

Emails received from Fairfax County Public Schools in response to a Freedom of Information Act request.

Contact: asra@asranomani.com if you have any tips or questions.

From: [Bonitatibus, Ann N](#)
To: [Renee \[REDACTED\]](#)
Cc: [TJ Admissions; \[REDACTED\]](#)
Subject: RE: [External] Student Acceptance Rate Question
Date: Friday, June 12, 2020 10:56:50 PM

You're very welcome. I understand how you and [REDACTED] may feel about attending a school with so few black and brown children. I would do everything in my power to ensure his experience would be positive so he could thrive at TJ.

As to the clarification you are seeking, no, the number reported was not 0. As stated, someone in the community gave inaccurate information which was unfounded and turned into a rumor, not fact. FCPS did not report 0 and below is the statement from the admissions website where I had provided the link:

*Due to the VA Code [Va. Code 2.23705.4(1)], we are not permitted to release this information to the public as it relates to potentially personally identifiable information of individual students. For this reason, when we release any information related to the student body, if those numbers don't exceed a threshold of 10, we do not report the actual number. **The number of black students admitted in the Class of 2024 is greater than zero.***

Additionally, here is the data chart released by FCPS.

TJHSST Admissions Statistics for Class of 2024

| | Applicants | Percent | Admitted | Percent |
|--------------------|------------|---------|----------|---------|
| Gender | | | | |
| Male | 1,385 | 54.5% | 283 | 58.2% |
| Female | 1,154 | 45.5% | 203 | 41.8% |
| Total | 2,539 | | 486 | |
| | | | | |
| Ethnic | | | | |
| Asian | 1,423 | 56.0% | 355 | 73.0% |
| Black | 160 | 6.3% | TS** | N/A |
| Hispanic | 208 | 8.2% | 16 | 3.3% |
| White | 595 | 23.4% | 86 | 17.7% |
| Multiracial/Other* | 153 | 6.0% | 29 | 6.0% |
| Total | 2,539 | | 486 | |
| | | | | |
| School Type | | | | |
| Public | 2,354 | 92.7% | 435 | 89.5% |
| Private/Home | 185 | 7.3% | 51 | 10.5% |
| Total | 2,539 | | 486 | |

* This category includes students who checked "Multiracial" on their application and/or students whose ethnic designation numbered ten or fewer.

** This category includes records that are too small for reporting (TS). Those numbers have been included with the Multiracial/Other Category. This category includes students who numbered ten or fewer.

If you need additional information or data, please continue to correspond directly with the TJ admissions office.

My heart aches, as well. My offer stands if you and/or [REDACTED] would like to speak further about TJ being a possibility for [REDACTED] future.

Regards,

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Renee [REDACTED] [mailto:renee [REDACTED]@verizon.net]

Sent: Friday, June 12, 2020 10:36 PM

To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Cc: TJ Admissions <tjadmissions@fcps.edu>; [REDACTED]

Subject: Re: [External] Student Acceptance Rate Question

Thank you for your quick response. So in reading your statements would it be accurate to say the number is greater than 0 but less than 10, so it was reported as 0?

As for [REDACTED] reapplying next year that is something my husband and I would really have to pray and reflect upon, because I am not comfortable with our child enrolling at a school with so little representation of [REDACTED]. This was a concern of ours when [REDACTED] started the application process initially, but we supported his desire to try.

Thank you again for your response, you have shared information for us to reflect upon, but 0, 10, or somewhere in between this makes my heart ache for all black and brown children.

Renee [REDACTED]

Sent from AOL Mobile Mail

Get the new AOL app: mail.mobile.aol.com

On Friday, June 12, 2020, Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

Greetings, Ms. [REDACTED]

Thank you for writing with an introduction, describing [REDACTED], and seeking answers.

First, I'd like to thank [REDACTED] for [REDACTED] interest in TJ and commend [REDACTED] for applying. Also admirable is the focus and resilience you describe. While [REDACTED] did not advance this year, I invite [REDACTED] to apply next year and I'd be happy to meet personally with [REDACTED] and you to discuss [REDACTED] STEM interests.

Next, the information in the article is incorrect. Unfortunately, an individual without knowledge or authority to speak about TJ admissions results gave inaccurate information that has been perpetuated in social media and other outlets. As you are aware, admissions processes are handled separately from the school and I do not have access to certain information. However, I would like to direct you to this statement on the admissions website:

<https://www.fcps.edu/node/41298>

Finally, the academic pathways for Black and Latino students into advanced programs have not yielded acceptable outcomes and these students remain significantly underrepresented when compared to other peers. While I have been at TJ for a relatively short time, less than three years, I cannot accept the enrollment trends as there are many talented STEM-focused students who are not getting opportunities and support that would lead them to programs at TJ and other high school academy programs. Please see my call to action here :

<https://content.govdelivery.com/accounts/VAEDUFCPS/bulletins/28f8d9f#.XuNrsi6EQSk.twitter>

It is my sincerest hope our community will converge and address systemic practices and inequities that have served as a barrier for far too long. Our children deserve better.

Regards,

Ann N. Bonitatibus, Ed.D.
Principal
TJHSST
(Sent from mobile phone)

On Jun 12, 2020, at 9:32 PM, Renee [REDACTED] <[renee@\[REDACTED\].verizon.net](mailto:renee@[REDACTED].verizon.net)> wrote:

Hello Principal Bonitatibus,

My name is Renee [REDACTED], upon recommendation of his counselors at [REDACTED], I, applied to Thomas Jefferson High School for the 2020-2021 school year. This winter we received notification that [REDACTED] did not advance to the semi-final round of applicants as a result of [REDACTED] placement test scores. [REDACTED] is a STEM enthusiast, so naturally [REDACTED] was disappointed upon learning he was not going to be accepted. However, [REDACTED] is a very resilient and easy going [REDACTED] so [REDACTED] moved [REDACTED] focus to other STEM related opportunities, and we accepted that it was not meant to be for [REDACTED]

Then an article was shared with me this week that stated not a single African American students was accepted into the Thomas Jefferson High School incoming freshmen class. Below is the link to this article. As you can image this was extremely upsetting to learning. I can accept that my child did not met the requirements of the placement test and was therefore not accepted, but I question how it is possible that not a single Black child meet the qualifications and was accepted into your school.

So I am doing my due diligence to confirm if the data reported in this article is correct. Did 160 Black Students apply to Thomas Jefferson and 0 were admitted for the coming school year?

<https://www.thevablacklifestylemagazine.com/post/not-one-black-student-was-accepted-into-virginia-s-top-high-school-s-class-of-2024>

thank you,
Renee [REDACTED]

Renee [REDACTED]

[]

From: [Nicole Sbitani](#)
To: [Bonitatibus, Ann N](#)
Subject: [External] Letter from Two Alumni
Date: Sunday, June 14, 2020 10:26:23 AM

Dear Dr. Bonitatibus,

We are writing to you as two of the many alumni who were heartened by your recent message that TJHSST is committed to countering racism and discrimination. We appreciate that you shared resources for the TJ community and specific calls to action. As a follow up to the questions and ideas in that message, please see feedback and suggestions below that have emerged from many discussions over the past weeks within the community in general and the TJ Alumni Action Group in particular.

First, we can safely speak for many alumni when we request an immediate change to the Colonial mascot. To your question, "Can our community support dismantling a symbol that perpetuated racism in our country?" our answer is a resounding "Yes!" We urge you to commit to changing the mascot by a set, publicized deadline. Please also consider forming a committee to incorporate input from all relevant stakeholders and identify a new mascot that better reflects the values of the school and the wonderful students, faculty, and staff that make it special.

Second, we agree that the TJ admissions process today, as you mentioned, does “not close the equity gap.” If anything, it seems to exacerbate existing disparities for black and Hispanic students in particular. Addressing the issue of admitting and retaining under-represented minorities (URMs) must be a top priority. TJ justifiably prides itself for innovation and being on the leading edge in so many ways, and we see no reason why it cannot be a pioneer in equitable admissions, as well.

Third, all students would benefit from a more inclusive curriculum. We as alumni applaud efforts to build a more welcoming environment for URMs and to help equip every student with the knowledge and skills necessary to thrive in a diverse social and professional world. When we attended TJ, all students read one book each summer and discussed it in the fall. Race education can easily be incorporated there as a first step. Certainly, teachers--including STEM teachers--should also be encouraged and empowered to put forward and implement creative solutions in their own classes and school-wide.

We look forward to hearing about the administration’s next steps as soon as possible.

Regards,

Nicole Sbitani (Class of 2010)

Marwan Sbitani (Class of 2008)

From: [REDACTED]
To: [Bonitatibus, Ann N](#)
Subject: Re: [External] Looking for a chance to discuss, re your message on equity
Date: Sunday, June 14, 2020 9:41:52 PM

Good evening,

Thank you so much for your prompt reply, kind words and heartfelt disposition to talk with me and possibly

[REDACTED]
I am available from 9-12 and 2:00-4:00 tomorrow at either [REDACTED] or [REDACTED]. I appreciate your time, and please know if tomorrow doesn’t work, we can coordinate another time later on.

Kind regards,

[REDACTED]

Sent from my iPhone

> On Jun 12, 2020, at 5:04 PM, Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

>
> Greetings, Sra. [REDACTED]

>
> Thank you so much for reaching out. It's important to me that all students find success at TJ and I'm extremely saddened to hear about [REDACTED] intent. I would welcome the opportunity to talk to you and to [REDACTED] if there is anything we can do to better support [REDACTED] and help [REDACTED] realize the dream [REDACTED] had for TJ.

>
> I follow your comments from time to time on Twitter and see the amazing work you do for students at Key. They are so fortunate to have you and I wish you the very best as you close out the school year with your community.

>
> My school is closed out on Monday, so I have greater flexibility than you. Please let me know when a couple good times may be to chat, either next week or even over this weekend if that is better for you. And my offer stands to talk to [REDACTED] too.

>
> Regards,

>
> Ann

>
> Ann N. Bonitatibus, Ed.D.
> Principal
> Thomas Jefferson High School
> for Science and Technology
> 6560 Braddock Road
> Alexandria, VA 22312
> (703) 750-8300

>
>
> -----Original Message-----

> From: [REDACTED] [mailto:[\[REDACTED@gmail.com\]](mailto:[REDACTED@gmail.com])]

> Sent: Friday, June 12, 2020 4:39 PM

> To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>

> Subject: [External] Looking for a chance to discuss, re your message on equity

>
> Dear Dr. Bonitatibus-

> Greetings and my best wishes for a successful conclusion of the school year.

> I have hesitated to contact you directly before, but your recent message to the community (very courageous) prompted me to do so. As the parent of one of the [REDACTED], who sadly intends to leave and return to

our base school, I believe I have a somewhat unique perspective to offer.

> I am also a former high school assistant principal (Washington-Liberty) and now an elementary Principal.

> I know how very busy you are, and I am closing our school year next week however, if you have some time for a call, I would love to offer my impressions and believe they perhaps offer valuable information as you lead TJ in conversations and specific actions related to equity.

> Kind regards and thank you for all ypu do, [REDACTED]) Sent from my iPhone

> []

>

From: [Burke, Sean P.](#)
To: [Bonitatibus, Ann N](#)
Subject: FW: Proposal to Change TJs mascot
Date: Monday, June 15, 2020 9:23:19 AM
Attachments: [Proposal to Change TJHSST's mascot.pdf](#)

Hi Ann. Wanted to share this with you and let you take it from here. So wonderful to see our students already engaged in this issue at this level!

Sean

From: [REDACTED]
Sent: Friday, June 12, 2020 5:54 PM
To: Burke, Sean P. <SPBurke@fcps.edu>
Subject: Re: Proposal to Change TJs mascot

Thank you so much!

The pdf is attached.

On Fri, Jun 12, 2020 at 5:45 PM Burke, Sean P. <SPBurke@fcps.edu> wrote:

Of course! Proud of you!

Sent from my iPhone

> On Jun 12, 2020, at 4:48 PM, [REDACTED] > wrote:

>

>

> Hi Mr. Burke,

>

> I hope this email finds you and your family well. Amidst all the events at TJ regarding diversity, inclusion, and what we can do to change it, a friend, [REDACTED], and I have written a proposal to change the TJ mascot. Would it be possible for you to send it to a member of the administration who is in charge of these matters?

>
> Thank you so much for help, We look forward to hearing from you!
>
> Sincerely,
>
> [REDACTED]
>
[]

[REDACTED]

TJHSST Class of 202

Proposal to Change TJHSST's Mascot

Many people in the TJ community feel that our current mascot, the Colonial, does not represent TJ's values and mission. To understand these concerns, we must first think about what a colonial symbolizes. Colonials represent the groups that conquer new lands and often commit genocide as they rid the territory of its indigenous people to make space for their own people. The American Colonial, who the mascot represents, was responsible and known for the mass genocide of the Native Americans and the enslavement and exploitation of countless African-Americans. TJ emphasizes the importance of tolerance and diversity, among other values, so it is disheartening that the mascot does not possess these same values. As with all change, we acknowledge that challenges may arise, such as the cost and changing the names of certain TJ specific clubs and activities, for example, the Marching Colonials and Coding Lady Colonials. However, we believe it is imperative that the school make such sacrifices as they pale in comparison to the advantages this change will bring for the school and our community.

Amidst the current Black Lives Matter Movement and TJ's lack of representation of

minority students, there have been countless suggestions to increase the number of minority students at TJ. Unfortunately, regarding race, especially of underrepresented minorities, many TJ students and families show ignorance. While changing the mascot will not solve the problem, it shows that the school is making a conscious decision and is aware of its shortcomings, despite the financial and logistical drawbacks it may cause. Thus, it allows minority students to feel more comfortable in TJ and feel as if their voices are heard. In addition, a mascot change has the potential to increase school spirit. With many alumni and current students calling for a change, such an action would increase school pride. Also, it may raise the interest of potential applicants as it shows how much the administration cares and values each voice at TJ. Lastly, this change may have not only advantages for TJ but also the Fairfax community. As a top public high school, many schools and academic professionals look at TJ as the pinnacle of high school education. Changing the mascot at a school with an excellent reputation like TJ supports the growing beliefs within academia about how we portray our history. It also sets an example for other communities about the representation and appreciation of all individuals. Overall we hope that TJ will use its unique resources and place in high school education to take a stance that may garner the attention of families and many other educational institutions.

After much consideration, we came up with several possible mascots that could replace the Colonial and the negative implications that come with it: the tigers, tiger sharks, rockets, and owls. Tigers are known to be strong, powerful animals. We believe that a tiger encapsulates TJ because we are a passionate community that, when working together, can accomplish great things. Furthermore, replacing our mascot with a tiger results in an alliteration: the Thomas Jefferson Tigers. "Tiger sharks" is a unique choice that similarly has the alliteration as it starts

with “t.” Being the second most aggressive shark, they are among the strongest and most intimidating fish in the sea. Associating such a strong animal with TJ and the athletics program proves the truth in the famous phrase, “We came for the sports” and, as a result, associates the notable attributes of a tiger shark with TJ. Another possible mascot would be the rockets. Rockets, being associated with STEM and impressive scientific and engineering discoveries, represents the emphasis on STEM and innovation that TJ has. An underlying characteristic of rockets is that they are not possible without a team from diverse backgrounds working together for a common goal. This is similar to the strong community TJ boasts and the exceptional things the school accomplishes when we come together. Another suggestion is an owl. Owls represent wisdom and intelligence, two characteristics valued by the TJ community. Having an owl as the TJ mascot would demonstrate to other schools what TJ is all about. Finally, we also propose to receive popular suggestions from the TJ community, including faculty, staff, and alumni, as well as current students.

From: [SusanarquS](#)
To: [Bonitatibus, Ann N](#)
Subject: [External] Racial and Diversity Issues at TJ
Date: Monday, June 15, 2020 1:48:17 PM

Thomas Jefferson High School for Science and Technology
6560 Braddock Road
Alexandria, VA 22312

Dr. Ann Bonitatibus, Principal, anbonitatibu@fcps.edu

Dear Dr. Bonitatibus,

As we engage with the national conversation on the murder of George Floyd and protests against police brutality and systemic racism across the country, Tj alumni have recognized that TJ failed to adequately teach us about racism, intersectionality, and privilege in the United States.

I am writing to you to demand the implementation of programs that promote representative admissions and anti-racist learning throughout the TJ experience.

1. **Teach students to examine their own privilege and the meritocracy myth, and add anti-racism to the core curriculum at TJ.** Being anti-racist is a key part of being a STEM leader. We ask that you incorporate anti-racism and impostor syndrome training into the TJ orientation and education process from day one. This should include adding anti-racist material to core English, History and Science classes. **Hold students, staff and teachers and staff more accountable for racist words and deeds.** It has become clear that a growing part of the issue with TJ admissions is the negative reputation TJ is gaining among under-represented minority groups as an inhospitable place for their children.

2. **Critically examine TJ's lack of diversity, and exclusion of Black, Latino, and low-income students, and make a plan to fix it.** The recently graduated Class of 2019 was 1.6% Black and 2.4% Hispanic. In TJ's most recently admitted class, the number of Black students is recorded as "too small for reporting." The percentage of students on free and reduced-price lunches is routinely around 1-2%, compared to 28% in the rest of the county. This requires a concerted effort and we expect to see an increased amount of resources and urgency directed toward this issue going forward. Demonstrate the seriousness of this issue by **pausing acceptance to the TJ wait list and sophomore year intake** to consider immediate actions to improve the diversity of the 2024 TJHSST class.

3. **Change the school mascot** - even though the name of TJ may be hard to change, the fact that the mascot is a "Colonial" doubles down on TJ's reputation for racism. Many students have already thought fondly of the school's mascot as a calculator or other entity during the school's history. The conversation can be a fun, immediate way to engage the student population in determining a new, inclusive mascot and signal the start of a concerted effort to address these issues.

Thank you for your attention, and please keep us updated on what changes you plan to make to promote representative admissions and anti-racist education at TJ.

Signed,

Susan Danewitz, TJ grad, Class of 1992

From: [Bonitatibus, Ann N](#)
To: [REDACTED]
Subject: RE: [External] Looking for a chance to discuss, re your message on equity
Date: Monday, June 15, 2020 3:21:00 PM

Calling shortly from cell- [REDACTED]

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

-----Original Message-----

From: [REDACTED] [mailto:[REDACTED]@gmail.com]
Sent: Sunday, June 14, 2020 9:42 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: Re: [External] Looking for a chance to discuss, re your message on equity

Good evening,

Thank you so much for your prompt reply, kind words and heartfelt disposition to talk with me and possibly [REDACTED].

I am available from 9-12 and 2:00-4:00 tomorrow at either [REDACTED] or [REDACTED]. I appreciate your time, and please know if tomorrow doesn't work, we can coordinate another time later on.

Kind regards,
[REDACTED]

Sent from my iPhone

> On Jun 12, 2020, at 5:04 PM, Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

>

> Greetings, Sra. [REDACTED]

>

> Thank you so much for reaching out. It's important to me that all students find success at TJ and I'm extremely saddened to hear about [REDACTED] intent. I would welcome the opportunity to talk to you and to [REDACTED] if there is anything we can do to better support [REDACTED] and help [REDACTED] realize the dream [REDACTED] had for TJ.

>

> I follow your comments from time to time on Twitter and see the amazing work you do for students at Key. They are so fortunate to have you and I wish you the very best as you close out the school year with your community.

>

> My school is closed out on Monday, so I have greater flexibility than you. Please let me know when a couple good times may be to chat, either next week or even over this weekend if that is better for you. And my offer stands to talk to [REDACTED], too.

>

> Regards,

>

> Ann

>

>

> Ann N. Bonitatibus, Ed.D.

> Principal

> Thomas Jefferson High School

> for Science and Technology

> 6560 Braddock Road

> Alexandria, VA 22312

> (703) 750-8300

>

>

> -----Original Message-----

> From: [REDACTED] [mailto:[REDACTED][gmail.com](mailto:[REDACTED]@gmail.com)]

> Sent: Friday, June 12, 2020 4:39 PM

> To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>

> Subject: [External] Looking for a chance to discuss, re your message
> on equity

>

> Dear Dr. Bonitatibus-
> Greetings and my best wishes for a successful conclusion of the school year.
> I have hesitated to contact you directly before, but your recent message to the community (very courageous) prompted me to do so. As the parent of one of the [REDACTED], who sadly intends to leave and return to our base school, I believe I have a somewhat unique perspective to offer.
> I am also a former high school assistant principal (Washington-Liberty) and now an elementary Principal.
> I know how very busy you are, and I am closing our school year next week however, if you have some time for a call, I would love to offer my impressions and believe they perhaps offer valuable information as you lead TJ in conversations and specific actions related to equity.
> Kind regards and thank you for all ypu do, [REDACTED] [REDACTED] [REDACTED]
> [REDACTED] Sent from my iPhone []
>

From: [Shughart, Jeremy A](#)
To: [Bonitatibus, Ann N](#)
Subject: FW: AYGS Equity subcommittee update
Date: Monday, June 15, 2020 3:22:17 PM
Attachments: [AYGS Diversity Goals and Report Template draft.docx](#)
[District Questionnaire for Diversity Report.docx](#)

Sorry, the previous email didn't include the templates.

Thanks,
Jeremy

Jeremy Shughart, ED.S.
Director of Admissions
Thomas Jefferson High School for Science and Technology
Fairfax County Public Schools
571-423-3770

From: Bonitatibus, Ann N
Sent: Thursday, May 21, 2020 10:51 PM
To: Shughart, Jeremy A <jshughart@fcps.edu>
Cc: Duran, Francisco <fdduran@fcps.edu>; Zuluaga, Fabio <fezuluaga@fcps.edu>
Subject: FW: AYGS Equity subcommittee update

Hi, Jeremy.

Gov School's have been asked to submit a report from the district regarding goals to achieve equity in admissions per recent legislated requirements. While I might be able to help with ideas on equity relative to staffing, I do not feel well-equipped to speak on behalf of the district's plan for equity in admissions, nor do I have certain demographic trends at my fingertips; therefore, I'm asking if you can shepherd this report through the appropriate channels. Again, I'm happy to fill in some pieces where I can.

I've forward information below and attached so you can see what the guidance is among AYGS directors and Donna Poland at VDOE.

Thank you,

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Mark A. Levy [<mailto:mlevy@rvgs.k12.va.us>]

Sent: Tuesday, May 19, 2020 4:12 PM

To: 'Poland, Donna' <donna.poland@doe.virginia.gov>; Andrea Warren <awarren@gsarts.net>; Bonitatibus, Ann N <anbonitatibu@fcps.edu>; Brendon Albon <balbon@args.us>; Eddie Graham <egraham@dslcc.edu>; Jason Calhoun <wcalhoun@gmu.edu>; Jennifer Grigsby <jgrigsby@cgs.k12.va.us>; Joshua Bocock <jbocock@patrickhenry.edu>; Lee Ann Whitesell <whitesell@svgs.k12.va.us>; Marc Carraway <mcarr1@brvgs.k12.va.us>; Michael Robinson <mrobinson@hgs.k12.va.us>; Rachel Ball <rball@cbgs.k12.va.us>; Rebecca Phillips <rphillips@swvgs.us>; Robert Lowerre <rlowerre@gsgis.k12.va.us>; Rosanne Williamson <rwilliamson@mvgshome.org>; Steve Smith <ssmith@cvgs.k12.va.us>; Susan Fream <srfream@shenandoah.k12.va.us>; Vikki Wismer <vikki.l.wismer@nhrec.org>; Wesley Swain <wesley.swain@southside.edu>

Subject: [External] AYGS Equity subcommittee update

Friends,

I hope all of you are doing well. A couple weeks ago, a subcommittee of directors and Donna had an online meetings to discuss the equity report and what might be featured. Donna reached out to get some additional guidance and it sounds like we don't need to worry about excessive details or drawing data from SSWS. It seems that they are looking for overarching goals from us (broad, long term priorities...not something short term that would be treated punitively if not met) so there is no need for district level goals. The report should end up rather simple, sticking closely to the specific wording of the budget language, with some basic data. They did want the report on Oct 1 next year without a delay in implementation.

I put together a template for the report, in alignment with the information that Donna received. You already have access to much of the information and data, but there are a few pieces of information you may need from your participating districts: information about their recruitment/selection and % of students attending with you who are economically disadvantaged (that data tends to be pretty restricted for individual students so you might not have it in your records).

Since there is some information needed from the home districts, I also put together a possible questionnaire/survey that could be used to collect that information. You wouldn't need to use the questionnaire in that format (maybe a phone call or web form would be easier), but I thought it could provide a good starting point.

If you have any questions, comments, or feedback on these documents, please let me know. We can plan to have a short meeting to discuss completion and submission of the report after we incorporate any input at this stage. Note that the October 1 deadline is for submission to the Governor's office, so Donna will need to receive our respective reports in advance of that to compile and send along. The report doesn't have a requirement to be approved by your Board, but when considering your timeline it would be good to consider allowing time to share with your Board in an informational or formal approval capacity (depending on how your Board likes to handle these types of things).

Thanks,

Mark A. Levy
Director
Roanoke Valley Governor's School for Science and Technology
2104 Grandin Road SW
Roanoke, VA 24015
Phone: 540-853-2116
Fax: 540-853-1056

Academic Year Governor's School Diversity Goals and Report

Submitted in accordance with FY2021 Budget Item 145,C-27, i

School Information

| | |
|---------------------------------------|--|
| Governor's School Name | |
| School Address | |
| School Phone Number | |
| Director | |
| Participating School Districts | |

Primary Diversity Goal(s)

[Broad "guiding principle" style goal; not necessarily intended to be immediately achievable, but will guide planning for future years. Could (should eventually) include both student body and faculty]

Plan for Progress toward Diversity Goal(s)

[Can include goals for AYGS actions, collective action of participating districts, and district level actions; can subdivide by district if desired; initial plan doesn't need to include elaborate actions by districts, individually or collaboratively]

[Include approaches by AYGS and divisions to promote access for historically underserved students and outreach and communication efforts deployed to recruit historically underserved students]

Racial/Ethnic and Socioeconomic Make-Up of (YEAR) Applicants by Percentage

| Sub-Group | AYGS Total | District 1 | District 2 | District 3 | District 4 | District 5 | District 6 | District 7 | |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|--|
| American Indian/ Alaska Native | | | | | | | | | |
| Asian | | | | | | | | | |
| Black, not of Hispanic origin | | | | | | | | | |
| Hispanic | | | | | | | | | |
| Native Hawaiian or Pacific Islander | | | | | | | | | |
| Two or more races | | | | | | | | | |
| White, not of Hispanic origin | | | | | | | | | |
| Economically Disadvantaged | | | | | | | | | |

DATE

Racial/Ethnic and Socioeconomic Make-Up of Current AYGS Faculty by Percentage

| Sub-Group | Faculty Percentage |
|-------------------------------------|---------------------------|
| American Indian/ Alaska Native | |
| Asian | |
| Black, not of Hispanic origin | |
| Hispanic | |
| Native Hawaiian or Pacific Islander | |
| Two or more races | |
| White, not of Hispanic origin | |

Text from Budget Bill:

Each Academic Year Governor's School shall set diversity goals for its student body and faculty, and develop a plan to meet said goals in collaboration with community partners at public meetings. Each school shall submit a report to the Governor by October 1 of each year on its goals and status of implementing its plan. The report shall include, but not be limited to the following: utilization of universal screenings in feeder divisions; admission processes in place or under consideration that promote access for historically underserved students; and outreach and communication efforts deployed to recruit historically underserved students. The report shall include the racial/ethnic make-up and socioeconomic diversity of its students, faculty, and applicants.

District Survey for Governor’s School Diversity Goals and Report

Required in accordance with FY2021 Budget Item 145,C-27, i

Participating District staff,

The Virginia budget bill for the new biennium requires Academic Year Governor’s Schools to submit a report to the Governor’s office summarizing goals and additional information regarding diversity. We need your assistance in providing some necessary information for this report. Please provide the information requested below **by July 15**.

Thanks for your assistance,
Director

| District Information | |
|-------------------------------------|--|
| District Name | |
| Appropriate District Contact Person | |
| Contact Phone Number/Email | |

| Current Practices for Recruitment of Students |
|--|
| [Please describe any recruitment or identification efforts made by your district which are distinct from efforts made directly by the Governor’s School. Please highlight any portions that specifically impact historically underserved communities.] |

| Current Practices for Screening and Selection |
|---|
| [Please describe the process your district uses to screen applicants and select students for acceptance to the Governor’s School. Please highlight any portions that specifically impact historically underserved communities.] |

*Note: Please provide subgroup data as a **percentage** of the total population from your district who attend the Governor’s School. Economically disadvantaged should be a percentage of the total students attending, not subdivided within each subgroup.*

| Racial/Ethnic and Socioeconomic Make-Up of (YEAR) <u>Student Body</u> by Percentage | |
|---|------------------------|
| Sub-Group | Percentage of Students |
| American Indian/ Alaska Native | |
| Asian | |
| Black, not of Hispanic origin | |
| Hispanic | |
| Native Hawaiian or Pacific Islander | |
| Two or more races | |
| White, not of Hispanic origin | |
| Economically Disadvantaged | |

From: [Bonitatibus, Ann N](#)
To: [Burke, Sean P.](#)
Subject: Re: Proposal to Change TJs mascot
Date: Monday, June 15, 2020 6:12:23 PM

Love it!!! Thanks for sharing and I will be in touch with them.

AB

From: Burke, Sean P. <SPBurke@fcps.edu>
Sent: Monday, June 15, 2020 9:23 AM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: FW: Proposal to Change TJs mascot

Hi Ann. Wanted to share this with you and let you take it from here. So wonderful to see our students already engaged in this issue at this level!

Sean

From: [REDACTED]
Sent: Friday, June 12, 2020 5:54 PM
To: Burke, Sean P. <SPBurke@fcps.edu>
Subject: Re: Proposal to Change TJs mascot

Thank you so much!

The pdf is attached.

On Fri, Jun 12, 2020 at 5:45 PM Burke, Sean P. <SPBurke@fcps.edu> wrote:

Of course! Proud of you!

Sent from my iPhone

> On Jun 12, 2020, at 4:48 PM, [REDACTED] > wrote:
>
>
> Hi Mr. Burke,
>
> I hope this email finds you and your family well. Amidst all the events at TJ regarding diversity, inclusion, and what we can do to change it, a friend, [REDACTED], and I have written a proposal to change the TJ mascot. Would it be possible for you to send it to a member of the administration who is in charge of these matters?
>
> Thank you so much for help, We look forward to hearing from you!

>
> Sincerely,
>
> [REDACTED]
>
[]

From: [Bonitatibus, Ann N](#)
To: [REDACTED]
Subject: Re: [External] Looking for a chance to discuss, re your message on equity
Date: Monday, June 15, 2020 6:14:23 PM

Appreciate our conversation today and your courage to share [REDACTED] and your family's journey. I am willing to do whatever it takes to improve the experience of all students, and if [REDACTED] thinks [REDACTED] would like to return, we will evaluate [REDACTED] path moving forward and connect [REDACTED] in a way [REDACTED] has not yet enjoyed.

Ann

From: Bonitatibus, Ann N

Sent: Monday, June 15, 2020 3:21 PM

To: [REDACTED]

Subject: RE: [External] Looking for a chance to discuss, re your message on equity

Calling shortly from cell- [REDACTED]

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

-----Original Message-----

From: [REDACTED] [mailto:[REDACTED]]

Sent: Sunday, June 14, 2020 9:42 PM

To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Subject: Re: [External] Looking for a chance to discuss, re your message on equity

Good evening,

Thank you so much for your prompt reply, kind words and heartfelt disposition to talk with me and possibly Michael.

I am available from 9-12 and 2:00-4:00 tomorrow at either [REDACTED] or [REDACTED]. I appreciate your time, and please know if tomorrow doesn't work, we can coordinate another time later on.

Kind regards,
[REDACTED]

Sent from my iPhone

> On Jun 12, 2020, at 5:04 PM, Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

>

> Greetings, Sra. [REDACTED]

>

> Thank you so much for reaching out. It's important to me that all students find success at TJ and I'm extremely saddened to hear about [REDACTED] intent. I would welcome the opportunity to talk to you and to [REDACTED] if there is anything we can do to better support [REDACTED] and help [REDACTED] realize the dream [REDACTED] had for TJ.

>

> I follow your comments from time to time on Twitter and see the amazing work you do for students at Key. They are so fortunate to have you and I wish you the very best as you close out the school year with your community.

>

> My school is closed out on Monday, so I have greater flexibility than you. Please let me know when a couple good times may be to chat, either next week or even over this weekend if that is better for you. And my offer stands to talk to [REDACTED] too.

>

> Regards,

>

> Ann

>

>

> Ann N. Bonitatibus, Ed.D.

> Principal

> Thomas Jefferson High School

> for Science and Technology

> 6560 Braddock Road

> Alexandria, VA 22312

> (703) 750-8300

>

>

> -----Original Message-----

> From: [REDACTED] [mailto:[REDACTED][gmail.com](mailto:[REDACTED]@gmail.com)]

> Sent: Friday, June 12, 2020 4:39 PM

> To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>

> Subject: [External] Looking for a chance to discuss, re your message
> on equity

>

> Dear Dr. Bonitatibus-
> Greetings and my best wishes for a successful conclusion of the school year.
> I have hesitated to contact you directly before, but your recent message to the community (very courageous) prompted me to do so. As the parent of one of the few Latino students at TJ, who sadly intends to leave and return to our base school, I believe I have a somewhat unique perspective to offer.
> I am also a former high school assistant principal (Washington-Liberty) and now an elementary Principal.
> I know how very busy you are, and I am closing our school year next week however, if you have some time for a call, I would love to offer my impressions and believe they perhaps offer valuable information as you lead TJ in conversations and specific actions related to equity.
> Kind regards and thank you for all ypu do, [REDACTED] [REDACTED] ([REDACTED])
[REDACTED] Sent from my iPhone []
>

From: [Bonitatibus, Ann N](#)
To: [Nicole Sbitani](#)
Subject: Re: [External] Letter from Two Alumni
Date: Monday, June 15, 2020 6:19:43 PM

Good evening, Nicole and Marwan.

Thank you for reaching out and affirming the important journey on which TJ must embark. While it is true that some pieces are out of the hands of the school, we all can be influencers and leaders.

I will count you among the alumni who are poised to assist our school reach the next level for the good of humanity, which is part of the TJ mission.

Appreciate the additional suggestions which you and others are offering. I will stay in touch with alumni through the TJ Partnership Fund alumni network, so stay tuned for developments this summer and into the fall.

Best,

Ann N. Bonitatibus, Ed.D.
Principal
TJHSST

From: Nicole Sbitani <nsbitani@gmail.com>
Sent: Sunday, June 14, 2020 10:26 AM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] Letter from Two Alumni

Dear Dr. Bonitatibus,

We are writing to you as two of the many alumni who were heartened by your recent message that TJHSST is committed to countering racism and discrimination. We appreciate that you shared resources for the TJ community and specific calls to action. As a follow up to the questions and ideas in that message, please see feedback and suggestions below that have emerged from many discussions over the past weeks within the community in general and the TJ Alumni Action Group in particular.

First, we can safely speak for many alumni when we request an immediate change to the Colonial mascot. To your question, “Can our community support dismantling a symbol that perpetuated racism in our country?” our answer is a resounding “Yes!” We urge you to commit to changing the mascot by a set, publicized deadline. Please also consider forming a committee to incorporate input from all relevant stakeholders and identify a new mascot that better reflects the values of the school and the wonderful students, faculty, and staff that make it special.

Second, we agree that the TJ admissions process today, as you mentioned, does “not close the equity gap.” If anything, it seems to exacerbate existing disparities for black and Hispanic students in particular. Addressing the issue of admitting and retaining under-represented minorities (URMs) must be a top priority. TJ justifiably prides itself for innovation and being on the leading edge in so many ways, and we see no reason why it cannot be a pioneer in equitable admissions, as well.

Third, all students would benefit from a more inclusive curriculum. We as alumni applaud efforts to build a more welcoming environment for URMs and to help equip every student with the knowledge and skills necessary to thrive in a diverse social and professional world. When we attended TJ, all students read one book each summer and discussed it in the fall. Race education can easily be incorporated there as a first step. Certainly, teachers--including STEM teachers--should also be encouraged and empowered to put forward and implement creative solutions in their own classes and school-wide.

We look forward to hearing about the administration's next steps as soon as possible.

