strong>Honesty</strong> - Young person &quot;tells the truth even when it is not easy.&quot;</td>
</tr>
<tr>
<td></td>
<td>30. <strong>Responsibility</strong> - Young person accepts and takes personal responsibility.</td>
</tr>
<tr>
<td></td>
<td>31. <strong>Restraint</strong> - Young person believes it is important not to be sexually active or to use alcohol or other drugs.</td>
</tr>
<tr>
<td><strong>Social Competencies</strong></td>
<td>32. <strong>Planning and Decision Making</strong> - Young person knows how to plan ahead and make choices.</td>
</tr>
<tr>
<td></td>
<td>33. <strong>Interpersonal Competence</strong> - Young person has empathy, sensitivity, and friendship skills.</td>
</tr>
<tr>
<td></td>
<td>34. <strong>Cultural Competence</strong> - Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</td>
</tr>
<tr>
<td></td>
<td>35. <strong>Resistance Skills</strong> - Young person can resist negative peer pressure and dangerous situations.</td>
</tr>
<tr>
<td></td>
<td>36. <strong>Peaceful Conflict Resolution</strong> - Young person seeks to resolve conflict nonviolently.</td>
</tr>
<tr>
<td><strong>Positive Identity</strong></td>
<td>37. <strong>Personal Power</strong> - Young person feels he or she has control over &quot;things that happen to me.&quot;</td>
</tr>
<tr>
<td></td>
<td>38. <strong>Self-Esteem</strong> - Young person reports having a high self-esteem.</td>
</tr>
<tr>
<td></td>
<td>39. <strong>Sense of Purpose</strong> - Young person reports that &quot;my life has a purpose.&quot;</td>
</tr>
<tr>
<td></td>
<td>40. <strong>Positive View of Personal Future</strong> - Young person is optimistic about her or his personal future.</td>
</tr>
</tbody>
</table>
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Associate Superintendent for Human Resources
Prince William County Public Schools, P.O. Box 389, Manassas, VA 20108

Freedom of Information Act (FOIA), Civil Rights,
Section 504 Compliance (Employees), Equal Employment
Opportunity, Americans with
Disabilities Act, Grievance Procedures:
Equity and Compliance Office
703.791.8071

Section 504 Compliance (Students):
Director of Special Education
703.791.7287

Title IX Compliance:
Title IX and Student Relations Officer
703.791.8515

Family Educational Rights and
Privacy Act (FERPA):
Records Management Specialist
703.791.7445
Mailing Address
P.O. Box 389, Manassas, VA 20108