



THE LEAGUE OF WOMEN VOTERS®  
OF THE FAIRFAX AREA

# Fairfax VOTER

November 2011

Volume 64, Issue 3

## Bullying, Harassment - A Local Issue?

With incidents of bullying, cyber bullying, and harassment among school children in the news currently—including discussions of criminal prosecution for high profile cases—it is important to ask: Is bullying a big issue in Fairfax County schools? The School Board's Human Relations Advisory Committee recently issued its annual report which focused extensively on this issue. Our own Leslie Vandivere represents the League on this committee and has chosen key elements of the report to present this month for our discussion. We hope you come away with an increased understanding of the issue and perhaps an answer to the question above.



### Calendar

#### November

- 4 NCA Board Meeting
- 5 Briefing/At Large Meeting
- 6 Eid Al-Adha  
Daylight Saving Time ends
- 7 December *VOTER* deadline
- 8 Election Day**
- 9-14 Unit meetings**
- 11 Veterans Day
- 16 **LWVFA Board Meeting**  
Program Planning Briefing
- 24 Thanksgiving

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## Presidents' Messages



In thinking about last month, I stand in awe of what we accomplished – 15 events, one fundraiser, WOTB was out for Kick-Off and an over-30-page Voters' Guide was published. We either co-sponsored or hosted one televised forum, two debates and nine Meet and Greets, and participated in three outreach activities. And without a Voters Service Outreach Director. Thank goodness we had Bette Hostrup, Voters Service Publications Director. Primary was August 23 and she had WOTB ready for Kick-Off first Saturday in September. Super job! And you saw the Voters' Guide that came out October 21. Just think what we could have done with a Voters Service Outreach Director! This is the type of activity you, the members, said you wanted to continue in last year's survey. Sure hope you participated in some of these events so you can share the sense of accomplishment with us. Thanks,

Janey

It is hard to add to what Janey said about the activities that LWVFA Leaguers have been involved in October. Your Board really appreciates all our wonderful volunteers and wishes more of you could feel the gratitude of the general public for what our League has done. The membership initiative program says it takes up to seven times for name recognition to become internalized. Each of these outreach activities is an opportunity to become more visible and attract potential members. We hope that you will continue to volunteer or consider it in the future.

Julie

## Get Ready For Program Planning

All units need to start to identify issues to study – at local, state and national levels. At our program planning unit meetings in December, we will be asked what studies we want for the next two years. Examples include, additional voter protection laws, elected school boards. Forward your ideas this month so they can be brought up at the LWVFA Board meeting and circulated to other units to gain more support.

## In Memorium

**Emma Henri**, a member of Reston Day unit, passed away on September 26, 2011. She was a member of the League of Women Voters for over 50 years, a proud member of the Alpha Kappa Alpha sorority for more than 65 years and a long-time member of the National Council of Negro Women. Emma received many awards, including "Citizen of the Year 1991" for her superior contributions to the African American community by the Omega Psi fraternity. She also received a Certificate of Appreciation for her efforts to curb domestic violence in Fairfax County.

## Missed the At-Large School Board Debate?

On Sunday, October 2, the League and Fairfax County Council of PTAs sponsored a debate among the at-large candidates for School Board, moderated by Olga Hernandez. You can get a second chance to witness the action by directly accessing the following link. <http://www.ustream.tv/recorded/17651152> It also is available on the LWVFA website.

### LWVFA Fairfax VOTER 2011 - 2012

This newsletter, partially funded by the League of Women Voters of Fairfax Area Education Fund, is published 10 times each year – from September to June by:

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Subscriptions to the *Fairfax VOTER* are available to non-Fairfax League members for \$15 per annum. Send your check to the above address and request a subscription.

Please e-mail address corrections to the office  
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## Dogfish Head Alehouse Fundraiser a Huge Success

Thanks to the efforts of the Centreville/Chantilly unit, \$1,486 was raised for the League of Women Voters the Fairfax Area on Tuesday, Oct 4! A special thank-you goes out to Joe Hospital and Kim Ross of the Dogfish Head Alehouse for so generously providing this opportunity. Leaguers from all over the county came and enjoyed meals with friends they often see only at meetings. The food was wonderful, so be sure to go by for lunch or dinner another time and when you do, say “thank you.”

Three cheers for Sheilah Musselman, who was chair of this event and put a lot of effort and thought into it. She did an excellent job. Thanks so much to Judy Helein, Marion Brown, Janey George and Olga Hernandez of the CC unit for helping, and to Angela Booker for coming from Manassas to help as well! Also, thanks to all the LWVFA members for their donations to our “boutique” section. We also held a 50-50 Raffle: Guess the Number of M&M’s, which had tying winners: Dottie Cousineau and Camille Chang! It was a most successful fundraiser and will be something we will keep in mind having every year.



League members Lois Page, Olga Hernandez, Judy Helein, and Sheila Musselman enjoy an evening of eating out.

## Leaguers Distribute Voter Materials at County Libraries on Super Saturday

The weather was definitively not super, but the response to our presence on Saturday, October 1 at the Fairfax County Public Libraries was! We had volunteers at eight regional and at least three community libraries. Some units actually asked to do more than we anticipated. We handed out “What’s on the Ballot,” applications for voter registration and absentee

## Competitive Elections in Virginia - Up in Senate, Down in House

*By Paul Brockwell, Jr., Marketing Director, the Virginia Public Access Project*

Voters will see more choices for Senate, but fewer choices for House of Delegates on November 8. Maps from the nonpartisan VPAP.org show a sharp contrast in competition between the two chambers. In the Senate, 26 of 40 seats are contested -- the highest number of contested Senate elections in more than a decade. In the House, only 37 of 100 House districts have more than one candidate on the ballot – the lowest in a decade.

The relative lack of competitive General Assembly races will be felt most in 11 counties where voters will have only one choice on both House and Senate ballots. Those counties are Amelia, Charlotte, Greene, Hanover, Madison, Mecklenburg, New Kent, Nottoway, Page, Rockingham, and Shenandoah. Overall, the increase in contested Senate elections reflects the partisan battle underway for control of the upper chamber. Senate Democrats hold a 22-18 majority. If Republicans succeed in taking control, it would mark the first time since 2002 that a single party held simultaneous control of both General Assembly chambers and the Governor’s mansion.

