

From: Silva, Claire <SCSilva@fcps.edu>

Sent: Wednesday, July 28, 2021 10:17 AM EDT

To: Williams, Lisa N <lnwilliams2@fcps.edu>

CC: Claude, Michelle M. <MMClaude@fcps.edu>

Subject: Draft Policies

Attachment(s): "Draft 2 of P3280.3.docx", "Anti-bias ed policy draft.docx", "Learn More_ FramingSIIPfromPoP.pdf", "FCPS Comprehensive Needs Assessment Template V7.0_SystemsDrivers (2).pdf"

Dear Lisa:

Following up from our coaching conversation this morning, attached and below are the draft policies:

[Anti-Racism Anti-bias Education Curriculum policy](#)

[Controversial Issues policy](#)

For the ESSER funds alignment – here is the existing [FCPS Comprehensive Needs Assessment](#) being used by Title I and in the Framing the SIIP from a PoP workshops.

Lastly, I emailed Noel to fold you into the SB forum response.

Please let me know how I may be of additional support.

Be Well,

Claire Silva

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"Not everything that is faced can be changed, but nothing can be changed until it is faced." - James Baldwin

CURRICULUM AND INSTRUCTION
Standard Instructional Program
Anti-Bias and Anti-Racism Education

I. PURPOSE

To establish guidelines for anti-bias and anti-racism education aligned to the aims of One Fairfax, which include “Education that promotes a responsive, caring, and inclusive culture where all feel valued, supported, and hopeful, and [in which] every child is reached, challenged, and prepared for success in school and life.”

II. SUMMARY OF CHANGES SINCE LAST PUBLICATION

This is a new policy.

III. DEFINITIONS

- One Fairfax
- Racism (Individual, Interpersonal, Institutional, Structural, Systemic)
- Bias
- Prejudice
- Discrimination
- Hate
- Self-awareness
- Cultural Bias
- Anti-Bias
- Anti-Racism
- Critical Race Theory (CRT)?

Commented [1]: Do we define the different types of racism?

Commented [2]: Which types of implicit bias are most encompassing for curriculum? Cultural bias,

Commented [3]: Biases that might address specific descriptors for certain groups. (racial, gender (gender expression), linguistic, ect.)

Commented [4]: Thoughts?

Commented [5]: I dont think so

IV. PHILOSOPHY

FCPS exists within a vibrant and diverse community, yet racism and bias continue to impact students and families within and beyond our school system. FCPS must take responsibility and action to fulfill the aims of racial and social equity as described in One Fairfax and to foster the attributes and skills of ethical and global citizenship among all students as articulated in the FCPS Portrait of a Graduate.

This responsibility includes providing a curriculum that represents diverse perspectives with nuance and respect; exposes all students to the history and effects of racism, prejudice, and discrimination; increases self-awareness; and affords opportunities for students to take meaningful action to improve our community and the world.

Commented [6]: Can we unpack what we mean by self-awareness?

This responsibility also includes providing professional development to prepare teachers, administrators, and all staff to examine racism and bias in history, in themselves, and in

Commented [7]: Students have an opportunity to build their sense of identity.

the world today; to recognize injustice in systems and institutions; and to facilitate empowering and inclusive anti-bias learning experiences.

IV. PROCEDURES

Curriculum Vetting

- 1) Central office staff, in partnership with diverse teams of teachers, shall audit existing curriculum standards and centrally-provided resources ~~using the FCPS Design Principles for Cultural Responsiveness and related tools, and~~ remove resources that instill or perpetuate cultural biases.
- 2) Teachers and teams shall audit local curriculum resources and practices using the FCPS Design Principles for Cultural Responsiveness and related tools, and eliminate resources that instill or perpetuate cultural biases.

Commented [8]: not 100% sold on this phrase

Commented [9]: Might we consider a review/vetting process for adding new resources to avoid future bias?

Integration of Anti-Bias Education in Curriculum

- 1) Curriculum resources may include anti-bias education objectives, as appropriate to course content, with opportunities for students to increase awareness of self, others, and existing systems; and to take action to improve their local, global, and digital communities.
- 2) Teachers and teams are encouraged to integrate opportunities for anti-bias education in the design of courses.
- 3) Teachers and teams shall ensure diverse representation in their selection of supplementary materials (texts, videos, etc.).

Commented [10]: Will this curriculum be required/expected for AAP and SPED, ELL, ect?

Anti-Bias Lessons

- 1) Central office staff, in partnership with diverse teams of teachers and community members, shall develop and maintain anti-bias lessons for use in K-12 grades on the following topics: _____.
- 2) Teachers and teams shall implement anti-bias lessons as articulated for their grade level or course.

Commented [11]: Course offerings or electives too?

Commented [12]: Who will own the implementation of anti-bias lessons?

Commented [13]: Do we want to have anti-bias and anti-racism side by side throughout the document?

Professional development

- 1) Central office staff shall provide professional development that prepares teachers to facilitate anti-bias lessons in a responsive, caring, and inclusive learning environment.
- 2) Central office staff shall provide professional development that prepares all staff to demonstrate cultural competence, to examine racism and bias in themselves and in the world, and to respond to acts of hate and discrimination with appropriate action.