Regards,

Nicole Sbitani (Class of 2010)

Marwan Sbitani (Class of 2008)

From: [Kristen Riemenschneider](#)
To: [Superintendent Brabrand](#); [Bonitatibus, Ann N](#)
Subject: [External] Letter regarding TJHSST policies
Date: Monday, June 15, 2020 6:31:02 PM
Attachments: [KOR Letter re TJ.pdf](#)

Drs. Brabrand and Bonitatibus,

Please see attached letter.

Thank you.

Kristen Olvera Riemenschneider
TJHSST Class of 1998

Kristen Olvera Riemenschneider
[REDACTED]
Fairfax, Virginia 22033

Scott Brabrand, Ed.D.
Superintendent of Schools
Fairfax County Public Schools
8115 Gatehouse Road
Falls Church, VA 22042

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School for Science and Technology
6560 Braddock Rd,
Alexandria, VA 22312

June 15, 2020

Drs. Brabrand and Bonitatibus:

I am a graduate of Thomas Jefferson High School for Science and Technology (“TJHSST”), Class of 1998. For the last fourteen years, I have practiced law, specializing in transactions between pharmaceutical and biotechnology companies. I live with my husband, an electrical engineer, and

My children are intellectually curious and particularly enjoy math, science and engineering activities. They know how much I enjoyed my high school experience and how close I remain to my high school friends. They would be natural applicants for admission to TJHSST.

I am sending this letter to explain why I will *not* be encouraging my children to apply to TJHSST. In short, I am deeply troubled by what appears to be a complete lack of interest, of both TJHSST and FCPS, in correcting policies which both reflect and perpetuate racial bias and discrimination against Black, Latino and low-income students (collectively, “underrepresented minorities” or “URMs”). I have reached this conclusion based on multiple data points:

First and foremost, admissions statistics since I graduated show a trend towards the total exclusion of URM children from TJHSST. When I attended TJHSST, the *Visions* program was in place and URM children represented 8.9% of the student population. As you will know far better than I, following changes to the admissions process in 1998, demographics of the TJHSST population changed dramatically--to the detriment of URM students. To my knowledge: (i) the recently graduated Class of 2019 was 1.6% Black and 2.4% Hispanic; (ii) in TJ’s most recently admitted class, the number of Black students is recorded as “too small for reporting;” and (iii) the percentage of students on free and reduced-price lunches is routinely around 1-2%, compared to 28% in the rest of the county.

As facts taken in isolation, these numbers are shocking. When combined with our collective knowledge that different (*i.e.*, pre-1998) admissions criteria reflected a more racially-balanced and inclusive class, and yet *the criteria still are not changed*, I can only assume that TJHSST and FCPS find the status quo to be acceptable.

In my opinion, this status quo is not, and cannot, be acceptable. Scores of research and work-product show that there are ways to create more racially and ethnically balanced classes of students. And further scores of research and work-product show how *all* students, not just URM students, benefit from participation in more diverse classes. Fixing the demographic incongruity of TJHSST classes can only benefit our children and our community. Therefore, I am request that TJHSST and FCPS take immediate action to modify the admissions criteria to allow for more racially and ethnically diverse classes at TJHSST.

Second, TJHSST continues to employ a namesake and a mascot with racist overtones. As you are no doubt aware, Thomas Jefferson is, at best, a man of questionable character. It is well-known that despite his rhetoric regarding the equal treatment of men, he owned several hundred slaves during his lifetime. (In that vein, I attach a short essay my rising sixth grader wrote this weekend after doing some research on Thomas Jefferson.) While Thomas Jefferson may have been an enlightened thinker on matters of science and technology, he perpetuated what we would now consider to be serious human rights violations. On the subject of TJHSST's mascot, the "Colonial," -- as I understand the term, it means a person who engages in a national policy seeking to extend authority over other people or territories, for economic gain. There is a great deal of scholarship on the concept of "colonialism" and why it is deeply offensive to URM's. The time has come to remove Thomas Jefferson's name, and the "Colonial" mascot, from the masthead.

In view of the foregoing, to the extent any URM child is actually offered admission to TJHSST--an opportunity that I will admit, appears to be of low probability--why would that child *want* to attend the school? There are scores of other historical figures who were both enlightened in matters of mathematics, science and technology, and who are demonstrably not racists. For example, my rising fifth grader offers up NASA mathematician Katherine Johnson for your consideration. I fully support her suggestion, while acknowledging that I have always been partial to Adm. Grace M. Hopper. Therefore, I request that TJHSST and FCPS begin the process of finding a more appropriate and inspiring choice of figurehead and mascot.

Finally, it is important to me that the schools my children attend teach students to examine their own privilege and the meritocracy myth. I talk with my children--who, despite their Hispanic heritage present as white--regularly about the privilege into which they were born and how that has affected their academic and other opportunities. While I am aware of individual teachers addressing these matters in connection with current events, such as the death of George Floyd, I have not observed these concepts being taught as part of the overall curriculum. Therefore, I ask that FCPS and TJHSST incorporate add anti-racism and impostor syndrome training to the core curriculum and, in particular, to core English, History and Science classes.

In sum, I ask TJHSST and FCPS to take the following actions:

1. Pause acceptance to the TJHSST wait list and sophomore year intake to consider immediate actions to improve the diversity of the 2024 TJHSST class;

2. Reform the TJHSST admissions process and criteria to ensure greater racial and ethnic diversity in all subsequent TJHSST classes; and
3. Commence the FCPS process for changing the name and mascot of TJHSST.

My high school years were among the best of my life. I relished learning with a collaborative, vibrant and diverse community. I worked on cutting edge projects far beyond anything I could have imagined. All of the children in Fairfax County should have equal access to the joyful experience I had at TJHSST. It is in your power to make that happen. Please do so.


Thank you.

Sincerely,

Kristen Olvera Riemenschneider

Class of 1998

Cc: School Board, Fairfax County Public Schools



Thomas Jefferson


Thomas Jefferson was not the president he was thought to be. He was racist and held slaves. As well as those traits, he was a hypocrite. When writing the Declaration of Independence, he said, "We hold these truths to be self evident, that all men are created equal." When being a slave owner himself, this makes him a hypocrite.

He also forces his slaves to do things they probably didn't want to do. The beginning of the Monticello was built by his slaves. Some of the tasks they had to do included leveling the land and placing some of the foundations. When he traveled to Paris, he brought one woman named Sally Hemings and forced her to have sex with them. While doing this, she became pregnant and had a child who didn't survive on the travel to America. She also had at least five other children who were sold for money.

While talking about having children and selling them, he did sell some of the children of the slaves. While selling them, he recognized that four percent of the money he made was from the slaves born and sold. He also said that slavery an investment strategy and that financial reserves, "Should have been invested in negros."

Thomas Jefferson made young boys, usually ages ten to sixteen pound nails from iron. If they didn't make enough, they would be whipped or beat. Many of the slaves were whipped and beat. If they did something that he didn't like or didn't do something he told them to they would be whipped or beat. Those punishments kept the plantation running.

Tadeusz Kosciuszko, one of Jefferson's friends from the revolution, put in his will that Jefferson would get all of his money to free and educate all of his slaves. Thomas promised he would but when Tadeusz Kosciuszko died, he kept all of the money for himself, not spending a penny on the slaves. The sum of the money amounted to two hundred eighty thousand dollars. He also kept all of the slaves his entire life, unless he sold them. When he was eleven, he was given a huge estate and many slaves. When Thomas turned twenty one, he was formally given fifty two slaves and five thousand acres of land. By the time the Declaration of Independence came out, in 1776 he had one hundred seventy five slaves and many years later, in 1822 he owned two hundred sixty seven.



Katherine Johnson

Katherine Johnson enrolled at West Virginia State College when she was only 15 years old. Katherine wanted to become a research mathematician even though she was African-american and female. At 18, Katherine graduated college. In the 1950s, NASA began to have more openings for African-American female computers. Katherine applied and got a job! Calculating flight paths involved complicated geometry equations, and Katherine was extremely good at these. She quickly became a leader in calculating trajectory, making her an essential part of the team that calculated the path for the first manned mission to the moon in 1969. She did most of the calculations on the project and was also in charge of checking the math of the brand-new mechanical computers at NASA. She retired after 33 years of service. 33 YEARS! Katherine Johnson did many great things and had many great qualities; for example, she was a leader, she had courage to help send astronauts to space, she had commitment to the cause, she inspired lots of people, and those were just a few. Think about it, Katherine Johnson did a lot for this world so we shouldn't forget her because she was a female African-American. No matter our race or our gender we are still all the same on the inside, we mustn't forget that because if we do, then welcome Civil War 2.

Quotes: "Girls are capable of doing everything men are capable of doing. Sometimes they have more imagination than men." - Katherine Johnson

"I don't have a feeling of inferiority. Never had. I'm as good as anybody, but no better." - Katherine Johnson

"I had a very, very interesting childhood, but, oh my, education was the primary focus in our family." - Katherine Johnson

"We needed to be assertive as women in those days - assertive and aggressive - and the degree to which we had to be that way depended on where you were. I had to be." - Katherine Johnson

From: [Bonitatibus, Ann N](#)
To: [SusanarguS](#)
Subject: Re: [External] Racial and Diversity Issues at TJ
Date: Monday, June 15, 2020 6:36:07 PM

Greetings, Ms. Danewitz.

I am so pleased to hear from an alumna who is among the early TJHSST graduates. Much has changed over time.

Your sentiments are perfectly aligned with the call to action I sent to the community recently: <https://content.govdelivery.com/accounts/VAEDUFCPS/bulletins/28f8d9f>.

I am heartened to see so many alumni share in the important work that lies ahead. I will count you among those who will be supportive and action-oriented as we embark on our journey to dismantle racist symbols, expand opportunities for underrepresented students, and develop inclusive and anti-racist curricula.

I look forward to including a wide variety of stakeholders, and with alumni in particular, I will stay in touch via the alumni group managed by the TJ Partnership Fund. Stay tuned for developments this summer and in the fall.

Again, thank you for staying connected to and involved in TJ's future.

Regards,

Ann N. Bonitatibus, Ed.D.
Principal
TJHSST

From: SusanarguS <susanargus@gmail.com>
Sent: Monday, June 15, 2020 1:48 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] Racial and Diversity Issues at TJ

Thomas Jefferson High School for Science and Technology
6560 Braddock Road
Alexandria, VA 22312

Dr. Ann Bonitatibus, Principal, anbonitatibu@fcps.edu

Dear Dr. Bonitatibus,

As we engage with the national conversation on the murder of George Floyd and protests against police brutality and systemic racism across the country, Tj alumni have recognized that TJ failed to adequately teach us about racism, intersectionality, and privilege in the United States.

I am writing to you to demand the implementation of programs that promote representative admissions and anti-racist learning throughout the TJ experience.

1. Teach students to examine their own privilege and the meritocracy myth, and **add anti-racism to the core curriculum at TJ**. Being anti-racist is a key part of being a STEM leader. We ask that you incorporate anti-racism and impostor syndrome training into the TJ orientation and education process from day one. This should include adding anti-racist material to core English, History and Science classes. **Hold students, staff and teachers and staff more accountable for racist words and deeds**. It has become clear that a growing part of the issue with TJ admissions is the negative reputation TJ is gaining among under-represented minority groups as an inhospitable place for their children.

2. **Critically examine TJ's lack of diversity, and exclusion of Black, Latino, and low-income students, and make a plan to fix it**. The recently graduated Class of 2019 was 1.6% Black and 2.4% Hispanic. In TJ's most recently admitted class, the number of Black students is recorded as "too small for reporting." The percentage of students on free and reduced-price lunches is routinely around 1-2%, compared to 28% in the rest of the county. This requires a concerted effort and we expect to see an increased amount of resources and urgency directed toward this issue going forward. Demonstrate the seriousness of this issue by **pausing acceptance to the TJ wait list and sophomore year intake** to consider immediate actions to improve the diversity of the 2024 TJHSST class.

3. **Change the school mascot** - even though the name of TJ may be hard to change, the fact that the mascot is a "Colonial" doubles down on TJ's reputation for racism. Many students have already thought fondly of the school's mascot as a calculator or other entity during the school's history. The conversation can be a fun, immediate way to engage the student population in determining a new, inclusive mascot and signal the start of a concerted effort to address these issues.

Thank you for your attention, and please keep us updated on what changes you plan to make to promote representative admissions and anti-racist education at TJ.

Signed,

Susan Danewitz, TJ grad, Class of 1992

From: [Bonitatibus, Ann N](#)
To: [Shughart, Jeremy A](#)
Subject: Fw: [External] Letter regarding TJHSST policies
Date: Monday, June 15, 2020 6:40:34 PM
Attachments: [KOR Letter re TJ.pdf](#)

When these letters have sentiments about admissions, I will forward them to you FYI. I do reply to each of them and will blind copy you on this one so you can see what I'm saying.

From: Kristen Riemenschneider <kristen.riemenschneider@gmail.com>
Sent: Monday, June 15, 2020 6:30 PM
To: Superintendent Brabrand <suptbrabrand@fcps.edu>; Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] Letter regarding TJHSST policies

Drs. Brabrand and Bonitatitus,

Please see attached letter.

Thank you.

Kristen Olvera Riemenschneider
TJHSST Class of 1998

Kristen Olvera Riemenschneider

Fairfax, Virginia 22033

Scott Brabrand, Ed.D.
Superintendent of Schools
Fairfax County Public Schools
8115 Gatehouse Road
Falls Church, VA 22042

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School for Science and Technology
6560 Braddock Rd,
Alexandria, VA 22312

June 15, 2020

Drs. Brabrand and Bonitatibus:

I am a graduate of Thomas Jefferson High School for Science and Technology (“TJHSST”), Class of 1998. For the last fourteen years, I have practiced law, specializing in transactions between pharmaceutical and biotechnology companies. I live with my husband, an electrical engineer, and

My children are intellectually curious and particularly enjoy math, science and engineering activities. They know how much I enjoyed my high school experience and how close I remain to my high school friends. They would be natural applicants for admission to TJHSST.

I am sending this letter to explain why I will *not* be encouraging my children to apply to TJHSST. In short, I am deeply troubled by what appears to be a complete lack of interest, of both TJHSST and FCPS, in correcting policies which both reflect and perpetuate racial bias and discrimination against Black, Latino and low-income students (collectively, “underrepresented minorities” or “URMs”). I have reached this conclusion based on multiple data points:

First and foremost, admissions statistics since I graduated show a trend towards the total exclusion of URM children from TJHSST. When I attended TJHSST, the *Visions* program was in place and URM children represented 8.9% of the student population. As you will know far better than I, following changes to the admissions process in 1998, demographics of the TJHSST population changed dramatically--to the detriment of URM students. To my knowledge: (i) the recently graduated Class of 2019 was 1.6% Black and 2.4% Hispanic; (ii) in TJ’s most recently admitted class, the number of Black students is recorded as “too small for reporting;” and (iii) the percentage of students on free and reduced-price lunches is routinely around 1-2%, compared to 28% in the rest of the county.

As facts taken in isolation, these numbers are shocking. When combined with our collective knowledge that different (*i.e.*, pre-1998) admissions criteria reflected a more racially-balanced and inclusive class, and yet *the criteria still are not changed*, I can only assume that TJHSST and FCPS find the status quo to be acceptable.

In my opinion, this status quo is not, and cannot, be acceptable. Scores of research and work-product show that there are ways to create more racially and ethnically balanced classes of students. And further scores of research and work-product show how *all* students, not just URM students, benefit from participation in more diverse classes. Fixing the demographic incongruity of TJHSST classes can only benefit our children and our community. Therefore, I am request that TJHSST and FCPS take immediate action to modify the admissions criteria to allow for more racially and ethnically diverse classes at TJHSST.

Second, TJHSST continues to employ a namesake and a mascot with racist overtones. As you are no doubt aware, Thomas Jefferson is, at best, a man of questionable character. It is well-known that despite his rhetoric regarding the equal treatment of men, he owned several hundred slaves during his lifetime. (In that vein, I attach a short essay my rising sixth grader wrote this weekend after doing some research on Thomas Jefferson.) While Thomas Jefferson may have been an enlightened thinker on matters of science and technology, he perpetuated what we would now consider to be serious human rights violations. On the subject of TJHSST's mascot, the "Colonial," -- as I understand the term, it means a person who engages in a national policy seeking to extend authority over other people or territories, for economic gain. There is a great deal of scholarship on the concept of "colonialism" and why it is deeply offensive to URM's. The time has come to remove Thomas Jefferson's name, and the "Colonial" mascot, from the masthead.

In view of the foregoing, to the extent any URM child is actually offered admission to TJHSST--an opportunity that I will admit, appears to be of low probability--why would that child *want* to attend the school? There are scores of other historical figures who were both enlightened in matters of mathematics, science and technology, and who are demonstrably not racists. For example, my rising fifth grader offers up NASA mathematician Katherine Johnson for your consideration. I fully support her suggestion, while acknowledging that I have always been partial to Adm. Grace M. Hopper. Therefore, I request that TJHSST and FCPS begin the process of finding a more appropriate and inspiring choice of figurehead and mascot.

Finally, it is important to me that the schools my children attend **teach students to examine their own privilege and the meritocracy myth.** I talk with my children--who, despite their Hispanic heritage present as white--regularly about the privilege into which they were born and how that has affected their academic and other opportunities. While I am aware of individual teachers addressing these matters in connection with current events, such as the **death of George Floyd,** I have not observed these concepts being taught as part of the overall curriculum. Therefore, I ask that FCPS and TJHSST incorporate add anti-racism and impostor syndrome training to the core curriculum and, in particular, to core English, History and Science classes.

In sum, I ask TJHSST and FCPS to take the following actions:

1. Pause acceptance to the TJHSST wait list and sophomore year intake to consider immediate actions to improve the diversity of the 2024 TJHSST class;

2. Reform the TJHSST admissions process and criteria to ensure greater racial and ethnic diversity in all subsequent TJHSST classes; and
3. Commence the FCPS process for changing the name and mascot of TJHSST.

My high school years were among the best of my life. I relished learning with a collaborative, vibrant and diverse community. I worked on cutting edge projects far beyond anything I could have imagined. All of the children in Fairfax County should have equal access to the joyful experience I had at TJHSST. It is in your power to make that happen. Please do so.

Thank you.

Sincerely,

Kristen Olvera Riemenschneider
Class of 1998

Cc: School Board, Fairfax County Public Schools



Thomas Jefferson


Thomas Jefferson was not the president he was thought to be. He was racist and held slaves. As well as those traits, he was a hypocrite. When writing the Declaration of Independence, he said, "We hold these truths to be self evident, that all men are created equal." When being a slave owner himself, this makes him a hypocrite.

He also forces his slaves to do things they probably didn't want to do. The beginning of the Monticello was built by his slaves. Some of the tasks they had to do included leveling the land and placing some of the foundations. When he traveled to Paris, he brought one woman named Sally Hemings and forced her to have sex with them. While doing this, she became pregnant and had a child who didn't survive on the travel to America. She also had at least five other children who were sold for money.

While talking about having children and selling them, he did sell some of the children of the slaves. While selling them, he recognized that four percent of the money he made was from the slaves born and sold. He also said that slavery an investment strategy and that financial reserves, "Should have been invested in negros."

Thomas Jefferson made young boys, usually ages ten to sixteen pound nails from iron. If they didn't make enough, they would be whipped or beat. Many of the slaves were whipped and beat. If they did something that he didn't like or didn't do something he told them to they would be whipped or beat. Those punishments kept the plantation running.

Tadeusz Kosciuszko, one of Jefferson's friends from the revolution, put in his will that Jefferson would get all of his money to free and educate all of his slaves. Thomas promised he would but when Tadeusz Kosciuszko died, he kept all of the money for himself, not spending a penny on the slaves. The sum of the money amounted to two hundred eighty thousand dollars. He also kept all of the slaves his entire life, unless he sold them. When he was eleven, he was given a huge estate and many slaves. When Thomas turned twenty one, he was formally given fifty two slaves and five thousand acres of land. By the time the Declaration of Independence came out, in 1776 he had one hundred seventy five slaves and many years later, in 1822 he owned two hundred sixty seven.



Katherine Johnson

Katherine Johnson enrolled at West Virginia State College when she was only 15 years old. Katherine wanted to become a research mathematician even though she was African-american and female. At 18, Katherine graduated college. In the 1950s, NASA began to have more openings for African-American female computers. Katherine applied and got a job! Calculating flight paths involved complicated geometry equations, and Katherine was extremely good at these. She quickly became a leader in calculating trajectory, making her an essential part of the team that calculated the path for the first manned mission to the moon in 1969. She did most of the calculations on the project and was also in charge of checking the math of the brand-new mechanical computers at NASA. She retired after 33 years of service. 33 YEARS! Katherine Johnson did many great things and had many great qualities; for example, she was a leader, she had courage to help send astronauts to space, she had commitment to the cause, she inspired lots of people, and those were just a few. Think about it, Katherine Johnson did a lot for this world so we shouldn't forget her because she was a female African-American. No matter our race or our gender we are still all the same on the inside, we mustn't forget that because if we do, then welcome Civil War 2.

Quotes: "Girls are capable of doing everything men are capable of doing. Sometimes they have more imagination than men." - Katherine Johnson

"I don't have a feeling of inferiority. Never had. I'm as good as anybody, but no better." - Katherine Johnson

"I had a very, very interesting childhood, but, oh my, education was the primary focus in our family." - Katherine Johnson

"We needed to be assertive as women in those days - assertive and aggressive - and the degree to which we had to be that way depended on where you were. I had to be." - Katherine Johnson

From: [Bonitatibus, Ann N](#)
To: [prakash](#)
Subject: Re: [External] Re: Message from the Principal
Date: Monday, June 15, 2020 6:59:47 PM

Hi, Prakash.

Thank you for reaching out and affirming the important work that lies ahead to open opportunity and access while dismantling racism. If there is a school anywhere in the nation that can lead in this endeavor, it is TJ.

Your personal anecdotes about caste systems and Ole Miss are so relevant to the circumstances facing us. And I appreciate the additional suggestions you make, which I will share with PTSA and others at our school.

I am so happy [REDACTED] has been having a great experience at TJ, and I want to ensure [REDACTED] continues on that path, so if [REDACTED] ever struggles, even slightly, let me know right away. Please give [REDACTED] my best as I missed seeing [REDACTED] this spring.

May your summer be happy, healthy and fulfilling.

Ann

Ann N. Bonitatibus, Ed.D.
Principal
TJHSST

From: prakash [REDACTED]
Sent: Thursday, June 11, 2020 8:02 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] Re: Message from the Principal

Dear Dr. Bonitatibus,

Thank you for your heartfelt note. Appreciate the candor and your personal reflection on race and equality. [REDACTED] is a freshman and TJ has been truly a great experience, thanks to you and your staff.

As a minority immigrant with several personal incidents where I felt discriminated both at school [yes, I went to Ole Miss :)] and at work (when you hit a glass ceiling), I can very easily understand and empathize with everything that is going on around us and can offer up a perspective/commentary on your call to action:

First call to action:

I don't think all FCPS students with high aptitude and interest have the privileges to put them on a path to TJ. The privileges or lack of, in my mind are a combination of financial and social factors. Even though the educational system is free, to nurture their interest and put them on a path, they would need tutoring help. That could come from specific school programs and volunteers. Maybe TJ seniors, PTSA and staff could set up a program that helps/advises those students on how to get in. I would even ping some of these private tutors and ask them to donate a spot in their program for such students. Socially too, maybe the parents need some coaching as well to create the type of environment for the kids to do well.

The second part of this is a tougher one. Having come from a caste based system, making reservations based on race or personal circumstances or who you are socially has never worked historically. It undermines the efforts of students and parents who have worked hard and have put in the time and effort missing countless

family events and other fun activities. This has to be an ongoing activity/effort to figure out the options to help the really smart kids surface up. Maybe TJ works with the FCPS GT program to create a pool of such students and provide out of band support.

Second call to action:

Even in the early 90s, Ole Miss and in the city of Oxford, quite a few folks were still stuck in colonial times. And Ole Miss got rid of the colonel. SO, Yes! I agree that the current mascot should go.

Third call to action:

Brilliant idea. Treating people equally may not always equate to racial equality. Kids need to understand empathy and respect. It will go a long way in their personal and professional life. While some of it will come from personal experiences and family, the school can have a massive impact too and truly educate the kids. Maybe the kids in-turn can educate some of their parents.

I don't speak for everyone and the above comments are my observations based on my past experiences. Thank you again for this email. It shows you care and want to do something about it. We will support you in any way we can.

Best wishes to you and your family. Stay safe and stay healthy.

Regards

/Prakash



On Sun, Jun 7, 2020 at 8:45 PM TJHSST <fcps@public.govdelivery.com> wrote:

Having trouble viewing this email? [View it as a Web page.](#)

[TJHSST banner](#)

Dear TJHSST Students and Families:

While the world has been quietly hibernating in quarantine the past few months, we recognize the personal isolation, health fears, and academic challenges you have endured. Our homes have been familiar yet bustling enterprises of work and school as we awaited our world to return to normal.

However, disturbing and painful actions in our country have jarred us from our COVID-19 slumber. We are awakened to see that our country's normal continues to be laced with racism that has plagued our nation since its founding. The recent events in our nation with black citizens facing death and continued injustices remind us that we each have a responsibility to our community to speak up and take actions that counter racism and discrimination in our society.

I implore you to think about your own journey and discovery of race and economic advantage in America. My parents never had to teach me about what it means to be white. I never have had to worry that someone would look at the color of my skin and think I either may not be smart enough to learn or I should be exceedingly smart in a certain subject. No one has surveilled me in a store while shopping, or locked their cars or front doors out of fear when seeing me in their neighborhood. While I did not come from a family with economic means, the color of my skin has given me privileges that others do

not have. Please think of privileges you hold that others may not.

As we engage in self-reflection, children and adults can experience a range of emotions including hurt, anger, confusion, discomfort, defensiveness, hopelessness, humility, resolve and advocacy. These feelings are normal.

Our teachers, too, are processing everything while continuing to create classrooms that are safe and welcoming spaces. We encourage students to connect with teachers, counselors and administrators, particularly if they are struggling with how to cope with their range of emotions and ideas. Also, FCPS has several resources on countering racism and stigma you may [find here](#) on the district website.

Thank you for taking time to personally reflect. Give yourself the gift of feeling vulnerable as you process emotions individually and collectively. Reach out to trusted professionals and access resources that will help you.

During this reflection period, I would like to simultaneously call the TJ community to action in three areas.

First, our school is a rich tapestry of heritages; however, we do not reflect the racial composition in FCPS. Our 32 black students and 47 Hispanic students fill three classrooms. If our demographics actually represented FCPS, we would enroll 180 black and 460 Hispanic students, filling nearly 22 classrooms. The most recent TJ admissions trend, unfortunately, does not close the equity gap. Do all FCPS children who have high interest and aptitude for STEM enjoy the same privileges that put them on a path to TJ? Do the TJ admissions outcomes affirm that we believe TJ is accessible to all talented STEM-focused students regardless of race or personal circumstance?

Second, consider colonialism's role in our country's history where certain classes exerted power over others as a means to economically exploit, oppress and enslave them. During the Colonial period, there were leaders who believed those with black or brown skin were uncivilized and not capable of being educated. I speak for us all when I assert this is not a value we share as a TJ community. Yet, our mascot is a Colonial. Can our community support dismantling a symbol that perpetuated racism in our country?

Finally, the heart of public education is in the classroom. This is where students learn to become ethical and global citizens as espoused in the FCPS [Portrait of a Graduate](#). Our students learn to understand and accept, not merely tolerate, diverse cultures and perspectives. Curriculum will need to be adapted to better equip our TJ students. As expressed by TJ alumni who have written to me, "STEM alone is not enough." Can our community support the new conversations, lessons and activities that will need to be infused across our entire TJ program of study in all content areas?

I acknowledge some of the questions I am asking may not equally resonate with everyone as we examine our school's place within FCPS and the world. I also know that my words may not always be eloquent, my ideas may miss the mark, and I will make mistakes. I also know that I have enjoyed growing with you these past three years and have immense trust and faith in our community to pull together and do what is right, particularly for those in our community experiencing the most pain right now.

By evaluating the racial equity at our school, dismantling a long-held symbol of racism, and embracing curricula to better prepare TJ graduates for a truly

diverse and culturally responsive world, you will play a role in how TJHSST continues to lead the nation as a public school that prepares students for the shared interests of humanity. Thank you for joining in this important work.

Sincerely,

Ann N. Bonitatibus, Ed.D.

TJHSST Principal

6560 Braddock Rd, Alexandria, VA 22312 | Main Office: 703.750.8300
Attendance: 703.750.8315 | [Web](#) | [Twitter](#)

Update your subscriptions, modify your password or email address, or stop subscriptions at any time on your [Subscriber Preferences Page](#). You will need to use your email address to log in. If you have questions or problems with the subscription service, please visit subscriberhelp.govdelivery.com.

This email was sent to [REDACTED] using GovDelivery Communications Cloud on behalf of: Fairfax County Public Schools 8115 Gatehouse Road Falls Church, VA 22042



--
Prakash [REDACTED]
[REDACTED]

From: [Kristen Riemenschneider](#)
To: [Bonitatibus, Ann N](#)
Subject: Re: [External] Letter regarding TJHSST policies
Date: Monday, June 15, 2020 7:10:54 PM

Dr. Bonitatibus,

First, please accept my apologies for misspelling your name in my email. Having the name "Riemenschneider," I am attuned to regular misspellings and usually very cautious on names!

In any event, I appreciate your prompt and thoughtful response to my letter. While I had not yet seen your message to the community, I have been told by a number of fellow alumni that you take these issues seriously--and I appreciate that you have forwarded my letter to the appropriate people. I look forward to being a productive member of the coalition!

I too am saddened that I will not encourage my children to attend. I had a fantastic four years which really prepared me to succeed in the world--even though I'm not in what is considered a traditional "STEM" career. I would not trade those years for any other experience. But, the atmosphere seems to have changed so dramatically since I was a student. When I applied, it was because a thoughtful 8th grade teacher told my parents I might enjoy the school. There wasn't this culture of starting the process by prepping your 1st grader for the NNAT and the COGAT to make sure that s/he got into AAP so s/he could go to Carson so s/he could get in to TJ. When my daughters were selected for Level IV services, I was shocked by the number of parents who had given their children extensive test prep. And who asked at the intro session, "what percentage of these kids will be accepted to TJ?" Meanwhile, I work with pro bono clients whose children attend Freedom MS and Justice HS and who dream of being engineers, but wouldn't have any idea where to start with the AAP process or TJ application.

In any event, the toxic culture of Northern Virginia parenting is not at all your fault, and not a problem I would ask or expect you to solve. It is my hope that by calling out the racial and ethnic diversity issues at the school, and moving to a set of criteria that level the playing field, perhaps these parents would learn to view TJ admission as something other than a prize to be won.

Thank you again.
Kristen

On Mon, Jun 15, 2020 at 6:51 PM Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

Greetings, Ms. Olvera Riemenschneider.

I am so pleased to hear from an alumna who is among the early TJHSST graduates. Much has changed over time.

Your sentiments are closely aligned with the call to action I sent to the community recently: <https://content.govdelivery.com/accounts/VAEDUFCPS/bulletins/28f8d9f>.

I am heartened to see so many alumni share in the important work that lies ahead. I will count you among those who will be supportive and action-oriented as we embark on our

journey to dismantle racist symbols, expand opportunities for underrepresented students, and develop inclusive and anti-racist curricula. The admissions processes are handled by a separate office and not connected to our school, so I forwarded your letter to that office. Even though admissions decision-making practices and policies are not in my hands, I can be an influencer and seek others to be partners for change.

I look forward to including a wide variety of stakeholders, and with alumni in particular, I will stay in touch via the alumni group managed by the TJ Partnership Fund. Stay tuned for developments this summer and in the fall. My hope is that community momentum will drive district leaders to actions that benefit our school and all students with aspirations to access high quality opportunities.

With all this said, I am saddened that you cannot confidently endorse TJ and send your own children. If there is ever anything I can personally do to engender trust that TJ will continue to evolve and provide the type of joyful learning you experienced, please let me know.

Again, thank you for staying connected to and involved in TJ's future.

Regards,

Ann N. Bonitatibus, Ed.D.
Principal
TJHSST

From: Kristen Riemenschneider <kristen.riemenschneider@gmail.com>

Sent: Monday, June 15, 2020 6:30 PM

To: Superintendent Brabrand <suptbrabrand@fcps.edu>; Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Subject: [External] Letter regarding TJHSST policies

Drs. Brabrand and Bonitatibus,

Please see attached letter.

Thank you.

Kristen Olvera Riemenschneider
TJHSST Class of 1998

[]

From: [REDACTED]
To: [Bonitatibus, Ann N](#)
Subject: Re: [External] Looking for a chance to discuss, re your message on equity
Date: Tuesday, June 16, 2020 7:29:29 AM

Good morning, Ann-

Likewise. I enjoyed our conversation and felt that you heard me and that what I shared mattered to you. I truly appreciate your willingness to work together. I will ask [REDACTED] and also consult with my husband, regarding next steps. I am confident that, whether for [REDACTED] or for other students that need it, TJHSST is moving in the right direction under your caring and courageous leadership.

Best regards,

[REDACTED]

Sent from my iPhone

On Jun 15, 2020, at 6:14 PM, Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

Appreciate our conversation today and your courage to share [REDACTED] and your family's journey. I am willing to do whatever it takes to improve the experience of all students, and if [REDACTED] thinks [REDACTED] would like to return, we will evaluate [REDACTED] path moving forward and connect [REDACTED] in a way [REDACTED] has not yet enjoyed.

Ann

From: Bonitatibus, Ann N
Sent: Monday, June 15, 2020 3:21 PM
To: [REDACTED]
Subject: RE: [External] Looking for a chance to discuss, re your message on equity

Calling shortly from cell-[REDACTED]

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

-----Original Message-----

From: [REDACTED]
Sent: Sunday, June 14, 2020 9:42 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: Re: [External] Looking for a chance to discuss, re your message on equity

Good evening,

Thank you so much for your prompt reply, kind words and heartfelt disposition to talk with me and possibly [REDACTED].

I am available from 9-12 and 2:00-4:00 tomorrow at either [REDACTED] or [REDACTED]

[REDACTED] I appreciate your time, and please know if tomorrow doesn't work, we can coordinate another time later on.

Kind regards,
[REDACTED]

Sent from my iPhone

> On Jun 12, 2020, at 5:04 PM, Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

>

> Greetings, [REDACTED]:

>

> Thank you so much for reaching out. It's important to me that all students find success at TJ and I'm extremely saddened to hear about [REDACTED] intent. I would welcome the opportunity to talk to you and to [REDACTED] if there is anything we can do to better support [REDACTED] and help [REDACTED] realize the dream [REDACTED] had for TJ.

>

> I follow your comments from time to time on Twitter and see the amazing work you do for students at Key. They are so fortunate to have you and I wish you the very best as you close out the school year with your community.

>

>
> My school is closed out on Monday, so I have greater flexibility than you. Please let me know when a couple good times may be to chat, either next week or even over this weekend if that is better for you. And my offer stands to talk to [REDACTED] too.

>
> Regards,

>
> Ann

>
>
> Ann N. Bonitatibus, Ed.D.
> Principal
> Thomas Jefferson High School
> for Science and Technology
> 6560 Braddock Road
> Alexandria, VA 22312
> (703) 750-8300

>
>
> -----Original Message-----

> From: [REDACTED]
> Sent: Friday, June 12, 2020 4:39 PM
> To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>

> Subject: [External] Looking for a chance to discuss, re your message
> on equity

>
> Dear Dr. Bonitatibus-
> Greetings and my best wishes for a successful conclusion of the school year.
> I have hesitated to contact you directly before, but your recent message to the community (very courageous) prompted me to do so. As the parent of one of the few [REDACTED], I believe I have a somewhat unique perspective to offer.

> I am also a former high school assistant principal (Washington-Liberty) and now an elementary Principal.

> I know how very busy you are, and I am closing our school year next week however, if you have some time for a call, I would love to offer my impressions and believe they perhaps offer valuable information as you lead TJ in conversations and specific actions related to equity.

> Kind regards and thank you for all ypu do, [REDACTED]
> [REDACTED]) Sent from my iPhone []

>
[]

From: [Lauren Wagner](#)
To: [Bonitatibus, Ann N](#)
Subject: [External] Note from an Alumna - Class of 2000
Date: Tuesday, June 16, 2020 11:08:43 AM

June 16, 2020

Dr. Ann Bonitatibus, Principal
Thomas Jefferson High School for Science and Technology
6560 Braddock Road
Alexandria, VA 22312

Dear Dr. Bonitatibus,

I am writing to you as one of the many alumni encouraged by your recent message that TJHSST is committed to eradicate racism and discrimination from the school and community. I am grateful I had the privilege to not only attend TJ as a student, but return to Fairfax County Public Schools as an educator for 13 years. I remain committed to making a positive difference in education and I appreciate your shared resources for action surrounding recent events. As a result, many ideas have emerged from discussions these past weeks between members of the TJ Alumni Action Group.