You’ll find the following nonpartisan information at VPAP.org:

- An overview of each race, with candidate photos and links to campaign websites
- Donations to candidates, sortable by amount, occupation and ZIP code
- Redistricting maps showing boundary changes, partisan tendencies and population demographics.
- Links to newspaper articles about candidates and races.

**Not sure if redistricting changed your House and Senate districts? Use the “Who’s My Legislator?” feature on the General Assembly website: <http://conview.state.va.us/whosmy.nsf/main?openform>**

ballots, and flyers for absentee voting, redistricting, and our Meet and Greet the local candidates meetings. Several units reported that they made contact with potential members. People were interested in the *Fairfax VOTER* and appreciated the nonpartisan material that we were distributing. The libraries were most helpful and some librarians went out of their way to make us welcome. Thanks to all the volunteers who made a dreary day – SUPER.

October 13 Issue . . .

## Local Newspapers Print LWVFA's Position on School Bond Referendum and Affordable Housing

### School Bond Referendum . . .

Fairfax County's high-quality educational system depends not only on teachers and other school personnel, but also on the facilities where our children learn. The School Bond Referendum on this year's ballot seeks to maintain those facilities at a level that will sustain the type of education we want for our students.

The League of Women Voters of the Fairfax Area supports the School Bond Referendum.

Over time, all building systems wear out or become obsolete. Renovations can extend the life of a school by as much as 20 years. Replacing roofs, mechanical systems, fire alarms, plumbing, lighting, laboratory equipment, and paved surfaces affects not only our children's education but also their safety.

Since 2006, Fairfax County student enrollment has increased by 11,000 pupils. The trends that drive this increase are expected to continue for the next five years. In order to offer all students the same high-quality education, this bond will increase capacity not only by starting new construction but also by adding more modular classrooms. These modules can be set up at fifty to sixty percent cost savings over more

traditional structures, and they can also be relocated in the future to schools where they are needed most.

But schools are not just for students. Besides serving the community as polling places, school buildings are available after class hours and, in many cases, free of charge for regularly scheduled activities of 4-H Clubs, Scouts, homeowners associations, and various civic, cultural and religious groups. Local sports leagues also have access to school athletic facilities for their games.

Residents who would like more information about referendum projects should go to [fcps.edu](http://fcps.edu) and click on School Bond Referendum. They can also pick up the brochure ***Bond Referendum Facts*** at their public library.

Because of the benefits these capital improvement projects offer our students and our community, the League of Women Voters urges Fairfax County residents to approve the School Bond Referendum on November 8<sup>th</sup>.

Sincerely,

Janey George  
Co-President

Julie Jones  
Co-President

### Affordable Housing . . .

The League of Women Voters of the Fairfax Area (LWVFA) has noticed that Fairfax County's housing program has become an issue in this year's election, with some questioning whether the County should be involved in this area at all.

Virginia's Governor would disagree with the notion that government does not have an important role to play in housing policy. Governor McDonnell has convened a Workgroup to develop recommendations for a State Housing Policy and has stated that strong housing policies are essential to his plan to attract more businesses and to increase economic development in the Commonwealth.

Fairfax County's Economic Development Advisory Committee would also disagree. It has recommended to the Board of Supervisors that County policies include affordable and workforce housing to remain competitive in the search for businesses to locate in the County. Housing advocates maintain that providing housing for families at a variety of income levels helps employers recruit and retain their workforce. If employers cannot attract and keep employees,

they will not relocate to Fairfax County.

The League of Women Voters of the Fairfax Area agrees with Governor McDonnell and with the County's Economic Development Advisory Committee. We believe that providing affordable housing to families of all income levels is good policy. It enables public sector employees like policemen, firemen and teachers to live in the communities they serve. And it lets businesses know that all their employees, from the CEO to the receptionist, can find affordable housing within the County.

The League encourages Fairfax County residents who have questions about the value of the County's housing program to contact the Governor's Workgroup at [www.Virginiahousingpolicy.com](http://www.Virginiahousingpolicy.com) and the Fairfax County Redevelopment and Housing Authority at [www.Fairfaxcounty.gov/rha](http://www.Fairfaxcounty.gov/rha).

Sincerely,

Janey George  
Co-President

Julie Jones  
Co-President



# FCPS Advisory Board Reports on Student Bullying and Harassment

*Ed. Note: The following sections of the Annual Report of the 2010-2011 Human Relations Advisory Committee to the Fairfax County School Board were selected for publication in the VOTER by Leslie Vandivere, LWVFA's representative to the committee.. The complete document, including appendices, footnotes and bibliography, can be accessed at [fcps.edu/DHR/employees/oec/hradcomm.htm](http://fcps.edu/DHR/employees/oec/hradcomm.htm)*

The FCPS Human Relations Advisory Board (HRAC) is a diverse group that includes nominees of each school board member and representatives of professional, community, and civic organizations, including the League. In September 2010, the School Board charged the HRAC with the following task: "... explore the issue of student bullying and harassment and compile a compendium of efforts FCPS is making to address the issue ..." During the 2010-2011 school year the HRAC heard presentations; viewed films; interviewed experts; conducted surveys; and read reports, scholarly journals, and books. In June 2011, the HRAC presented its report to the School Board. The report will be the topic of discussion at November's unit meetings.

## Definitions

**Bullying** - Bullying is not specifically defined in Virginia law. The definition developed for the Virginia Department of Education Annual Discipline, Crime, and Violence Report is "repeated negative behaviors intended to frighten or cause harm" that may include, but are not limited to verbal or written threats or physical harm. Patterns of behavior associated with bullying that are criminal offenses are the following:

- Assault
- Battery
- Extortion
- False Imprisonment
- Harassment
- Hazing
- Larceny
- Robbery
- Sexual Harassment
- Theft
- Threats

Non-criminal behavior associated with bullying includes, but is not limited to, intimidation, taunting, name-calling, and insults.

**Harassment** - The code of Virginia does not define harassment; however, § 8.01-42.1 addresses civil action for racial, religious, ethnic harassment, violence, or vandalism.

**Cyberbullying** - Cyberbullying is defined as using information and communication technologies, such as cell phone text messages and pictures and Internet e-mail, social networking websites, defamatory personal websites, and defamatory online personal polling Web sites, to support deliberate, hostile, behavior intended to harm others. The 2009 General

Assembly amended § 22.1-279.6 of the Code of Virginia to prohibit the "use of electronic means for purposes of bullying, harassment, and intimidation ..." (Student Conduct Policy Guidelines, Virginia Board of Education, 2009).



