

## Fairfax County – Revision of the Controversial Issues Policy & Development of a new Anti-Racism, Anti-Bias Education Curriculum Policy Round 1 Survey Questions

As of April 27, 2021

*All italicized notes are internal to reviewers of this document. They will not appear in the final survey to stakeholders.*

<< Logos for LA & FCPS to be added to header of survey >>

Please select your preferred language in order to continue.

1. Please select your preferred language for this survey:

- English
- Amharic
- Arabic
- Chinese
- Farsi
- Korean
- Spanish
- Urdu
- Vietnamese

*(Based on answer to #1, respondent will be directed to the appropriate language version/translation of the survey.)*

*For ALL options:*

Fairfax County Public Schools (FCPS) is committed to realizing a vision of educational and racial equity in which every FCPS student thrives academically, socially, and emotionally and is empowered as the next generation of change leaders for a more just world. One way to achieve educational equity is to analyze and address the beliefs and policies that determine what is taught in schools and how it is taught. Your input through this survey will assist FCPS in revising the existing Controversial Issues Policy and developing a new Anti-Racism, Anti-Bias Education Policy. To support these policies, Fairfax County Public Schools has asked a national education leadership and equity organization, [The Leadership Academy](#) to help gather input from members of the FCPS community.

This survey is to understand your experiences with Fairfax County Public Schools.

2. I am taking this survey as a: (select one)

- Parent/Family Member

- Non-Parent Community Member
- FCPS School-Based Staff - Instructional
- FCPS School-Based Staff - Non-Instructional
- FCPS Central Office Staff

Note to Students: Thank you for your interest and willingness to contribute your input. Student feedback on these topics will be collected through focus groups.

*(Based on answer to #2, respondent will be directed to the appropriate lead in framing.)*

*If “Parent/Families” selected:*

As a parent or family member of an FCPS student, your input is valuable. Please answer the below questions to the best of your ability. We recognize you may not have full insight into all of the topics, such as how topics are covered in classes, but we are eager to learn your impression and perspective.

*If “Non-Parent Community Member” selected:*

As a community member of Fairfax County, your input is valuable. Please answer the below questions to the best of your ability. We recognize you may not have full insight into all of the topics, such as how topics are covered in classes, but we are eager to learn your impression and perspective.

*If “FCPS School-Based Staff - Instructional” selected:*

As an instructional staff member in FCPS, your input is valuable. Please answer the below questions to the best of your ability. We recognize you may not have full insight into the degree to which the below statements are true across the district; we are eager to learn your impression and perspective based on your experiences and your position.

*If “FCPS School-Based Staff - Non-Instructional” or “FCPS District-Based Staff” selected:*

As a staff member in FCPS, your input is valuable. Please answer the below questions to the best of your ability. We recognize you may not have full insight into all of the topics, such as how topics are covered in classes, but we are eager to learn your impression and perspective based on your experiences and your position.

*For ALL options:*

- We estimate that this survey will take 10 minutes to complete.
- Your answers are completely anonymous. We are not asking for your name or any way to be able to link you to your responses.
- We appreciate your candid answers.

## **Section 1: Current Experiences**

Select your level of agreement with the following statements:	Strongly Agree	Agree	Disagree	Strongly Disagree
3. Fairfax County Public Schools (FCPS) creates a welcoming environment for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. People within FCPS care for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My multiple identities (racial, ethnic, gender, religious, etc.)are valued and affirmed within FCPS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. FCPS staff are equipped to teach about race.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. FCPS staff are equipped to teach about racism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. FCPS staff are equipped to teach about multiple identities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. FCPS staff are equipped to teach about identity-based bias.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. FCPS helps students develop positive self-identities based on their membership in multiple groups in society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. In FCPS, students are taught to value other people’s multiple identities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I would be welcomed to help shape the FCPS curriculum if I wanted to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The curriculum and teaching methods (or teaching practices) provided in FCPS are culturally responsive and free of bias.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Students have access to high quality teaching and learning opportunities in FCPS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Students experience barriers to learning because of how the schools and school system are designed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADDITIONAL QUESTIONS JUST FOR INTERNAL FCPS STAFF (TEACHERS, Non-Instructional, PRINCIPALS, ETC.):				
14. I regularly examine how my beliefs, biases, and role may contribute to or replicate inequitable practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I purposefully learn about the multiple identities of my students, families, and communities to inform my decision-making and actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I create opportunities that support students to take action on injustice and inequities, regardless of my	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