I was disheartened to learn the incoming TJ class brings less diversity to the school than mine did almost 25 years ago. I agree the current admissions process, as you mentioned, does “not close the equity gap.” If anything, it seems to heighten existing disparities for Black and Latinx students. Addressing the issue of matriculating under-represented minority students must be a priority. TJ historically prides itself as a leader of innovative thinking, effective leadership and cutting edge research. I see no reason why we cannot become a champion of equitable admissions as well.

Additionally, I echo many alumni in requesting to change the Colonial mascot. To answer your question, “Can our community support dismantling a symbol that perpetuated racism in our country?” our answer is a collective, “Absolutely!” Please consider forming a committee to identify an inclusive, respectful symbol to better represent all voices of your students, faculty and alumni that make the TJ community so wonderful.

As a complete education is a diverse education, I also believe all current and incoming TJ students would benefit from a more inclusive curriculum. I want to ensure my former students that have the opportunity to attend TJ experience the most meaningful forms of growth possible: academically, socially, and culturally. We know from FCPS’s adopted Portrait of a Graduate, our world is rapidly changing and we are responsible for ensuring our students are prepared to thrive in a global community. When I was a student at TJ, students were given reading over the summer to later discuss with classmates. Education surrounding race and privilege can easily be incorporated through this assignment as a meaningful step forward.

I cherish many memories of my time at TJ; one of the myriad ways I experienced a unique and inclusive school was through a respectful rapport built between staff members and students. The freedom and responsibility we were entrusted with made TJ a wonderful place to learn. The skills we acquired from sharing this culture with our peer group allowed us to develop empathy, independence and a sense of social justice. Empowering current students to engage

in these experiences within a more diverse community will ultimately prepare them to navigate our challenging world.

Although I recently made the difficult choice to continue my path in the field of education outside of FCPS, my role as an advocate for the children I've taught will never end. I can only hope my former students, as well as all learners, are able to experience a TJ that honors the diversity each and every person has to offer. I look forward to hearing about the next positive steps regarding the best interest of the school community.

Regards,

Lauren Wagner, Class of 2000
Former Fourth & Second Grade Teacher, Louise Archer School, Vienna VA

From: [Emma Puranen](#)
To: [Bonitatibus, Ann N](#)
Subject: [External] TJ Admissions Reform + Adding Anti-Racism to the Curriculum
Date: Tuesday, June 16, 2020 12:23:44 PM

Dear Principal Bonitatibus,

My name is Emma Puranen and I am an alumnus of TJHSST from the class of 2014. I'm very heartened to see the ongoing and long-overdue conversations regarding TJ's abysmal numbers of black and latinx students in the alumni community, which you recently addressed in a message to the community.

This inequality has persisted for years and years, and every year in the alumni Facebook page when the new admissions statistics are posted, there is the same concerned outcry, but nothing changes. **This year, the too-small-to-report statistic for black admitted students combined with the national Black Lives Matter Movement have spurred us to action.** Too often solutions are proposed that never get implemented – I am hoping and insisting the TJ community truly changes for the better, now, regarding countering racism and creating an equitable admissions process.

I believe I speak for many alumni when I say the Colonial mascot is a constant reminder of a past of oppression and subjugation that has no place at a school otherwise so focused on creating a bright future. You will find great support from alumni on changing the mascot (calculators, anyone?). Changing the admissions system to better reflect which students are truly passionate about and interested in the sciences, rather than just those whose parents had the money to pay for test prep, is also essential (I realize that those are not mutually exclusive groups). I can say from experience I know a number of my classmates did not really want to be at TJ, and had ended up there because of parents pressuring them. The alumni community has a wealth of ideas to enact meaningful change at all levels, from better STEM opportunities for elementary schoolers from underrepresented backgrounds to changes to the admissions process. We hope you will work with us and listen to us on these issues.

I believe TJ needs a more inclusive curriculum, featuring more frank conversations about race in America and in science, and about the meritocracy myth, from day one. These are things I was surrounded by in high school but uneducated about, and I had a lack of awareness of my own privilege. The culture around this at TJ needs to be changed, especially since I know from listening to my high school friends who were underrepresented minorities at TJ that they did not have the same experience I did due to discrimination they faced. Social justice, diversity, inclusion, and equity were not topics I really learned about in depth until college. I think TJ has an incredible opportunity to blend critical discussions of these topics into its curriculum. The One Book would be a great place to start, if that's still ongoing – if not, it'd be great to bring back!

Having these discussions at a young age is very important – I have a strong memory of my AP Gov teacher, Mr. Torrence, telling my class about his personal experience desegregating his high school. After he shared his powerful story of a time not so long ago, one student raised their hand and asked, understandably, “I’m Asian. Which high school would I have attended back then, the black one or the white one?”. The question really drove home the fact that our classroom was mostly neither black nor white, and also that such a large percentage of the students’ families were not yet in Virginia when our teacher was in high school. This includes me – my parents are immigrants from Finland and the Netherlands; I really think a huge commonality among many TJ students from many cultures is that a majority of us are first generation Americans. I felt like that day we hit on a topic that we didn’t really have a proper forum to discuss at TJ, but one that we would all have benefited from.

I look forward to hearing about the administration’s next steps! Thank you for listening.

V/r,

Emma Puranen '14

From: [Bonitatibus, Ann N](#)
To: [Kristen Riemenschneider](#)
Subject: RE: [External] Letter regarding TJHSST policies
Date: Tuesday, June 16, 2020 12:24:00 PM

Thanks for your additional reflections. No worries about the last name- you and I both experience many iterations and some of them can be quite entertaining!

Be well, and thanks again for your support.

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Kristen Riemenschneider <kristen.riemenschneider@gmail.com>
Sent: Monday, June 15, 2020 7:11 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: Re: [External] Letter regarding TJHSST policies

Dr. Bonitatibus,

First, please accept my apologies for misspelling your name in my email. Having the name "Riemenschneider," I am attuned to regular misspellings and usually very cautious on names!

In any event, I appreciate your prompt and thoughtful response to my letter. While I had not yet seen your message to the community, I have been told by a number of fellow alumni that you take these issues seriously--and I appreciate that you have forwarded my letter to the appropriate people. I look forward to being a productive member of the coalition!

I too am saddened that I will not encourage my children to attend. I had a fantastic four years which really prepared me to succeed in the world--even though I'm not in what is considered a traditional "STEM" career. I would not trade those years for any other experience. But, the atmosphere seems to have changed so dramatically since I was a student. When I applied, it was because a thoughtful 8th grade teacher told my parents I might enjoy the school. There wasn't this culture of starting the process by prepping your 1st grader for the NNAT and the COGAT to make sure that s/he got into AAP so s/he could go to Carson so s/he could get in to TJ. When my daughters were selected for Level IV services , I was shocked by the number of parents who had given their children extensive test prep. And who asked at the intro session, "what percentage of these kids will be accepted to TJ?" Meanwhile, I work with pro bono clients whose children attend Freedom MS and Justice HS and who dream of being engineers, but wouldn't have any idea where to start with the AAP process or TJ application.

In any event, the toxic culture of Northern Virginia parenting is not at all your fault and not a problem I would ask or expect you to solve. It is my hope that by calling out the racial and ethnic diversity issues at the school, and moving to a set of criteria that level the playing field, perhaps these parents would learn to view TJ admission as something other than a prize to be won.

Thank you again.
Kristen

On Mon, Jun 15, 2020 at 6:51 PM Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

Greetings, Ms. Olvera Riemenschneider.

I am so pleased to hear from an alumna who is among the early TJHSST graduates. Much has changed over time.

Your sentiments are closely aligned with the call to action I sent to the community recently: <https://content.govdelivery.com/accounts/VAEDUFCPS/bulletins/28f8d9f>.

I am heartened to see so many alumni share in the important work that lies ahead. I will count you among those who will be supportive and action-oriented as we embark on our journey to dismantle racist symbols, expand opportunities for underrepresented students, and develop inclusive and anti-racist curricula. The admissions processes are handled by a separate office and not connected to our school, so I forwarded your letter to that office. Even though admissions decision-making practices and policies are not in my hands, I can be an influencer and seek others to be partners for change.

I look forward to including a wide variety of stakeholders, and with alumni in particular, I will stay in touch via the alumni group managed by the TJ Partnership Fund. Stay tuned for developments this summer and in the fall. My hope is that community momentum will drive district leaders to actions that benefit our school and all students with aspirations to access high quality opportunities.

With all this said, I am saddened that you cannot confidently endorse TJ and send your own children. If there is ever anything I can personally do to engender trust that TJ will continue to evolve and provide the type of joyful learning you experienced, please let me know.

Again, thank you for staying connected to and involved in TJ's future.

Regards,

Ann N. Bonitatibus, Ed.D.

Principal
TJHSST

From: Kristen Riemenschneider <kristen.riemenschneider@gmail.com>

Sent: Monday, June 15, 2020 6:30 PM

To: Superintendent Brabrand <suptbrabrand@fcps.edu>; Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Subject: [External] Letter regarding TJHSST policies

Drs. Brabrand and Bonitatibus,

Please see attached letter.

Thank you.

Kristen Olvera Riemenschneider
TJHSST Class of 1998

[]

From: [Bonitatibus, Ann N](#)
To: [Emma Puranen](#)
Subject: RE: [External] TJ Admissions Reform + Adding Anti-Racism to the Curriculum
Date: Tuesday, June 16, 2020 12:32:16 PM

Hi, Emma.

Thank you for reaching out as I always enjoy hearing from our alumni. Your support and action is much appreciated and I look forward to connecting with a variety of stakeholders and soliciting ideas as we embark on a new journey together this summer and into the next school year. I am encouraged there is momentum to elicit and compel change in the best interest of all students, particularly those who are not represented at TJ.

Your reflections from Mr. Torrence's class are poignant and further raise the importance of how our curricula needs to expose students to diverse cultures and history.

I shall count you among the many alumni who will work to advance TJ to the next level and lead our nation as we combat institutional and systemic racism.

Regards,

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Emma Puranen <emma@puranen.us>
Sent: Tuesday, June 16, 2020 12:23 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] TJ Admissions Reform + Adding Anti-Racism to the Curriculum

Dear Principal Bonitatibus,

My name is Emma Puranen and I am an alumnus of TJHSST from the class of

2014. I'm very heartened to see the ongoing and long-overdue conversations regarding TJ's abysmal numbers of black and latinx students in the alumni community, which you recently addressed in a message to the community.

This inequality has persisted for years and years, and every year in the alumni Facebook page when the new admissions statistics are posted, there is the same concerned outcry, but nothing changes. This year, the too-small-to-report statistic for black admitted students combined with the national Black Lives Matter Movement have spurred us to action. Too often solutions are proposed that never get implemented – I am hoping and insisting the TJ community truly changes for the better, now, regarding countering racism and creating an equitable admissions process.

I believe I speak for many alumni when I say the Colonial mascot is a constant reminder of a past of oppression and subjugation that has no place at a school otherwise so focused on creating a bright future. You will find great support from alumni on changing the mascot (calculators, anyone?). Changing the admissions system to better reflect which students are truly passionate about and interested in the sciences, rather than just those whose parents had the money to pay for test prep, is also essential (I realize that those are not mutually exclusive groups). I can say from experience I know a number of my classmates did not really want to be at TJ, and had ended up there because of parents pressuring them. The alumni community has a wealth of ideas to enact meaningful change at all levels, from better STEM opportunities for elementary schoolers from underrepresented backgrounds to changes to the admissions process. We hope you will work with us and listen to us on these issues.

I believe TJ needs a more inclusive curriculum, featuring more frank conversations about race in America and in science, and about the meritocracy myth, from day one. These are things I was surrounded by in high school but uneducated about, and I had a lack of awareness of my own privilege. The culture around this at TJ needs to be changed, especially since I know from listening to my high school friends who were underrepresented minorities at TJ that they did not have the same experience I did due to discrimination they faced. Social justice, diversity, inclusion, and equity were not topics I really learned about in depth until college. I think TJ has an incredible opportunity to blend critical discussions of these topics into its curriculum. The One Book would be a great place to start, if that's still ongoing – if not, it'd be great to bring back!

Having these discussions at a young age is very important – I have a strong memory of my AP Gov teacher, Mr. Torrence, telling my class about his personal experience desegregating his high school. After he shared his powerful story of a time not so long ago, one student raised their hand and asked, understandably, “I’m Asian. Which high school would I have attended back then, the black one or the white one?”. The question really drove home the fact that our classroom was mostly neither black nor white, and also that such a large percentage of the students’ families were not yet in Virginia when our teacher was in high school. This includes me – my parents are immigrants from Finland and the Netherlands; I really think a huge commonality among many TJ students from many cultures is that a majority of us are first generation Americans. I felt like that day we hit on a topic that we didn’t really have a proper forum to discuss at TJ, but one that we would all have benefited from.

I look forward to hearing about the administration's next steps! Thank you for listening.

V/r,

Emma Puranen '14

From: Bonitatibus, Ann N
To: Lauren Wagner
Subject: RE: [External] Note from an Alumna - Class of 2000
Date: Tuesday, June 16, 2020 12:38:14 PM

Hi, Lauren.

Thank you for reaching out as I always enjoy hearing from our alumni. Your support and commitment to action is much appreciated. I look forward to connecting with a variety of stakeholders and soliciting ideas as we embark on a new journey together this summer and into the next school year. I am encouraged there is momentum to elicit and compel change in the best interest of all students, particularly those who are not represented at TJ. My link with TJ alumni will mostly be through the TJ Partnership Fund alumni platform, so stay tuned.

And while you made a difficult decision to leave the teaching profession, I would like to thank you for the years you gave to FCPS children. I find a career in public education to be among the noblest professions and you undoubtedly made a positive contribution to children's lives.

I shall count you among the many alumni who will work to advance TJ to the next level and lead our nation as we combat institutional and systemic racism.

With gratitude,

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Lauren Wagner <lew19c@my.fsu.edu>
Sent: Tuesday, June 16, 2020 11:09 AM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] Note from an Alumna - Class of 2000

June 16, 2020

Dr. Ann Bonitatibus, Principal
Thomas Jefferson High School for Science and Technology
6560 Braddock Road
Alexandria, VA 22312

Dear Dr. Bonitatibus,

I am writing to you as one of the many alumni encouraged by your recent message that

TJHSST is committed to eradicate racism and discrimination from the school and community. I am grateful I had the privilege to not only attend TJ as a student, but return to Fairfax County Public Schools as an educator for 13 years. I remain committed to making a positive difference in education and I appreciate your shared resources for action surrounding recent events. As a result, many ideas have emerged from discussions these past weeks between members of the TJ Alumni Action Group.

I was disheartened to learn the incoming TJ class brings less diversity to the school than mine did almost 25 years ago. I agree the current admissions process, as you mentioned, does “not close the equity gap.” If anything, it seems to heighten existing disparities for Black and Latinx students. Addressing the issue of matriculating under-represented minority students must be a priority. TJ historically prides itself as a leader of innovative thinking, effective leadership and cutting edge research. I see no reason why we cannot become a champion of equitable admissions as well.

Additionally, I echo many alumni in requesting to change the Colonial mascot. To answer your question, “Can our community support dismantling a symbol that perpetuated racism in our country?” our answer is a collective, “Absolutely!” Please consider forming a committee to identify an inclusive, respectful symbol to better represent all voices of your students, faculty and alumni that make the TJ community so wonderful.

As a complete education is a diverse education, I also believe all current and incoming TJ students would benefit from a more inclusive curriculum. I want to ensure my former students that have the opportunity to attend TJ experience the most meaningful forms of growth possible: academically, socially, and culturally. We know from FCPS's adopted Portrait of a Graduate, our world is rapidly changing and we are responsible for ensuring our students are prepared to thrive in a global community. When I was a student at TJ, students were given reading over the summer to later discuss with classmates. Education surrounding race and privilege can easily be incorporated through this assignment as a meaningful step forward.

I cherish many memories of my time at TJ; one of the myriad ways I experienced a unique and inclusive school was through a respectful rapport built between staff members and students. The freedom and responsibility we were entrusted with made TJ a wonderful place to learn. The skills we acquired from sharing this culture with our peer group allowed us to develop empathy, independence and a sense of social justice. Empowering current students to engage in these experiences within a more diverse community will ultimately prepare them to navigate our challenging world.

Although I recently made the difficult choice to continue my path in the field of education outside of FCPS, my role as an advocate for the children I've taught will never end. I can only hope my former students, as well as all learners, are able to experience a TJ that honors the diversity each and every person has to offer. I look forward to hearing about the next positive steps regarding the best interest of the school community.

Regards,

Lauren Wagner, Class of 2000

Former Fourth & Second Grade Teacher, Louise Archer School, Vienna VA

From: [Corinne Pender](#)
To: [Bonitatibus, Ann N](#)
Subject: [External] Disappointment over lack of diversity in TJ admissions
Date: Tuesday, June 16, 2020 5:05:00 PM

Dear Dr. Bonitatibus,

As a TJ alumna (class of 2005), I was dismayed to see the latest TJ admissions statistics showing a massive underrepresentation of Black and Hispanic students admitted for the class of 2024. I was grateful to have had the opportunity to learn and grow in an environment that nurtured my interest in science at TJ, but it is extremely disappointing to see that after all these years that opportunity continues to be available primarily for white and Asian students, while shutting out BIPOC students and those from disadvantaged socioeconomic backgrounds. I support reforms to the TJ admissions process that could increase representation and diversity; in particular, I am in favor of changes that lower or remove barriers that disproportionately affect already-disadvantaged students, such as eliminating the testing fee or even eliminating the test itself, as well as increasing outreach at underrepresented middle schools to encourage those students to apply.

TJ also needs a cultural shift to educate students to be more welcoming of diversity; one of the apparent issues as I hear from current students (and remember from my time there) is that POC are often treated as though they don't belong, or that they only were admitted because of their ethnicity (even in spite of the current "race blind" admissions policy). It is absolutely unacceptable for students of that age to have been so thoroughly indoctrinated into that type of racist ideology, and it needs to be a priority at TJ to teach students the value of diversity. If this is not possible, one starts to wonder whether TJ should even exist at all, if it only serves to further the attitude among the supposed "best and brightest" that people of color are not deserving of the same opportunities as economically privileged white and Asian students.

Finally, I agree with the sentiments being expressed by my fellow alumni that we need to change the mascot; there is no reason for TJ to continue to use a mascot that represents racist ideals. The country's premiere high school for science and tech would be better represented by a more fun, science-related mascot, anyway!

Best,
Cory Pender
TJ Class of 2005
Postdoctoral scholar in biology, UC Berkeley

From: [Monica Welch](#)
To: [Bonitatibus, Ann N](#)
Subject: [External] Addressing Racial Inequalities at TJ
Date: Wednesday, June 17, 2020 2:30:37 PM

Dear Dr. Bonitatibus,

I am writing as an alum, Class of 1992. We were the first class at TJ to have seniors, the first with a full contingent of students. I have not lived in the area for many years, and had lost touch with goings-on at the school. I'm sure you can imagine my incredible dismay when I heard that unacceptably low numbers of Black and Hispanic students - an issue that we were well aware of when I attended TJ, 30 years ago - is **still** an issue.

I wanted to express my full support for changes to be made that would insure Black and Hispanic students are given the unique opportunity that is TJ, and that would promote an atmosphere of inclusivity. It brought tears to my eyes to read that the number of minority applicants has decreased over time, possibly due to a reputation for privileged and exclusive attitudes among the student body.

I know that you must care deeply for this school. Please, please do all that you can to increase diversity at TJ. I support the ideas that have been shared among alumni groups - changing the mascot, and even the name, of the school, curriculum changes to encourage inclusivity, and radical changes to the application and assessment process that would build diversity in the student body.

I read recently that we tend to measure the things that are easy to measure, and base policies and goals on those measurements. It's time to start figuring out how to measure what we **want** to see, and look for guidance on how to get there.

Thank you for all the work you do to help TJ be an amazing place, and thank you for the hard work you seem willing to take on in order to make it even better.

Peace,

Monica Welch
Class of 1992

From: [Bonitatibus, Ann N](#)
To: [Shughart, Jeremy A](#); [Kosatka, Brandon](#)
Subject: RE: Sophomore Round
Date: Wednesday, June 17, 2020 5:10:00 PM

For FY21, TJ is staffed for 1819 total students which leaves us 39 spots that are not filled per Brandon's chart below.

The current rising sophomore class is very large, so I don't think we can offer more than 5 without then compromising the size of the incoming freshman class.

If you believe that offering more than 5, but not to exceed 10, would benefit the school and increase diversity, please let me know.

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Shughart, Jeremy A
Sent: Wednesday, June 17, 2020 11:00 AM
To: Kosatka, Brandon <bpkosatka@fcps.edu>; Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: RE: Sophomore Round

Ann,

I wanted to follow up with you again in regards to the Sophomore Round numbers and the amount of students you would be able to accept based on staffing.

We are still proceeding with the Sophomore Process and have evaluated this round yesterday. We are targeting a release date of Friday, June 26th.

Jeremy

Jeremy Shughart, E.D.S.
Director of Admissions
Thomas Jefferson High School for Science and Technology
Fairfax County Public Schools
571-423-3770

From: Shughart, Jeremy A

Sent: Friday, June 05, 2020 10:25 AM

To: Kosatka, Brandon <bpkosatka@fcps.edu>; Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Subject: RE: Sophomore Round

Thank you Brandon. We are looking at completing the Freshman Summer Round in the next couple of weeks and then will be able to offer the Wait Pool Students offers. I would be hopeful that we can get the Freshman class back up to the 480 mark. We have adequate students to be able to make offers.

Jeremy

Jeremy Shughart, E.D.S.
Director of Admissions
Thomas Jefferson High School for Science and Technology
Fairfax County Public Schools
571-423-3770

From: Kosatka, Brandon

Sent: Friday, June 05, 2020 6:42 AM

To: Shughart, Jeremy A <jshughart@fcps.edu>; Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Subject: RE: Sophomore Round

I'm going to defer to Ann to provide the official number but here is how we are looking in terms of grade-level enrollment for next year as of this morning – with no pending registrations (all kids are in SIS):

| 20-21 grade level | # of students |
|--------------------|---------------|
| 09 | 419 |
| 10 | 466 |
| 11 | 455 |
| 12 | 440 |
| Grand Total | 1780 |

Brandon Kosatka, Director of Student Services
Thomas Jefferson HS for Science and Technology
6560 Braddock Road Alexandria, Virginia 22312
☎ 703.750.8300 📠 703.750.5057 ✉ dss@tjhsst.edu 🌐 <https://tjhsst.fcps.edu/>

From: Shughart, Jeremy A <jshughart@fcps.edu>
Sent: Thursday, June 4, 2020 1:11 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>; Kosatka, Brandon <bpkosatka@fcps.edu>
Subject: Sophomore Round

Good morning,

I hope you are both are staying safe and doing well. I wanted to reach out to you in regards to our Sophomore Round of Admissions and the number of available seats that we have to fill this year. We have our readers for the Sophomore & Junior Round of Admissions coming together in a couple of weeks and I need to know the maximum number of students we are able to offer in the Sophomore Round.

If you could let me know by the end of next week that would be very helpful. Please don't hesitate to let me know if you have any questions.

Thanks,
Jeremy

Jeremy Shughart, E.D.S.
Director of Admissions
Thomas Jefferson High School for Science and Technology
Fairfax County Public Schools
571-423-3770

From: [Bonitatibus, Ann N](#)
To: [Monica Welch](#)
Subject: RE: [External] Addressing Racial Inequalities at TJ
Date: Wednesday, June 17, 2020 5:33:00 PM

Hi, Monica.

Thank you for reaching out. I always enjoy hearing from alumni as TJ holds a special connection with all its graduates.

When I arrived at TJ in the summer of 2017, there were two important pieces to tackle. First, the competitive climate at TJ, along with the workload and expectations, were contributing to concerns about students' mental health and wellness. Therefore, we've been able to take several measures that have brought these issues to the forefront; the community has embraced the efforts and we're starting to see positive results. **Second, I knew the underrepresentation at our school needed to be addressed. Unfortunately, those strategies and actions need to be initiated at the district level where the wheels of community buy-in tend to grind slowly.**

Because I see **urgency relative to diversity and anti-racism at TJ**, I wrote the call to action that many of you have seen. I appreciate your support and I will count you among the alumni who are willing to be strong minds, hands, and hearts to engage in the journey that lies ahead. This moment is reuniting the TJ community in meaningful ways and I look forward to working with alumni and other stakeholders as we continue to lead the nation and bring TJ to the next level of excellence for all.

Regards,

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: **Monica Welch** [mailto:welch.monica@gmail.com]
Sent: Wednesday, June 17, 2020 2:30 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] Addressing Racial Inequalities at TJ

Dear Dr. Bonitatibus,

I am writing as an alum, Class of 1992. We were the first class at TJ to have seniors, the first with a full contingent of students. I have not lived in the area for many years, and had lost touch with goings-on at the school. I'm sure you can imagine my incredible dismay when I heard that unacceptably low numbers of Black and Hispanic students - an issue that we were well aware of when I attended TJ, 30 years ago - is **still** an issue.

I wanted to express my full support for changes to be made that would insure Black and Hispanic students are given the unique opportunity that is TJ, and that would promote an atmosphere of inclusivity. It brought tears to my eyes to read that the number of minority applicants has decreased over time, possibly due to a reputation for privileged and exclusive attitudes among the student body.

I know that you must care deeply for this school. Please, please do all that you can to increase diversity at TJ. I support the ideas that have been shared among alumni groups - changing the mascot, and even the name, of the school, curriculum changes to encourage inclusivity, and radical changes to the application and assessment process that would build diversity in the student body.

I read recently that we tend to measure the things that are easy to measure, and base policies and goals on those measurements. It's time to start figuring out how to measure what we **want** to see, and look for guidance on how to get there.

Thank you for all the work you do to help TJ be an amazing place, and thank you for the hard work you seem willing to take on in order to make it even better.

Peace,

Monica Welch
Class of 1992

To: [Corinne Pender](#)
Subject: RE: [External] Disappointment over lack of diversity in TJ admissions
Date: Wednesday, June 17, 2020 5:41:05 PM

Hi, Cory.

Thank you for reaching out. I always enjoy hearing from alumni- there is no doubt TJ holds a special spot in your hearts.

I appreciate your support for the actions that must occur. You most likely have seen or heard about the call to action I issued regarding changing the mascot, revising admissions processes, and infusing curriculum with more culturally responsive resources.

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Corinne Pender [mailto:cpender@berkeley.edu]
Sent: Tuesday, June 16, 2020 5:05 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] Disappointment over lack of diversity in TJ admissions

Dear Dr. Bonitatibus,

As a TJ alumna (class of 2005), I was dismayed to see the latest TJ admissions statistics showing a massive underrepresentation of Black and Hispanic students admitted for the class of 2024. I was grateful to have had the opportunity to learn and grow in an environment that nurtured my interest in science at TJ, but it is extremely disappointing to see that after all these years that opportunity continues to be available primarily for white and Asian students, while shutting out BIPOC students and those from disadvantaged socioeconomic backgrounds. I support reforms to the TJ admissions process that could increase representation and diversity; in particular, I am in favor of changes that lower or remove barriers that disproportionately affect already-disadvantaged students, such as eliminating the testing fee or even eliminating the test itself, as well as increasing outreach at underrepresented middle schools to encourage those students to apply.

TJ also needs a cultural shift to educate students to be more welcoming of diversity; one of the apparent issues as I hear from current students (and remember from my time there) is that POC are often treated as though they don't belong, or that they only were admitted because of their ethnicity (even in spite of the current "race blind" admissions policy). It is absolutely unacceptable for students of that age to have been so thoroughly indoctrinated into that type of racist ideology, and it needs to be a priority at TJ to teach students the value of diversity. If this is not possible, one starts to wonder whether TJ should even exist at all, if it only serves to further the attitude among the supposed "best and brightest" that people of color are not deserving of the same opportunities as economically privileged white and Asian students.

Finally, I agree with the sentiments being expressed by my fellow alumni that we need to change the mascot; there is no reason for TJ to continue to use a mascot that represents racist ideals. The country's premiere high school for science and tech would be better represented by a more fun, science-related mascot, anyway!

Best,
Cory Pender
TJ Class of 2005
Postdoctoral scholar in biology, UC Berkeley

From: [Bonitatibus, Ann N](#)
To: [Corinne Pender](#)
Subject: RE: [External] Disappointment over lack of diversity in TJ admissions
Date: Wednesday, June 17, 2020 5:46:38 PM

Hi, Cory.

Thank you for reaching out. I always enjoy hearing from alumni- there is no doubt TJ holds a special spot in your hearts.

I appreciate your support for the actions that must occur. You most likely have seen or heard about the call to action I issued regarding changing the mascot, revising admissions processes, and infusing curriculum with more culturally responsive resources. We cannot continue to take pride in a school unless it is accessible to all who have a passion and aptitude for STEM. We are not an Ivy League prep school and any who approach our school with that goal in mind are diminishing our mission and marginalizing others.

I will count you among the many alumni who are offering their minds, hands and hearts to the journey that lies ahead. And I like your offer of a fun, science-related mascot- it would be so TJ!

Regards,

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Corinne Pender [mailto:cpender@berkeley.edu]
Sent: Tuesday, June 16, 2020 5:05 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] Disappointment over lack of diversity in TJ admissions

Dear Dr. Bonitatibus,

As a TJ alumna (class of 2005), I was dismayed to see the latest TJ admissions statistics showing a massive underrepresentation of Black and Hispanic students admitted for the class of 2024. I was grateful to have had the opportunity to learn and grow in an environment that nurtured my interest in science at TJ, but it is extremely disappointing to see that after all these years that opportunity continues to be available primarily for white and Asian students, while shutting out BIPOC students and those from disadvantaged socioeconomic backgrounds. I support reforms to the TJ admissions process that could increase representation and diversity; in particular, I am in favor of changes that lower or remove barriers that disproportionately affect already-disadvantaged students, such as eliminating the testing fee or even eliminating the test itself, as well as increasing outreach at underrepresented middle schools to encourage those students to apply.

TJ also needs a cultural shift to educate students to be more welcoming of diversity; one of the apparent issues as I hear from current students (and remember from my time there) is that POC are often treated as though they don't belong, or that they only were admitted because of their ethnicity (even in spite of the current "race blind" admissions policy). It is absolutely unacceptable for students of that age to have been so thoroughly indoctrinated into that type of racist ideology, and it needs to be a priority at TJ to teach students the value of diversity. If this is not possible, one starts to wonder whether TJ should even exist at all, if it only serves to further the attitude among the supposed "best and brightest" that people of color are not deserving of the same opportunities as economically privileged white and Asian students.

Finally, I agree with the sentiments being expressed by my fellow alumni that we need to change the mascot; there is no reason for TJ to continue to use a mascot that represents racist ideals. The country's premiere high school for science and tech would be better represented by a more fun, science-related mascot, anyway!

Best,

Cory Pender

TJ Class of 2005

Postdoctoral scholar in biology, UC Berkeley

From: Shughart, Jeremy A
To: Bonitatibus, Ann N
Subject: RE: Sophomore Round
Date: Wednesday, June 17, 2020 6:44:14 PM

Ann,

In looking at the numbers, I am going to offer 7 students. It will breakdown as the following:

Asian – [REDACTED]

Black – [REDACTED]

Hispanic – [REDACTED]

White – [REDACTED]

Two or More – [REDACTED]

This provides a quality distribution based on the applicant pool and it does increase our racial minority offerings. I don't expect these student to reject the offer as it isn't typical since they just completed the application.

Thanks,
Jeremy

Jeremy Shughart, E.D.S.

Director of Admissions

Thomas Jefferson High School for Science and Technology

Fairfax County Public Schools

571-423-3770

From: Bonitatibus, Ann N

Sent: Wednesday, June 17, 2020 5:11 PM

To: Shughart, Jeremy A <jshughart@fcps.edu>; Kosatka, Brandon <bpkosatka@fcps.edu>

Subject: RE: Sophomore Round

For FY21, TJ is staffed for 1819 total students which leaves us 39 spots that are not filled per Brandon's chart below.

The current rising sophomore class is very large, so I don't think we can offer more than 5 without then compromising the size of the incoming freshman class.

If you believe that offering more than 5, but not to exceed 10, would benefit the school and increase diversity, please let me know.

Ann

Ann N. Bonitatibus, Ed.D.

Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Shughart, Jeremy A

Sent: Wednesday, June 17, 2020 11:00 AM

To: Kosatka, Brandon <bpkosatka@fcps.edu>; Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Subject: RE: Sophomore Round

Ann,

I wanted to follow up with you again in regards to the Sophomore Round numbers and the amount of students you would be able to accept based on staffing.

We are still proceeding with the Sophomore Process and have evaluated this round yesterday. We are targeting a release date of Friday, June 26th.

Jeremy

Jeremy Shughart, E.D.S.
Director of Admissions
Thomas Jefferson High School for Science and Technology
Fairfax County Public Schools
571-423-3770

From: Shughart, Jeremy A

Sent: Friday, June 05, 2020 10:25 AM

To: Kosatka, Brandon <bpkosatka@fcps.edu>; Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Subject: RE: Sophomore Round

Thank you Brandon. We are looking at completing the Freshman Summer Round in the next couple of weeks and then will be able to offer the Wait Pool Students offers. I would be hopeful that we can get the Freshman class back up to the 480 mark. We have adequate students to be able to make offers.

Jeremy

Jeremy Shughart, E.D.S.
Director of Admissions
Thomas Jefferson High School for Science and Technology
Fairfax County Public Schools
571-423-3770

From: Kosatka, Brandon

Sent: Friday, June 05, 2020 6:42 AM

To: Shughart, Jeremy A <jshughart@fcps.edu>; Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Subject: RE: Sophomore Round

I'm going to defer to Ann to provide the official number but here is how we are looking in terms of grade-level enrollment for next year as of this morning – with no pending registrations (all kids are in SIS):

| 20-21 grade level | # of students |
|--------------------|---------------|
| 09 | 419 |
| 10 | 466 |
| 11 | 455 |
| 12 | 440 |
| Grand Total | 1780 |

Brandon Kosatka, Director of Student Services
Thomas Jefferson HS for Science and Technology
6560 Braddock Road Alexandria, Virginia 22312
☎ 703.750.8300 📠 703.750.5057 ✉ dss@tjhsst.edu 🌐 <https://tjhsst.fcps.edu/>

From: Shughart, Jeremy A <jshughart@fcps.edu>
Sent: Thursday, June 4, 2020 1:11 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>; Kosatka, Brandon <bpkosatka@fcps.edu>
Subject: Sophomore Round

Good morning,

I hope you are both are staying safe and doing well. I wanted to reach out to you in regards to our Sophomore Round of Admissions and the number of available seats that we have to fill this year. We have our readers for the Sophomore & Junior Round of Admissions coming together in a couple of weeks and I need to know the maximum number of students we are able to offer in the Sophomore Round.

If you could let me know by the end of next week that would be very helpful. Please don't hesitate to let me know if you have any questions.

Thanks,
Jeremy

Jeremy Shughart, ED.S.
Director of Admissions
Thomas Jefferson High School for Science and Technology
Fairfax County Public Schools
571-423-3770

From: [Jenna Newsome](#)
To: [Bonitatibus, Ann N](#)
Subject: [External] Thank You and Moving Forward with Anti-Racism at TJ
Date: Wednesday, June 17, 2020 11:59:21 PM

June 17, 2020

Thomas Jefferson High School for Science and Technology
6560 Braddock Road
Alexandria, VA 22312

Dr. Ann Bonitatibus, Principal, anbonitatibu@fcps.edu

Dear Dr. Bonitatibus,

I am writing to you as one of the many alumni who was heartened by your recent message that TJHSST is committed to countering racism and discrimination. I appreciate that you shared resources for the TJ community and specific calls to action. As a follow up to the questions and ideas in that message, please see feedback and suggestions below that have emerged from many discussions over the past weeks within the community in general and the TJ Alumni Action Group in particular.

First, I can safely speak for many alumni when I request an immediate change to the Colonial mascot. To your question, "Can our community support dismantling a symbol that perpetuated racism in our country?" my answer is a resounding "Yes!" I urge you to commit to changing the mascot by a set, publicized deadline. Please also consider forming a committee to incorporate input from all relevant stakeholders and identify a new mascot that better reflects the values of the school and the wonderful students, faculty, and staff that make it special.