## Introduction

On any given day, all over the United States, one can scarcely turn on the television or read a newspaper without coming across a story about bullying. It is probably safe to say that most parents and education professionals in Fairfax County can recount a personal story about a bully, his or her target, and the frequently tragic consequences.

Who are the bullies and the bullied in today's younger generation? According to Fairfax County Public Schools' Family and School Partnerships, children and teenagers who bully feel a need to control or dominate others. They may be popular and outspoken. They may exhibit no guilt, shame or empathy. Bullies may also be depressed, angry or upset about events at school or at home. They may have been the victims of physical abuse or bullying themselves and have come to the conclusion that "bullying pays off." Children targeted by bullies also tend to fit a particular profile. They may be passive, easily intimidated, or have few friends. Targets may also be smaller or younger; they may have visible disabilities; they may generally lack social skills or have a hard time defending themselves.

In March 2011, President and Mrs. Obama hosted a conference at the White House on bullying prevention. The event was part of an effort to highlight this problem that affects millions of children each year. Even President Obama was a target in his youth, saying (in part), “With big ears and the name that I have, I wasn’t immune. I didn’t emerge unscathed.”

This report will speak to the statistics, the laws, and the prevention efforts in the U.S., Virginia and Fairfax County Public schools with regard to bullying situations. Further, this report will agree with the sentiments of President Obama when he said, “If there’s one goal of [this conference], it’s time to dispel the myth that bullying is just a harmless rite of passage or an inevitable part of growing up. It’s not. Bullying can have destructive consequences for our young people. And it’s not something we have to accept. As parents and students; teachers and communities, we can take steps that will help prevent bullying and create a climate in our schools in which all of our children can feel safe.”

## Scope of the Problem

### Research

Empirical research in the specific area of bullying is prolific in design, international in scope and appears to cover a wide range of bullying situations associated with such populations as: specific age groups, minority status (socio-economic, ethnic, disability, and gender-based), rural and urban populations; as well as the concepts of popularity and self-esteem—to mention but a few. Additionally, the phenomenon of cyberbullying, in comparison to traditional forms of bullying, is beginning to be researched with increasing frequency. If the assumption is made that best-practices prevention and intervention programs are based on quantitative and qualitative research, it makes sense to point to a sampling of that research.

A preliminary search of articles on the Education Resources Information Center (ERIC) database ([www.eric.ed.gov](http://www.eric.ed.gov)), using the word “bullying” as a search term, revealed over 1,125 articles submitted for publication during the years 2000-2009. However, in 2010 alone, there were more than 300 empirical, evaluative, and descriptive articles

submitted for publication in 52 national and international journals. This increase from previous years’ submissions indicates the importance of this issue in the eyes of researchers. With regard to the populations described above, the researchers examined various features and characteristics of bullying and the ways in which the various populations are affected. These include issues of self-esteem, including depression and suicide, academic achievement, school climate, and interactions with parents and family. A bibliography of relevant articles and reports appears in the “Resources” section of this document for those who are interested to investigate these issues in greater detail.

### Fairfax County Statistics

#### Fairfax County Youth Survey.

The Fairfax County youth surveys are anonymous, voluntary assessments of the health and well-being of the county’s youth. Initiated in 2001, the survey is the result of collaborative efforts by county, school, and community organizations. Survey data is now available for five years: 2001, 2003, 2005, 2008, and 2009. Starting in 2008, separate survey instruments were used, one for grade six and



a set of two for grades eight, ten, and twelve. In 2009, only one of the set of two was administered: the Healthy Behaviors Survey to the older students. The other instrument in the set, Risk and Protective Factor Survey, will be administered next year. Administration of the two will be rotated because of their length. A single test will be given each year to sixth graders.

About a half of all students in grade six and a third of those in grades eight, ten, and twelve participated in the survey. Distribution by gender and ethnicity of those who participated was roughly proportional to the school population.

Of sixth graders, 48 percent report being bullied in the past year, 24.2 percent report being bullied a few times, and 8.1 percent report being bullied by a household adult once a month or more. Questions about cyberbullying were included in the survey for the first time. Eighty-seven percent have never been cyberbullied, and 93.2 percent have never cyberbullied anyone else. Less than one percent

reported chronic cyberbullying (20 times or more in the past year).

Of eighth, tenth, and twelfth graders, 50.8 percent report being bullied, taunted, ridiculed, or teased; 42.9 percent had something bad said about his or her race or culture; 22.1 percent report being sexually harassed; and 11.7 report being cyberbullied by someone in his or her school. Information about the Fairfax County Youth Survey, including the complete 2009 report, is available at [www.fairfaxcounty.gov/demogrph/youthpdf.htm](http://www.fairfaxcounty.gov/demogrph/youthpdf.htm).

**Suspensions and Expulsions.** Another measure of scope is the number of students expelled or suspended (for more than ten days) as a disciplinary action resulting from bullying and harassment. In school year 2008-2009, 568 students were suspended or expelled for bullying and 727 for harassment. In school year 2009-2010, 590 were suspended or expelled for bullying and 621 for harassment. (see Appendix D) According to a FCPS Hearing Officer, principals recommended expulsion, as defined by the Students Responsibilities and Rights (SR&R), five times for bullying and five times for harassment during the 2009-2010 school year.

**Parent Liaison Survey.** FCPS parent liaisons work directly with those parents and students who are culturally and linguistically diverse. A subcommittee of the HRAC thought that parent liaisons could provide HRAC insight into the issue of bullying among FCPS's diverse communities. Accordingly, the subcommittee sent a survey requesting responses to eight questions. (Note: The survey and responses to the survey are available in the complete document.)

Overall, the parent liaisons stated that school-based prevention and timely intervention of bullying or being bullied took place in their schools for all students. For example, some noted that bullying is reviewed in detail during periodic SR&R assemblies and reinforced further through anti-bullying lessons. One parent liaison described how "counselors conduct bullying lessons with students" and encourage them "to stand up and assist when they witness a bullying situation (upstander is the term)." The same parent liaison forwarded the school's Bullying Report Form, a two-sided form for the witness as well as the target of the bullying incidents (see Appendix F). Other parent liaisons added that alert school administrators and staff implemented early interventions to prevent possible behaviors from escalating into bullying. Finally, they commented throughout the survey that bullying or being bullied is not as much an issue at the elementary school level.