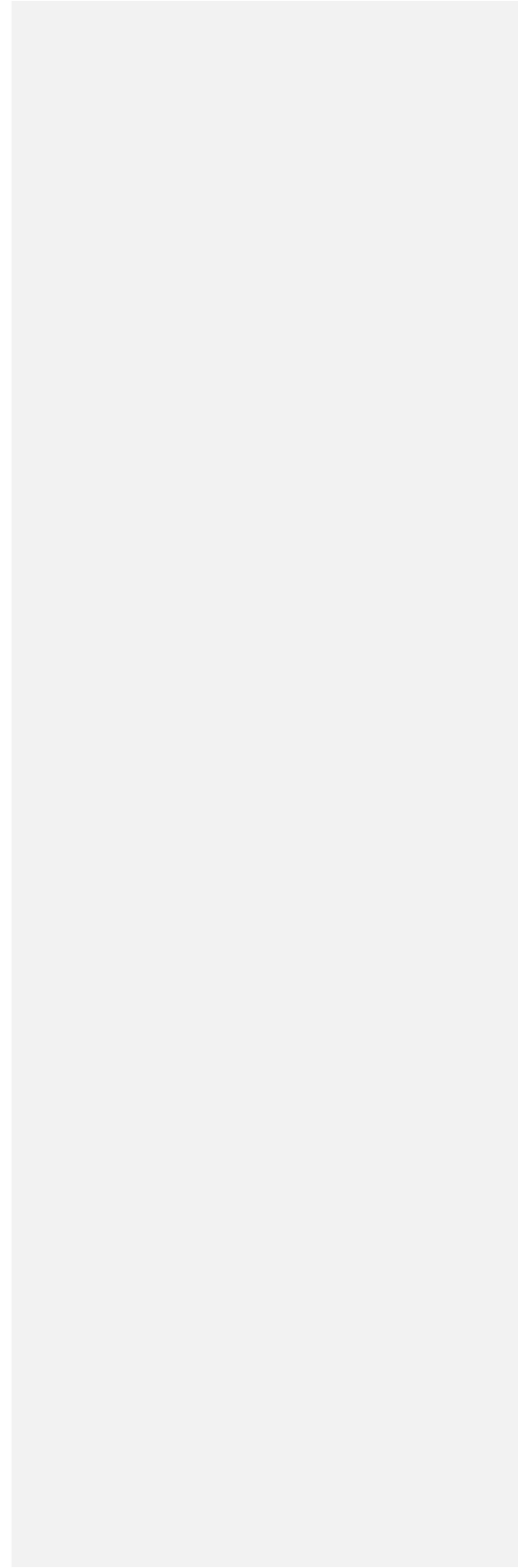
Accountability

- 1) Employee evaluations shall include criteria for the demonstration of cultural competence, including appropriate responses to acts of racism, hate, and discrimination.

Policy adopted:

FAIRFAX COUNTY SCHOOL BOARD

DRAFT



CURRICULUM AND INSTRUCTION
Standard Instructional Program
Controversial Issues

This policy supersedes Policy 3280.2.

I. PURPOSE

To establish guidelines for the study of controversial issues.

II. SUMMARY OF CHANGES SINCE LAST PUBLICATION

This policy has been reviewed, and there are no changes at this time.

III. PHILOSOPHY

The preparation for effective citizenship includes the study of issues that are controversial. The study of controversial issues shall create an take place in an inclusive, culturally responsive, and safe atmosphere in which students are encouraged to think critically, construct their own understanding, and question information and perspectives presented in resources, including those presented by the teacher.

~~which knowledge can be freely imparted and the critical thinking of students can be developed through research and classroom discussion, within the guidelines of the Program of Studies.~~

IV. PROCEDURES

Such studies shall be carried out in an atmosphere of freedom from bias prejudice or coercion. Staff shall affirm the dignity and belonging of all students and shall oppose hate and racism when studying controversial issues.

Policy
adopted: July 1, 1986
Corrected: October 8, 1991
Revised: July 25, 1996
Reviewed: January 27, 2009
Reviewed: March 20, 2014 AIRFAX COUNTY SCHOOL BOARD

Commented [1]: LA Round 1 Interim report key findings recommended clarity on what is and what is not considered controversial in 5/6 FG groups.

Commented [2]: Also, Related survey data: "In discussions with students, staff should cover topics that related to race, racism, identity, and bias in a similar manner as how they cover human rights issues." Strongly Agree: 25%, Agree: 33%, Disagree: 12%, Strongly Disagree: 27%

Commented [3]: Also included in the key findings are FCPS must take a stand and not try to be neutral

Commented [4]: Related survey data:
"Teaching methods (or teaching practices) address race as often as they should." Strongly Agree: 19%, Agree: 34%, Disagree: 27%, Strongly Disagree: 16%
o "Teaching methods (or teaching practices) address racism as often as they should." Strongly Agree: 20%, Agree: 33%, Disagree: 27%, Strongly Disagree: 16%
o "Teaching methods (or teaching practices) address multiple identities as often as they should." Strongly Agree: 19%, Agree: 34%, Disagree: 27%, Strongly Disagree: 16%
o "Teaching methods (or teaching practices) address identity-based bias as often as they should." Strongly Agree: 19%, Agree: 33%, Disagree: 27%, Strongly Disagree: 16%