role (teacher, support staff, etc.,) or content area (e.g., mathematics, social studies, science, etc.).				
17. I challenge and confront behavior that promotes racism, bias, and exclusion, even in the face of resistance or discomfort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I have what I need to carry out an anti-racist and anti-biased education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section 2: Potential Future Directions / Prospective Directions**

To what degree do you agree with the following:	Strongly Agree	Agree	Disagree	Strongly Disagree
19. Teaching methods (or teaching practices) address race as often as they should.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Teaching methods (or teaching practices) address racism as often as they should.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Teaching methods (or teaching practices) address multiple identities as often as they should.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Teaching methods (or teaching practices) address identity-based bias as often as they should.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. If FCPS staff discuss topics of race, racism, identity, bias with students, then staff members should have clear guidance from the district about how to teach those topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. In discussions with students, staff should cover topics that relate to race, racism, identity, and bias in a similar manner as how they cover human rights issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. It is important for curriculum materials (e.g., textbooks) to represent different races and identities with respect and without stereotypes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. The curriculum used in FCPS should teach students how to challenge power and privilege in society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. A curriculum and teaching methods focused on being anti-racist and anti-biased would support students' academic excellence and accelerate learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. If FCPS used a curriculum and teaching methods that were more inclusive of students' identities, students would feel empowered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. If FCPS used a curriculum and teaching methods that was more inclusive of students' identities, students would be better prepared for college and/or careers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. Teachers should have materials to guide them in creating anti-racist and anti-biased classroom environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. The teaching methods (or teaching practices) used in FCPS should offer students ways to take action against racial and social injustice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. The FCPS curriculum should give students opportunities to recognize injustices that individuals create (e.g., biased-based beliefs and language).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. The FCPS curriculum should give students opportunities to recognize injustices that systems create (e.g., discrimination and oppression).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Section 3: Background Information (optional)**

Please share background information. This section is optional. Please remember, all responses are anonymous. Your responses cannot be linked to you.

We belong to a number of groups that form our identity. Select the multiple identities from the list that best describe you.

34. Are you Hispanic or Latino/Latina?	<p>No, not Hispanic or Latino/Latina</p> <p>Yes, Hispanic or Latino/Latina (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.)</p>
35. What is your race?	<p>(select all that apply)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> American Indian or Alaska Native (A person having origins in any of the original peoples of North and South America, including Central America, and who maintains tribal affiliation or community attachment.)</li> <li><input type="checkbox"/> Asian (A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.)</li> </ul>

	<input type="checkbox"/> Black or African American (A person having origins in any of the Black racial groups of Africa.) <input type="checkbox"/> Native Hawaiian or Other Pacific Islander (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.) <input type="checkbox"/> White (A person having origins in any of the original peoples of Europe.) <input type="checkbox"/> MENA (A person having origins in any of the original peoples of the Middle East or North Africa.)
<p>36. Please indicate any other relevant aspects of your identity (or your family's identity). Select all that apply.</p>	<p>(select all that apply)</p> <input type="checkbox"/> Religion (optional: indicate _____) <input type="checkbox"/> LGBTQIA+ <input type="checkbox"/> Gender Non-Conforming <input type="checkbox"/> Multilingual <input type="checkbox"/> Free or Reduced Meal Eligible <input type="checkbox"/> Veteran <input type="checkbox"/> Person with a Disability <input type="checkbox"/> Race <input type="checkbox"/> Ethnicity (please share)_____ <input type="checkbox"/> Country of Origin (please share) _____ <input type="checkbox"/> Other (please share)_____

***Thank you for your input!***

***Please click on the arrow below to submit your responses.***