In summary, the purpose of this survey was to explore how FCPS's efforts and resources on bullying or being bullied are being utilized by its culturally and linguistically diverse communities. The parent liaisons' responses seem to indicate that:

- Bullying or being bullied is an issue for culturally and linguistically diverse students as would be with the general population.
- What may be considered bullying or being bullied may be different in their home countries.
- Subsequently, how bullying or being bullied is dealt with is different in terms of what, who, and how it may be dealt with.
- However, due to FCPS schools' preventive efforts, the majority of the diverse students are mostly aware of how bullying and being bullied is dealt with in their current schools and what the consequences are. The extent of their knowledge may depend on how long they have been here.
- To a somewhat lesser degree, the majority of the parents of these students are reported to have some knowledge of how bullying and being bullied is dealt with in their current schools and what the consequences are. However, there seemed to be some subgroups of parents who may need more outreach in disseminating necessary information.
- As for the availability of the translated materials on bullying or being bullied, the parent liaisons' responses seem to indicate some discrepancies among different groups; as well as discrepancies among parent liaisons in the awareness and access to the translated materials on bullying and being bullied.
- There are various venues for disseminating translated materials as well as to inform. In so doing, considerations should be made in reaching out to those parents and students who are illiterate in their own languages.

**Other sources of information.** Other data may be available only from each school. Some schools administer in-house surveys, both formal and informal, to assess the school environment. Many disciplinary measures are within the discretion of the teacher or principal within a school and may not be collected.

## Laws, Regulations, and Policies

### National Laws

**The Health Insurance Portability and Accountability Act (HIPAA) of 1996.** ([HIPAA Public Law 104-191](http://www.hhs.gov/hipaa/publiclaw/hpl/104/191/index.html)) The HIPAA Privacy Rule provides protections for personal health information held by covered entities



and gives patients an array of rights with respect to that information.

The Security Rule specifies safeguards for covered entities to use to assure the confidentiality, integrity, and availability of electronic protected health information. Covered entities include health care providers, health plans, and health care clearinghouses. Generally, schools are not included. For more information visit: [www.hhs.gov/ocr/privacy/hipaa/understanding/index.html](http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html).

**The Family Educational Rights and Privacy Act (FERPA).** (20 U.S.C. § 1232g; 34 CFR Part 99) Protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. In the wake of the Virginia Tech tragedy, the U.S. Department of Education has provided guidance balancing emergency preparedness and school safety in federal law concerning students' records. For more information, visit: [www2.ed.gov/policy/gen/guid/fpco/ferpa/safeschools/index.html](http://www2.ed.gov/policy/gen/guid/fpco/ferpa/safeschools/index.html).

**Protection of Pupil Rights Amendment (PPRA).** (20 U.S.C. § 1232h; 34 CFR Part 98) Ensures that, under any U.S. Department of Education-funded survey, analysis, or evaluation, materials to be used will be available for inspection by parents and that written parental consent is obtained for the participation of minor students that reveals certain information.

**Safe and Drug-Free Schools and Communities Act Grant Programs:** Guidance for State and Local Implementation of Programs (December 2002). U.S. Department of Education. Available at: [www.ed.gov/programs/dvpformula/legislation.html](http://www.ed.gov/programs/dvpformula/legislation.html).

**Guidance Concerning State and Local Responsibilities Under the Gun-Free Schools Act.** (January 22, 2004) U.S. Department of Education. Available at: [www.ed.gov/programs/dvpformula/legislation.html](http://www.ed.gov/programs/dvpformula/legislation.html).

**Unsafe School Choice Option Non-Regulatory Guidance** (May, 2004). U.S. Department of Education. Available at: <http://www2.ed.gov/programs/dvpformula/legislation.html>.

## Virginia Laws

In 2000, the General Assembly introduced laws protecting students who use the Internet. In 2006, the Code of Virginia (§22.1-70.2) was amended to require Internet Safety instruction for all students. By the summer of 2008, all schools in Virginia had developed Internet

safety policies and programs to protect students. As mentioned above, there are now also codes of Virginia that relate specifically to cyberbullying.

HB 1624 provides information for the Board of Education to use in its model policy on bullying and harassment or intimidation, including a definition of bullying, harassment or intimidation that includes behavior motivated by actual or perceived sexual orientation or gender identity. It goes on to say that classroom instruction may be used to supplement a character education program; however each program shall be interwoven into the school procedures and environment and structured to instruct primarily through example, instruction, and participation, in such a way as to complement the Standards of Learning. The program will also address the inappropriateness of bullying, harassment, and intimidation as defined in § 22.1-279.6:1. These laws include:

- § 18.2-56, Hazing unlawful; civil and criminal liability; duty of school, etc., officials
- § 18.2-60.3, Stalking; penalty
- § 18.2-152.7, Personal trespass by computer
- § 22.1-208§ 18.2-152.7:1, Harassment by computer (cyberbullying)
- §22.1-208.01, Character Education
- § 22.1-279.7, Concerning Student Searches in Virginia Public Schools
- § 22.1-279.6, Board of Education guidelines and model policies for codes of student conduct; school board regulations. For all legislation relating to school board regulations, visit <http://leg1.state.va.us/000/reg/TOC08020.HTM>

Other laws address how information about public school students in Virginia shall be handled.

- §22.1-287, Limitations on access to records
- §22.1-288.2, Receipt, dissemination and maintenance of records of certain law-enforcement information
- §22.1-289, Transfer and management of scholastic records

## Virginia Administrative Code

§8VAC20-81-160, Discipline of students with disabilities.

## Fairfax County Public Schools Policies and Regulations

All Fairfax County Public Schools regulations and policies are available at: <http://www.boarddocs.com/>



vsba/fairfax/Board.nsf/Public.

- Policy 1503.1, Website Privacy
- Regulation 2610.24P, Student Rights and Responsibilities
- Policy 2730.2, Confidentiality of Student Information ensures that information about individual students is maintained appropriately in order to protect student privacy.
- Regulation 2701.5, Student Personal Data provides directions for the management and handling of student scholastic records.
- Regulation 4950.3, Sexual Harassment



- Regulation 6401.11, Technology Infrastructure 11/10
- Regulation 7001, Media and Crisis Communication Reporting Serious and Unusual Incidents
- Regulation 7006, Community Relations Management of FCPS Internet Presence

### Fairfax County Public Schools Prevention and Intervention Efforts

In 2009, The U.S. Department of Justice, Office of Community Oriented Policing Services (COPS) released Bullying in Schools in support of state and local efforts to prevent bullying. This publication provides practical information to school administrators, teachers, counselors, and law enforcement officials to help identify bullying behavior, reduce the incidence of bullying, and mitigate its impact. It also offers guidance to officials on how to determine the extent of bullying in their schools, address its causes, and develop effective practices that contribute to student safety.

