



**Anti-Racism Anti-Bias
Education Curriculum
& Controversial Issues
Policies**

Project Update

Outcomes

1. Share an update on where the project is in the process
2. Review & make connections to policy and regulation work using the data
3. Revisit the why for the revisions to the Controversial Issues policy
4. Additional factors - what other systems drivers need to be impacted?

Based on your analysis of the data shared, what would you expect the Anti-Bias/Anti-Racism policy to include?

The Pathway Prior to the Project Launch



January 2020

- School Board Forum on Anti-Bias and Anti-Hate Curriculum

June 2020

- School Board Forum on Eliminating Racism & Implicit Bias in FCPS

September 2020

- School Board consensus to pursue policy development for anti-bias education and controversial issues

October - December 2020

- Governance Committee directed staff to develop timeline and return to Board to share scope and cost of stakeholder engagement

Colleen

Today's work session is a follow-up to

- a forum discussion from January and a work session in September in which consensus was achieved to develop plans to expand anti-bias and anti-racism education into the core curricula.
- At the September 15 work session, the Board unanimously decided to pursue Policy development to support this goal.

Over the last three months, staff have communicated with the Governance Committee to establish a timeline, roles, and plan for stakeholder engagement. Today, we are here to share the status of those plans.

The Pathway to Date



January 2021:

- School Board work session on stakeholder engagement process

February to May 2021:

- Collaborate with external organization to facilitate and document and analyze stakeholder input. Leadership Academy was selected.
- Connect with stakeholder groups and invite community input through a community survey and focus groups

Alicia

With the aim of having policy in place by the end of the school year, we are moving along in our timeline toward stakeholder engagement.

We have...

- Updated Dr. Williams on the direction of the Board
- Consulted with local experts, including Karla Bruce, Chief Equity Officer of Fairfax County Government
- Identified our relevant stakeholder groups with consideration to invite groups that are traditionally marginalized in the community
- Solidified our commitment to working with an external consultant on community engagement
- Narrowed the scope of our request of potential external consultants
- Formed a cross-departmental FCPS internal team to guide the work moving forward

Moving forward, we intend to...

- Identify our external consultant and begin community engagement as early as next month
- We hope to conclude community engagement by April and return to the Board with policy recommendations in May or June.

The Pathway to Moving Forward



June to July 2021:

- Using stakeholder input, and division data to draft a new Anti-racism Anti-Bias Education Curriculum Policy and revise the Controversial Issues policy.

August to September 2021:

- Seek stakeholder input on draft policies
- Policy review?
- Present policy recommendations to the Board

Alicia

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Leadership Academy's Collaboration for Stakeholder Engagement

01	Develop Data Collection Plan	<ul style="list-style-type: none">• Developed data collection plan• Designed online survey• Identified stakeholders for focus groups• Designed focus group questions
02	Conduct Data Collection #1: Determine Desires & Needs of Stakeholders for two policies	<ul style="list-style-type: none">• LA Conducted survey of general public• LA Conducted focus groups• LA Compiled and analyzed data
03	Develop Report #1	<ul style="list-style-type: none">• Report #1 documents the expectations of the general public and stakeholders for two policies• Purpose: development of draft policies
04	Conduct Data Collection #2: Stakeholder input on draft policies	<ul style="list-style-type: none">• Purpose: Stakeholder input on draft policies• LA Conducts focus groups
05	Develop Report #2	<ul style="list-style-type: none">• Report #2 summarizes feedback on the two draft policies and will enable FCPS to update the draft policies and produce policy recommendations for the Board

Data Reflection



Based on your analysis of the data shared, what would you expect the Anti-Bias/Anti-Racism policy to include?

The Why We Shared with the Board



Need for Revised School Board Policy & Regulation on Anti-Racism and Anti-Bias Education Curriculum

- **Need policy that rejects all forms of racism, supports anti-bias education, and sets an expectation for staff to challenge racism, bias, and exclusion.**

The Why We Shared with the Board



Need for Revised School Board Policy & Regulation on Controversial Issues

- **Existing Controversial Issues Policy & Regulation requires teachers to remain impartial** on issues with “substantial differences of opinion... on the local, national, or international level... accompanied by intense feelings and strong emotions.”
- **Changing attitudes, challenging inequality, and raising consciousness are not neutral matters.**

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.

The What We Shared with Bord: **Policy Intentions Posed to SB Governance, Nov. 2020**

Controversial Issues Policy (P3280.3):

Revisions to the Controversial Issues Policy and Regulation are necessary to support a learning environment appropriate for anti-bias and anti-racism education. The current policy and regulation emphasize the need for teachers to remain impartial on matters of contemporary controversy. In contrast, meaningful anti-bias and anti-racism education requires teachers to take a clear position on matters that may be perceived as controversial in order to affirm the dignity and belonging of all students. The revisions will need to clarify expectations for teachers and students for supporting an inclusive learning environment when engaging controversial issues pertaining to bias, hate, and racism.

Anti-Racism and Anti-Bias Education Policy:

This policy would be developed to articulate the School Board's goals and expectations for anti-racism and anti-bias education. The policy would also include specific direction for the development of topical anti-bias lessons, including intended learning outcomes for students. Related expectations for staff, including demonstration of cultural competence and participation in adult learning, would also be expressed.