

On Jun 30, 2021, at 10:30 AM, Williams, Lisa N <lnwilliams2@fcps.edu> wrote:

Thanks. One quick question, did we survey teachers to assess scope of this perception?

From: Eddy, Colleen A. <CAEddy@fcps.edu>
Sent: Wednesday, June 30, 2021 9:21 AM
To: Williams, Lisa N <lnwilliams2@fcps.edu>; Klimenko, Noel C. <ncklimenko@fcps.edu>
Cc: Smith, Leona M.3 <LMSmith3@fcps.edu>; Silva, Claire <SCSilva@fcps.edu>
Subject: RE: need feedback

Good morning, Lisa!

Below is the rationale that we provided verbatim to the School Board at the September 15, 2020 work session. The Board's direction in January 2020 was to infuse the aims of anti-bias education into the core curriculum. To fulfill the direction of the Board, we – including I – believed that the current articulation of the controversial issues policy and regulation needed reconsideration. The policy is ambiguous and the regulation defines controversial in ways that make anti-bias education very difficult.

Based on our experiences working with educators across FCPS, we believe there is a need to establish a clear policy to set expectations, provide support, and articulate accountability for anti-racism and anti-bias education. The aforementioned goals for students and staff can be supported with a policy that rejects all forms of racism, supports anti-racism and anti-bias education, and sets an expectation for staff to challenge racism, bias, and exclusion.

Currently, not all teachers and staff feel supported to enact this change. One of the reasons for this uncertainty is our existing Controversial Issues Policy & Regulation, which tell staff that when issues are controversial, teachers are expected to maintain impartiality. An issue qualifies as controversial when there are differences of opinion and strong emotions involved. While exploration of controversial issues is encouraged, teachers "personal beliefs" are not to interfere.

In contrast, anti-racism and anti-bias education requires educators to take a stand on issues that some may perceive as controversial. Teaching Tolerance Anti-Bias Framework expresses the aims of anti-bias education as prejudice reduction and collective action. Changing attitudes, challenging inequality, and raising consciousness are not neutral matters.

The School Board may need to take a clear position on racism, bias, and hate and explicitly support staff to take a stand on these matters through and beyond curriculum connections.

If you would like me to include any of this rationale for Governance, please let me know. I can also step away from meetings to talk if you'd like.

Sincerely,

Colleen Eddy
Coordinator, Secondary Curriculum Integration & Management
Fairfax County Public Schools

From: Williams, Lisa N <lnwilliams2@fcps.edu>
Sent: Wednesday, June 30, 2021 8:39 AM
To: Klimenko, Noel C. <ncklimenko@fcps.edu>; Eddy, Colleen A. <CAEddy@fcps.edu>
Cc: Smith, Leona M.3 <LMSmith3@fcps.edu>; Silva, Claire <SCSilva@fcps.edu>
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Collen and Noel,
Pls take a look at the section on controversial issues. Sloan and I agreed that we would de-couple the two policies. We keep coming back to the question of rationale for changes to the controversial issues policy. I need your guidance on how best to explain it. This memo goes to governance today. Pls advise