### Teacher Training

**MyPLT** is an online catalog and registration tool for professional training opportunities offered by FCPS. The catalog includes several courses, which though they may not have “Bullying” in the title, may nevertheless be used to as training to facilitate bullying awareness. Examples of such courses are described below.

### Teaching Students to Navigate the Digital World Safely

Focusing on grades 3-8, this course will explore different areas of Internet safety that include current “hot topics,” such as social networking and cyberbullying. Participants will engage in dynamic activities and discussions that focus on keeping students safe when utilizing the world wide web in the school setting. A wide variety of web-based resources will be explored and developed into a useful guide to enhance classroom integration of technology.

**Mandt Training** - The Mandt System® is a systematic training program that builds on skill development through a system of gradual and graded alternatives for de-escalating and assisting students using a combination of interpersonal communication skills, conflict resolution strategies and physical interaction techniques. The goal of the Mandt System® is to minimize the potential for verbal and physical aggression through proactive approaches to problematic behavior. Participants gain a foundational understanding of the crisis cycle, strategies to respond with the least amount of external management necessary in all situations, and the skills that allow safe and respectful intervention when needed.

### FCPS Resources and Programs

**I-Safe.** These are curriculum materials that provide teachers with lessons covering a wide variety of Internet safety topics such as:

- Personal Safety
- Cyber Community Citizenship
- Computer Security
- Intellectual Property
- Cyber Predator Identification
- Effective Outreach

**Guidelines and Resources for Internet Safety in Schools.** HB58 directed the Virginia Department of Education to help school divisions develop and implement Internet safety policies and programs. Further, the legislation compels divisions to integrate Internet safety into their curricula. *Guidelines and Resources for Internet Safety in Schools* provides a starting point for adding required Internet safety components to school districts’ acceptable use policies.

The guidelines and other Internet safety resources are available at: [http://www.doe.virginia.gov/support/safety/crisis\\_management/internet\\_safety/index.shtml](http://www.doe.virginia.gov/support/safety/crisis_management/internet_safety/index.shtml).

**FCPS Student Rights and Responsibilities (SR&R) Booklet.** This booklet is written and published by the FCPS Department of Special Services through the Office of Intervention and Prevention Services and the Student Safety and Wellness Office. The information in the booklet is presented to the students in a seminar at the beginning of the school year and reviewed during the middle of the school year. Students are required to take an SR&R test by filling out and correcting his or her paper. Page iii, is a Parent or Guardian and Student Signature Sheet, which must be signed by each and returned to the school in which the child is enrolled. The signatures acknowledge that the FCPS School Board's standards of student conduct, notice of parental responsibility and involvement requirements, compulsory school attendance, acceptable use policy for student network access, and standards of conduct for pupils riding school buses has been received by the parent or guardian and student. This signature sheet is kept on file at the child's school. The booklet is divided into three chapters and includes a Glossary of SR&R terms. Bullying is defined on page 39 of this glossary as "physical or psychological harassment on the part of one or more students toward another."

Chapter II, Rules of Conduct and Disciplinary Procedures, Section A - Acts for Which Students May Be Disciplined (page 15) and Section 2, Disruptive or Inappropriate Behavior (page 16), regulates acts for which students may be disciplined.

Section 2b (page 16), lists the following violations: "Conduct, including fighting, making threats, stalking, or intimidating, including bullying, that endangers the well-being of other students or school staff members." The regulation further states that the "violations result in disciplinary action at the discretion of the principal."

Section C (page 25), describes Disciplinary Procedures and states, "The principal shall determine the appropriate disciplinary measures to be taken in each case of prohibited conduct, except when School Board action is required and may request the assistance of other appropriate staff members." The entire procedure falls under FCPS Regulation 2601 .24P.

There is no direct mention of the act of bullying and its use in the "Acceptable Use Policy for Student Network Access Standards" (pp. 42-43), or in the other notations

and specifically stated or referred to as being unacceptable conduct. Only generalized connections to the act of bullying are made. Under the topic, "Ethical Conduct for Users, the first bullet on page 43, Refrain from using offensive, obscene, or harassing language when using FCPS network systems," is referenced and bullying could certainly be included as offensive or harassing. The "Standards of Conduct for Pupils Riding School Buses" (pp. 44-45), includes in its acceptable standards expectations when riding the bus that students shall not be allowed to "... take advantage of smaller children. . ." An additional requirement under "Conduct On the Bus" (page 45), notes



that pupils must "... be courteous to ... fellow students." Both of these topics in the booklet may demonstrate an inference, but not pointed statements or references to conduct, that bullying could be a factor when these behaviors occur.

**Student Safety and Wellness Office (SSAW)** is part of the Office of Intervention and Prevention Services in the FCPS Department of Special Services. The SSAW is responsible for crisis intervention teams, which are dispatched to schools when needed, and the peer mediation (conflict resolution) program. This office is also responsible for the publication of the booklet, Student Responsibility and Rights (SR&R), described above. The booklet is updated annually and reviewed by FCPS leadership to stay current with new laws passed by the state legislature and policies adopted by FCPS.

Additionally, the SSAW has developed bullying prevention programs for every school level and has designed bullying prevention posters in eight languages. In each of the levels, "Bully-Proofing Your School" is distributed to individual school administrators.

- Elementary school counselors teach one bullying prevention lesson per class each year. In addition, counselors use the Second Step curriculum to address bullying.
- SSAW provides middle schools with bullying prevention programs that are taught through the health curriculum and in after-school programs.
- Middle and high school counselors provide classroom lessons to all students before the end of first semester.
- Posters serve as visual aids for students, for example, "How to Report Bullying." SSAW holds workshops for school staff, for parents, and for PTA groups on bullying prevention.

While there is currently no federal funding available for bullying education, a comprehensive guide, "Bullying Prevention and Intervention Guidelines," developed by the United States Department of Education's Office of Civil Rights, is in review by FCPS officials and will be distributed to schools in the near future. The guide outlines what can be done to prevent bullying on a school level.