Second, I agree that the TJ admissions process today, as you mentioned, does “not close the equity gap.” If anything, it seems to exacerbate existing disparities for black and Hispanic students in particular. Addressing the issue of admitting and retaining under-represented minorities (URMs) must be a top priority. TJ justifiably prides itself for innovation and being on the leading edge in so many ways, and we see no reason why it cannot be a pioneer in equitable admissions, as well.

Third, all students would benefit from a more inclusive curriculum. As an alum, I applaud efforts to build a more welcoming environment for URMs and to help equip every student with the knowledge and skills necessary to thrive in a diverse social and professional world. Certainly, teachers--including STEM teachers--should also be encouraged and empowered to put forward and implement creative solutions in their own classes and school-wide.

I look forward to hearing about the administration’s next steps as soon as possible.

Regards,
Jenna Newsome (Class of 1998)

From: [Shaista Keating](#)
To: [Shaista Keating](#)
Cc: [Bonitatibus, Ann N](#); [Yolanda Theeke](#); [Frank, Shawn J](#); [Natalie](#); [Rowland, Nancy H](#); [REDACTED]; [REDACTED]; [Edwards, Patricia W](#).
Subject: Re: [External] Re: Diversity Committee Request
Date: Thursday, June 18, 2020 6:14:51 AM

Hi Team,

Hope you are all well. Thank you for working together on our program for the “Young Scholars Session with TJ.”

Final agenda:

Ann Bonitatibus and Shawn Frank - Welcome - 5 minutes

Nancy Roland - TJ Admissions - 5 minutes

Patty Edwards - Young Scholars Program opportunities - 5 minutes

Yolanda - Diversity Committee and introduction of panelists. - 5 minutes

Panel: [REDACTED]
[REDACTED]. I will be happy to moderate the panel discussion.

Yolanda, does this look alright to you? A couple of additional questions: (1) Would you like to run the meeting as you do each year? (2) One of our student panelists suggested that we offer participants books, perhaps an ACT Sci prep book or a math counts book? Yolanda, would you like to use the PTSA diversity funds to do so?

Is there anything else that anyone on our team would like to add to our program?

Best,
Shaista

Sent from my iPhone

On Jun 10, 2020, at 7:00 AM, Shaista Keating <ShaistaKeating@gmail.com> wrote:

Hi Team,

Hope you are doing well.

We have a diverse panel comprised of articulate and passionate students and alumni in our community. These students are committed to diversity and inclusion and have made significant contributions to our TJ community as STEMbassadors

and as leaders of the Student Diversity Initiative and the Black Student Union. Two have written reflective and compelling articles.

I am delighted to share that [REDACTED] have confirmed participation on our panel for the Young Scholars Program Session with TJ.

Nancy, thank you in advance for helping us market this event to students in the Young Scholars Program starting in 4th grade. Thank you Miriam for creating a registration site. We also have a Zoom link in the flyer. Here is a Google doc link to our flyer: <https://docs.google.com/presentation/d/1ZFD2IpBtM6Rz56EXK8QURj2JjA-R3O4ar8L9THyfGx0/edit#slide=id.p1>

Best,
Shaista

On Sun, Jun 7, 2020 at 7:17 PM Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

Hi, Shaista and the team.

Thanks for all you are doing to host an event this year that reaches a targeted audience with Young Scholars. You know best what you will plan for the experience, which would in turn influence the grade levels.

I believe we would be reaching a good segment if we reached down as far as 4th grade, especially considering the virtual platform and what its capabilities will be. The younger ones really need an active experience with breakout rooms, opportunities to do something fun, etc., so it may be a stretch to include grades 2-3. I have already recommended a student to Shaista and will be able to give a back up if that student is not available.

Looking forward to this year's event.

Ann

Ann N. Bonitatibus, Ed.D.

Principal

Thomas Jefferson High School

for Science and Technology

6560 Braddock Road

Alexandria, VA 22312

(703) 750-8300

From: Shaista Keating [mailto:shaistakeating@gmail.com]

Sent: Sunday, June 7, 2020 6:32 PM

To: Yolanda Theeke <ytheeke@yahoo.com>

Cc: Bonitatibus, Ann N <anbonitatibu@fcps.edu>; Frank, Shawn J <SJFrank@fcps.edu>; Natalie <nmlorenz@gmail.com>; Rowland, Nancy H. <NHRowland@fcps.edu>; [REDACTED] Kinis, Aristia <akinis@fcps.edu>; Lamoreaux, Miriam <mlamoreaux@fcps.edu>;

[REDACTED] >;

[REDACTED]

Subject: [External] Re: Diversity Committee Request

Hi Team,

Hope you are well.

Yolanda, Thank you for letting us know. I wish you luck with the global deployment. Happy to take the lead and would value any support that you are able to provide. Please don't worry about the flyer. I have already updated it and will share it with everyone soon. One less thing on your plate.

Nancy, would you be willing to discuss TJ admissions in addition to advertising the event to the Young Scholars Program students.

Ann and Shawn, since this is an online event, would you be alright with inviting all Young Scholars or would you prefer upper elementary? Our software can support 2-6 grade scholars.

So far, we have a commitment from [REDACTED]

[REDACTED] A few of us are looking to identify a current student and another alum. Yolanda, do let us know if you would be willing to serve on the panel on June 20 at 10:00am.

Thank you everyone.

Best,

Shaista

Sent from my iPhone

On Jun 7, 2020, at 5:13 PM, Yolanda Theeke
<ytheeke@yahoo.com> wrote:

Hi Team,

I think this is a good idea, and worth pursuing.

I am working literally around the clock doing hypercare for a large global deployment and don't have the bandwidth to be able to commit to take the lead to pull this event together.

I'll do my best to try to support if somebody else can lead and I will also produce revised flyers.

Best

Yolanda

On Friday, June 5, 2020, 01:19:13 PM EDT, Shaista Keating
<shaistakeating@gmail.com> wrote:

Thank you [REDACTED] It would be wonderful if you would reach out to [REDACTED]

Best,

Shaista

Sent from my iPhone

On Jun 5, 2020, at 1:12 PM, [REDACTED]
wrote:

Thanks Shaista,

would love to see [REDACTED]
[REDACTED] she has excellent perspectives
and would represent the kind of diversity we are seeking in
addition to [REDACTED] or others who might be interested and
available. if it's ok, I'll reach to her...

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

On Fri, Jun 5, 2020 at 1:05 PM Shaista Keating
<shaistakeating@gmail.com> wrote:

Excellent. Thank you Nancy.

Let me propose June 20 at 10:00am for a 1 hour session.

Yolanda, would you be willing to change the flyer you made to reflect the new date and the title to be?

“Young Scholars Session with TJ”

Tentative agenda:

Ann Bonitatibus and Shawn Frank - Welcome - 5 minutes

Yolanda - Diversity Committee and introduction of panelists. - 5 minutes

It would be ideal to have 2 or 3 students or alumni To discuss their experience at TJ and commitment to Sci-tech, 2 or 3 parents to discuss how to get into TJ on our panel. I am happy to moderate.

[REDACTED]

If you have recommendations on students or alumni, please let me know so we may invite them to join.

Best,
Shaista

Sent from my iPhone

> On Jun 5, 2020, at 12:21 PM, Shaista Keating
<ShaistaKeating@gmail.com> wrote:

>
> Hi Yolanda,
>
> Hope you are doing well.
>
> Are you available to schedule an online Zoom for a
Young Scholars Day at TJ?
>
> I think we could still work with Nancy Roland and do a
wonderful event online.
>
> Nancy, would it be possible to advertise an online event
to Young Scholars and their families?

>
> Thank you in advance for your consideration.
>
> Best,
> Shaista
>
> Sent from my iPhone

[]

From: [terri](#)
To: [Bonitatibus, Ann N](#)
Subject: Re: [External] You have received a message from the online staff directory contact form.
Date: Thursday, June 18, 2020 8:04:00 AM

Thank you for your response, and for sharing your **call to action**, which is important. **Are you able to provide the number of black students accepted though?** I manage a research program at the federal level dedicating energy to early support of underrepresented populations in the scientific community, and our intent is to reach out as early as possible - the TJ admissions data clearly seem to be suffering a lot in the goal of presenting equal opportunities. I'll be curious to see how the discussion unfolds to get quickly to a better place.

Terri Gleason

From: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Sent: Wednesday, June 17, 2020 9:17 PM
To: terrigleason@hotmail.com <terrigleason@hotmail.com>
Subject: Re: [External] You have received a message from the online staff directory contact form.

Good evening, Ms. Gleason.

Thank you for reaching out seeking truth. Unfortunately, **an individual in the community posted inaccurate information and did not have the authority to speak on behalf of FCPS.**

The underrepresentation of Black and Hispanic students is not acceptable and the school district is committed to addressing the admissions process so as to create more pathways and opportunities that make TJ accessible for all.

The admissions office is run separately from TJ and you may find further explanation about the data here: <https://www.fcps.edu/node/41298>.

Also, you may read my call to action to the community and it has received great support: <https://content.govdelivery.com/accounts/VAEDUFCPS/bulletins/28f8d9>.

Regards,

Ann N. Bonitatibus, Ed.D.
Principal
TJHSST
(Sent from mobile phone)

On Jun 17, 2020, at 9:01 PM, terri gleason <do-not-reply@fcps.edu> wrote:

Sent By: terri gleason

Sender Email: terrigleason@hotmail.com

Time: 06/17/2020 - 21:00

Recipient: anbonitatibu@fcps.edu

IMPORTANT NOTICE

This email was sent via a contact form on your public staff profile and routed through an external mail server. This message's sender should be a parent, guardian, or student that you know. Never respond to individuals claiming to be FCPS staff requesting money, gifts, favors, or personally identifiable information. Always exercise caution opening links or attachments sent via email.

When replying to this email, the "Sender Email" address above will be used automatically. Do not respond if the email address or email contents appear suspicious. Forward spam and suspicious emails to spamremoval@fcps.edu

Original message follows:

Hello, I am inquiring if the news report of zero black students being accepted as rising freshmen is true? because it was reported in the news, i'd like to ask directly regarding this. thank you kindly, Terri Gleason

From: Kirsten W
To: [Bonitatibus, Ann N](#)
Subject: [External] TJHSST's Commitment to Racial Equity
Date: Thursday, June 18, 2020 12:55:37 PM

Good afternoon Dr. Bonitatibus,

I write to you as a concerned alumna with regard to your recent statement confirming TJHSST's commitment to countering racism and discrimination. Attached please find my complete letter.

I look forward to hearing from you soon,

Kirsten Wittkowski

Class of 2006

From: [Bonitatibus, Ann N](#)
To: [Gros, Penny](#)
Subject: RE: Virtual Graduation Video Guidelines - Student Self-Expression
Date: Thursday, June 18, 2020 1:44:00 PM

Confirmed. We're good with no free-forming- consistent with direction given. Some students submitted messages about committing themselves to increasing diversity at TJ; those comments were taken out and students were told to include personal sentiments in video.

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Gros, Penny
Sent: Thursday, June 18, 2020 12:49 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: FW: Virtual Graduation Video Guidelines - Student Self-Expression
Importance: High

Penny Gros
Executive Principal | Region 2

From: DeRose, Shawn P <SPDeRose@fcps.edu>
Sent: Thursday, June 18, 2020 10:19 AM
To: Gros, Penny <pmgros@fcps.edu>
Subject: FW: Virtual Graduation Video Guidelines - Student Self-Expression
Importance: High

From: Brumfield, Pamela E. <pebrumfield@fcps.edu>
Sent: Monday, June 8, 2020 8:57 AM
To: HSPA <HSPA@fcps.edu>
Cc: Ivey, Frances W <FWIvey@fcps.edu>; Shewale, Madhavi <mshewale@fcps.edu>
Subject: Virtual Graduation Video Guidelines - Student Self-Expression
Importance: High

Good morning, HSPA,

(I do apologize for the long email because I do not like receiving them myself. However, my hope is that the extra text provides clarity and support and allows you to provide direction to your POCs.)

During our meeting on Friday, we discussed the Virtual Graduation and Celebration Video, and two concerns were voiced:

- **Student photo slide with text (150 characters) – concern that students will want to include quotes and/or voice their frustration, hurt, anger, opinions, etc.**

The guidelines were developed before Mr. George Floyd's murder and the subsequent protests that have erupted in our country and around the world. Specifically, the guidelines were created because this video is a graduation and celebration video; its purpose is to celebrate earning a high school diploma and to highlight aspects of your school. The video is not for freedom of speech or self-expression. Student self-expression and the use of quotes or messages will always be controversial even in the best of times. In our live graduation ceremonies, students hear their name, walk across a stage, and receive their diplomas. Students do not wear shirts with messages nor do they decorate their caps with messages.

Of course, students need the opportunity to express themselves, but the video is not the forum for such self-expression. We, as principals, do need to create safe spaces and opportunities for students to be heard—but not in the video. Determining which quotes and/or student messages of self-expression are appropriate on a photo slide forces us into the realm of subjectivity and our own personal biases.

Personally, there are several quotes from Malcolm X or Dr. Martin Luther King that I think are very appropriate and could be included on a student slide. HOWEVER, someone else might not agree with me. Even if a student wanted to write "All lives matter," "I am stronger than yesterday," "There is no way around hard work, embrace it," we will not approve these quotes and messages. Why? These quotes seem positive and innocuous enough, but it depends on the reader and how that person interprets the message.

So, the guidelines were written to avoid subjectivity and having to decide that this quote or that quote or this message or that message is okay...but this one is not.

STICK TO THE GUIDELINES – no quotes or self-expression

Please follow up with your POCs and make sure that these guidelines have been communicated to the students. Send out several reminders. If a student does not follow the guidelines, then their text on the slide can be deleted. Only the student's name would be announced--without text.

- **SR&R Appropriate:** Student upload of name, photo, text, and optional video clip, if student elects. No laptop needed; students can use their phones. Herff Jones website will provide an example.



❖ Student Picture Slide

- ✓ Name is professionally announced and typed on slide
- ✓ Attire: Cap and Gown – If cap and gown are not available, then schools will use senior yearbook photo. Schools may need to consider an alternative process if yearbook photos are not available.

❖ Text on slide (up to 150 characters)

- ✓ Thank you message to staff and family
- ✓ Limited to official school-sponsored activities/awards/achievements (Honor Grad; IB Diploma, etc.)
- ✓ Future plans – college admission, military enlistment, employment

- **Many students have not uploaded a photo; concern that perhaps only half of one's senior class will participate.**

It might appear to the School Board and/or community that the video was not inclusive and excluded students. Principals would like to be proactive in the messaging before the videos are streamed and the community wonders why all students were not included in the video.

I shared this concern with Dr. Ivey and expressed the importance that the School Board and community understand that per Division Counsel students must opt-in to participate in the video. Schools are not allowed to upload a photo without student permission. Schools will make every attempt to include students and will contact those who do not upload a photo; however, it is student choice and hundreds of students in each school's senior class may choose not to participate.

Perhaps there could be messaging at the beginning of each school video which states:

We want to celebrate all of our class of 2020 graduates. Although not all selected to participate in this video, we are proud of all of them and celebrate their accomplishments.

Dr. Ivey stated that she would discuss with Dr. Brabrand and senior leadership and would draft communication for the School Board; she will get back to us on the final outcome.

Thank you for reading all the way to the bottom.

Pamela

From: [Virginia Department of Education](#)
To: [Bonitatibus, Ann N](#)
Subject: Statement from the Virginia Board of Education
Date: Thursday, June 18, 2020 4:01:50 PM

[View this message online](#)

Board of Education



Statement from the Virginia Board of Education

On June 18, 2020, the Virginia Board of Education unanimous adopted the following statement regarding systemic racism, racial justice and education. The Board remains committed to making good on the promise of a high-quality education for every child by eliminating racial and socioeconomic inequities in Virginia's public education system.

Statement from the Virginia Board of Education

The history of people of color, particularly Black Americans, in our country is a history of strength, perseverance, courageous struggle, agency and hope. But we also know that history is marked by exploitation, oppression, disenfranchisement, and discrimination. As part of broader systems of oppression, people of color have been denied access to the schoolhouse based on the color of their skin. The fight for equal access to public education is longstanding and endures to this day. The brave actions of Mary Peake, Barbara Johns, Ruby Bridges, the Norfolk 17, and countless other students, parents, and civil rights leaders helped break down racial barriers to education. The Board recognizes that equal access to a high-quality public education is a fundamental right of all Virginians, regardless of race, gender, creed, color or sexual orientation. However, systemic racism and discrimination still exist in public education, and too often, a student's skin color or socioeconomic status predicts the quality of their educational opportunities. As education leaders in the Commonwealth, we have a responsibility to recognize and confront such racism and discrimination.

The Virginia Board of Education is committed to ensuring that Virginia students learn and understand the complex and often untold history of Black Americans in Virginia, and our nation. Through the work of the Commission on African American History Education, a review of Virginia's History Standards of Learning, instructional practices, and professional development supports is underway, with recommendations due September 1, 2020. Further, the Virginia Department of Education is revising its process for reviewing all Standards of Learning so that all voices are heard during the revision process. As part of the statutory duty to establish the educational objectives for the Commonwealth, the Board is committed to making the necessary revisions to the Virginia's Standards of Learning to ensure an accurate and comprehensive history of and contributions from Black Americans is taught in Virginia's public schools.

Further, the Board remains committed to prioritizing equity in every facet of Virginia's public education system, to ensure every child receives what they need, when they need it, to access a high-quality public education. This vision of equity extends across race, socioeconomic status, and regional diversity. In October 2019, the Board prescribed revised Standards of Quality, and advocated for their implementation during the 2020 General Assembly, in order for the Commonwealth to make progress towards equity of opportunity and outcome for all of Virginia's students.

The current system of funding for our schools, codified as the Standards of Quality, has not resulted in meaningful changes in educational outcomes. In fact, in combined effect with the previously long-standing Standards of Accreditation, segregation in our schools has increased. We have seen resources, in terms of funding and personnel, migrate to schools and localities

that disproportionately served fewer students of color. The result has been a recognized achievement gap that continues to persist.

The Board of Education stands firm in its conviction that the state needs to change how it structures public education funding, and how much it provides to public schools, primarily through the Standards of Quality. Without such action, we believe student achievement gaps, easily predicted by race and socioeconomic status, will stubbornly persist as they have for decades.

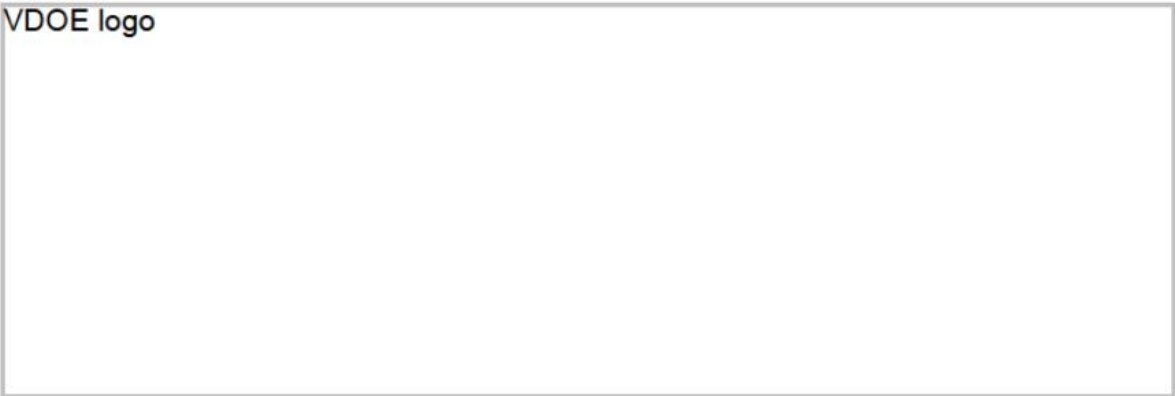
An environment that fosters personal growth and economic opportunity is foundational to broader societal equality. Education is the precursor to both. Without a meaningful change to public education funding in Virginia, we believe that the unacceptable results we see today won't change.

Therefore, today the Board recommits to making good on the promise of a high-quality education for every child by eliminating racial and socioeconomic inequities in Virginia's public education system. The Board calls on the Virginia General Assembly to make progress on funding and implementing concepts embedded in the 2019 Standards of Quality in order to close the achievement gap and advance equity of opportunity and outcome for Virginia's students. Additionally, the Board calls on fellow education leaders across the Commonwealth to examine policies, procedures and funding through the lens of racial inequity to implement necessary reform to ensure children of every race have equal access to educational opportunity. Virginia's leaders have a shared responsibility to deliver on the promise of a high-quality education for every child, and together, with intentional action to dismantle racism and eliminate achievement gaps, we can fulfill that promise for every learner.

If you have questions, please contact Emily Webb, Director of Board Relations, at emily.webb@doe.virginia.gov or 804-225-2924.

This service is provided to you at no charge by the Virginia Department of Education [Office of Board Relations](#). Update your subscriptions, modify your password or email address, or stop subscriptions at any time on your [Subscriber Preferences Page](#). You will need to use your email address to log in. If you have questions or problems with the subscription service, please visit [Subscriber Help](#).

VDOE logo



This email was sent to anbonitatibu@fcps.edu using GovDelivery Communications Cloud on behalf of: Virginia Department of Education - James Monroe Building - 101 N. 14th Street - Richmond, VA 23219



From: [Bonitatibus, Ann N](#)
To: [Jenna Newsome](#)
Subject: RE: [External] Thank You and Moving Forward with Anti-Racism at TJ
Date: Thursday, June 18, 2020 4:48:44 PM

Hi, Jenna.

Thank you for reaching out. I enjoy hearing from TJ alumni and how you maintain strong connections to your alma mater.

Appreciate your support for my call to action along with your additional reflections. We have important work to accomplish on the journey that lies ahead.

I will count you among the many minds, hands and hearts who will help lead TJ to the next level as we eradicate racism and become more accessible to all.

Regards,

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Jenna Newsome [mailto:jennanewsome@yahoo.com]

Sent: Wednesday, June 17, 2020 11:59 PM

To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Subject: [External] Thank You and Moving Forward with Anti-Racism at TJ

June 17, 2020

Thomas Jefferson High School for Science and Technology
6560 Braddock Road
Alexandria, VA 22312

Dr. Ann Bonitatibus, Principal, anbonitatibu@fcps.edu

Dear Dr. Bonitatibus,

I am writing to you as one of the many alumni who was heartened by your recent message that TJHSST is committed to countering racism and discrimination. I appreciate that you shared resources for the TJ community and specific calls to action. As a follow up to the questions and ideas in that message, please see feedback and suggestions below that have emerged from many discussions over the past weeks within the community in general and the TJ Alumni Action Group in particular.

First, I can safely speak for many alumni when I request an immediate change to the Colonial mascot. To your question, “Can our community support dismantling a symbol that perpetuated racism in our country?” my answer is a resounding “Yes!” I urge you to commit to changing the mascot by a set, publicized deadline. Please also consider forming a committee to incorporate input from all relevant stakeholders and identify a new mascot that better reflects the values of the school and the wonderful students, faculty, and staff that make it special.

Second, I agree that the TJ admissions process today, as you mentioned, does “not close the equity gap.” If anything, it seems to exacerbate existing disparities for black and Hispanic students in particular. Addressing the issue of admitting and retaining under-represented minorities (URMs) must be a top priority. TJ justifiably prides itself for innovation and being on the leading edge in so many ways, and we see no reason why it cannot be a pioneer in equitable admissions, as well.

Third, all students would benefit from a more inclusive curriculum. As an alum, I applaud efforts to build a more welcoming environment for URMs and to help equip every student with the knowledge and skills necessary to thrive in a diverse social and professional world. Certainly, teachers--including STEM teachers--should also be encouraged and empowered to put forward and implement creative solutions in their own classes and school-wide.

I look forward to hearing about the administration’s next steps as soon as possible.

Regards,

Jenna Newsome (Class of 1998)

From: [Bonitatibus, Ann N](#)
To: [terri](#)
Bcc: [Shughart, Jeremy A](#)
Subject: RE: [External] You have received a message from the online staff directory contact form.
Date: Thursday, June 18, 2020 5:08:00 PM

Please refer back to the original portion of my message where it states:

The admissions office is run separately from TJ and you may find further explanation about the data here: <https://www.fcps.edu/node/41298>.

If you find the explanation is still not clear, you may reach out directly to the TJ admissions office at tjadmissions@fcps.edu.

Regards,

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: terri [mailto:terrigleason@hotmail.com]

Sent: Thursday, June 18, 2020 8:04 AM

To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Subject: Re: [External] You have received a message from the online staff directory contact form.

Thank you for your response, and for sharing your call to action, which is important. Are you able to provide the number of black students accepted though? I manage a research program at the federal level dedicating energy to early support of underrepresented populations in the scientific community, and our intent is to reach out as early as possible - the TJ admissions data clearly seem to be suffering a lot in the goal of presenting equal opportunities. I'll be curious to see how the discussion unfolds to get quickly to a better place.

Terri Gleason

From: Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Sent: Wednesday, June 17, 2020 9:17 PM

To: terrigleason@hotmail.com <terrigleason@hotmail.com>

Subject: Re: [External] You have received a message from the online staff directory contact form.

Good evening, Ms. Gleason.

Thank you for reaching out seeking truth. Unfortunately, an individual in the community

posted inaccurate information and did not have the authority to speak on behalf of FCPS.

The underrepresentation of Black and Hispanic students is not acceptable and the school district is committed to addressing the admissions process so as to create more pathways and opportunities that make TJ accessible for all.

The admissions office is run separately from TJ and you may find further explanation about the data here: <https://www.fcps.edu/node/41298>.

Also, you may read my call to action to the community and it has received great support: <https://content.govdelivery.com/accounts/VAEDUFCPS/bulletins/28f8d9>.

Regards,

Ann N. Bonitatibus, Ed.D.

Principal

TJHSST

(Sent from mobile phone)

On Jun 17, 2020, at 9:01 PM, terri gleason <do-not-reply@fcps.edu> wrote:

Sent By: terri gleason

Sender Email: terrigleason@hotmail.com

Time: 06/17/2020 - 21:00

Recipient: anbonitatibu@fcps.edu

IMPORTANT NOTICE

This email was sent via a contact form on your public staff profile and routed through an external mail server. This message's sender should be a parent, guardian, or student that you know. Never respond to individuals claiming to be FCPS staff requesting money, gifts, favors, or personally identifiable information. Always exercise caution opening links or attachments sent via email.

When replying to this email, the "Sender Email" address above will be used automatically. Do not respond if the email address or email contents appear suspicious. Forward spam and suspicious emails to spamremoval@fcps.edu

Original message follows:

Hello, I am inquiring if the news report of zero black students being accepted as rising freshmen is true? because it was reported in the news, i'd like to ask directly regarding this. thank you kindly, Terri Gleason

From: [Bonitatibus, Ann N](#)
To: [REDACTED]
Subject: RE: [External] TJ Diversity Meeting Follow-up
Date: Thursday, June 18, 2020 5:32:10 PM

Hi, [REDACTED]

Congrats again on your graduation! Thanks for reaching out with thoughtful questions and being so patient awaiting my response. It's been a busy time wrapping up the end of the school year in a virtual environment. I really appreciate your participation and candor during our fishbowl forum last week with students and staff.

Please see my responses to your questions embedded below in bold font.

I look forward to seeing you this weekend on the student panel! 😊

Best,

Dr. Bonitatibus

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: [REDACTED]
Sent: Wednesday, June 10, 2020 5:54 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] TJ Diversity Meeting Follow-up

Dear Dr. Bonitatibus,

Thank you so much for hosting the meeting on TJ diversity on Monday afternoon. [REDACTED] who is concerned about the lack of black and Hispanic representation at TJ and is part of the effort to address it, I am so happy to know that you are listening and working with staff and students on this issue! At the meeting, I was able to speak my mind about the lack of underrepresented minorities at TJ and some of the reasons for it.

I have a couple of questions about the current effort to increase diversity at the school:

1. As a school whose aim it is to recruit and enroll bright students who are passionate about STEM and academics as a whole, what, other than student-run outreach initiatives like WISE, is currently being done to find these students in all sorts of communities (including disadvantaged ones)?

While I cannot speak on behalf of what FCPS and the TJ admissions office are doing, here are a few actions that have been consistent practices since my arrival at TJ, and this

list is not all-inclusive:

- I annually visit students and families at schools that receive Title I funding. Typically, I tour 8-10 middle schools each fall to let families know, particularly those who are underrepresented, that they can find a home at TJ and we encourage them to apply. I affirm how the students are already highly qualified if they are meeting the GPA and Algebra I requirements for admissions.
- Our LIFT program run by Mr. Frank, Mr. Wickliff and Ms. Oszko reaches out to underrepresented students and provides weekend STEM experiences at TJ. When I arrived at TJ, the overarching purpose of the program was to prepare students for the admission test. Unfortunately, that emphasis did not yield desired results. Therefore, we shifted focus last year and decided to broaden the outreach to include Young Scholars with the emphasis still on a quality STEM experience.
- We reach out to elementary and middle schools, particularly those with underrepresented populations at TJ and/or those that receive Title I funding, and invite them to the planetarium to inspire the love of space.
- We regularly engage with the TJ Partnership Fund and PTSA on outreach forums for families, similar to the panel this weekend.
- I serve as a speaker at several community-based events to talk about the importance of diversity and inspiring the love of STEM.
- TJ teachers share curriculum with other schools so teachers throughout FCPS can see the standards and align their instruction to better prepare students with STEM aptitude.

2. Is there a plan in place right now for increasing minority application and enrollment at TJ? If not, does the TJ administrative team or admissions team intend to develop one?
- **FCPS intentionally keeps the TJ recruiting and admissions process separate from TJ staff. We have had no influence or say in the process since my arrival. Prior to my arrival, some math teachers were consulted about which type of math assessment to use during the admissions process. To my knowledge, there is not a plan in place by FCPS or the TJ Admissions office; however, I sense a renewed commitment from district leadership to examine the process and create new pathways and practices that result in equitable access.**

I appreciate your time and approachability, especially with the current pandemic complicating things. I look forward to working with you in the future to ensure that bright students from all backgrounds are able to attend TJ in the future!

Sincerely,

[REDACTED]

||

To: [REDACTED]
Subject: RE: tJTODAY quote confirmations
Date: Thursday, June 18, 2020 6:43:38 PM

Hi, [REDACTED]

Thanks for giving me the opportunity to check the quotes.

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: [REDACTED]

Sent: Thursday, June 18, 2020 8:00 AM

To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Subject: tjTODAY quote confirmations

Good Morning Dr. Bonitatibus,

Thank you for taking the time to speak with us on Monday. We wanted to confirm the quotes we plan to use in the article:

1. "I believe that there's an opportunity gap. There are many families who may not have the ability or the means to start preparing their child very early on with summer STEM camps, test prep, and other kinds of things. I don't believe that our current admissions tests and processes provide opportunity for all students who are qualified to be able to really make it through the admissions process."
2. "I believe ~~that~~ there are not multiple pathways for ~~lots of~~ **a variety of** students to ~~be able to~~ access from very early on ~~right now~~. It seems like the one and only pathway is the Advanced Academics Program, and it seems like most students who come to TJ have been through that track."
3. "When I first came to TJ, I had a lot of questions about colonials as a mascot and how that even survived for so long. I feel that now is really a time to begin the conversation, because sometimes when we want to change things that are institutionalized for decades, there's a readiness factor. We can create another mascot or symbol that represents us and that we can be proud of, and really that's where I'm interested in going."
4. "The reason why diversity, and particularly equity is really important is that we want to make sure that students have experiences that prepare them for the world. It builds appreciation and acceptance of each other when we're able to be

in a diverse environment."

Please let us know if everything looks okay.

Sincerely,

[REDACTED]

From: [Wickliff, Jay D](#)
To: [Frank, Shawn J](#)
Cc: [Bonitatibus, Ann N](#); [Oszko, Szilvia](#); [Eckel, Malcolm](#); [Zacharias, John](#); [Glotfelty, Stephanie](#); [REDACTED];
Subject: TJ Diversity Initiative - The Iron is hot!
Date: Thursday, June 18, 2020 6:44:40 PM
Attachments: [TJ Diversity Initiative.docx](#)

Hi Shawn,

Attached is a first draft for a diversity initiative. I think it is important to move fast, while the environment is supportive. I have copied those who have been most supportive of the LIFT program. I am hopeful that you and others can provide improvements. You are more than welcome to share it with others.

Whether I am teaching next year or not, I still want to help. I will be launching the National Political Science Bee, so I will be staying in the area. Whether I should play a lead role would be up to you.

Regards, Jay

Jay Wickliff

Thomas Jefferson Social Studies Teacher

LIFT Coordinator

History Quiz Bowl Coach

Class of 2023 Sponsor

I may be dating myself (15th Century origin) by using the saying, "Strike while the iron is hot.", but I believe it is appropriate now. Past diversity attempts have had lukewarm support and short attention spans. People generally were not opposed, but they have had other priorities. For instance, many faculty members have provided encouragement on the LIFT program, but my requests for science demonstrations on Saturday mornings produced only one presentation in three years. Moreover, those who did oppose diversity efforts, who did so primarily because they feared reduced status for the school or a reduced chance for their children to be accepted, viewed the issue as more important than those who favored it.

This feels different.

There is now a great deal of interest in institutional racism and leveling the playing field. While attending TJ is a wonderful opportunity for many students, it is only one reason to address diversity at TJ. The second is to better prepare our TJ students for the world they will live in. While I would assert that our graduates are academically ready for graduate school, they are asymmetrical. The experience of dealing with diversity is one of the missing facets. Most important, having successful TJ applicants could be used in underrepresented schools to encourage academic excellence throughout the school by making being a good student cooler and raising the student body's academic confidence level.

Therefore, I think we need to move quickly on three fronts:

1. Adjusting TJ admissions.
2. Expanding TJ outreach.
3. Honoring diversity at TJ.

Adjusting TJ Admissions

The first thing people usually consider is an affirmative action plan. I do not think that is the best option for several reasons:

- A. There are legal issues related to affirmative action plans.
- B. They produce the most political backlash.
- C. They result in non-diverse students questioning whether diverse student belong.
- D. Most important, they create a question in the minds of diverse student about whether they belong.

I believe there are two better approaches to increasing diversity. The first is the “Texas Approach” developed by Governor Bush and the Democratic Legislature. Students who graduated at the top of their class, regardless of SAT scores or AP/IB classes, were admitted to state universities, including the highly ranked University of Texas, Austin. Generally, students who are admitted to top schools have been dealt a good hand and played it well. These students, whether blacks from inner-city Houston, Hispanics from a border town or whites from remote West Texas, were not dealt a good hand, but played it well.

Since the score keeping had changed, the bar did not need to change. No one, including the students themselves, could question whether these students belonged. They had played the game according to the rules and they had won.

Translating the “Texas Approach” to TJ. Might mean that the best student from an underrepresented school, that passed the objective portion of the admissions test would be admitted. A more aggressive approach would be to admit any student from an underrepresented school who passed the objective test or to admit the top applicant from each underrepresented school without regard to test results.

The second approach is the “Olin Approach”. Olin is an undergraduate only engineering school that ranks third behind Rose-Hulman and Harvey Mudd, which was started by the Olin Foundation in frustration based on trying to get engineering schools to do more interdisciplinary, project-based teaching. Once students meet Olin’s high objective criteria, they are invited to the school for an extended weekend, where the faculty gets a chance to interact with them and to see them interact with other candidates. Based on the faculty evaluations, some students are offered admissions.

For TJ, I would expand this to a summer program. This would allow students to earn their way into TJ, consistent with the multiple path suggestion made last week. Students who meet certain admissions criteria such as grade point average, school recommendation and level of math class, could be invited to the TJ Admissions Summer Program. There they could be given the opportunity to earn their way into TJ by performing well in preparation classes and by demonstrating their interest in and talent for science and technology in completing a project. Admission offers would be based on recommendations from the faculty team.

This approach would open admissions to more diverse students. Moreover, by considering faculty judgement, it would begin to address faculty concerns that many current TJ students are seeing TJ admissions as the goal itself and not as an opportunity to pursue their love of STEM. The summer program would also help to fill in any gaps in the students’ preparation for advanced academics.