- **School Counselors.** Approximately 350 secondary school counselors and 240 elementary counselors are assigned to schools daily. Secondary counselors provide prevention and intervention lessons during the school day. At the elementary school level, counselors teach at least one lesson per class by the end of the first quarter of every school year using the SR&R booklet.
- School psychologists, social workers and counselors routinely consult with teachers, parents and school administrators around issues of bullying, and work with students identified as requiring behavioral intervention or counseling support. Many also conduct groups focused on developing social skills and resiliency. Staff actively support the school-wide positive behavior support programs being implemented in an increasing number of schools.

Attached as Appendix I is the "School Counseling Services Violence Prevention Toolkit," which lists curricula, resources, and services. Appendix J is the elementary/secondary bullying and harassment lesson objectives from the FCPS Bullying and Harassment Curriculum Handbook for Grades K-12.

**FCPS Social Workers** provide a broad range of responsive, culturally competent and student-focused services to children, families, and school staff.

**FCPS Student Achievement Goal 2 - Essential Life Skills.** Working in partnership with school, family, and students, this goal states that all students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.

**Character Education.** In 1999, the Code of Virginia was amended to require character education instruction in the public schools (Senate Bill No. 817 - § 22.1-208.01). The opening lines of the bill read as follows:

*The purpose of the character education program shall be to instill in students civic virtues and personal character traits so as to improve the learning environment, promote student achievement, reduce disciplinary problems, and develop civic-minded students of high character. The components of each program shall be developed in cooperation with the students, their parents, and the community at large.*

In 2005, further legislation was enacted, directing schools to take action to reduce school bullying. Specifically, an amendment was approved which added the following language to Code of Virginia § 22.1-208.01: "The program shall also address the inappropriateness of bullying, as defined in the Student Conduct Policy Guidelines adopted by the Board of Education pursuant to § 22.1-279.6."

In 2009, Virginia (H.B.1624) was proposed and passed to amend and reenact §§ 22.1-208.01 and 22.1-279.6 of the Code of Virginia and to amend the Code of Virginia by adding a section numbered 22.1-279.6:1, relating to a Board of Education model policy for the prohibition of bullying, harassment, and intimidation. The language was thus amended to read:

"The program shall also address the inappropriateness of bullying, harassment, and intimidation as defined."

The FCPS Character Education Program can be viewed on the FCPS website at [www.fcps.edu/dss/ips/Character Ed/index.htm](http://www.fcps.edu/dss/ips/Character%20Education/index.htm) Its goals are stated here:

- *Creating a civil and caring environment that makes effective teaching and learning possible.*
- *Reducing negative student behavior such as violence, pregnancy, substance abuse, and disrespect for teachers, parents and peers.*
- *Preparing young people to be responsible citizens and productive members of society.*
- *Improving academic performance.*



According to the FCPS website, the following actions are being taken vis-a-vis character education by grade level.

- Elementary Level Character Education - Elementary school counselors use the FCPS bullying prevention curriculum provided by the FCPS School Counseling Department. All elementary counselors are required to teach a minimum of one bullying prevention lesson per class each year. Several specific elementary schools are highlighted at [www.fcps.edu/dss/ips/CharacterEd/ES.htm](http://www.fcps.edu/dss/ips/CharacterEd/ES.htm), which describes their individual efforts in character education.
- Middle School Character Education - Middle school counselors facilitate classroom guidance lessons to all students assigned to their caseload before the end of the first semester each year. Again, several middle schools are highlighted at [www.fcps.edu/dss/ips/CharacterEd/MS.htm](http://www.fcps.edu/dss/ips/CharacterEd/MS.htm)
- High School Character Education – High school counselors facilitate classroom guidance lessons to all students assigned to their caseload before the end of the first semester each year. Four high schools are highlighted, at the following page: <http://www.fcps.edu/dss/ips/CharacterEd/HS.htm>

### Measures of Effectiveness of Prevention Efforts and Trends

According to the U.S. Department of Health and Human Services, Health Resources and Services Administration's Stop Bullying Now! Campaign, 15–25 percent of U.S. students are bullied, and 15–20 percent report that they bully others (Melton et al., 1998; Nansel et al., 2001). By mid-2007, 30 states had enacted legislation to address harassment, intimidation and bullying (National Conference of State Legislatures, 2007). As school systems across the nation respond to bullying with good intentions, some have developed and implemented “misdirected” prevention and intervention strategies, such as zero tolerance, conflict resolution, and group interventions for children who bully. Given the prevalence and negative ramifications of bullying, it is imperative that decision-making regarding investments in bullying prevention and intervention efforts is guided by research on best practices and a holistic social-ecological approach to child development and promoting a healthy school environment.

### Best Practices

The Colorado Trust (2008) surveyed students and teachers from 32 counties in 2006-2007 and identified eight best practices in bullying prevention and intervention. Their findings emphasize the need to align bullying prevention

strategies with efforts to change school climate and culture. The best practices include:

- Regularly assess the social climate in schools and other youth-centered environments.
- Make bullying prevention an integral and permanent component of the school environment.
- Establish and enforce school rules and policies related to bullying.
- Provide ongoing training for school staff, and increase adult supervision in locations identified as “hot spots” for bullying.
- Form a team responsible for coordinating bullying prevention efforts.
- Garner the support of school staff, parents and other key partners.
- Give young people an active and meaningful role in bullying prevention efforts.
- Develop cultural competency strategies, skills, and programs that are inclusive and enhance communication and relationship building.

Merrell, Gueldner, Ross, & Isava (2008) conducted a meta-analysis of 16 bullying intervention studies that spanned 25 years. Their findings led to tentative conclusions that:

“There is some evidence supporting the effectiveness of school bullying interventions in enhancing students social competence, self-esteem, and peer acceptance; in enhancing teachers knowledge of effective practices, feelings of efficacy regarding intervention skills, and actual behavior in responding to incidences of bullying at school; and, to a lesser extent, in reducing participation by students in bully and victim roles.”

They found that school bullying intervention programs were “more likely to influence knowledge, attitudes, and self-perceptions rather than actual bullying behaviors.”

Ttofi and Farrington (2009) conducted a meta-analysis of 59 evaluations of bullying interventions. They identified the following components as having the greatest impact on decreasing bullying: parent training, improved playground supervision, disciplinary methods, school conferences/assemblies to raise awareness of the problem, classroom rules against bullying, classroom management techniques for detecting and dealing with bullying, and the work of peers to help combat bullying.



## Palmer to be Speaker at the December WRT

Lynn Gordon, President, LWV-VA, has announced that Donald Palmer, Secretary of the State Board of Elections, has agreed to be the lunchtime speaker for the Women's Roundtable Pre-Session. The League looks forward to hearing about Mr. Palmer's first year as Secretary of the SBE and this fall's election cycle, the first after the redistricting process took place for Delegates and Senators.

Do plan to attend Pre-Session and to stay for the luncheon. The date has been changed from the first Wednesday to the second Thursday, December 8. The meeting will be in House Room 1 for the morning session and House Room 3 for the luncheon. More information will be sent out as it is developed.

Action Faction . . .

## September BOS Adopts Tysons Corner VDOT Design

By Helen Kelly, Action Chair

### Adoption of VDOT Transportation Design Standards for Tysons Corner

The General Assembly recently passed HB 222, which required VDOT to work with the County to develop new context-sensitive urban design standards for the County. The Comprehensive Plan calls for a walkable, multi-modal grid of urban streets that will serve four new Metrorail stations and surrounding high-density, mixed-use land development projects.

### County and School Budget Carryover Review

Public School operating funds were increased by \$900,000 to reflect the appropriation of \$500,000 for future School Board-directed management audit activities. An additional \$400,000 was appropriated to provide academic support of students who are serving out-of-school suspensions.

### FY 2012 Dates Related to County Budget

April 10-12	Public Budget Hearings
April 24	Budget Markup
May 1	Budget Adoption, Public Hearing and Comment

## Eight Make Trip to Richmond for LWV-VA Workshops

By Janey George, Co-president

Eight members (4 of whom were new members) of the LWVFA attended the Virginia State League's annual workshops in Richmond on September 17. The all-day session started with Mary Klenz, LWVUS Board director, speaking on "Advocacy in Your Local League," and continued with morning workshops. It was hard to make a choice among all the workshops as you could only attend one in the morning and one in the afternoon. The morning workshops were "Marketing Through Social Media," "President's Workshop" and "Voters Services Exchange." Our luncheon speaker was Katie Gilstrap from the University of Richmond presented a very informative and thought provoking speech on "Fundraising: The Real Deal." After lunch we were again faced with having to pick one workshop from among – "League 101," "Treasurer's Workshop" and Public Advocacy for Voter Protection/Election Laws." The participants all agreed that it's always good to meet other Virginia Leaguers and share our experiences.

## Volunteers Desperately Needed

Volunteers are still needed for League positions this year. Contact Rona Ackerman at [league@lwv-fairfax.org](mailto:league@lwv-fairfax.org) or 703-282-2262

**Board Members:** Program, Voters Service Outreach

**Off-Board Committees:** Budget, By-laws, Elections, Financial Review (Audit), Fundraising, Program

**Observer Corps:** Board of Supervisors, School Board, Towns of Clifton, Herndon or Vienna, City of Fairfax

**Citizen Committees:** Fairfax County Airports Advisory Committee, Fairfax County Public Schools Advanced Academic Programs Advisory Committee (formerly GTAC)

Finally, to volunteer to work on a study on the Tysons Corner development, please contact Liz Brooke at 703-281-3380 or [lizbrooke@cox.net](mailto:lizbrooke@cox.net)



Imagine, Commit, Act!

"The Power of the Vote!"

Position	Term Ends	Name	Email	Home Phone	Cell Phone
<b>Officers</b>					
Co-President	2012E	Janey George	President@lww-fairfax.org	703-631-2293	703-568-8612
Co-President	2013E	Julie Jones	Co-president@lww-fairfax.org	703-476-8347	703-861-9616
1st VP/Public Relations	2013E	Anne Thomas	PublicRelations@lww-fairfax.org	703-938-7304	703-909-6425
2nd VP/Action*	2013E	Helen Kelly	Action@lww-fairfax.org	703-437-3087	703-314-3087
Treasurer	2012E	Therese Martin	Treasurer@lww-fairfax.org	703-471-6364	703-424-5785
Secretary	2013E	Lois Page	Secretary@lww-fairfax.org	703-690-0908	703-409-0908
<b>Directors</b>					
Domestic Violence	2012E	Barbara Nunes	DomesticViolenceChair@lww-fairfax.org	703-451-7238	
Human Services	2012A	Baba Freeman	HumanServices@lww-fairfax.org	703-437-1901	
Membership Program	2013E	Mia Merin	Membership@lww-fairfax.org	703-716-4540	571-426-1369
Unit Coordinator	2012A	Charleen Deasy	UnitCoordinator@lww-fairfax.org	703-62--35993	
Voters Service- Outreach**					
Voters Service- Publications**	2012E	Bette Hostrup	VoterServicePub@lww-fairfax.org	703-815-8820	703-362-2181
<b>Off-Board</b>					
Arrangements-Annual Meeting		Viveka Fuenzalida	VivFuenza@verizon.net	703-4040498	
Arrangements-General Meeting		Mary Valder	mmvalder@aol.com	703-319-2185	
Executive Director, and Elections Coordinator		Rona Ackerman	ExecutiveDirector@lww-fairfax.org	703-476-5758	703-282-2262
Fairfax Cable Access- Sept		Una White	league@lww-fairfax.org		
Reston CC- Oct		Bill Thomas	UnaWhite@gmail.com	703-644-3898	703-953-5824
Woodlake Towers- Oct		Kay McQuie	BillThomas4@verizon.net	703-938-7304	
Sequoia- Nov		Una White	KayMcQuie@aol.com	703-765-7104	
McLean CC- May		Una White	UnaWhite@gmail.com	703-644-3898	703-953-5824
Skyline Plaza- June		Kay McQuie	UnaWhite@gmail.com	703-644-3898	703-953-5824
Membership - Database		Doris James	KayMcQuie@aol.com	703-765-7104	
Membership - New Members		Anne Thomas	Doris@beachfinders.com	703-451-1268	
Message Retrieval		Jane Pacelli	PublicRelations@lww-fairfax.org	703-938-7304	703-909-6425
NCA Liaison		Edith Appel	NewMemberChair@lww-fairfax.org	703-256-7834	703-474-1700
Nominating Committee	2012E	Sherry Zachry	djaea@cox.net	703-780-3343	
Observer Corp		Pat Brady, chair	SZachry@verizon.net	703-730-8118	703-371-6374
Program Development		Helen Kelly - BOS	patbr2000@yahoo.com	703-569-1702	
Speakers Bureau		Ginger Shea - FCPS	Action@lww-fairfax.org	703-437-3087	703-314-3087
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"The Voter" Coordinator		Sherry Zachry	kdmckalip@verizon.net	703-451-1165	
Unit Coordinator- off board		Ron Page	SZachry@verizon.net	703-730-8118	703-371-6374
Voters' Service Assistant		Liz Brooke	pagegolfer@cox.net	703-690-0908	
Website Coordinator		Diane Hardcastle	lizbrooke@cox.net	703-281-3380	
<b>Study Committees</b>		Kathleen Pablo	dianehardcastle@yahoo.com	703-860-3566	
Domestic Violence		Sherry Zachry	kmpablo@cox.net	703-644-1555	703-644-1555
Environment		Barbara Nunes, chair	SZachry@verizon.net	703-730-8118	703-371-6374
Felons' Rights		Jean Auldridge, chair	DomesticViolenceChair@lww-fairfax.org	703-451-7238	
Schools		Ginger Shea, chair	jeanald31@gmail.com	703-765-7010	
			Ginger.Shea@verizon.net	703-642-0075	703-309-2394