Selection for the program might be a bit of a political challenge. We might want to partner with the Young Scholars Program which primarily, but not exclusively, involves Black and Hispanic students. The demographics are ideal and these students have already been identified as having high academic potential. Unfortunately, the program is just for FCPS and does not include the other four districts, so we would want to address that particularly in Prince William County.

Whether we pursue either of these options or a better idea that emerges, it will be easier to sell politically, if these are additional seats at TJ. That could be accomplished by expanding the number of Freshmen. There is also the possibility that Loudoun will pull out of TJ and those seats could be used for diversity.

Expanding TJ Outreach

If we are to make a difference in outreach, we cannot rely on FCPs and need to take our own initiative. Others are better qualified to define how we could cooperate. My impression of the current outreach effort seems to be sending relatively disinterested white bureaucrats into talk with eighth graders, for who it is too late to take the needed classes or make other special efforts to prepare. This may be unfair, but the current approach is not effective. To be fair, LIFT has also not been effective in bringing students to TJ.

To be effective, the LIFT program may need to be bigger and definitely needs to start sooner. Mr. Frank's idea to work with Young Scholars is a step forward, but we need to begin with sixth graders and may need to both recruit harder and make certain LIFT participants are in advanced math classes. We have not expanded in the past because of resources, particularly faculty, but I think the environment will make solving that problem realistic. This year we were able to enhance the program with help from the TJ Robotics Team. Now I think we could find more TJ clubs who would be interested in providing an interesting STEM experience. All of this would require a larger budget, but we did not spend most of last year's budget, which we might be able to carryover, and the environment should be right. We can present a compelling case to funders.

Communication is another opportunity. Again, it is important to get to students early – probably sixth grade. It is also important to have the message delivered by someone enthusiastic about the TJ experience and dedicated to the diversity initiative. It would be interesting to see the results of our LIFT Mentors or other student leaders delivering the TJ message.

I think there is also opportunities with councilors and teachers at underrepresented schools. When I was at Fred Lynn Middle School in Prince William, which is the lowest income school in Northern Virginia, the teachers said it would be cool to have a TJ student. However, they really had no idea what it would take, how they could help or what Admissions looks for in a recommendation letter.

Honoring diversity at TJ

My impression is that we already do this at TJ, but I am an old white guy. I have asked my students on different occasions and have not gotten much back. Earlier this month, I asked my History of Science class about uncomfortable situations related to race at TJ.

My young Hispanic woman reported that she had not experienced any uncomfortable situations. I asked her if she had every been in an uncomfortable situation of any kind in her life and she could not think of any. She is an overconfident extreme extrovert with a remarkably high E.Q. I was not surprised.

My young black man did not speak up. I expect that this was one of those uncomfortable moments related to race, so I did not push him. He is a likable and easy-going introvert, so he may just have preferred to listen, but I am not sure. What is certain is that we are hearing some concerns form other students.

I think this might be an area where we let student leaders take the point. I think the faculty makes an effort, for instance by the selection of books by black and Hispanic authors and celebrating Black History Month. I added materials on Sundiata Keita and the Mali Empire to my History of Science class. However, I am not sure we really have a feel for this. The students may be better and diverse students may appreciate the effort from their peers. I do not mean to relieve faculty from responsibility, just to look to the students for guidance.

Conclusion

Three final points to make. First, this draft is meant to be more of a question than an answer. What is the best way to approach TJ Diversity? I hope this stimulates conversation and if the plan that results is completely different, that is fine.

Second, I want to reemphasize that this is the time. Despite the Covid-19 disruption we need to act now while the environment is conducive. I am reminded of the conversation between Dr. King and President Johnson on whether the time was right to push for the Voting rights Act. The time is definitely right. This feels like Selma.

Third, regardless of the inequalities in education for low income students and the additional hurdles faced by Black and Hispanic students, there are diverse students who would excel at TJ. I had a Hispanic student in sixth grade at Fred Lynn who was doing fourth grade work in his honors sixth grade class, but he was brilliant. It was obvious that his mind worked the same way as my son's robot team buddies who went on to TJ. We just need to identify them, help them get ready and make sure they are admitted.

From: [Bonitatibus, Ann N](#)
To: [REDACTED]
Subject: RE: tjTODAY quote confirmations
Date: Thursday, June 18, 2020 6:48:00 PM

Hi [REDACTED]

Thanks for giving me the opportunity to check the quotes. I lightly edited some extraneous words. See the highlights below.

Looking forward to reading the article.

Dr. Bonitatibus

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: [REDACTED]

Sent: Thursday, June 18, 2020 8:00 AM

To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Subject: tjTODAY quote confirmations

Good Morning Dr. Bonitatibus,

Thank you for taking the time to speak with us on Monday. We wanted to confirm the quotes we plan to use in the article:

1. "I believe ~~that~~ there's an opportunity gap. There are many families who may not have the ability or the means to start preparing their child very early on with summer STEM camps, test prep, and other kinds of things. I don't believe that our current admissions tests and processes provide opportunity for all students who are qualified to be able to really make it through the admissions process."
2. "I believe ~~that~~ there are not multiple pathways for ~~lots of~~ a variety of students to be able to access from very early on ~~right now~~. It seems like the one and only pathway is the Advanced Academics Program, and it seems like most students who come to TJ have been through that track."
3. "When I first came to TJ, I had a lot of questions about colonials as a mascot and how that even survived for so long. I feel that now is really a time to begin the conversation, because sometimes when we want to change things that are institutionalized for decades, there's a readiness factor. We can create another mascot or symbol that represents us and that we can be proud of, and really that's where I'm interested in going."
4. "The reason why diversity, and particularly equity, is really important is that we want to make sure that students have experiences that prepare them for the world. ~~#~~ We build appreciation and acceptance of each other when we're able to be in a diverse environment."

Please let us know if everything looks okay.

Sincerely,

[REDACTED]

From: [Bonitatibus, Ann N](#)
To: [Zuluaga, Fabio](#); [Gros, Penny](#)
Subject: TJ Diversity Panel Sat. June 20 10-11 a.m.
Date: Thursday, June 18, 2020 6:56:00 PM

Hi, Fabio and Penny.

Our TJ PTSA diversity committee is hosting a forum this Saturday, June 20, from 10-11:00 a.m. This has been an event held the past couple years. Young Scholars families starting with grade 4 and onward have been invited to attend.

TJHSST Black and Hispanic students who participated in my fishbowl forum last week are panelists. They are amazing!

If you would like to pop in, here is the information flyer with registration info.

<https://docs.google.com/presentation/d/1ZFD2IpBtM6Rz56EXK8QURj2JjA-R3O4ar8L9THyfGx0/edit#slide=id.p1>

If you want to join at the beginning, I could introduce you. Also, if you feel it would be appropriate for Dr. Brabrand to be aware or stop in, please forward the information to him and I'd be happy to recognize him joining, even if only for a few minutes to say hello.

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: [Bonitatibus, Ann N](#)
To: [Smith, Marty K.](#); [Shughart, Jeremy A](#)
Subject: TJ Student AAP Story
Date: Thursday, June 18, 2020 7:02:00 PM

Marty and Jeremy:

Sharing with you this touching narrative from one of my students. Gives insight and impetus for creating multiple pathways and opportunities to get students to TJ, along with an important expectation that we need to do more to support our underrepresented students once they do arrive at TJ. The student has given me permission to share her reflection and her name.

Ann

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: [Bonitatibus, Ann N](#)
To: [Wickliff, Jay D](#)
Subject: RE: TJ Diversity Initiative - The Iron is hot!
Date: Thursday, June 18, 2020 7:17:00 PM

Here! Here! The hot iron metaphor still works. Great ideas. Thank you, as always, for your commitment to access and diversity at TJ.

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Wickliff, Jay D
Sent: Thursday, June 18, 2020 6:45 PM
To: Frank, Shawn J <SJFrank@fcps.edu>
Cc: Bonitatibus, Ann N <anbonitatibu@fcps.edu>; Oszko, Szilvia <sozsko@fcps.edu>; Eckel, Malcolm <mceckel@fcps.edu>; Zacharias, John <jbzacharias@fcps.edu>; Glotfelty, Stephanie <slglotfelty@fcps.edu>; Natalie Delaney Lago <nataliedelaney@gmail.com>; Abeer Zaib <az1401838@gmail.com>; ypatel2021@gmail.com
Subject: TJ Diversity Initiative - The Iron is hot!

Hi Shawn,

Attached is a first draft for a diversity initiative. I think it is important to move fast, while the environment is supportive. I have copied those who have been most supportive of the LIFT program. I am hopeful that you and others can provide improvements. You are more than welcome to share it with others.

Whether I am teaching next year or not, I still want to help. I will be launching the National Political Science Bee, so I will be staying in the area. Whether I should play a lead role would be up to you.

Regards, Jay

Jay Wickliff

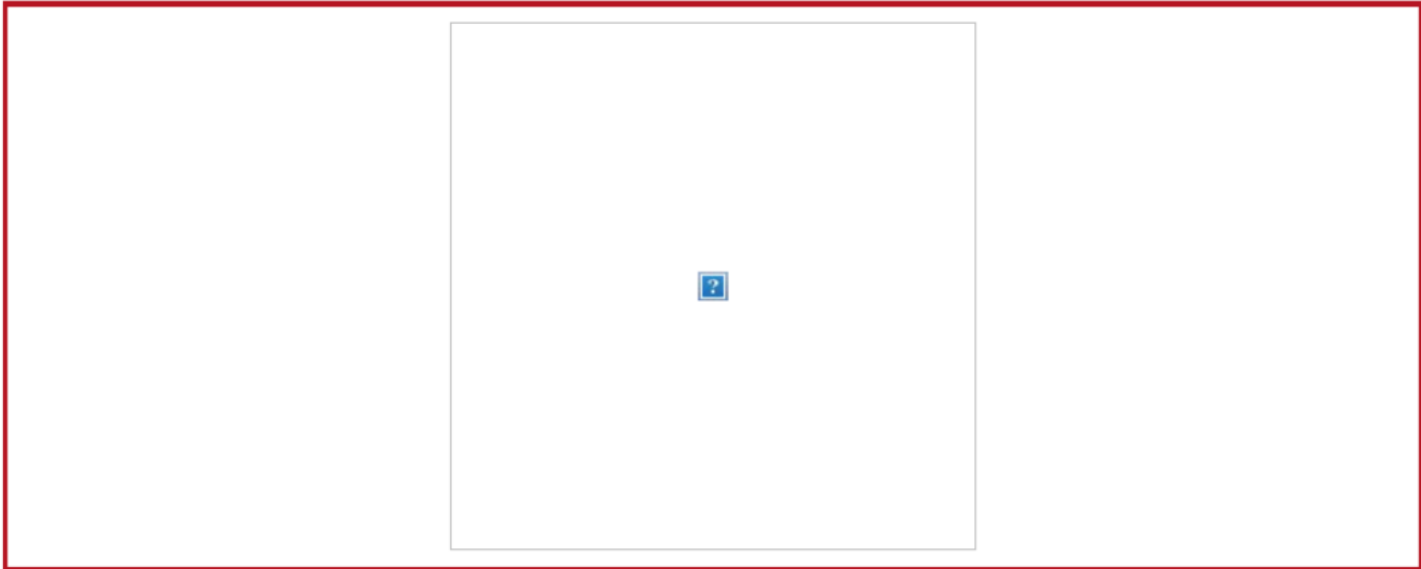
Thomas Jefferson Social Studies Teacher

LIFT Coordinator

History Quiz Bowl Coach

Class of 2023 Sponsor

From: [TJHSST PTSA](#)
To: [Kinis_Aristia](#)
Subject: [External] Reminder: This Week @ TJ 6/10/2020
Date: Monday, June 15, 2020 5:24:43 PM



[View this email as a webpage](#)

Hello Tia,

Martin Luther King said, "the ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy."

The heartless killing of George Floyd and tragic shootings of Ahmaud Arbery and Breonna Taylor compel me to ask each and every member of our TJ community to confront racism, and fight for justice.

During this time, several dozen students, parents, and alumni have reached out to me and our PTSA to address racial inequities, calling for our support to address the underrepresentation of African American, Hispanic, and economically disadvantaged students in our school.

Students, alumni and parents have expressed their strong desire to question and improve the TJ admissions process. A few have shared personal stories about being discriminated against in the halls of TJ, including those who have been called racially derogatory names and have been subjected to racist jokes.

Students have called upon us to speak up as a PTSA and shared they are no longer willing to remain silent on the low number of Black and Hispanic students in our community.

As Robert F. Kennedy has said "It is from numberless diverse acts of courage and belief that human history is shaped. Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring, those ripples build a current that can sweep down the mightiest walls of oppression and resistance."

I have a fundamental belief that diverse ideas, perspectives, and people create the conditions for innovation and creativity in solving our most pressing scientific problems and social injustices.

Having worked with so many of you over the last four years, I have faith that our thoughtful, caring, and culturally rich community can come together to address these vital student and alumni social justice concerns.

Let's all contribute to diversity and inclusion efforts at our school. As an example, you may join our PTSA Diversity Committee. You may also contribute to initiatives, events, and programs such as Student Diversity Initiative, Techstravaganza, STEMBassadors, LIFT, and STEM Mayhem. Many thanks to the students, parents, and teachers who are doing this important STEM Outreach work at TJ.

More must be done.

We must explore what is working well and what we need to improve in terms of policies, practices, and culture to elevate diverse student voices and eliminate inequities. We must work together so our students live and learn in an environment that reflects our county and our nation. We must take positive action and must do so with love.

"Love recognizes no barriers. It jumps hurdles, leaps fences, penetrates walls to arrive at its destination full of hope."
- Maya Angelou

Shaista Keating
PTSA President



Please join us for our **final TJ PTSA meeting of the year, via Zoom this Thursday, June 11, at 7 PM**, where we will celebrate our volunteers. [Register here for PTSA meeting](#). After registering, you will receive a confirmation email containing information about joining the meeting.

We look forward to seeing you.

[Register for June 11 Meeting](#)





[Freshmen and New Families: Sign Up](#)

[Returning Families: Renew](#)

Use 22312 when you register for your zip code.

Reset your password if you've forgotten it.

TJ Executive Committee

TJ PTSA Executive Committee Selects Candidates

Thank you to our TJ PTSA Nominating Committee for interviewing candidates for next year's TJ PTSA Executive Committee and submitting a report to the TJ PTSA President on May 25, 2020. The report contains the slate for the TJPTSA Executive Committee members for 2020-2021, listed below.

TJ PTSA 2020-2021 Executive Committee Slate

In order to recommend candidates for the 2020-21 TJPTSA Executive Committee (EC), the nominating committee interviewed 15 candidates across three days. Following careful deliberation, nominating committee members unanimously nominate the following individuals for positions as indicated. Accompanying the list, please find a summary of each nominee's qualifications that we believe make him or her well suited for the indicated position.

President Elect - Bonnie Qin

Bonnie is a class of 2023 parent who immersed herself in the TJ community during her daughter's freshman year. Bonnie acts as Class of 2023 Liaison and helped set up and manage the class parent Facebook page during the past year. She is in the parent committee for the Challenge Success initiative and has worked with the Academic and Homework Committee, as well as ANGP, Pi-Miller and the Principal's Book Club. A lawyer, Bonnie has proven herself reliable over the past year and a valuable team player within the TJ community. In the coming year, Bonnie hopes to work with TJPF to enhance education in areas of career pathway for students. As a current freshman parent, she brings several years of future continuity to TJPTSA EC.

1st Vice President - Anna Lee Kim

Anna is a class of 2020 and 2022 parent. She has valuable institutional knowledge of how the TJPTSA EC works based on one year of experience as recording secretary, and she plans to remain at TJ for two more years. She enjoys working with people. She is a natural communicator and a lawyer by training. Anna has proven her attention to detail during her time as recording secretary as well as her willingness to serve wherever she is needed.

2nd Vice President - Kaushik Goswami

Kaushik is a class of 2022 parent. For two years, Kaushik has been active as an advocate for students with TJ Academic Boosters (TJAB). Currently, he holds the role of president in TJAB. In this role, Kaushik has demonstrated solid leadership skills including the ability to collaborate with a variety of organizations representing various stakeholders within the TJ community, including TJPTSA and TJPF, to the benefit of TJ's student body. Kaushik has also been involved with the TJPTSA College Outreach Committee in the most recent academic year. His goal is to see the TJPTSA become an even greater advocate for students.

Corresponding Secretary - Asra Nomani

Asra is a class of 2021 parent. Asra has served on the TJPTSA EC as corresponding secretary for two years, and she has agreed to fulfill this role once again during her son's senior year. During her time as corresponding secretary, Asra has assumed many communications responsibilities beyond her original role of publishing the weekly newsletter. These responsibilities include managing TJPTSA's social media presence. In the coming year, she hopes to provide valuable transition experience to parents of younger TJ students interested in taking over her duties in the future. Asra has developed an extensive network within the TJ community. She is intimately familiar with TJPTSA's organizational structure, events, processes, and procedures. She is committed to developing a manual for future TJ leaders to highlight how to organize community events. She is also interested in developing the technology infrastructure to enable TJPTSA to better connect with members, meet with people where they are, capture their interest, and encourage greater involvement.

Recording Secretary - Stacey Heller

Stacey is a class of 2020 and 2022 parent. She has participated actively as a TJPTSA member for the past four years, most recently as a College Outreach Committee member, and she plans to remain at TJ for two more years. Through her work as a lawyer, TJ Chess Club parent sponsor, and with non-profit Chess 4 Charity, Stacey has acquired fundraising, administrative, and event planning experience to bring to her role as TJPTSA EC member. Stacey enjoys motivating others and would love to encourage more parent participation with TJPTSA and TJPF. She is passionate about TJ students and the mission of TJ, and she is interested in advocating for students.

Treasurer - Li Yang

Li is a class of 2021, 2022, and 2024 parent. With all 3 of her children slated to attend TJ next year, Li is interested in focusing substantial efforts toward working for the TJ community. In the past, she has volunteered for TJ's computer team and dance team. As an active member, she has a solid working knowledge of TJPTSA structure and culture as well as some prior experience as a treasurer for Girl Scouts. A statistician by training, Li is detail oriented and enjoys working with number and dates. She is willing to devote the substantial time necessary to serve as treasurer and is looking forward to the challenge of honing her treasury skills and utilizing new (to her) technologies to this end. It has been our pleasure to provide these recommendations and nominations. Please reach out if you have any

questions.

TJ PTSA Nominating Committee Members:

Yuyan Zhou, Chair

Sofia Burki

Dinesh Kumar

Mona Advani

Anne Appler

PTSA Diversity Committee

If you would like to volunteer with the PTSA Diversity Committee, contact [Yolanda Theeke](#), Chair. Students who would like to volunteer with diversity outreach programs may join the [TJ Outreach](#) facebook group.

In light of recent events, the National PTA as well as the FCPS School Board, FCPS Superintendent, and Principal Bonitatibus have shared statements, which are linked here:

- [Message from the Principal](#)
- [Racism and Hate Have No Place in FCPS](#), by FCPS Superintendent Scott Brabrand
- [Letter from the Fairfax County School Board](#)
- [National PTA Statement on Racial Inequity and Injustice in America](#)

In addition, FCPS has provided these resources for families:

- [FCPS and Fairfax County Government: Countering Stigma and Racism](#)
- [Teaching Tolerance - Beyond the Golden Rule: A Parent's Guide to Preventing and Responding to Prejudice](#)
- [Embrace Race - 10 Tips for Teaching & Talking to Kids about Race](#)
- [National Museum of African American History - Talking About Race: Resources for Parent](#)

PTSA Health & Wellness Committee

Virtual Summer Yoga with PE Teacher Mr. Arthur

By popular demand, the PTSA Health & Wellness Committee is excited to bring summer yoga to students, staff and families of the TJ Community, led by our very own PE teacher, Mr. Arthur! Classes will be held live twice a week, and recordings posted for those who are not free at the planned class time (which is expected to be 4:30 PM). More information on dates, times, and links, will be forthcoming, but [sign up here](#) if you are interested so you will be sure to get the information as soon as it's available. Contact **Michelle Gilles** with questions.

Yoga Monday #3



TJ Class News

Class of 2020

Senior Celebration Signup

The Senior Celebration Committee is hard at work planning a celebration for the Class of 2020. To help us out, please complete this Google Form indicating your student's availability to attend and your willingness to volunteer (if you can). Thanks!

Jen Atkin
Chair, 2020 Senior Celebration Committee
jen@tigerinnovations.com

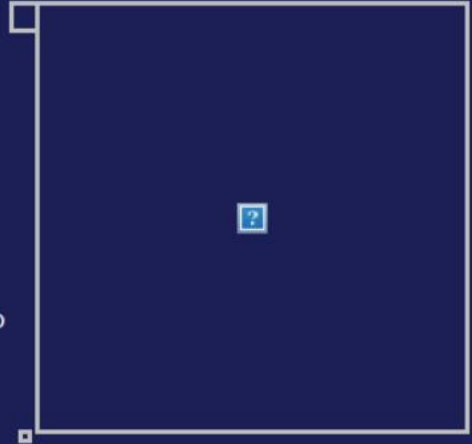
[RSVP for Senior Celebration](#)



Class of 2024

Here are 3 things you can do to get engaged with our TJ PTSA family.

- 1) Please share this newsletter with other families who may not yet be receiving it (subscribe [here](#)).
- 2) Follow TJHSST PTSA on social media (see buttons at top or bottom of this newsletter) and join the [TJHSST Class of 2024 Parents Group](#) on Facebook.
- 3) Check out the [PTSA website](#) to learn more about the many committees to see what fits with your area of interest. Become a member and volunteer!



TJ Black Student Union

Over the past weeks, our nation has been gripped by the horrific death of George Floyd. For the first time in recent history, the country has come together as one to protest police brutality and the unjust treatment of blacks in our society. Not surprisingly, this systemic inequality extends to our school community in many ways. It is our duty as members of the TJ community to work together to make positive changes to our school. As officers of the Black Student Union (BSU), we plan on taking the initiative to make TJ a more diverse and racially aware student body.

Ever since TJ's inception, the school has been lacking racial diversity, with black students currently making up less than two percent of the student body. Considering the 10% black population in Fairfax County, the black community is drastically unrepresented at TJ.

To work towards solving this issue, BSU is planning on reviving the STEM outreach program TJInspire. The goal of TJInspire is to ignite a passion for STEM in underprivileged areas and schools and encourage these students to consider applying to TJ in the future. To achieve this, we will run STEM workshops at these schools on weekends. If you are interested in participating in this program, consider attending our eighth-period

TJHSST Calendar

Thursday, June 11

PTSA Online Meeting, 7 PM. [Register here.](#)

Friday, June 12

Last day of school

PTSA Representatives

TJPTSA.org

**TJ PTSA Executive Committee
President**

Shaista Keating
president@tjptsa.org

President-Elect

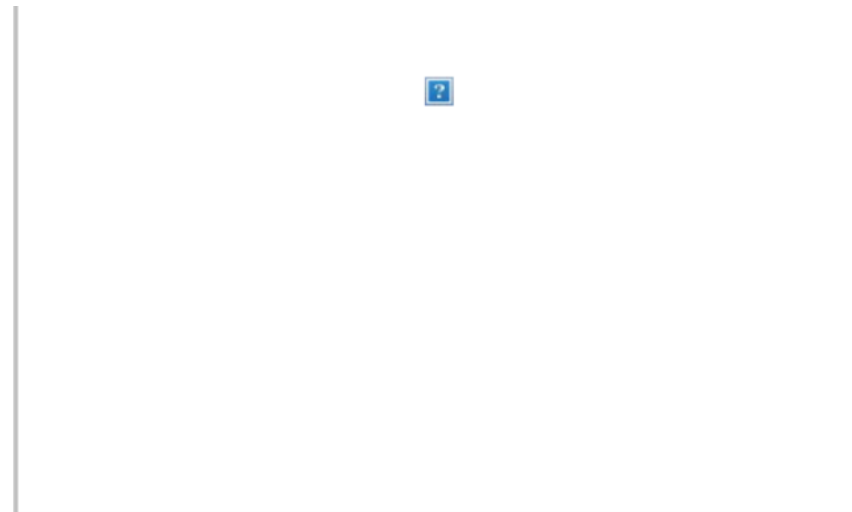
Nick Costescu
presidentelect@tjptsa.org

meetings in the upcoming school year. We also ask that you take the time to reflect on how you can contribute to eliminating racial disparities in our country and educate yourself on these issues. We hope that our efforts will lead to major strides in increasing the diversity of our school and erasing personal biases against blacks.

If you would like to continue the conversation of dismantling systemic inequality in our school, again, we urge you to attend our eighth-period meetings during Wednesday B block. If you have any further questions or comments please reach out to one of our officers or contact us at officialtjhsstbsu@gmail.com.

Sincerely,
Black Student Union Officers
Rashad Philizaire, Caden Phillips, Austin Kim, Andy Cao, Saahil Singh

Robot Uprising Virtual Summer Camp



1st Vice President

Yuyan Zhou
firstvp@tjptsa.org

2nd Vice President

Sophia Burki
secondvp@tjptsa.org

Treasurer

Dinesh Kumar
treasurer@tjptsa.org

Recording Secretary

Anna Lee
Kim recordingsecretary@tjptsa.org

Corresponding Secretary

correspondingsecretary@tjptsa.org
This Week @ TJ Editor
Submissions, thisweek@tjptsa.org

Subscribe:

<https://www.tjptsa.org>

PTSA Faculty Representatives

Betsy Sandstorm, Denise Castaldo, and Michael Auerbach

PTSA Student Representative

Ronith Ranjan, President
TJ Student Government Association

Email This Week @ TJ

TJHSST's FIRST Tech Challenge Team 14607 Robot Uprising is proud to offer **two free virtual summer camps**, open to the community and general public. Classes are **targeted at middle-school aged students**, although anyone is free to attend and learn. These classes teach the fundamentals to technology and robotics, through CAD (Computer Aided Design), design principles, advanced manufacturing techniques, working with the Arduino microcontroller, programming in C/C++, and working with simple electronics.

Each course has a **five-week curriculum with two classes per week**. These semi-weekly classes will run on Monday and Wednesday nights. Registration for both courses is open, and participants may register for either course or both. Classes will run for five weeks from June 15

through July 17. To learn more about the camp or register, click below.

[Robot Uprising Virtual Summer Camp](#)

TJ Student is Part of Odyssey of the Mind World Finals Team

A TJ class of 2023 student, **Laura Ridgway**, was part of a mixed team of students that competed over the past several weeks in the Odyssey of the Mind World Finals tournament. Odyssey of the Mind is a problem-solving competition that has rewarded students for imaginative thinking and teamwork for over 40 years, and involves thousands of teams every year from dozens of countries around the world. The students' participation in the World Finals this year is a particularly huge accomplishment because of all the extra work involved in adapting to an online format, so only a small percentage of teams from all the regional, state, and national competitions took part. Without being able present their problem solutions live, which is how they trained all year to do, the students worked hard during the shutdown to rework them into new formats and record them online with team members at a distance, and then also took part in a timed, online spontaneous competition.

Here is the full team: **Lake Braddock/West Springfield/TJ: 7th-9th grades, Technical Division III.** *TJHSST: Laura Ridgway (9th); Lake Braddock SS: Maliha Sheikh (9th), Kate Burns (9th), Evan Adams (8th), Ella Ridgway (7th), Zach Davis (7th); West Springfield HS: Robbie Kugler (9th).*

TJ Enrichment

TJ Summer Online Enrichment Courses

Skill enrichment courses are designed to focus on various skills development and supplement certain curricula. These modules will have synchronous and asynchronous opportunities for students. We encourage students to register for a course if they desire additional support with specific content areas or skills. **The modules are not required, not for credit and not graded.** Students may register for multiple courses as long as the schedule does not conflict. For details see the school webpage. Registration: June 3 – July 1; Course Dates: July 6-31. Open to TJ students only. All courses are free of charge, no credit or weight given.

- **TJ Chemistry.** Enrichment. Grades 10-12.
- **Global Cuisine.** All interested students.
- **China on the World Stage, 20th Century to the Present.** All students interested in and have some working knowledge of-history of 18th-19th century China.
- **Happiness and Well-Being Studies.** All interested students.
- **Apartheid in South Africa.** All interested students.
- **Global Population Growth in the 20th Century.** All interested students.
- **Colonization and Independence in Africa.** All interested students.
- **Experiencing Religions Through Sacred Spaces.** All interested students.
- **Civic Duty During a Pandemic.** All interested students.
- **Brazil: A History of Change in the 19th—20th Century.** All interested students.
- **A Global Controversy: The U.S. Invasion of Iraq.** All interested students.
- **Genocide: Never Again?** All interested students.

Register

TJHSST 2020 Academic Summer School

Current TJ students can earn one credit for a full-year course and one-half credit for each semester course. Students may not take a TJHSST program course and an FCPS online campus course during the summer. Students should have previously talked with their counselor about taking a summer school course as part of their schedule.

Dates: Full-year courses: Monday, June 22 to Thursday, July 30 (No classes July 3)

Semester courses: Monday, July 6 to Friday, July 31

Time: 8 AM to 3 PM

Location: Online

Registration dates: May 20 - June 12

Fee: Standard FCPS fees apply (see registration)

Courses: Full-year -- Computer Science; Semester -- Research Statistics 1, rising 9th grade students only; TJ Math 5, current 9th-11th grade students

Register

Other FCPS Classes

In addition, here is list of options for others seeking credit-bearing coursework this summer. Registration is open and runs through June 12. Students may not take a TJHSST program course and an FCPS online campus course during the summer. Students should have previously talked with their counselor about taking a summer school course as part of their schedule.

- **Incoming TJ freshmen** can enroll in **Economics and Personal Finance (EPF) online** because there will not be an option to take Ancient Civilization during the summer. There will be ample opportunity to fulfill all Social Studies credits during the next four years. (Note: there is an option for self-directed EPF or
- **Current upperclassmen TJ students** who traditionally would enroll in Chemistry Honors during the summer may choose to enroll in the **FCPS Online Campus Chemistry**.
- **Current upperclassmen TJ students** who traditionally would enroll in Ancient Civilization or another TJ Social Studies course during the summer may choose to enroll in **World History & Geography 1** with the FCPS Online Campus.

Standard FCPS program fees apply to the courses noted above. Note: the FCPS Online Chemistry and Social Studies courses do not receive grade weighting for honors level work.

Register

FCPS Online Summer Arts Enrichment Program

Fairfax County Public Schools will offer a **free online arts enrichment program** for current K-12 students over five weeks from **July 6 to August 7**. A variety of classes will be offered in **art, music, theater and dance**.

- **Elementary classes** include K-6 Art, Stitchery and Weaving, Claymation and Recycled Art, K-6 Music, Drumming, Contemporary Vocals, Sixth Grade Band, Sixth Grade Strings, K-6 Theater, and K-6 Dance.
- **Secondary classes** include Cartooning, Cell Phone Photography and Animation, Digital Art, Exploratory Drawing and Painting, Guitar, Jazz Band, Creative Strings, Show Choir, Musical Theater, Acting, Theatre Games and Improv, Technical Theater Design and Production, Creative Writing, Yoga for the Artist, Summer Dance Exploration, Summer Dance Intensive, and Fitness for the Performing Artist.



Email fasummerlearning@fcps.edu for more information and to gain access to programs.

TJ Athletics

TJ Fall Sports

Although the start of the 2020 fall season is uncertain, If your student is a returning athlete or wants to play a sport this fall, click on the button to learn more about scheduled start dates, coach contact information, required paperwork and physicals. The planned start date for Fall sports are fast approaching. **Golf** will start on **July 30**. All other fall sports (**football, field hockey, volleyball, cheerleading, cross country**) may start on **Monday, August 3**. **All paperwork is due to Heather Murphy by July 30 for golf and July 31 for all the other fall sports.**

Please email [Rusty Hodges](#), Director of Student Activities, or [Heather Murphy](#), Head Athletic Trainer, if you have any questions. Link to [2020 Fall Coaches Contact Information.doc](#).

[Learn More](#)

TJ Alumni Voices

Two Class of 2019 TJ alumni have recently posted reflections on diversity at TJ and wanted to share them with the TJ community:

- "[The Race to a Better TJ](#)," by Neil Kohthari, former SGA President
- "[Enact Real Change at TJ with Affirmative Action](#)," Jennifer Hernández

Open Mind Lecture:

Parenting During the Pandemic

Join **Lori Gottlieb** and **Dr. Dan Siegel** for a virtual Open Mind program. Lori Gottlieb is the New York Times best-selling author of *Maybe You Should Talk to Someone*, psychotherapist, and "Dear Therapist" columnist for *The Atlantic*. Dr. Daniel Siegel is a psychiatrist, best-selling author of numerous books including *Parenting From the Inside Out*, *The Whole Brain Child*, and *The Developing Mind*, and is co-founder of The Mindsight Institute.



Friday, June 12

Program begins at **7 PM**

Registration is required for this free live private Zoom event (after registering you can submit questions). For questions email WKelman@mednet.ucla.edu

Submissions for This Week @ TJ

Please email submissions to thisweek@tjpts.org by 5 PM Friday for publication in our Sunday issue. Please be sure to proofread all submissions. If you would like to submit a photo, please send it as a separate .jpg or .jpeg file. This Week @ TJ editors may make changes for length, clarity and style. If a submission is made after our deadline, it will be held for the following week's issue.

Questions? Email thisweek@tjpts.org

We look forward to hearing from you!

[ABOUT US](#)

[NEWS AND INFO](#)

[VOLUNTEER](#)

[COMMITTEES](#)

[CONTACT US](#)

Follow TJHSST PTSA on Social Media!



Thomas Jefferson High School for Science & Technology Parent, Teacher, Student Association
6560 Braddock Road, Alexandria VA 22312



TJHSST PTSA | 6560 Braddock Rd, Alexandria, VA 22312

[Unsubscribe akinis@fcps.edu](mailto:akinis@fcps.edu)

[Update Profile](#) | [About Constant Contact](#)

Sent by president@tjpts.org

From: [Kinis, Aristia](#)
To: [Lamoreaux, Miriam](#); [Anne Appler](#)
Subject: PF summer 2020 strategy agenda + goals
Date: Tuesday, June 16, 2020 2:24:18 PM

Hi Miriam,

Could you please help me and Anne keep a running list of desired discussion topics / outcomes of the summer strategy sessions?

Here's three to get us started.

- Collaboration with TJ and FCPS
- Admissions and diversity
- Fundraising strategy

Thanks in advance!

Tia

From: [Kinis, Aristia](#)
To: fabianadc@yahoo.com; delcanto@post.harvard.edu
Cc: [Lamoreaux, Miriam](#); [Loomis, Jasmine](#)
Subject: Re: [External] Re: TJ Alumni- Help Us Celebrate the Class of 2020
Date: Tuesday, June 16, 2020 3:41:14 PM

Thanks for your thoughtful note Fabianna. Absolutely.

The PF has been working hard on this for years, even before this most recent set of stats. The trends over the years in admissions have not been acceptable. And 100% there is a lot more work that needs to be done.

The PF has three mission areas: supporting TJ's unique needs, community STEM outreach, and alumni engagement.

This fiscal year the PF granted or allocated more than \$210,000 in STEM outreach funding with the goal of increased access and equity. This level is consistent with recent years.

We have a multi-faceted approach to giving out these grants including: partnering with students/teachers/clubs that are doing outreach work, partnering with FCPS initiatives aimed at underrepresented schools or students, and working with community groups. The PF wants to be part of the solution. Over the years, we've repeatedly gone to county leadership to discuss the underlying problems and ask where we could play an active role in problem solving.

We are committed to partnering with the Alumni Action Group which is working hard on a new set of tangible steps that can be taken to address this problem which includes further discussion with FCPS, the TJ Admissions office, and the School Board.

We are fully open to other ideas, so if you have recommendations and suggestions, please tell me. This is a huge problem that is going to need dedicated collaboration among many groups to solve.

Aristia Kinis
akinis@fcps.edu



From: Fabianna Del Canto <fabinnadc@yahoo.com>

Date: June 16, 2020 at 3:00:34 PM EDT

To: "Loomis, Jasmine" <jloomis@fcps.edu>

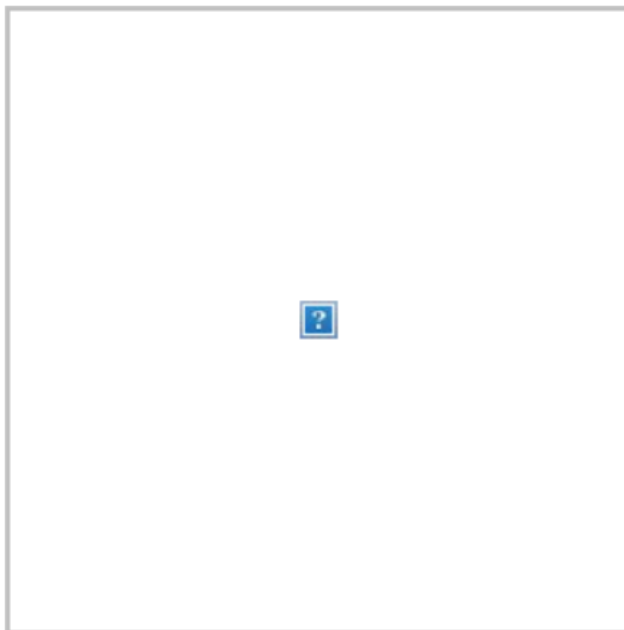
Cc: "delcanto@post.harvard.edu" <delcanto@post.harvard.edu>

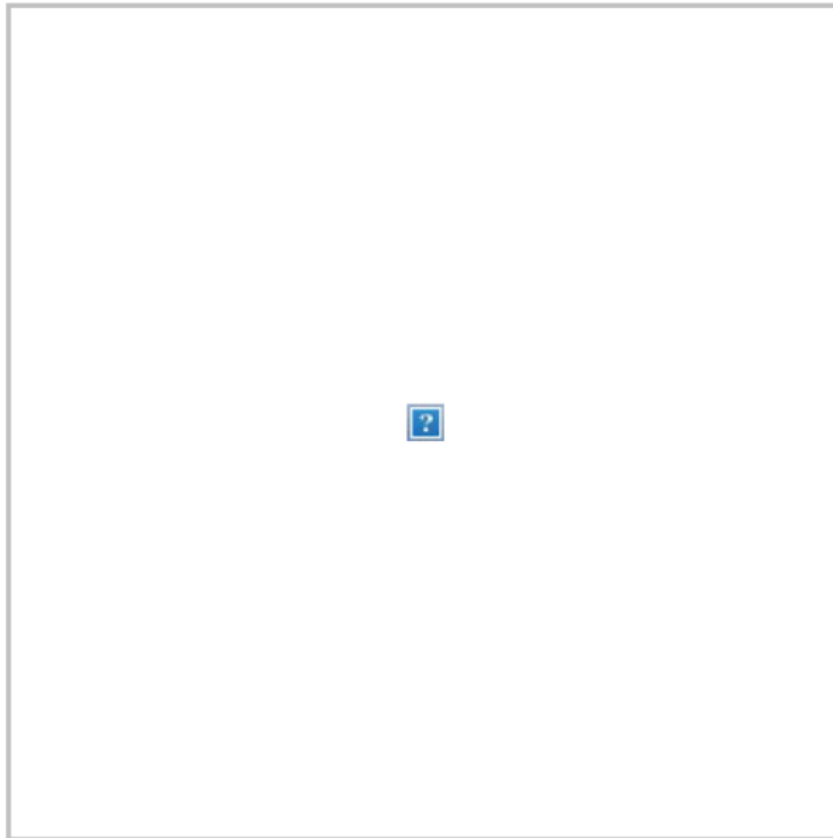
Subject: [External] Re: TJ Alumni- Help Us Celebrate the Class of 2020

The TJPF needs to address the diversity problem which is old but particularly problematic in light of the most recent admission stats. Otherwise I'm not interested in receiving any further communication.

Sent from my iPhone

On 16 Jun 2020, at 14:52, TJ Partnership Fund <info@tjpartnershipfund.org> wrote:





Join the TJ Partnership Fund (TJPF) in supporting TJ seniors by completing our 20 for '20 form. In 20 words (more or less), we want you to share your congratulations and advice for a bright future with our newest alumni! Responses will be compiled and shared with the graduating class on our website and printed on a note card that students will receive with their senior gifts.

[Click Here to Share Your Message](#)

TJ Partnership Fund | 703.750.8317 | info@tjpartnershipfund.org
www.tjpartnershipfund.org

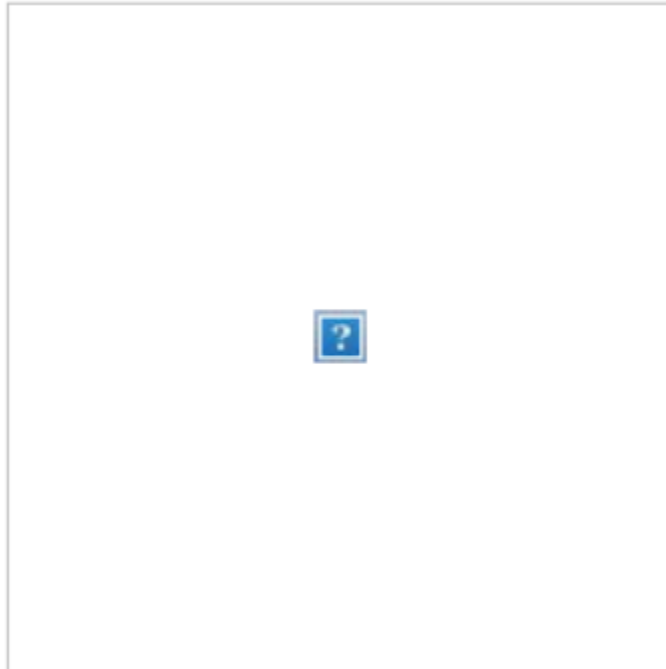


TJ Partnership Fund | 6560 Braddock Road, Alexandria, VA 22312

[Unsubscribe delcanto@post.harvard.edu](mailto:delcanto@post.harvard.edu)

[Update Profile](#) | [About Constant Contact](#)

Sent by info@tjpartnershipfund.org in collaboration with



Try email marketing for free today!

From: [Fabianna Del Canto](#)
To: delcanto@post.harvard.edu; [Kinis, Aristia](#)
Cc: [Lamoreaux, Miriam](#); [Loomis, Jasmine](#)
Subject: Re: [External] Re: TJ Alumni- Help Us Celebrate the Class of 2020
Date: Tuesday, June 16, 2020 4:33:42 PM

Can i have more detail around the outreach programs. On the various alumni action boards it seems to read that many of these activities have ceased.

Thank you, and I appreciate your swift response.

Fabianna

On Tuesday, June 16, 2020, 08:41:18 PM GMT+1, Kinis, Aristia <akinis@fcps.edu> wrote:

Thanks for your thoughtful note Fabianna. Absolutely.

The PF has been working hard on this for years, even before this most recent set of stats. The trends over the years in admissions have not been acceptable. And 100% there is a lot more work that needs to be done.

The PF has three mission areas: supporting TJ's unique needs, community STEM outreach, and alumni engagement.

This fiscal year the PF granted or allocated more than \$210,000 in STEM outreach funding with the goal of increased access and equity. This level is consistent with recent years.

We have a multi-faceted approach to giving out these grants including: partnering with students/teachers/clubs that are doing outreach work, partnering with FCPS initiatives aimed at underrepresented schools or students, and working with community groups. The PF wants to be part of the solution. Over the years, we've repeatedly gone to county leadership to discuss the underlying problems and ask where we could play an active role in problem solving.

We are committed to partnering with the Alumni Action Group which is working hard on a new set of tangible steps that can be taken to address this problem which includes further discussion with FCPS, the TJ Admissions office, and the School Board.

We are fully open to other ideas, so if you have recommendations and suggestions, please tell me. This is a huge problem that is going to need dedicated collaboration among many groups to solve.

Aristia Kinis

akinis@fcps.edu



From: Fabianna Del Canto <fabiannadc@yahoo.com>
Date: June 16, 2020 at 3:00:34 PM EDT
To: "Loomis, Jasmine" <jloomis@fcps.edu>
Cc: "delcanto@post.harvard.edu" <delcanto@post.harvard.edu>

We are fully open to other ideas, so if you have recommendations and suggestions, please tell me. This is a huge problem that is going to need dedicated collaboration among many groups to solve.

Aristia Kinis

akinis@fcps.edu



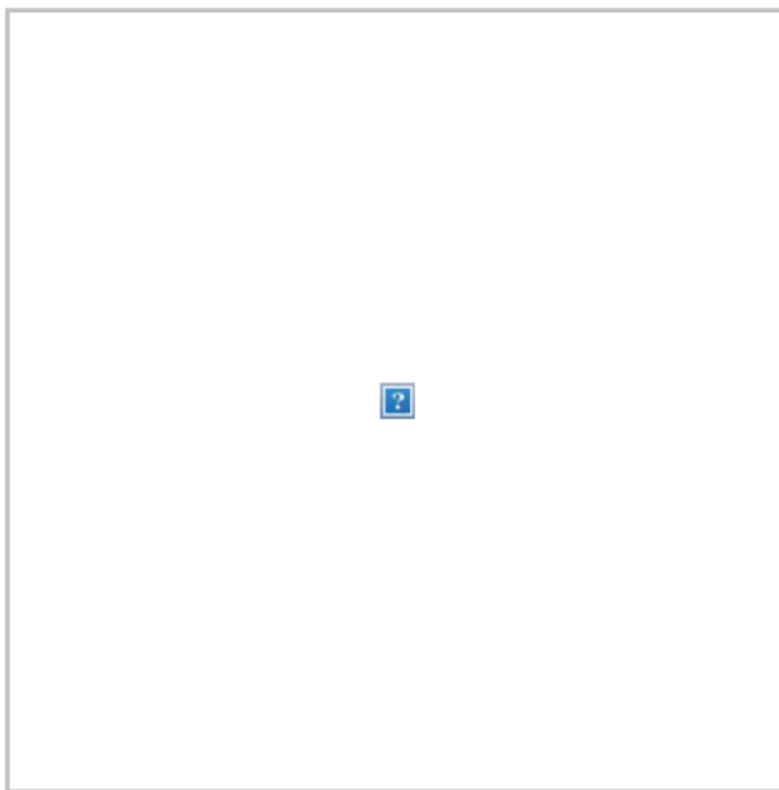
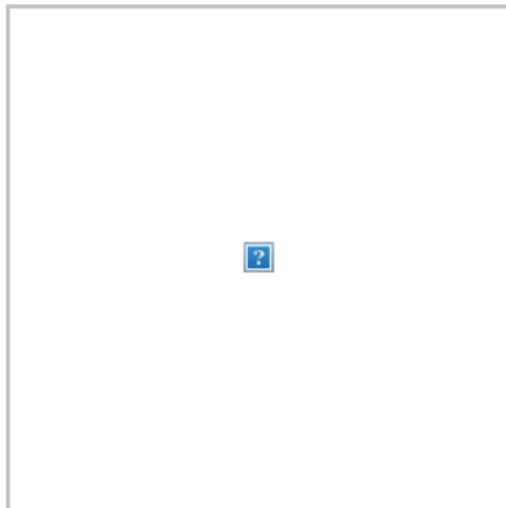
From: Fabianna Del Canto <fabiannadc@yahoo.com>
Date: June 16, 2020 at 3:00:34 PM EDT
To: "Loomis, Jasmine" <jloomis@fcps.edu>
Cc: "delcanto@post.harvard.edu" <delcanto@post.harvard.edu>

Subject: [External] Re: TJ Alumni- Help Us Celebrate the Class of 2020

The TJPF needs to address the diversity problem which is old but particularly problematic in light of the most recent admission stats. Otherwise I'm not interested in receiving any further communication.

Sent from my iPhone

On 16 Jun 2020, at 14:52, TJ Partnership Fund <info@tjpartnershipfund.org> wrote:



Join the TJ Partnership Fund (TJPF) in supporting TJ seniors by completing our 20 for '20 form. In 20 words

(more or less), we want you to share your congratulations and advice for a bright future with our newest alumni! Responses will be compiled and shared with the graduating class on our website and printed on a note card that students will receive with their senior gifts.

[Click Here to Share Your Message](#)

TJ Partnership Fund | 703.750.8317 | info@tjpartnershipfund.org
www.tjpartnershipfund.org

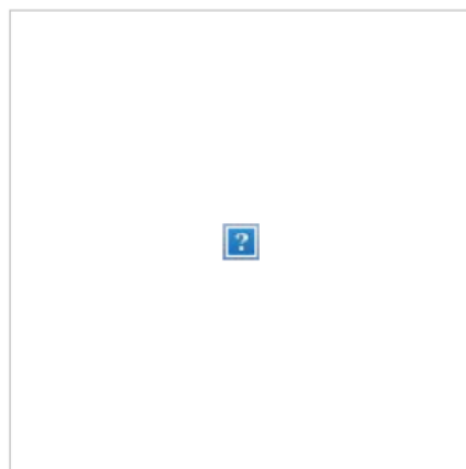


TJ Partnership Fund | 6560 Braddock Road, Alexandria, VA 22312

[Unsubscribe delcanto@post.harvard.edu](mailto:delcanto@post.harvard.edu)

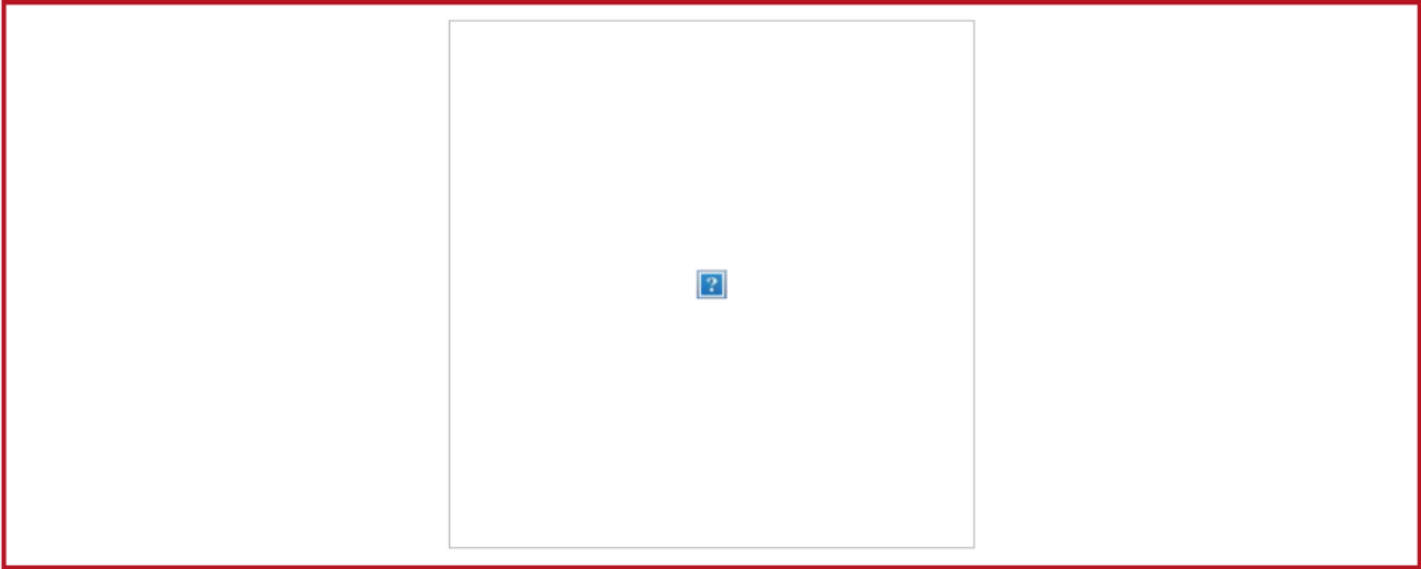
[Update Profile](#) | [About Constant Contact](#)

Sent by info@tjpartnershipfund.org in collaboration with



Try email marketing for free today!

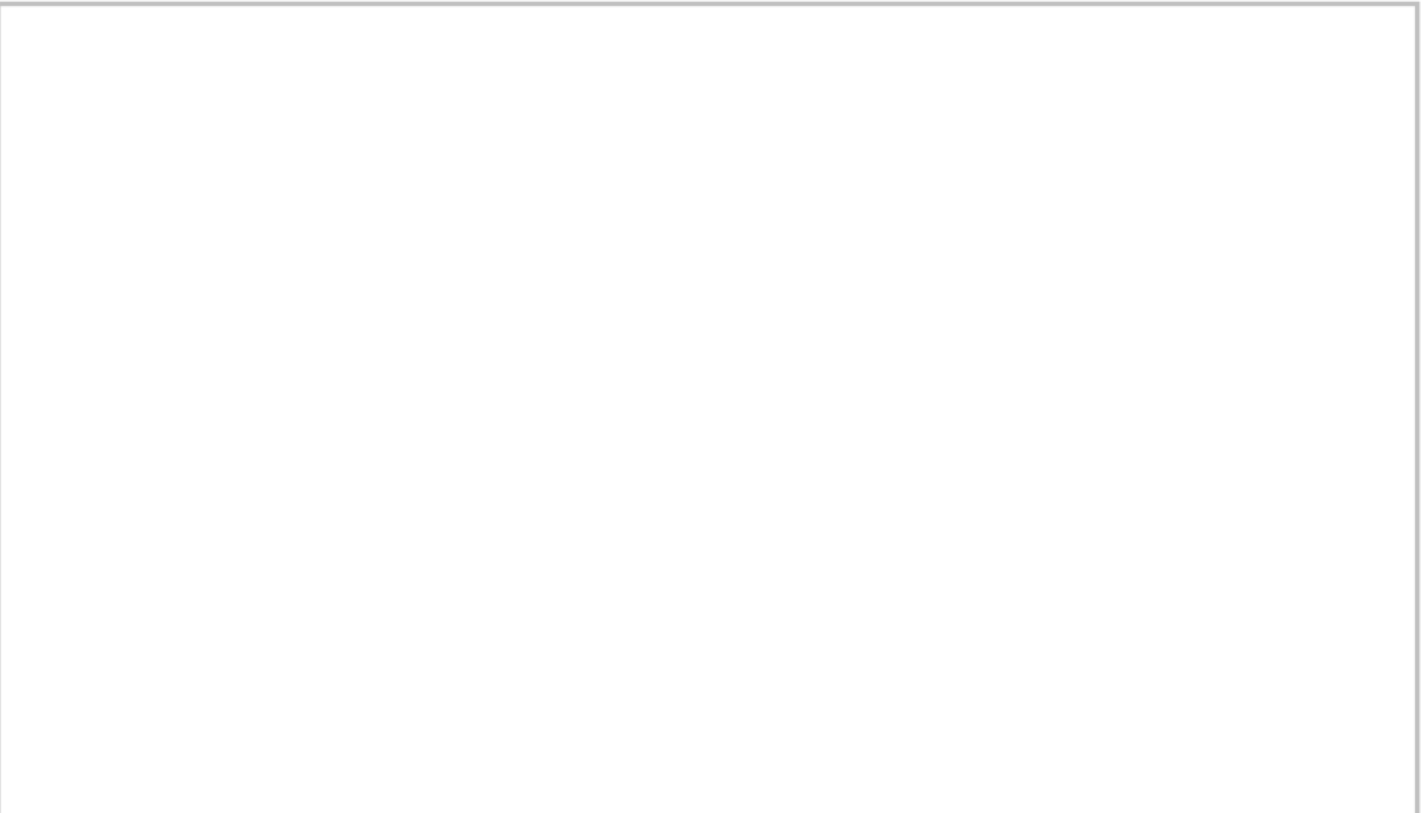
From: [TJHSST PTSA](#)
To: [Kiris Aristia](#)
Subject: [External] This Week @ TJ 6/16/2020
Date: Tuesday, June 16, 2020 5:23:38 PM



June 16, 2020



Official TJHSST PTSA Weekly Newsletter



[View this email as a webpage](#)

Hello Tia,

So long, farewell, auf Wiedersehen, goodbye...

You have often heard me say, "I love TJ!" There are so many things to love about our phenomenal school. Our students inspire, our teachers model hard work, our parents are generous with their time, and our leadership works to make each student belong.

Thank you Dr. Bonitabus and every single TJ teacher and staff member for your commitment to our students. Parents, it has been an honor to volunteer with you. Students, we love you beyond mathematical measure!

Stephan Hawking said, "intelligence is the ability to adapt to change." Here is a challenge to make lemon cake with the lemons that life sometimes offers. Obviously, we are TJ. We must make more than lemonade! He also said, "Life would be tragic if it weren't funny." Laugh, sing, and dance young friends. You are in high school only once!

Always remember that Hawking suggests that we progress in science ethically and empathetically.

Importantly, this brilliant scientist reminds us: "Look up at the stars and not down at your feet. Try to make sense of what you see, and wonder about what makes the universe exist. Be curious."

Adieu, adieu, to yieu (parents) and yieu (teachers) and yieu (students).

Your PTSA loves you!

Shaista Keating
PTSA President



Freshmen and New Families: Sign Up

Returning Families: Renew

Use 22312 when you register for your zip code.

Reset your password if you've forgotten it.

TJ Executive Committee

2020-2021 PTSA Executive Committee Elections



Dear TJ PTSA Members,

A ballot to vote for TJ PTSA Executive Committee Officers for the 2020-21 school year will be sent out this week to TJ PTSA members. It will go out no later than Sunday, June 21.

Please note that only one ballot will be sent for each membership. The ballot will be emailed to the email account associated with the purchase of the membership, which is not necessarily your current email address.



If you purchased a family membership, you will have only one vote. Please check the email account of both family members.

If you are a 2019-20 PTSA member and have not received a ballot by Sunday June 21, please:

1. Verify that you purchased a 2019-20 membership. Go to atozconnect.com, log in with your account and look at your purchased products. Only 2019-20 members may vote.
2. Check all your email accounts.
3. Check your junk/spam folder on all your email accounts.
4. If you still can't find it, email tellers@tjptsa.org with the following information:
 - Names of all parents in the household
 - Emails of all parents in the household (this helps us try to find your membership order and relate it to your AtoZ account)
 - Student name (helps us relate the purchase to your account)

The candidates for the Executive Committee are listed below. If you would like to read their bios, see the past two issues of TW@TJ.

TJ PTSA 2020-2021 Executive Committee Slate

- President Elect – Bonnie Qin
- 1st Vice President – Anna Lee Kim
- 2nd Vice President – Kaushik Goswami
- Corresponding Secretary – Asra Nomani
- Recording Secretary – Stacey Heller
- Treasurer – Li Yang

Sincerely,
Your TJ PTSA

Challenge Success

Resources for a Well-Balanced College Search

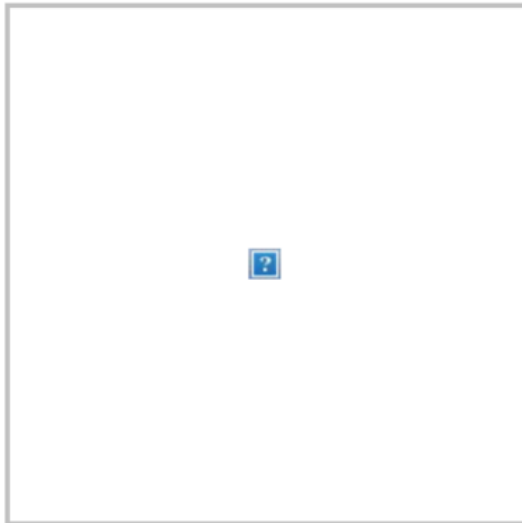
Summer is a great time for students to start thinking about college admissions and identifying schools that might be a 'good fit'. Research shows that finding a college where a student can feel engaged and can thrive is important for student learning, job satisfaction, and well-being.

Be sure to check out the excellent resources provided on the Challenge Success website to help in the college application journey. There is a special section of resources to manage college admissions during COVID-

19.

College Admission Resources

College Choice: A Fit Over Rankings



Challenge Success is a non-profit organization affiliated with the Stanford University Graduate School of Education. TJ has partnered with Challenge Success since 2018 "to embrace a broad definition of success and to

implement research-based strategies that promote student well-being and engagement with learning."

If you would like to volunteer with the PTSA Challenge Success Committee, contact [Yolanda Theeke](#), Chair.

For students applying to college (and their parents) or those thinking ahead, here's a 90-second video about finding a good fit college vs. a college based primarily on rankings and reputation. You can read the [executive summary](#) or the full [White Paper on the Challenge Success](#) site.

PTSA College Outreach Committee

College Admissions Senior Panel

To RSVP for this event, click [here](#).

If you would like to volunteer with the College Outreach Committee, email college-outreach-cochairs@tjptsa.org

PTSA Health and Wellness Committee

Virtual Summer Yoga with PE Teacher Mr. Arthur

By popular demand, the PTSA Health & Wellness Committee is excited to bring summer yoga to students, staff and families of the TJ Community, led by our very own PE teacher, Mr. Arthur! Classes will be livestreamed twice a week, and recordings posted for those who are not free at the planned class time.

Tuesdays and Thursdays
4:30 PM
June 23-July 30

Sign up below if you are interested so you will be sure to get the livestream information as soon as it's available!

Contact **Michelle Gilles** with questions. Please share this information with students!

[Sign Up for More Info](#)

Yoga Monday #3



TJ Class News

Class of 2020

Subscription to This Week @ TJ Newsletter

If you would like to continue receiving this newsletter next year, please complete the subscription form linked below. Otherwise those on the Class of 2020 newsletter email list will be removed from PTSA mailings.

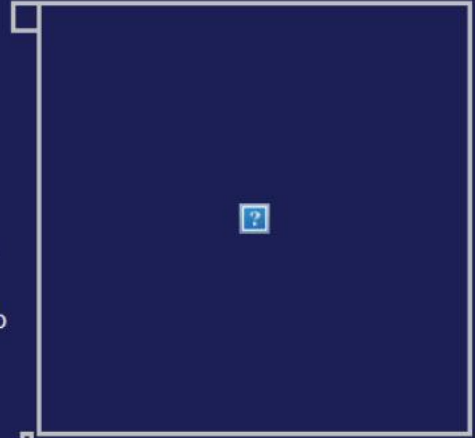
[Subscribe](#)



Class of 2024

Here are 3 things you can do to get engaged with our TJ PTSA family.

- 1) Please share this newsletter with other families who may not yet be receiving it (subscribe [here](#)).
- 2) Follow TJHSST PTSA on social media (see buttons at top or bottom of this newsletter) and join the [TJHSST Class of 2024 Parents Group](#) on Facebook.
- 3) Check out the [PTSA website](#) to learn more about the many committees to see what fits with your area of interest. Become a member and volunteer!



FCPS Return to School: School Board Sessions, Survey, and Superintendent's Town Hall

Staff members for Fairfax County Public Schools (FCPS) presented their preliminary findings and recommendations for the 2020-21 school year to the Fairfax County School Board at its work session on Monday, June 15.

The **plan** complies with the guidance set forth by Virginia Governor Ralph Northam and the U.S. Centers for Disease Control (CDC) for the safe reopening of schools using health and social distancing protocols. The information presented includes the following three potential reopening school scenarios for fall 2020:

- **A Virtual Start:** No students would be allowed in school buildings, and all instruction would be delivered via enhanced distance learning, including expanded digital access and digital curriculum resources. Staff would have access to the buildings for instructional

purposes following health department guidelines

- **Reopening with Health and Social Distance Protocols in Effect:** Students would be allowed in school buildings at 50 percent, or 25 percent capacity; new health and safety protocols would be in place in classrooms and non-academic settings; new instructional bell schedules may be implemented to serve students on alternating days or a.m.-p.m. shifts; in-school instruction may be prioritized for high needs populations such as special education students, English language learners, or students in grades K-2 while serving the majority of students virtually. Under these plans, Fridays would be set aside as in-person support days for students with IEPs, English Language Learners or other selected students in need of additional support.

TJHSST Calendar

Monday, June 22-Thursday July 30

TJ Academic Summer School Full-Year Courses (No classes July 3)

Friday, June 26, 7-9 PM

College Admissions Senior panel

Tuesday, June 23-Thursday, July 30, 4:30 PM

Yoga with Mr. Arthur

Wednesday, July 1

Registration closes for TJ Enrichment courses

Monday, July 6 to Friday, July 31

TJ Academic Summer School Semester Courses and TJ Enrichment Courses

Thursday, July 30

Golf begins/paperwork due

Friday, July 31

Paperwork due for all other fall sports

- **Online Learning by Need:** This option could play out within either of the other scenarios as well as in a “routine” return structure; would require alternative instructional delivery for students opting out of in-school instruction (e.g., Online Campus, Virtual Virginia); may involve monitoring and intervention supports for students when they eventually return. Full-time online enrollment would be offered to students with documented medical needs (personal or family).

The report also includes contingency plans should there be a resurgence of the virus in the fall at the onset of flu season or if ongoing waves of the infection occur. In those cases, there could be a return to distance learning for all students, or blended learning.

Parent/Guardian Survey: FCPS is gathering information about preferences for returning to school and information on distance learning to gain a better understanding of the strengths and challenges and make improvements in the event FCPS needs to return to distance learning in the future. Parents and guardians are invited to provide input by completing [this survey no later than 8 p.m. on Friday, June 19](#) (note: there are many language translations of the survey available at that link).

You can also email your thoughts to ReturnToSchool@fcps.edu. For more information on FCPS Return to School plans, see the [Return To School webpage](#).

FCPS Return to School Planning Timeline (all meetings are virtual):

June 15th, 1:30 PM - FCPS presents initial plans to the FCPS School Board (SB) -[view recorded session here](#) - [slides here](#)

June 16, 6:30-7:30 PM [Town Hall with FCPS Superintendent Scott S. Brabrand](#)

June 18th, 6:30 PM - SB Public Hearing on Return to School Plans - [sign up to speak here](#)

June 23rd, 1:30 PM - Second SB Work Session on Return to School

The goal is to reach an agreed-upon reopening of school plan by June 26.

PTSA Representatives

TJPTSA.org

TJ PTSA Executive Committee President

Shaista Keating
president@tjptsa.org

President-Elect

Nick Costescu
presidentelect@tjptsa.org

1st Vice President

Yuyan Zhou
firstvp@tjptsa.org

2nd Vice President

Sophia Burki
secondvp@tjptsa.org

Treasurer

Dinesh Kumar
treasurer@tjptsa.org

Recording Secretary

Anna Lee
Kim recordingsecretary@tjptsa.org

Corresponding Secretary

correspondingsecretary@tjptsa.org
This Week @ TJ Editor
Submissions, thisweek@tjptsa.org

Subscribe:

<https://www.tjptsa.org>

PTSA Faculty Representatives

Betsy Sandstorm, Denise Castaldo, and Michael Auerbach

PTSA Student Representative

Ronith Ranjan, President
TJ Student Government Association

Email This Week @ TJ

TJ Humanities Department

Looking for a good book?

Books give a soul to the universe, wings to the mind, flight to the imagination, and life to everything. --Plato

We hope you will find some time to get lost in a book this summer, revisit an old favorite or find a new one, or read something that will expand your world. You can see [Summer Enrichment suggestions from TJ staff](#) and why they picked them, or submit your own book recommendation at the TJ Library's [Summer Reads page](#) (note: **you must log in to your fcps schools account** to access all of the links shared here). And as always, to find your next great book to read, take a look at the TJ Library's [Book Resources](#) page. To see what your librarians are currently reading, see the [library home page](#).



TJ Enrichment

TJ Summer Online Enrichment Courses

Skill enrichment courses are designed to focus on various skills development and supplement certain curricula. These modules will have synchronous and asynchronous opportunities for students. We encourage students to

register for a course if they desire additional support with specific content areas or skills. **The modules are not required, not for credit and not graded.** Students may register for multiple courses as long as the schedule does not conflict. For details see the school webpage. **Registration: June 3 - July 1; Course Dates: July 6-31.** Open to TJ students only. All courses are free of charge, no credit or weight given.

- **TJ Chemistry.** Enrichment. Grades 10-12.
- **Global Cuisine.** All interested students.
- **China on the World Stage, 20th Century to the Present.** All students interested in and have some working knowledge of-history of 18th-19th century China.
- **Happiness and Well-Being Studies.** All interested students.
- **Apartheid in South Africa.** All interested students.
- **Global Population Growth in the 20th Century.** All interested students.
- **Colonization and Independence in Africa.** All interested students.
- **Experiencing Religions Through Sacred Spaces.** All interested students.

- **Civic Duty During a Pandemic.** All interested students.
- **Brazil: A History of Change in the 19th—20th Century.** All interested students.
- **A Global Controversy: The U.S. Invasion of Iraq.** All interested students.
- **Genocide: Never Again?** All interested students.

Register

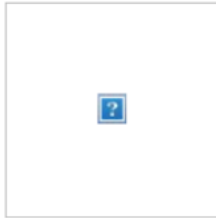
FCPS Online Summer Arts Enrichment Program

Fairfax County Public Schools will offer a **free online arts enrichment program** for current K-12 students over five weeks from **July 6 to August 7**. A variety of classes will be offered in **art, music, theater and dance**.

- **Elementary classes** include K-6 Art, Stitchery and Weaving, Claymation and Recycled Art, K-6 Music, Drumming, Contemporary Vocals, Sixth Grade Band, Sixth Grade Strings, K-6 Theater, and K-6 Dance.
- **Secondary classes** include Cartooning, Cell Phone Photography and Animation, Digital Art, Exploratory Drawing and Painting, Guitar, Jazz Band, Creative Strings, Show Choir, Musical Theater, Acting, Theatre Games and Improv, Technical Theater Design and Production, Creative Writing, Yoga for the Artist, Summer Dance Exploration, Summer Dance Intensive, and Fitness for the Performing Artist.

Email fasummerlearning@fcps.edu for more information and to gain access to programs.

TJ Athletics



TJ Fall Sports

Although the start of the 2020 fall season is uncertain, If your student is a returning athlete or wants to play a sport this fall, click on the button to learn more about scheduled start dates, coach contact information, required paperwork and physicals. The planned start date for Fall sports are fast approaching. **Golf** will start on **July 30**. All other fall sports (**football, field hockey, volleyball, cheerleading, cross country**) may start on **Monday, August 3**.

All paperwork is due to Heather Murphy by July 30 for golf and July 31 for all the other fall sports.

Please email [Rusty Hodges](#), Director of Student Activities, or [Heather Murphy](#), Head

Athletic Trainer, if you have any questions. Link to [2020 Fall Coaches Contact Information.doc](#).

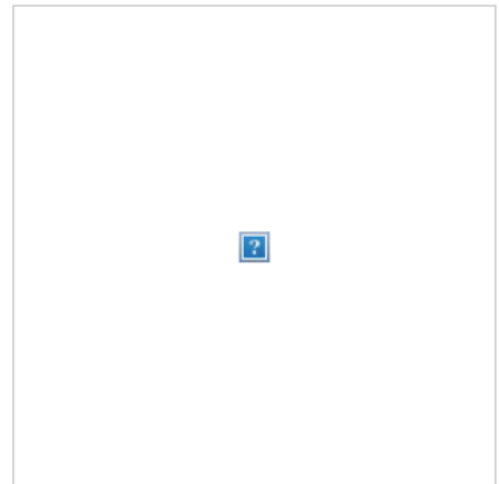
[Learn More](#)

TJ Partnership Fund

Free time this summer? Inspire younger students by becoming a STEMBassador

The STEMBassadors program began in 2013. It is an opportunity for TJ students, as well as students from other area high schools, to share their love for all things STEM with local elementary and middle-school youth. STEMBassadors facilitate STEM activities in elementary and middle school classrooms across the region and serve as role models for young learners.

- STEMBassadors runs throughout the school year but is particularly active during the summer months when requests for volunteers from local elementary and middle schools run highest. **For 2020, summer programs will be online, but we still need volunteers!**



- STEMBassadors have served in over 100 area schools, including many Title 1 institutions, and foster an appreciation for STEM in countless students. To learn more about the program and its impact from those who participated in STEMBassadors this summer, click [here](#).

For more information on the STEMBassador program and our virtual volunteer opportunities, please [email Adele Peng](#).

[Become a STEMBassador](#)

Robot Uprising Virtual Summer Camp

TJHSST's FIRST Tech Challenge Team 14607 Robot Uprising is proud to offer **two free virtual summer camps**, open to the community and general public. Classes are **targeted at middle-school aged students**, although anyone is free to attend and learn. These classes teach the fundamentals to technology and robotics, through CAD (Computer Aided Design), design principles, advanced manufacturing techniques, working with the Arduino microcontroller, programming in C/C++, and working with simple electronics.

Each course has a **five-week curriculum with two classes per week**. These semi-weekly classes will run on Monday and Wednesday nights. Registration for both courses is open, and participants may register for either course or both. Classes will run for five weeks from June 15 through July 17. To learn more about the camp or register, click below.