Terms end 6/30. A=appointed E=Elected \*Director without portfolio on Education Fund Board; \*\*Director without portfolio on General Fund board

# This Month's Unit Meeting Locations

## Topic: Student Bullying and Harassment

Members and visitors are encouraged to attend any meeting convenient for them, including the "At Large Meeting" and briefing on Saturdays when a briefing is listed. As of October 10, 2011, the locations were correct; please use phone numbers to verify sites and advise of your intent to attend. Some meetings at restaurants may need reservations.

### Saturday, November 5

#### **10 a.m. At-Large Unit and Briefing**

Packard Center  
4026 Hummer Rd.  
Annandale 22003  
Contact: Lois, 703-690-0908

### Wednesday, November 9

#### **9:30 a.m. Mt. Vernon Day (MVD)**

South County Gov. Center  
8350 Richmond Hwy. #220  
Alexandria 22303  
Contact: Louise, 703-960-0073

#### **10:00 a.m. Centreville-Chantilly (CC)**

Sully District Gov. Center  
4900 Stonecroft Blvd.  
Chantilly, 20151  
Contact: Olga, 703-815-1897

#### **10 a.m. McLean (MCL)**

Star Nut Gourmet  
1445 Laughlin Ave.  
McLean 22101  
Contact: Peggy, 703-532-4417 or  
Sharone, 703-734-1048

#### **10 a.m. Fairfax Station (FXS)**

7902 Bracksford Court  
Fairfax Station, 22039  
Contact: Lois, 703-690-0908

#### **6:15 p.m. Dinner Unit (DU)**

Yen Cheng Restaurant  
Main Street Center  
9992 Main Street, Fairfax 22030  
Contact: Tin, 703-207-4669

#### **7:30 p.m. Reston Evening (RE)**

Reston Art Gallery at Heron House  
Lake Anne Village Center,  
Reston 20190  
Contact: Lucy, 703-757-5893

### Thursday, November 10

#### **9 a.m. Reston Day (RD)**

21125 Cardinal Pond Terrace  
Ashburn 20147  
Contact: Shirley, 703-726-1429

#### **9:30 a.m. Springfield (SPF)**

9607 Laurel Oak Pl.  
Fairfax Station 22039  
Contact: Karole 703-451-1165 or  
Peg, 703-256-9420

#### **1 p.m. Fairfax City/Vienna (FX-V)**

Oakton Regional Library  
10304 Lynnhaven Pl.  
Oakton 22124  
Contact: Anne, 703-938-7304 or  
Liz, 703-281-3380

#### **7:45 p.m. Mt. Vernon Evening (MVE)**

Paul Spring Retirement Community  
Mt. Vernon Room  
7116 Fort Hunt Road  
Alexandria 22307  
Contact: Jane, 703-960-6820

### Monday, November 14

#### **1:30 p.m. Greenspring (GSP)**

Hunters Crossing Classroom  
Spring Village Drive  
Springfield 22150  
Contact: Kay, 703-644-2670

# December Meetings:

## Local and National Program Planning



The League of Women Voters of the Fairfax Area (LWVFA)  
4026 Hummer Road, Annandale, VA 22003-2403  
703-658-9150. Web address: [www.lwv-fairfax.org](http://www.lwv-fairfax.org)

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## Time Sensitive Materials

The LWVFA *Fairfax VOTER* ©  
November, 2011

Jane E. George, Co-President  
Julie Jones, Co-President  
Ron Page, Editor  
Liz Brooke, Coordinator

The League of Women Voters is a nonpartisan political organization that encourages the public to play an informed and active role in government. At the local, state, regional and national levels, the League works to influence public policy through education and advocacy. Any citizen of voting age, male or female, may become a member.

## LWVFA MEMBERSHIP APPLICATION

(Dues year is July 1 through June 30. Current dues year ends June 30, 2012.)

**Membership Category:** Individual \$65 \_\_\_\_; Household (2 persons–1 *VOTER*) \$90 \_\_\_\_; Donation \$ \_\_\_\_  
Student \$32.50 \_\_\_\_; (Coll. Attending \_\_\_\_)

**Membership is:** New \_\_\_\_; Renewal \_\_\_\_; Reinstate \_\_\_\_; Subsidy Requested \_\_\_\_

We value membership. A subsidy fund is available, check block above and include whatever you can afford.

**Dues are not tax deductible.** Tax-deductible donations must be written on a separate check payable to LWVFA Ed. Fund.

Please Print Clearly!

Name \_\_\_\_\_ Unit \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip + 4 \_\_\_\_\_

Phone (H) \_\_\_\_\_ (M) \_\_\_\_\_ E-Mail \_\_\_\_\_

Thank you for checking off your interests:

<input type="checkbox"/> County Govt	<input type="checkbox"/> Voting Procedures	<input type="checkbox"/> Health Care	<input type="checkbox"/> Schools
<input type="checkbox"/> Fiscal	<input type="checkbox"/> Environmental Quality	<input type="checkbox"/> Human Services	<input type="checkbox"/> Other (Specify)
<input type="checkbox"/> Public Libraries	<input type="checkbox"/> Land Use Planning	<input type="checkbox"/> Judicial Systems	
<input type="checkbox"/> Transportation	<input type="checkbox"/> Water	<input type="checkbox"/> Juvenile Problems	

Mail to: LWVFA, 4026 Hummer Road, Annandale, VA 22003