Submissions for This Week @ TJ

Please email submissions to thisweek@tjptsa.org by 5 PM Friday for publication in our Sunday issue. Please be sure to proofread all submissions. If you would like to submit a photo, please send it as a separate .jpg or .jpeg file. This Week @ TJ editors may make changes for length, clarity and style. If a submission is made after our deadline, it will be held for the following week's issue.

Questions? Email thisweek@tjptsa.org

We look forward to hearing from you!

[ABOUT US](#)

[NEWS AND INFO](#)

[VOLUNTEER](#)

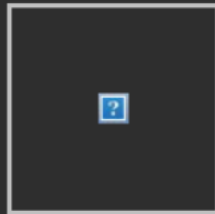
[COMMITTEES](#)

[CONTACT US](#)

Follow TJHSST PTSA on Social Media!



Thomas Jefferson High School for Science & Technology Parent, Teacher, Student Association
6560 Braddock Road, Alexandria VA 22312



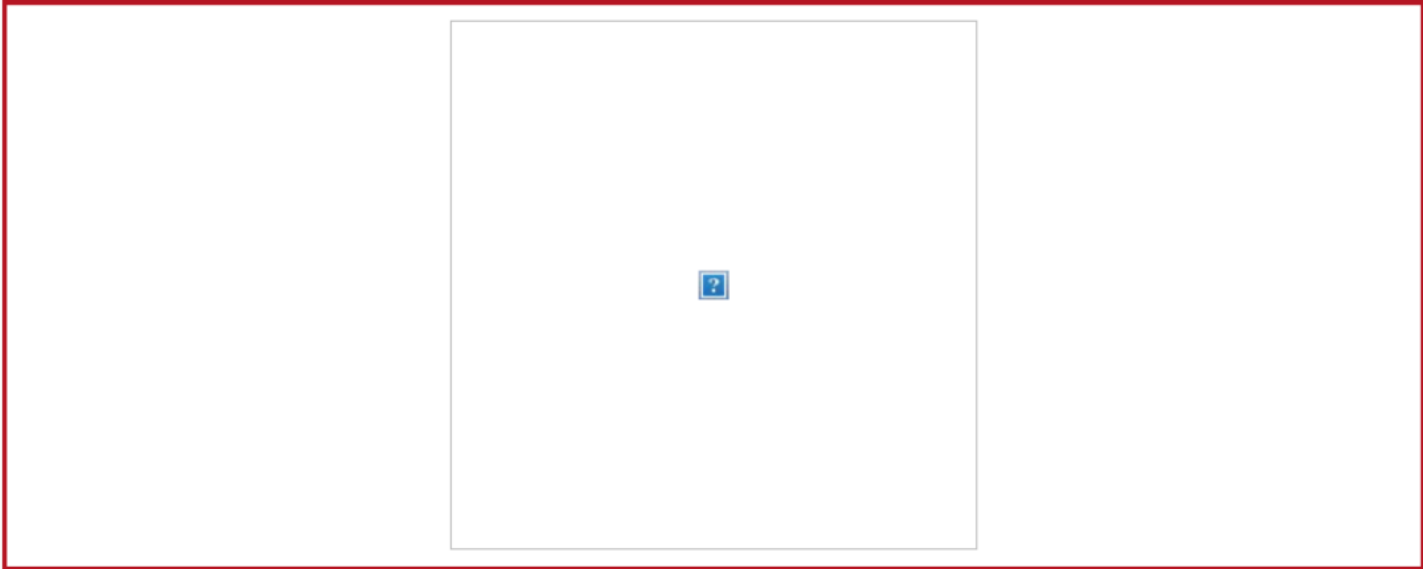
TJHSST PTSA | 6560 Braddock Rd, Alexandria, VA 22312

[Unsubscribe akinis@fcps.edu](mailto:akinis@fcps.edu)

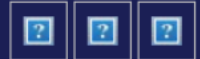
[Update Profile](#) | [About Constant Contact](#)

Sent by president@tjptsa.org

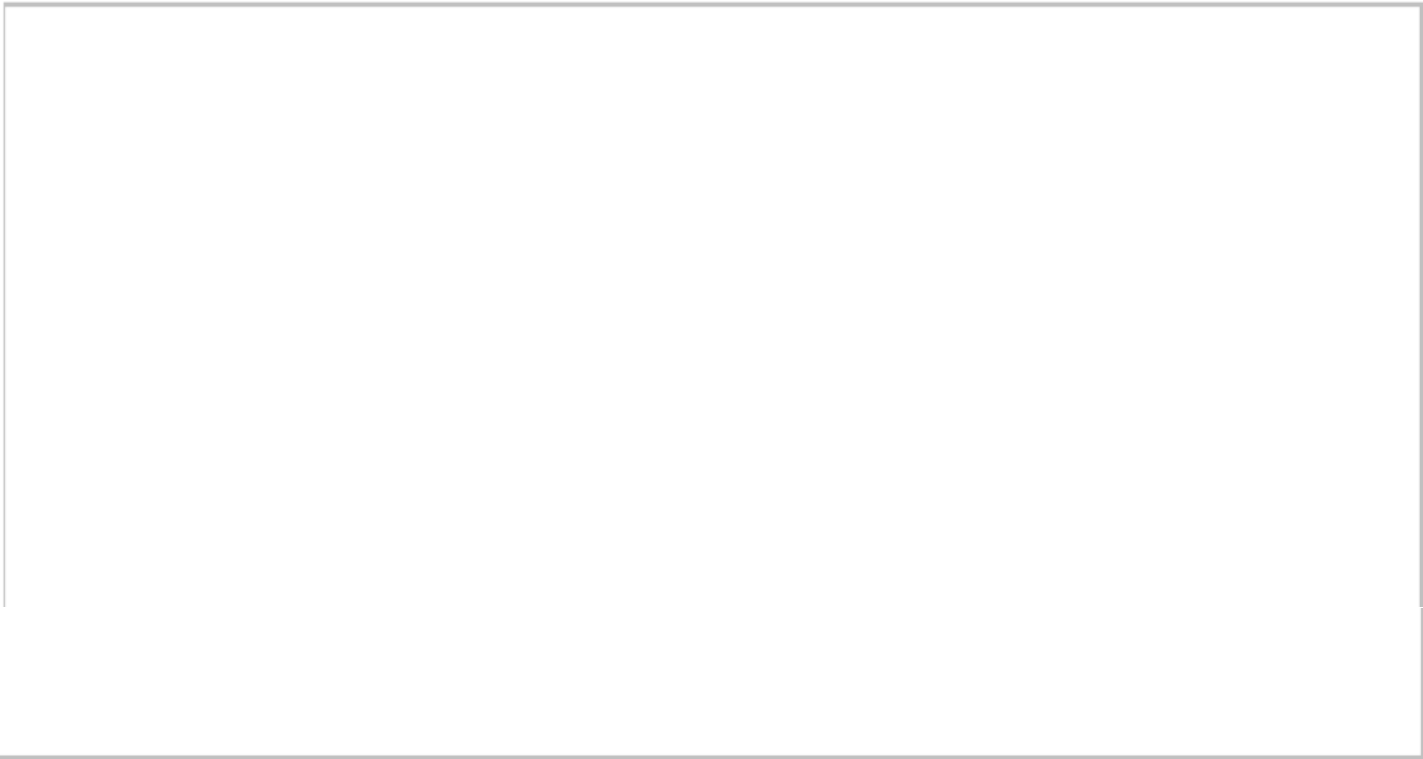
From: [TJHSST PTSA](#)
To: [Lamoreaux Miriam](#)
Subject: [External] This Week @ TJ 6/16/2020
Date: Tuesday, June 16, 2020 5:23:42 PM



June 16, 2020



Official TJHSST PTSA Weekly Newsletter



[View this email as a webpage](#)

Hello Miriam,

So long, farewell, auf Wiedersehen, goodbye...

You have often heard me say, "I love TJ!" There are so many things to love about our phenomenal school. Our students inspire, our teachers model hard work, our parents are generous with their time, and our leadership works to make each student belong.

Thank you Dr. Bonitabus and every single TJ teacher and staff member for your commitment to our students. Parents, it has been an honor to volunteer with you. Students, we love you beyond mathematical measure!

Stephan Hawking said, "intelligence is the ability to adapt to change." Here is a challenge to make lemon cake with the lemons that life sometimes offers. Obviously, we are TJ. We must make more than lemonade! He also said, "Life would be

tragic if it weren't funny." Laugh, sing, and dance young friends. You are in high school only once!

Always remember that Hawking suggests that we progress in science ethically and empathetically.

Importantly, this brilliant scientist reminds us: "Look up at the stars and not down at your feet. Try to make sense of what you see, and wonder about what makes the universe exist. Be curious."

Adieu, adieu, to yieu (parents) and yieu (teachers) and yieu (students).

Your PTSA loves you!

Shaista Keating
PTSA President





Freshmen and New Families: Sign Up

Returning Families: Renew

Use 22312 when you register for your zip code.

Reset your password if you've forgotten it.

TJ Executive Committee

2020-2021 PTSA Executive Committee Elections



Dear TJ PTSA Members,

A ballot to vote for TJ PTSA Executive Committee Officers for the 2020-21 school year will be sent out this week to TJ PTSA members. It will go out no later than Sunday, June 21.

Please note that only one ballot will be sent for each membership. The ballot will be emailed to the email account associated with the purchase of the membership, which is not necessarily your current email address.



If you purchased a family membership, you will have only one vote. Please check the email account of both family members.

If you are a 2019-20 PTSA member and have not received a ballot by Sunday June 21, please:

1. Verify that you purchased a 2019-20 membership. Go to atozconnect.com, log in with your account and look at your purchased products. Only 2019-20 members may vote.
2. Check all your email accounts.
3. Check your junk/spam folder on all your email accounts.
4. If you still can't find it, email tellers@tjptsa.org with the following information:
 - Names of all parents in the household
 - Emails of all parents in the household (this helps us try to find your membership order and relate it to your AtoZ account)
 - Student name (helps us relate the purchase to your account)

The candidates for the Executive Committee are listed below. If you would like to read their bios, see the past two issues of TW@TJ.

TJ PTSA 2020-2021 Executive Committee Slate

- President Elect – Bonnie Qin
- 1st Vice President – Anna Lee Kim
- 2nd Vice President – Kaushik Goswami
- Corresponding Secretary – Asra Nomani
- Recording Secretary – Stacey Heller
- Treasurer – Li Yang

Sincerely,
Your TJ PTSA

Challenge Success

Resources for a Well-Balanced College Search

Summer is a great time for students to start thinking about college admissions and identifying schools that might be a 'good fit'. Research shows that finding a college where a student can feel engaged and can thrive is important for student learning, job satisfaction, and well-being.

Be sure to check out the excellent resources provided on the Challenge Success website to help in the college application journey. There is a special section of resources to manage college admissions during COVID-



Challenge Success is a non-profit organization affiliated with the Stanford University Graduate School of Education. TJ has partnered with Challenge Success since 2018 "to embrace a broad definition of success and to

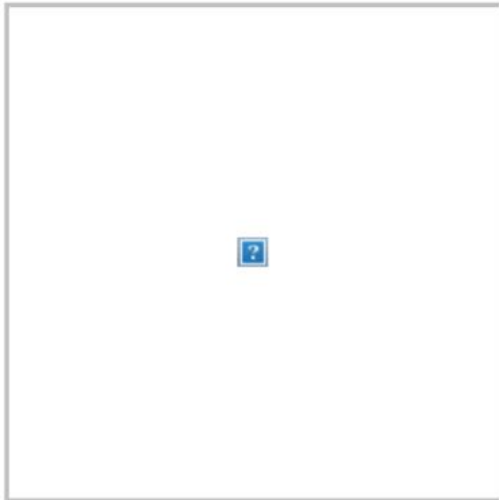
19.

College Admission Resources

implement research-based strategies that promote student well-being and engagement with learning."

If you would like to volunteer with the PTSA Challenge Success Committee, contact [Yolanda Theeke](#), Chair.

College Choice: A Fit Over Rankings



For students applying to college (and their parents) or those thinking ahead, here's a 90-second video about finding a good fit college vs. a college based primarily on rankings and reputation. You can read the [executive summary](#) or the full [White Paper on the Challenge Success site](#).

PTSA College Outreach Committee

College Admissions Senior Panel

To RSVP for this event, click [here](#).

If you would like to volunteer with the College Outreach Committee, email college-outreach-cochairs@tjpts.org



PTSA Health and Wellness Committee

Virtual Summer Yoga with PE Teacher Mr. Arthur

By popular demand, the PTSA Health & Wellness Committee is excited to bring summer yoga to students, staff and families of the TJ Community, led by our very own PE teacher, Mr. Arthur! Classes will be livestreamed twice a week, and recordings posted for those who are not free at the planned class time.

[Yoga Monday #3](#)



Tuesdays and Thursdays

4:30 PM

June 23-July 30

Sign up below if you are interested so you will be sure to get the livestream information as soon as it's available!

Contact **Michelle Gilles** with questions. Please share this information with students!

[Sign Up for More Info](#)

TJ Class News

Class of 2020

Subscription to This Week @ TJ Newsletter

If you would like to continue receiving this newsletter next year, please complete the subscription form linked below. Otherwise those on the Class of 2020 newsletter email list will be removed from PTSA mailings.

[Subscribe](#)



Class of 2024

Here are 3 things you can do to get engaged with our TJ PTSA family.

- 1) Please share this newsletter with other families who may not yet be receiving it (subscribe [here](#)).
- 2) Follow TJHSST PTSA on social media (see buttons at top or bottom of this newsletter) and join the [TJHSST Class of 2024 Parents Group](#) on Facebook.
- 3) Check out the [PTSA website](#) to learn more about the many committees to see what fits with your area of interest. Become a member and volunteer!



FCPS Return to School: School Board Sessions, Survey, and Superintendent's Town Hall

Staff members for Fairfax County Public Schools (FCPS) presented their preliminary findings and recommendations for the 2020-21 school year to the Fairfax County School Board at its work session on Monday, June 15.

The **plan** complies with the guidance set forth by Virginia Governor Ralph Northam and the U.S. Centers for Disease Control (CDC) for the safe reopening of schools using health and social distancing protocols. The information presented includes the following three potential reopening school scenarios for fall 2020:

- **A Virtual Start:** No students would be allowed in school buildings, and all instruction would be delivered via enhanced distance learning, including expanded digital access and digital curriculum resources. Staff would have access to the buildings for instructional

purposes following health department guidelines

- **Reopening with Health and Social Distance Protocols in Effect:** Students would be allowed in school buildings at 50 percent, or 25 percent capacity; new health and safety protocols would be in place in classrooms and non-academic settings; new instructional bell schedules may be implemented to serve students on alternating days or a.m.-p.m. shifts; in-school instruction may be prioritized for high needs populations such as special education students, English language learners, or students in grades K-2 while serving the majority of students virtually. Under these plans, Fridays would be set aside as in-person support days for students with IEPs, English Language Learners or other selected students in need of additional support.
- **Online Learning by Need:** This option could play out within either of the other scenarios as well as in a "routine" return structure; would require alternative instructional delivery for students opting out of in-school instruction (e.g., Online Campus, Virtual Virginia); may involve monitoring and intervention supports for students when they eventually return. Full-time online enrollment would be offered to students with documented medical needs (personal or family).

TJHSSST Calendar

Monday, June 22-Thursday July 30

TJ Academic Summer School Full-Year Courses (No classes July 3)

Friday, June 26, 7-9 PM

College Admissions Senior panel

Tuesday, June 23-Thursday, July 30, 4:30 PM

Yoga with Mr. Arthur

Wednesday, July 1

Registration closes for TJ Enrichment courses

Monday, July 6 to Friday, July 31

TJ Academic Summer School Semester Courses and TJ Enrichment Courses

Thursday, July 30

Golf begins/paperwork due

Friday, July 31

Paperwork due for all other fall sports

PTSA Representatives

TJPTSA.org

TJ PTSA Executive Committee

President

Shaista Keating

The report also includes contingency plans should there be a resurgence of the virus in the fall at the onset of flu season or if ongoing waves of the infection occur. In those cases, there could be a return to distance learning for all students, or blended learning.

Parent/Guardian Survey: FCPS is gathering information about preferences for returning to school and information on distance learning to gain a better understanding of the strengths and challenges and make improvements in the event FCPS needs to return to distance learning in the future. Parents and guardians are invited to provide input by completing [this survey](#) **no later than 8 p.m. on Friday, June 19** (note: there are many language translations of the survey available at that link).

You can also email your thoughts to ReturnToSchool@fcps.edu. For more information on FCPS Return to School plans, see the [Return To School webpage](#).

FCPS Return to School Planning Timeline (all meetings are virtual):

June 15th, 1:30 PM - FCPS presents initial plans to the FCPS School Board (SB) -[view recorded session here](#) - [slides here](#)

June 16, 6:30-7:30 PM **Town Hall with FCPS Superintendent Scott S. Brabrand**

June 18th, 6:30 PM - SB Public Hearing on Return to School Plans - [sign up to speak here](#)

June 23rd, 1:30 PM - Second SB Work Session on Return to School

The goal is to reach an agreed-upon reopening of school plan by June 26.

president@tjptsa.org

President-Elect

Nick Costescu
presidencellect@tjptsa.org

1st Vice President

Yuyan Zhou
firstvp@tjptsa.org

2nd Vice President

Sophia Burki
secondvp@tjptsa.org

Treasurer

Dinesh Kumar
treasurer@tjptsa.org

Recording Secretary

Anna Lee
Kim recordingsecretary@tjptsa.org

Corresponding Secretary

correspondingsecretary@tjptsa.org
This Week @ TJ Editor
Submissions, thisweek@tjptsa.org

Subscribe:

<https://www.tjptsa.org>

PTSA Faculty Representatives Betsy Sandstorm, Denise Castaldo, and Michael

Auerbach

PTSA Student Representative Ronith Ranjan, President
TJ Student Government Association

[Email This Week @ TJ](#)

TJ Humanities Department

Looking for a good book?

Books give a soul to the universe, wings to the mind, flight to the imagination, and life to everything. --Plato

We hope you will find some time to get lost in a book this summer, revisit an old favorite or find a new one, or read something that will expand your world. You can see [Summer Enrichment suggestions from TJ staff](#) and why they picked them, or submit your own book recommendation at the TJ Library's [Summer Reads page](#) (note: **you must log in to your fcps schools account** to access all of the links shared here). And as always, to find your next great book to read, take a look at the TJ Library's [Book Resources](#) page. To see what your librarians are currently reading, see the [library home page](#).



TJ Enrichment

TJ Summer Online Enrichment Courses

Skill enrichment courses are designed to focus on various skills development and supplement certain curricula. These modules will have synchronous and asynchronous opportunities for students. We encourage students to

register for a course if they desire additional support with specific content areas or skills. **The modules are not required, not for credit and not graded.** Students may register for multiple courses as long as the schedule does not conflict. For details see the school webpage. **Registration: June 3 – July 1; Course Dates: July 6-31.** Open to TJ students only. All courses are free of charge, no credit or weight given.

- **TJ Chemistry.** Enrichment. Grades 10-12.
- **Global Cuisine.** All interested students.
- **China on the World Stage, 20th Century to the Present.** All students interested in and have some working knowledge of-history of 18th-19th century China.
- **Happiness and Well-Being Studies.** All interested students.
- **Apartheid in South Africa.** All interested students.
- **Global Population Growth in the 20th Century.** All interested students.
- **Colonization and Independence in Africa.** All interested students.
- **Experiencing Religions Through Sacred Spaces.** All interested students.

- **Civic Duty During a Pandemic.** All interested students.
- **Brazil: A History of Change in the 19th—20th Century.** All interested students.
- **A Global Controversy: The U.S. Invasion of Iraq.** All interested students.
- **Genocide: Never Again?** All interested students.

Register

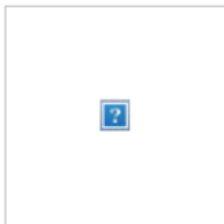
FCPS Online Summer Arts Enrichment Program

Fairfax County Public Schools will offer a **free online arts enrichment program** for current K-12 students over five weeks from **July 6 to August 7**. A variety of classes will be offered in **art, music, theater and dance**.

- **Elementary classes** include K-6 Art, Stitchery and Weaving, Claymation and Recycled Art, K-6 Music, Drumming, Contemporary Vocals, Sixth Grade Band, Sixth Grade Strings, K-6 Theater, and K-6 Dance.
- **Secondary classes** include Cartooning, Cell Phone Photography and Animation, Digital Art, Exploratory Drawing and Painting, Guitar, Jazz Band, Creative Strings, Show Choir, Musical Theater, Acting, Theatre Games and Improv, Technical Theater Design and Production, Creative Writing, Yoga for the Artist, Summer Dance Exploration, Summer Dance Intensive, and Fitness for the Performing Artist.

Email fasummerlearning@fcps.edu for more information and to gain access to programs.

TJ Athletics



TJ Fall Sports

Although the start of the 2020 fall season is uncertain, If your student is a returning athlete or wants to play a sport this fall, click on the button to learn more about scheduled start dates, coach contact information, required paperwork and physicals. The planned start date for Fall sports are fast approaching. **Golf** will start on **July 30**. All other fall sports (**football, field hockey, volleyball, cheerleading, cross country**) may start on **Monday, August 3**.

All paperwork is due to Heather Murphy by July 30 for golf and July 31 for all the other fall sports.

Please email [Rusty Hodges](#), Director of Student Activities, or [Heather Murphy](#), Head

Athletic Trainer, if you have any questions. Link to [2020 Fall Coaches Contact Information.doc](#).

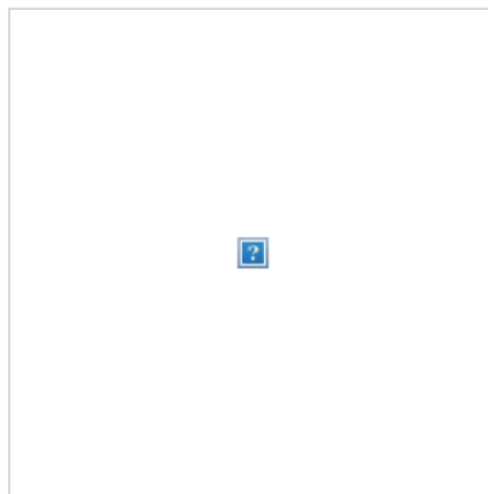
[Learn More](#)

TJ Partnership Fund

Free time this summer? Inspire younger students by becoming a STEMbassador

The STEMbassadors program began in 2013. It is an opportunity for TJ students, as well as students from other area high schools, to share their love for all things STEM with local elementary and middle-school youth. STEMbassadors facilitate STEM activities in elementary and middle school classrooms across the region and serve as role models for young learners.

- STEMbassadors runs throughout the school year but is particularly active during the summer months when requests for volunteers from local elementary and middle schools run highest. **For 2020, summer programs will be online, but we still need volunteers!**
- STEMbassadors have served in over 100 area schools, including many Title 1 institutions, and foster an appreciation for STEM in countless students. To learn more about the program and its impact from those who participated in STEMbassadors this summer, click [here](#).



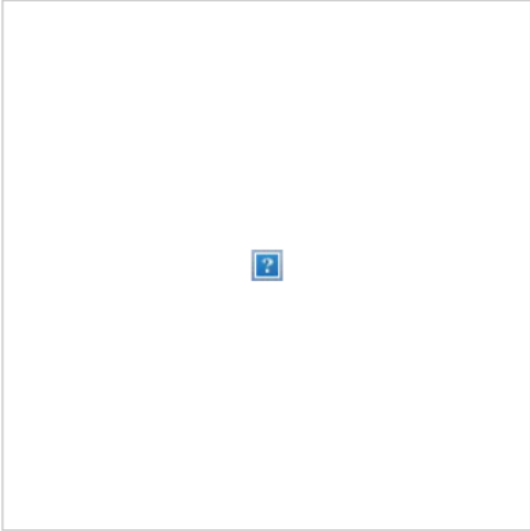
For more information on the STEMBassador program and our virtual volunteer opportunities, please [email Adele Peng](#).

[Become a STEMBassador](#)

Robot Uprising Virtual Summer Camp

TJHSST's FIRST Tech Challenge Team 14607 Robot Uprising is proud to offer **two free virtual summer camps**, open to the community and general public. Classes are **targeted at middle-school aged students**, although anyone is free to attend and learn. These classes teach the fundamentals to technology and robotics, through CAD (Computer Aided Design), design principles, advanced manufacturing techniques, working with the Arduino microcontroller, programming in C/C++, and working with simple electronics.

Each course has a **five-week curriculum with two classes per week**. These semi-weekly classes will run on Monday and Wednesday nights. Registration for both courses is open, and participants may register for either course or both. Classes will run for five weeks from June 15 through July 17. To learn more about the camp or register, click below.



[Register](#)

Submissions for This Week @ TJ

Please email submissions to thisweek@tjptsa.org by 5 PM Friday for publication in our Sunday issue. Please be sure to proofread all submissions. If you would like to submit a photo, please send it as a separate .jpg or .jpeg file. This Week @ TJ editors may make changes for length, clarity and style. If a submission is made after our deadline, it will be held for the following week's issue.

Questions? Email thisweek@tjptsa.org

We look forward to hearing from you!

[ABOUT US](#)

[NEWS AND INFO](#)

[VOLUNTEER](#)

[COMMITTEES](#)

[CONTACT US](#)

Follow TJHSST PTSA on Social Media!



Thomas Jefferson High School for Science & Technology Parent, Teacher, Student Association
6560 Braddock Road, Alexandria VA 22312



TJHSST PTSA | 6560 Braddock Rd, Alexandria, VA 22312

[Unsubscribe mlamoreaux@fcps.edu](mailto:mlamoreaux@fcps.edu)

[Update Profile](#) | [About Constant Contact](#)

Sent by president@tjptsa.org

From: [Loomis, Jasmine](#)
To: [Courtney Sherwood](#)
Cc: [Kinis, Aristia](#); [Lamoreaux, Miriam](#)
Subject: RE: [External] Re: TJ Alumni- Help Us Celebrate the Class of 2020
Date: Tuesday, June 16, 2020 5:44:28 PM

Thanks for your thoughtful note Courtney. I understand your frustration.

The PF has been working hard on this for years, even before this most recent set of stats. The trends over the years in admissions have not been acceptable. And 100% there is a lot more work that needs to be done.

The PF has three mission areas: supporting TJ's unique needs, community STEM outreach, and alumni engagement.


This fiscal year the PF granted or allocated more than \$210,000 in STEM outreach funding with the goal of increased access and equity. This level is consistent with recent years.

We have a multi-faceted approach to giving out these grants including: partnering with students/teachers/clubs that are doing outreach work, partnering with FCPS initiatives aimed at underrepresented schools or students, and working with community groups. The PF wants to be part of the solution. Over the years, we've repeatedly gone to county leadership to discuss the underlying problems and ask where we could play an active role in problem solving.

We are committed to partnering with the Alumni Action Group which is working hard on a new set of tangible steps that can be taken to address this problem which includes further discussion with FCPS, the TJ Admissions office, and the School Board.

We are fully open to other ideas, so if you have recommendations and suggestions, please tell me. This is a huge problem that is going to need dedicated collaboration among many groups to solve.

Jasmine Loomis
jloomis@fcps.edu



From: Courtney Sherwood <csherwood@gmail.com>

Sent: Tuesday, June 16, 2020 4:45 PM

To: Loomis, Jasmine <jloomis@fcps.edu>

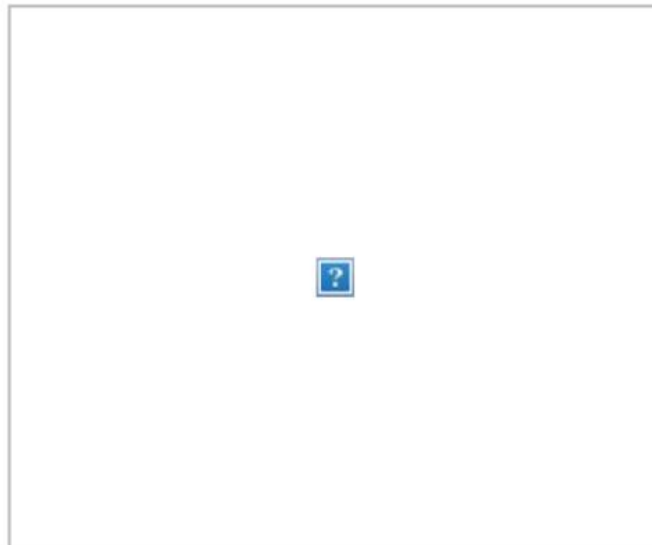
Subject: [External] Re: TJ Alumni- Help Us Celebrate the Class of 2020

This feels incredibly tone deaf considering the ongoing discussion among alumni about racism in Jefferson's admission process, racism at the school affecting students who have been admitted, a 30-year track record of failure any time a group attempts to improve the situation, and a growing consensus among many of us that, short of radical change, Jefferson should be disbanded as a public magnet school that entrenches inequality while taking public tax-payer funds.

--

Get the [Boomerang Email App](#) on your phone

On Tue, Jun 16, 2020 at 11:52 AM, TJ Partnership Fund <info@tjpartnershipfund.org> wrote:





Join the TJ Partnership Fund (TJPF) in supporting TJ seniors by completing our 20 for '20 form. In 20 words (more or less), we want you to share your congratulations and advice for a bright future with our newest alumni!

Responses will be compiled and shared with the graduating class on our website and printed on a note card that students will receive with their senior gifts.

[Click Here to Share Your Message](#)

TJ Partnership Fund | 703.750.8317 | info@tjpartnershipfund.org
| www.tjpartnershipfund.org

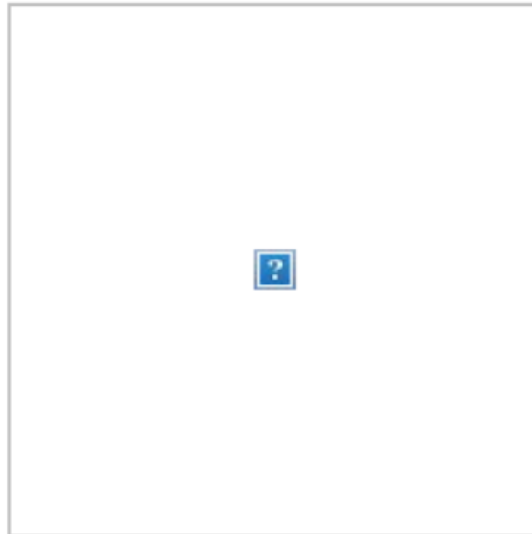


TJ Partnership Fund | 6560 Braddock Road, Alexandria, VA 22312

[Unsubscribe csherwood+paypal@gmail.com](#)

[Update Profile](#) | [About Constant Contact](#)

Sent by info@tjpartnershipfund.org in collaboration with



[Try email marketing for free today!](#)

From: akinis@fcps.edu
To: [Loomis, Jasmine](#)
Subject: Re: [External] Re: TJ Alumni- Help Us Celebrate the Class of 2020
Date: Tuesday, June 16, 2020 7:15:42 PM

In these situations, I always encourage that we acknowledge both the specific concern (Courtney indicates a tone deaf nature to this mailing which is fair criticism that we hadn't fully discussed in advance which is a miss) and then the larger situation and our role in it. All of the responses should very specially tailored.

Thanks.

On Jun 16, 2020, at 5:44 PM, Loomis, Jasmine <jloomis@fcps.edu> wrote:

Thanks for your thoughtful note Courtney. I understand your frustration.

The PF has been working hard on this for years, even before this most recent set of stats. The trends over the years in admissions have not been acceptable. And 100% there is a lot more work that needs to be done.

The PF has three mission areas: supporting TJ's unique needs, community STEM outreach, and alumni engagement.

This fiscal year the PF granted or allocated more than \$210,000 in STEM outreach funding with the goal of increased access and equity. This level is consistent with recent years.

We have a multi-faceted approach to giving out these grants including: partnering with students/teachers/clubs that are doing outreach work, partnering with FCPS initiatives aimed at underrepresented schools or students, and working with community groups. The PF wants to be part of the solution. Over the years, we've repeatedly gone to county leadership to discuss the underlying problems and ask where we could play an active role in problem solving.

We are committed to partnering with the Alumni Action Group which is working hard on a new set of tangible steps that can be taken to address this problem which includes further discussion with FCPS, the TJ Admissions office, and the School Board.

We are fully open to other ideas, so if you have recommendations and suggestions, please tell me. This is a huge problem that is going to need dedicated collaboration among many groups to solve.

Jasmine Loomis

jloomis@fcps.edu



From: Courtney Sherwood <csherwood@gmail.com>

Sent: Tuesday, June 16, 2020 4:45 PM

To: Loomis, Jasmine <jloomis@fcps.edu>

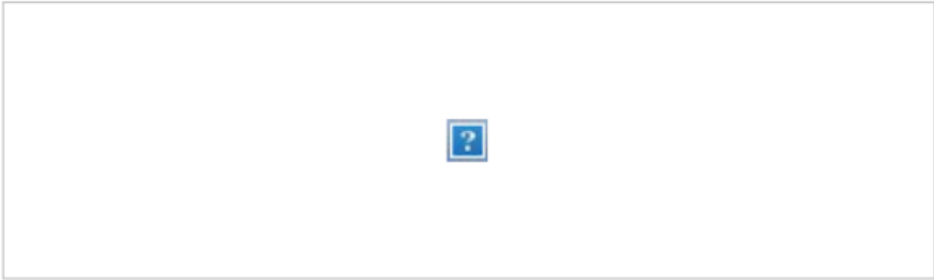
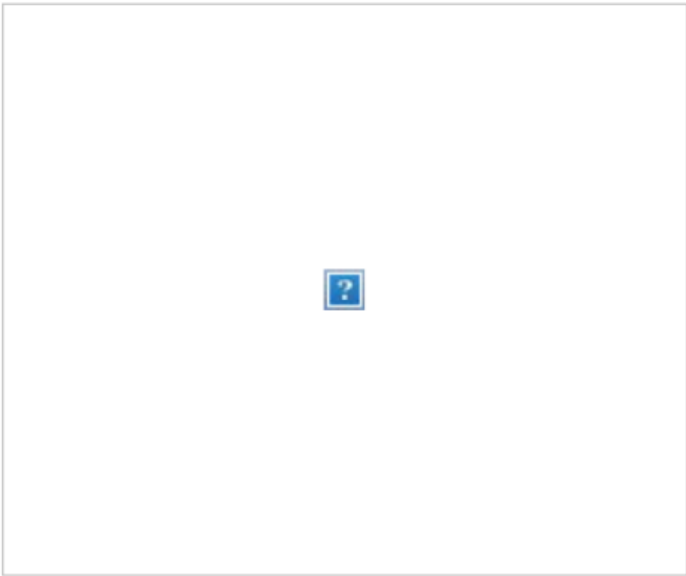
Subject: [External] Re: TJ Alumni- Help Us Celebrate the Class of 2020

This feels incredibly tone deaf considering the ongoing discussion among alumni about racism in Jefferson's admission process, racism at the school affecting students who have been admitted, a 30-year track record of failure any time a group attempts to improve the situation, and a growing consensus among many of us that, short of radical change, Jefferson should be disbanded as a public magnet school that entrenches inequality while taking public tax-payer funds.

--

Get the [Boomerang Email App](#) on your phone

On Tue, Jun 16, 2020 at 11:52 AM, TJ Partnership Fund <info@tjpartnershipfund.org> wrote:



Join the TJ Partnership Fund (TJPF) in supporting TJ

seniors by completing our 20 for '20 form. In 20 words (more or less), we want you to share your congratulations and advice for a bright future with our newest alumni! Responses will be compiled and shared with the graduating class on our website and printed on a note card that students will receive with their senior gifts.

[Click Here to Share Your Message](#)

TJ Partnership Fund | 703.750.8317 | info@tjpartnershipfund.org
www.tjpartnershipfund.org

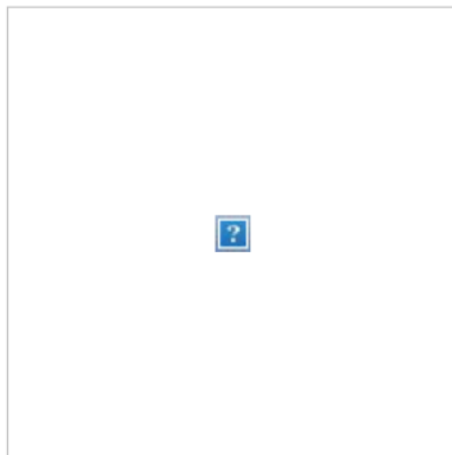


TJ Partnership Fund | 6560 Braddock Road, Alexandria, VA 22312

[Unsubscribe csherwood+paypal@gmail.com](#)

[Update Profile](#) | [About Constant Contact](#)

Sent by info@tjpartnershipfund.org in collaboration with



[Try email marketing for free today!](#)

From: [Kinis, Arista](#)
To: [Loomis, Jasmine](#)
Subject: Re: [External] Re: TJ Alumni- Help Us Celebrate the Class of 2020
Date: Tuesday, June 16, 2020 7:15:43 PM

In these situations, I always encourage that we acknowledge both the specific concern (Courtney indicates a tone deaf nature to this mailing which is fair criticism that we hadn't fully discussed in advance which is a miss) and then the larger situation and our role in it. All of the responses should very specially tailored.

Thanks.

On Jun 16, 2020, at 5:44 PM, Loomis, Jasmine <jlloomis@fcps.edu> wrote:

Thanks for your thoughtful note Courtney. I understand your frustration.

The PF has been working hard on this for years, even before this most recent set of stats. The trends over the years in admissions have not been acceptable. And 100% there is a lot more work that needs to be done.

The PF has three mission areas: supporting TJ's unique needs, community STEM outreach, and alumni engagement.

This fiscal year the PF granted or allocated more than \$210,000 in STEM outreach funding with the goal of increased access and equity. This level is consistent with recent years.

We have a multi-faceted approach to giving out these grants including: partnering with students/teachers/clubs that are doing outreach work, partnering with FCPS initiatives aimed at underrepresented schools or students, and working with community groups. The PF wants to be part of the solution. Over the years, we've repeatedly gone to county leadership to discuss the underlying problems and ask where we could play an active role in problem solving.

We are committed to partnering with the Alumni Action Group which is working hard on a new set of tangible steps that can be taken to address this problem which includes further discussion with FCPS, the TJ Admissions office, and the School Board.

We are fully open to other ideas, so if you have recommendations and suggestions, please tell me. This is a huge problem that is going to need dedicated collaboration among many groups to solve.

Jasmine Loomis

jloomis@fcps.edu



From: Courtney Sherwood <csherwood@gmail.com>

Sent: Tuesday, June 16, 2020 4:45 PM

To: Loomis, Jasmine <jloomis@fcps.edu>

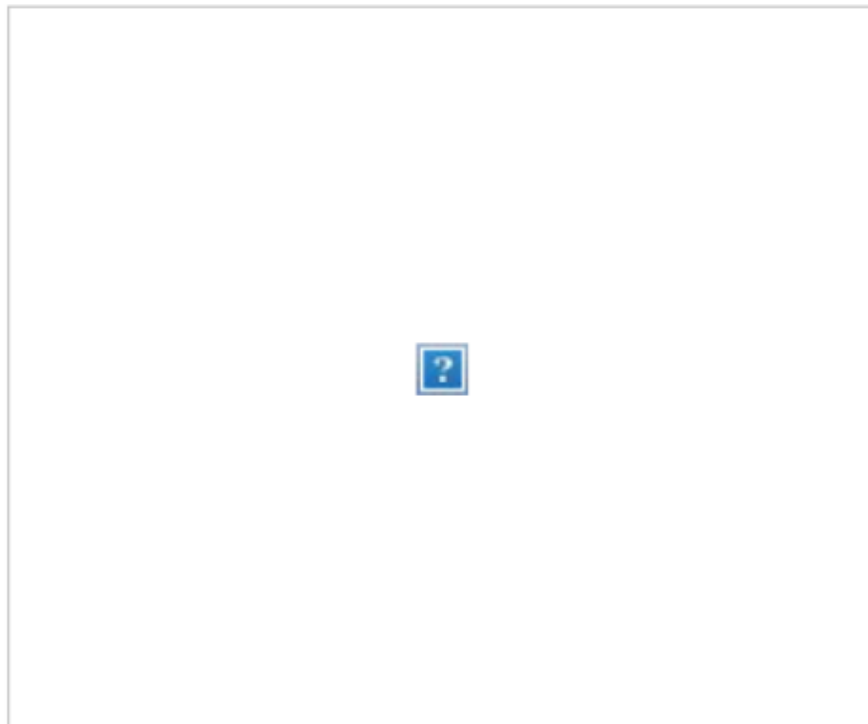
Subject: [External] Re: TJ Alumni- Help Us Celebrate the Class of 2020

This feels incredibly tone deaf considering the ongoing discussion among alumni about racism in Jefferson's admission process, racism at the school affecting students who have been admitted, a 30-year track record of failure any time a group attempts to improve the situation, and a growing consensus among many of us that, short of radical change, Jefferson should be disbanded as a public magnet school that entrenches inequality while taking public tax-payer funds.

--

Get the [Boomerang Email App](#) on your phone

On Tue, Jun 16, 2020 at 11:52 AM, TJ Partnership Fund <info@tjpartnershipfund.org> wrote:





Join the TJ Partnership Fund (TJPF) in supporting TJ seniors by completing our 20 for '20 form. In 20 words (more or less), we want you to share your congratulations and advice for a bright future with our newest alumni! Responses will be compiled and shared with the graduating class on our website and printed on a note card that students will receive with their senior gifts.

[Click Here to Share Your Message](#)

TJ Partnership Fund | 703.750.8317 | info@tjpartnershipfund.org
| www.tjpartnershipfund.org

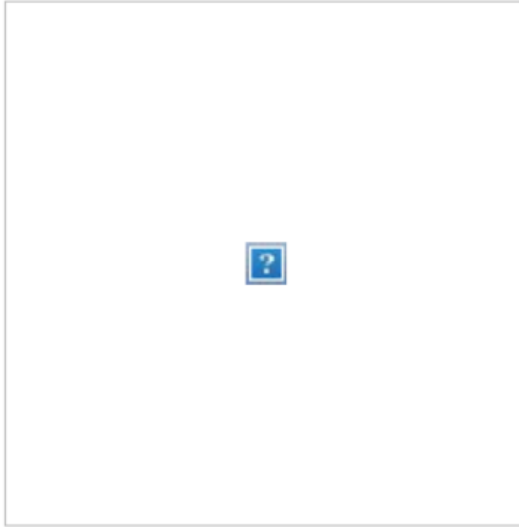


TJ Partnership Fund | 6560 Braddock Road, Alexandria, VA 22312

[Unsubscribe csherwood+paypal@gmail.com](#)

[Update Profile](#) | [About Constant Contact](#)

Sent by info@tjpartnershipfund.org in collaboration with



[Try email marketing for free today!](#)

From: [Natalie Lamoreaux, Miriam](#)
To: [Anne Appler](#); [Marilena Barletta](#); [Nicole Ziolkowski](#); ctdxb@gmail.com; erik.a.petersen@ey.com; pmisener@amazon.com; martine.kusiak@gmail.com; [Kinis, Aristia](#); [Jo, Anita](#); saffarin@amazon.com
Cc:
Subject: [External] Re: TJPF Executive Committee Meeting June 16th
Date: Tuesday, June 16, 2020 7:55:22 PM
Attachments: [TJ class of 2024 admission data.xlsx](#)

Here is the document that was publicized with the admissions data for class of 2024. I probably have the data from the last 4-5 years as well...

Natalie

Natalie Lorenz Anderson

nmlorenz@gmail.com

On Wed, Jun 10, 2020 at 12:39 PM Lamoreaux, Miriam <mlamoreaux@fcps.edu> wrote:

Good afternoon,



We have scheduled a TJPF Executive Committee meeting for next **Tuesday, June 16th**, from **7:00-8:30pm** via Zoom to discuss a variety of pressing topics and transition. The full agenda and relevant documents can be viewed [here](#). Please let me know if you are available to join at that time.

I've included details to join the Zoom meeting below, and a calendar invitation will follow shortly.

Join Zoom Meeting

<https://zoom.us/j/91408437302>

Meeting ID: 914 0843 7302

Please see below for information on how to join a meeting through an email invite, an instant messaging invite, from the browser, from the Zoom desktop and mobile application.

1. Open the Zoom desktop client.
2. Join a meeting using one of these methods:
 - Click Join a Meeting if you want to join without signing in.

- Sign in to Zoom then click Join.
3. Enter the meeting ID number and your display name.
- If you're signed in, change your name if you don't want your default name to appear.
 - If you're not signed in, enter a display name.
4. Select if you would like to connect audio and/or video and click Join.

Best,

Miriam Lamoreaux

Development Coordinator

Thomas Jefferson Partnership Fund

Office: 703-750-8317

Mobile: 214-726-5026

[]

| Gender | FCPS 2019 | | Applicants [1] | | Applicants as a | Applicant | Admitted [3] | | Admission | Admitted as a | Admitted |
|--------------------|-----------|-------|----------------|-------|-----------------|------------|--------------|--------|-----------|---------------|------------|
| Male | | | 1,385 | 54.5% | | | 283 | 58.2% | 20.4% | | |
| Female | | | 1,154 | 45.4% | | | 203 | 41.8% | 17.6% | | |
| Total | | | 2,539 | 100% | | | 486 | | 19.1% | | |
| Ethnic | | | | | | | | | | | |
| Asian | 36716 | 19.5% | 1,423 | 56.0% | 3.88% | + 36.5 pts | 355 | 73.0% | 24.9% | 0.967% | + 52.5 pts |
| Black | 18466 | 9.8% | 160 | 6.3% | 0.87% | - 3.5 pts | ≤ 10 | ≤ 2.1% | ≤ 6.3% | ≤ 0.054% | - ≥7.7 pts |
| Hispanic | 50511 | 26.8% | 208 | 8.2% | 0.41% | - 18.6 pts | 16 | 3.3% | 7.7% | 0.032% | - 23.5 pts |
| White | 71312 | 37.8% | 595 | 23.4% | 0.83% | - 14.5 pts | 86 | 17.7% | 14.5% | 0.121% | - 20.2 pts |
| Multiracial/Other* | 11405 | 6.1% | 153 | 6.0% | 1.34% | - 0.1 pts | ≤ 29 | ≤ 6% | ≤ 19% | ≤ 0.254% | - ≥0.1 pts |
| Total | 188410 | 100% | 2,539 | 100% | 1.35% | | 486 | | 19.1% | 0.258% | |
| School Type | | | | | | | | | | | |
| Public | | | 2,354 | 92.7% | | | 435 | 89.5% | 18.5% | | |
| Private/Home | | | 185 | 7.3% | | | 51 | 10.5% | 27.6% | | |
| Total | | | 2,539 | 100% | | | 486 | | 19.1% | | |

- Notes
- [1] Source for TJ admission data: <https://www.fcps.edu/news/tjhsst-offers-admission-486-students>
 - [2] Source for demographics: https://docs.google.com/spreadsheets/d/1bnC6WB-aJQmhc93I0z9sRiSnlwFji_O5y8w8keLzJ1w/edit#gid=0
 - [3] The Black admitted numbers were stated as "TS" in the original source and a footnote explained that that meant ≤10 and that a precise number was not given to preserve students'
 - [4] The Black admission rate is 3.8% if their number admitted is 6, as claimed by some sources. This would also make the Multiracial/Other admission rate 15%.
 - [5] The numbers in these columns are a little high and a little fuzzy because the 185 applicants from private/home schools are included in the numerators but not the denominators.

From: [Kinis, Aristia](#)
To: [Fabianna Del Canto; delcanto@post.harvard.edu](#)
Cc: [Lamoreaux, Miriam; Loomis, Jasmine](#)
Subject: Re: [External] Re: TJ Alumni- Help Us Celebrate the Class of 2020
Date: Tuesday, June 16, 2020 9:52:00 PM

Hi Fabianna,

Here's a report from our work in academic year 2018-2019.

https://www.tjpartnershipfund.org/uploaded/Committees/Grant_Reports/GrantReportStemOutreach.pdf?fbclid=IwAR17JnDoEckw5w2LxQTQHhvXaWEtyNtW6CvLtWmmeBNAIM6AbXv1YEt19z0

We will have a similar report later this summer to show our work for the current 2019-2020 academic year, which is an odd academic year and just now is drawing down. But I can work with my colleagues to pull a bit of data and information for you in advance of the report.. I'll get to work on that this week in coming days.

Some of our current efforts have gone virtual due to the pandemic, but we have not actively ceased or terminated programs. We've tried to adapt them temporarily and plan to resume in person once we are allowed to do so.

I appreciate the opportunity to share information and to keep the discussion going about what next steps might be helpful.

Aristia

From: Fabianna Del Canto <fabianadc@yahoo.com>
Sent: Tuesday, June 16, 2020 4:33 PM
To: delcanto@post.harvard.edu <delcanto@post.harvard.edu>; Kinis, Aristia <akinis@fcps.edu>
Cc: Lamoreaux, Miriam <mlamoreaux@fcps.edu>; Loomis, Jasmine <jloomis@fcps.edu>
Subject: Re: [External] Re: TJ Alumni- Help Us Celebrate the Class of 2020

Can i have more detail around the outreach programs. On the various alumni action boards it seems to read that many of these activities have ceased.

Thank you, and I appreciate your swift response.

Fabianna

On Tuesday, June 16, 2020, 08:41:18 PM GMT+1, Kinis, Aristia <akinis@fcps.edu> wrote:

Thanks for your thoughtful note Fabianna. Absolutely.

The PF has been working hard on this for years, even before this most recent set of stats. The trends over the years in admissions have not been acceptable. And 100% there is a lot more work that needs to be done.

The PF has three mission areas: supporting TJ's unique needs, community STEM outreach, and alumni engagement.

This fiscal year the PF granted or allocated more than \$210,000 in STEM outreach funding with the goal of increased access and equity. This level is consistent with recent years.

We have a multi-faceted approach to giving out these grants including: partnering with students/teachers/clubs that are doing outreach work, partnering with FCPS initiatives aimed at underrepresented schools or students, and working with community groups. The PF wants to be part of the solution. Over the years, we've repeatedly gone to county leadership to discuss the underlying problems and ask where we could play an active role in problem solving.

We are committed to partnering with the Alumni Action Group which is working hard on a new set of tangible steps that can be taken to address this problem which includes further discussion with FCPS, the TJ Admissions office, and the School Board.

We are fully open to other ideas, so if you have recommendations and suggestions, please tell me. This is a huge problem that is going to need dedicated collaboration among many groups to solve.

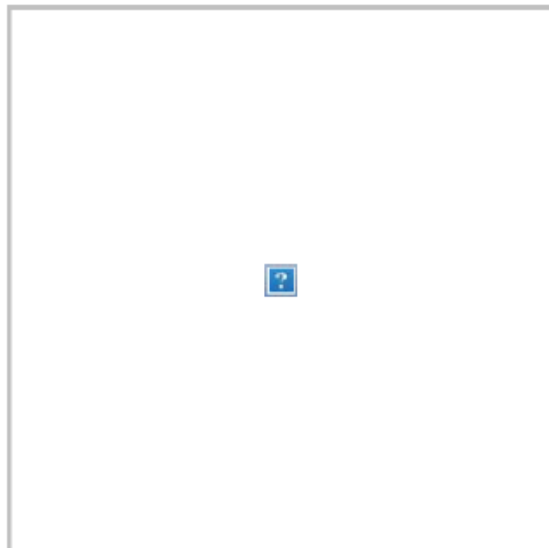
Aristia Kinis
akinis@fcps.edu
202-403-4272

From: Fabianna Del Canto <fabiannadc@yahoo.com>
Date: June 16, 2020 at 3:00:34 PM EDT
To: "Loomis, Jasmine" <jloomis@fcps.edu>
Cc: "delcanto@post.harvard.edu" <delcanto@post.harvard.edu>
Subject: [External] Re: TJ Alumni- Help Us Celebrate the Class of 2020

The TJPF needs to address the diversity problem which is old but particularly problematic in light of the most recent admission stats. Otherwise I'm not interested in receiving any further communication.

Sent from my iPhone

On 16 Jun 2020, at 14:52, TJ Partnership Fund <info@tjpartnershipfund.org> wrote:





Join the TJ Partnership Fund (TJPF) in supporting TJ seniors by completing our 20 for '20 form. In 20 words (more or less), we want you to share your congratulations and advice for a bright future with our newest alumni! Responses will be compiled and shared with the graduating class on our website and printed on a note card that students will receive with their senior gifts.

[Click Here to Share Your Message](#)

TJ Partnership Fund | 703.750.8317 | info@tjpartnershipfund.org
www.tjpartnershipfund.org

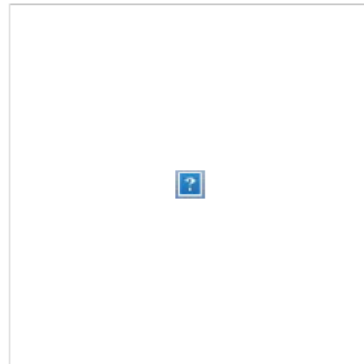


TJ Partnership Fund | 6560 Braddock Road, Alexandria, VA 22312

[Unsubscribe delcanto@post.harvard.edu](#)

[Update Profile](#) | [About Constant Contact](#)

Sent by info@tjpartnershipfund.org in collaboration with



Try email marketing for free today!

□

From: [Lamoreaux, Miriam](#)
To: [Loomis, Jasmine](#)
Subject: FW: [External] Ideas for TJPF Community Outreach Expansion
Date: Wednesday, June 17, 2020 3:13:00 PM
Attachments: [TJPF next steps admissions equity and access.docx](#)

From: Kinis, Aristia <akinis@fcps.edu>
Sent: Monday, June 8, 2020 3:13 PM
To: Ankitha Shenoy <ankishenoy07@gmail.com>; Lamoreaux, Miriam <mlamoreaux@fcps.edu>; Marilena Barletta <mbarletta02@hotmail.com>; gurleenk345@gmail.com
Subject: Re: [External] [Ideas for TJPF Community Outreach Expansion](#)

Following up on our call today, [Ankitha and Gurleen](#) do you want to turn the attached into something more robust based on your perspective, conversation with peers, and experiences?

My vision for this document is that it will go through a number of iterations, but I think we would benefit first from your input and writing on this.

From: Ankitha Shenoy <ankishenoy07@gmail.com>

Sent: Friday, June 5, 2020 9:11 PM

To: Lamoreaux, Miriam <mlamoreaux@fcps.edu>; Loomis, Jasmine <jloomis@fcps.edu>; Kinis, Aristia <akinis@fcps.edu>

Subject: [External] Ideas for TJPF Community Outreach Expansion

Hi everyone!

I hope you are doing well. :)

I recently joined the TJHSST Alumni Facebook group and over the past few days, after the release of the TJ Class of 2024 demographic data and in light of events happening across the United States, there has been a lot of discussion regarding under-representation within the TJ student body. While I am aware that the TJ Admin and the Partnership Fund are both independent of TJ admissions, I was wondering if there was a way that we could communicate more to alumni about what the Partnership Fund has done and reach out to them for more ideas. Last summer I learned about the numerous opportunities that the TJPF provides to Title 1 elementary schools and other low-income communities in the area. Below I listed some ideas that I along with my peers have had:

-For programs like the summer camps with STEMBassadors, would it be possible to expand this program to middle school students where TJ students can offer basic TJ-prep tutoring for volunteer hours?

-Since TJ Alumni have created an Alumni action group, I think it might be useful for the Partnership fund to post in that group and explain the independence from TJ admissions, but also ask about alumni ideas for community support

- Many middle school and elementary school students began preparing for TJ from a young age through a variety of clubs including First Lego League and Odyssey of the Mind. Since many current TJ students have experiences with these programs we could consider providing funding for these programs at Title 1 schools with TJ students as their mentors.

-Lastly in FCPS as students join the Advanced Academic Program (AAP) based on a test that is taken as early as in 2nd grade, is there a way we can reach out to elementary school parents (perhaps through students in the Stembassador camps) and spread awareness while encouraging them to reapply for the AAP program even past the initial entrance exam.

I have been having a lot of discussions with my peers and we wanted to know if any of these ideas would be feasible. Let me know your thoughts.

Best,
Ankitha



**THOMAS JEFFERSON HIGH SCHOOL FOR SCIENCE AND TECHNOLOGY
PARTNERSHIP FUND, INC.**

Change

Goal: In conjunction with the TJ Alumni Community, the TJ Alumni Action Group, and the PTSA, the PF would like to come together with a formal position paper regarding the systemic obstacles and necessary changes that need to occur with admissions and the makeup of the student body. This position paper would serve as an invitation to a TJ Diversity Summit in early August 2020 with the aims of bringing together the stakeholders within FCPS, the School Board, and Virginia delegation.

The position paper should include

1. A list of priority underlying problems / obstacles
2. Recommendations for change including
 - a. Policy oriented ideas
 - b. School level action or changes
 - c. Programmatic initiatives or extra curriculars
 - d. Areas where students and/or alumni can help

From: [Shaista Keating](#)
To: [Shaista Keating](#)
Cc: [Bonitatibus, Ann N](#); [Yolanda Theeke](#); [Frank, Shawn J](#); [Natalie](#); [Rowland, Nancy H.](#); [Joshua Silverman](#); [Kinis, Aristia](#); [Lamoreaux, Miriam](#); [victoria.agrinya@gmail.com](#); [Summer Keating](#); [Hilde, Steve, James, Will, Susana Kahn \(Bradbury\)](#); [Isabel Huckabee](#); [Jermaine Hernandez](#); [Rashad Philizaire](#); [dinanelsyad@gmail.com](#); [Edwards, Patricia W.](#)
Subject: Re: [External] Re: Diversity Committee Request
Date: Thursday, June 18, 2020 6:14:51 AM

Hi Team,

Hope you are all well. Thank you for working together on our program for the “Young Scholars Session with TJ.”

Final agenda:

Ann Bonitatibus and Shawn Frank - Welcome - 5 minutes

Nancy Roland - TJ Admissions - 5 minutes

Patty Edwards - Young Scholars Program opportunities - 5 minutes

Yolanda - Diversity Committee and introduction of panelists. - 5 minutes

Panel: Didi Elsad, Isabela Huckabee, Jennifer Hernandez, Rashad Philizaire, Victoriya Agrinya and Natalie Lorenz Anderson. I will be happy to moderate the panel discussion.

Yolanda, does this look alright to you? A couple of additional questions: (1) Would you like to run the meeting as you do each year? (2) One of our student panelists suggested that we offer participants books, perhaps an ACT Sci prep book or a math counts book? Yolanda, would you like to use the PTSA diversity funds to do so?

Is there anything else that anyone on our team would like to add to our program?

Best,
Shaista

Sent from my iPhone

On Jun 10, 2020, at 7:00 AM, Shaista Keating <ShaistaKeating@gmail.com> wrote:

Hi Team,

Hope you are doing well.

We have a diverse panel comprised of articulate and passionate students and alumni in our community. These students are committed to diversity and inclusion and have made significant contributions to our TJ community as STEMbassadors

and as leaders of the Student Diversity Initiative and the Black Student Union. Two have written reflective and compelling articles.

I am delighted to share that Didi Elsad, Isabela Huckabee, Jennifer Hernandez, Rashad Philizaire, and Victoriya Agrinya have confirmed participation on our panel for the Young Scholars Program Session with TJ.

Nancy, thank you in advance for helping us market this event to students in the Young Scholars Program starting in 4th grade. Thank you Miriam for creating a registration site. We also have a Zoom link in the flyer. Here is a Google doc link to our

flyer: <https://docs.google.com/presentation/d/1ZFD2IpBtM6Rz56EXK8QURj2JjA-R3O4ar8L9THyfGx0/edit#slide=id.p1>

Best,
Shaista

On Sun, Jun 7, 2020 at 7:17 PM Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

Hi, Shaista and the team.

Thanks for all you are doing to host an event this year that reaches a targeted audience with Young Scholars. You know best what you will plan for the experience, which would in turn influence the grade levels.

I believe we would be reaching a good segment if we reached down as far as 4th grade, especially considering the virtual platform and what its capabilities will be. The younger ones really need an active experience with breakout rooms, opportunities to do something fun, etc., so it may be a stretch to include grades 2-3. I have already recommended a student to Shaista and will be able to give a back up if that student is not available.

Looking forward to this year's event.

Ann

Ann N. Bonitatibus, Ed.D.

Principal

Thomas Jefferson High School

for Science and Technology

6560 Braddock Road

Alexandria, VA 22312

(703) 750-8300

From: Shaista Keating [mailto:shaistakeating@gmail.com]

Sent: Sunday, June 7, 2020 6:32 PM

To: Yolanda Theeke <ytheeke@yahoo.com>

Cc: Bonitatibus, Ann N <anbonitatibu@fcps.edu>; Frank, Shawn J <SJFrank@fcps.edu>; Natalie <nmlorenz@gmail.com>; Rowland, Nancy H. <NHRowland@fcps.edu>; Joshua Silverman <josh@edgeed.com>; Kinis, Aristia <akinis@fcps.edu>; Lamoreaux, Miriam <mlamoreaux@fcps.edu>; victoria.agrinya@gmail.com; Summer Keating <summer.t.keating@gmail.com>; Hilde, Steve, James, Will, Susana Kahn (Bradbury) <hildekahn@verizon.net>

Subject: [External] Re: Diversity Committee Request

Hi Team,

Hope you are well.

Yolanda, Thank you for letting us know. I wish you luck with the global deployment. Happy to take the lead and would value any support that you are able to provide. Please don't worry about the flyer. I have already updated it and will share it with everyone soon. One less thing on your plate.

Nancy, would you be willing to discuss TJ admissions in addition to advertising the event to the Young Scholars Program students.

Ann and Shawn, since this is an online event, would you be alright with inviting all Young Scholars or would you prefer upper elementary? Our software can support 2-6 grade scholars.

So far, we have a commitment from an alumna, **Victoria Africa**. Natalie has also agreed to be on the panel to share her story as an individual and as a TJ parent. A few of us are looking to identify a current student and another alum. Yolanda, do let us know if you would be willing to serve on the panel on June 20 at 10:00am.

Thank you everyone.

Best,

Shaista

Sent from my iPhone

On Jun 7, 2020, at 5:13 PM, Yolanda Theeke
<ytheeke@yahoo.com> wrote:

Hi Team,

I think this is a good idea, and worth pursuing.

I am working literally around the clock doing hypercare for a large global deployment and don't have the bandwidth to be able to commit to take the lead to pull this event together.

I'll do my best to try to support if somebody else can lead and I will also produce revised flyers.

Best

Yolanda

On Friday, June 5, 2020, 01:19:13 PM EDT, Shaista Keating
<shaistakeating@gmail.com> wrote:

Thank you Natalie. It would be wonderful if you would reach out to Isabela.

Best,

Shaista

Sent from my iPhone

On Jun 5, 2020, at 1:12 PM, Natalie <nmlorenz@gmail.com> wrote:

Thanks Shaista,

would love to see Isabela Huckabee on the panel if she's willing. she graduated in 2019 and has completed her first year of college in Arizona - she has excellent perspectives and would represent the kind of diversity we are seeking in addition to Josh O'cain or others who might be interested and available. if it's ok, I'll reach to her...

Natalie

Natalie Lorenz Anderson

(703) 328-8546

nmlorenz@gmail.com

On Fri, Jun 5, 2020 at 1:05 PM Shaista Keating <shaistakeating@gmail.com> wrote:

Excellent. Thank you Nancy.

Let me propose June 20 at 10:00am for a 1 hour session.

Yolanda, would you be willing to change the flyer you made to reflect the new date and the title to be?

"Young Scholars Session with TJ"

Tentative agenda:

Ann Bonitatibus and Shawn Frank - Welcome - 5 minutes

Yolanda - Diversity Committee and introduction of panelists. - 5 minutes

It would be ideal to have 2 or 3 students or alumni To discuss their experience at TJ and commitment to Sci-tech, 2 or 3 parents to discuss how to get into TJ on our panel. I am happy to moderate.

Natalie has agreed to be on the panel and we are checking with Chiquita to see if she and Joshua would be willing.

If you have recommendations on students or alumni, please let me know so we may invite them to join.

Best,
Shaista

Sent from my iPhone

> On Jun 5, 2020, at 12:21 PM, Shaista Keating
<ShaistaKeating@gmail.com> wrote:

>

> Hi Yolanda,

>

> Hope you are doing well.

>

> Are you available to schedule an online Zoom for a Young Scholars Day at TJ?

>

> I think we could still work with Nancy Roland and do a wonderful event online.

>

> Nancy, would it be possible to advertise an online event to Young Scholars and their families?

>

> Thank you in advance for your consideration.

>

> Best,

> Shaista

>

> Sent from my iPhone

[]

From: [Rowland, Nancy H.](#)
To: [Lamoreaux, Miriam](#); [Shaista Keating](#); [Yolanda Theeke](#)
Subject: RE: [External] Young scholar program open house
Date: Thursday, June 18, 2020 12:04:39 PM

TJAdmissions.org has information about the process and minimum requirements. The Admissions office will have virtual information sessions beginning in late August through September and the dates will be listed on the website when we have a schedule. Those sessions should provide information about the application process.

Thanks

Nancy

-----Original Message-----

From: Lamoreaux, Miriam <mlamoreaux@fcps.edu>
Sent: Thursday, June 18, 2020 11:51 AM
To: Shaista Keating <shaistakeating@gmail.com>; Rowland, Nancy H. <NHRowland@fcps.edu>; Yolanda Theeke <ytheeke@yahoo.com>
Subject: FW: [External] Young scholar program open house

Hi all,

I'm passing along the question below.

Thanks,
Miriam

-----Original Message-----

From: Iram Altaf <cynosure711@gmail.com>
Sent: Thursday, June 18, 2020 6:10 AM
To: Lamoreaux, Miriam <mlamoreaux@fcps.edu>
Subject: [External] Young scholar program open house

Hi,

I am interested to explore the options but I will be at work during those hours of open house. Is there any other way that I can explore the options for my going to be 7th grade AAP and 5th grader?

Thank you
IRAM

From: [Rowland, Nancy H.](#)
To: [Fahy, Kara S](#); [Ferguson, Linda A.1](#); [Pratt, Andrew C.](#); [Edwards, Patricia W.](#); [Jim Egenrieder](#); [James Egenrieder](#); [Shughart, Jeremy A](#); [Kinis, Aristia](#)
Cc: [Piasecki, Alexys](#); [McRae, Dana](#); [Loar, Karen](#); [Ulsh, Angela](#); [Gundlach, Cathy](#); [Edwards, Patricia W.](#); [Maxwell, Gretchen](#); [Park, Esther](#); [Harris, Ramona](#); [Ganssle, MaryKatherine](#)
Subject: TJ Partnership Foundation Summer Program Planning Meetings
Date: Thursday, June 18, 2020 12:18:06 PM

Good afternoon,

We are excited to have you joining us this summer for the TJPF Summer Young Scholars Virtual Program. TJ Partnership Foundation provides opportunities for students from underrepresented schools to have access to STEAM enrichment programming. Since we are not able to meet students in person, I have been working with Kara Fahy, STEAM Coach from Fort Belvoir Elementary School and Jim Egenrieder, Director of the Thinkabit Labs to come up with a virtual version of our in person programs.

Kara will start the programming off with two hour long trainings.

1. The Scratch (Grade 5th/6th) training will be on Tuesday, June 23rd at 10:30 AM and will give teachers an overview of Scratch and lessons. Students will start with Scratch and then be given the MakerBits Kits (see below)
2. The Snap Circuits (Grade 3rd/4th) training will be on Wednesday, June 24th at 10:30 AM and will give teachers an overview of Snap Circuits as well as lesson.

Both will have access to a google shared drive that will contain lessons.

Jim Egenrieder is putting together MakerBit Kits that will also be used by students in Grade 5 and 6 and will need to be familiar with Scratch. At a later date I will send a calendar invite for Jim's training once we have the Kits ready for distribution.

Here are the Google Meeting links – You don't have to attend both – but may if you like. I'll send a separate calendar invite with the link as well.

SCRATCH

Tuesday, June 23rd 10:30 – 11:30 AM

[Join with Google Meet](#)

meet.google.com/edm-tzmi-tkf

SNAP CIRCUITS

[Join with Google Meet](#)

meet.google.com/fmq-hgoj-kym

Nancy Rowland, MA.Ed.

Outreach Specialist

Admissions Office

Thomas Jefferson High School for Science & Technology

Fairfax County Public Schools

571-423-3772

From: akinis@fcps.edu
To: [Lamoreaux, Miriam](#)
Subject: Fwd: TJ Partnership Foundation Summer Program Planning Meetings
Date: Thursday, June 18, 2020 12:33:09 PM

Begin forwarded message:

From: "Rowland, Nancy H." <NHRowland@fcps.edu>
Date: June 18, 2020 at 12:18:06 PM EDT
To: "Fahy, Kara S" <KSFahy@fcps.edu>, "Ferguson, Linda A.1" <LAFerguson1@fcps.edu>, "Pratt, Andrew C." <ACPratt@fcps.edu>, "Edwards, Patricia W." <PWEwards1@fcps.edu>, Jim Egenrieder <jimegenrieder@gmail.com>, James Egenrieder <JimE@vt.edu>, "Shughart, Jeremy A" <jshughart@fcps.edu>, "Kinis, Aristia" <akinis@fcps.edu>
Cc: "Piasecki, Alexys" <apiasecki@fcps.edu>, "McRae, Dana" <dfmcrae1@fcps.edu>, "Loar, Karen" <ksloar@fcps.edu>, "Ulsh, Angela" <alulsh@fcps.edu>, "Gundlach, Cathy" <cdgundlach@fcps.edu>, "Edwards, Patricia W." <PWEwards1@fcps.edu>, "Maxwell, Gretchen" <gamaxwell@fcps.edu>, "Park, Esther" <epark3@fcps.edu>, "Harris, Ramona" <rharris@fcps.edu>, "Ganssle, MaryKatherine" <mganssle2@fcps.edu>
Subject: TJ Partnership Foundation Summer Program Planning Meetings

Good afternoon,

We are excited to have you joining us this summer for the TJPF Summer Young Scholars Virtual Program. TJ Partnership Foundation provides opportunities for students from underrepresented schools to have access to STEAM enrichment programming. Since we are not able to meet students in person, I have been working with Kara Fahy, STEAM Coach from Fort Belvoir Elementary School and Jim Egenrieder, Director of the Thinkabit Labs to come up with a virtual version of our in person programs.

Kara will start the programming off with two hour long trainings.

1. The Scratch (Grade 5th/6th) training will be on Tuesday, June 23rd at 10:30 AM and will give teachers an overview of Scratch and lessons. Students will start with Scratch and then be given the MakerBits Kits (see below)
2. The Snap Circuits (Grade 3rd/4th) training will be on Wednesday, June 24th at 10:30 AM and will give teachers an overview of Snap Circuits as well as lesson.

Both will have access to a google shared drive that will contain lessons.

Jim Egenrieder is putting together MakerBit Kits that will also be used by students in Grade 5 and 6 and will need to be familiar with Scratch. At a later date I will send a calendar invite for Jim's training once we have the Kits ready for distribution.

Here are the Google Meeting links – You don't have to attend both – but may if you like. I'll send a separate calendar invite with the link as well.

SCRATCH

Tuesday, June 23rd 10:30 – 11:30 AM

[Join with Google Meet](#)

meet.google.com/edm-tzmi-tkf

SNAP CIRCUITS

[Join with Google Meet](#)

meet.google.com/fmq-hgoj-kym

Nancy Rowland, MA.Ed.
Outreach Specialist
Admissions Office
Thomas Jefferson High School for Science & Technology
Fairfax County Public Schools
571-423-3772

From: [Kinis, Aristia](#)
To: [Lamoreaux, Miriam](#)
Subject: Fwd: TJ Partnership Foundation Summer Program Planning Meetings
Date: Thursday, June 18, 2020 12:33:09 PM

Begin forwarded message:

From: "Rowland, Nancy H." <NHRowland@fcps.edu>
Date: June 18, 2020 at 12:18:06 PM EDT
To: "Fahy, Kara S" <KSFahy@fcps.edu>, "Ferguson, Linda A.1" <LAFerguson1@fcps.edu>, "Pratt, Andrew C." <ACPratt@fcps.edu>, "Edwards, Patricia W." <PWEdwards1@fcps.edu>, Jim Egenrieder <jimegenrieder@gmail.com>, James Egenrieder <JimE@vt.edu>, "Shughart, Jeremy A" <jshughart@fcps.edu>, "Kinis, Aristia" <akinis@fcps.edu>
Cc: "Piasecki, Alexys" <apiasecki@fcps.edu>, "McRae, Dana" <dfmcrae1@fcps.edu>, "Loar, Karen" <ksloar@fcps.edu>, "Ulsh, Angela" <alulsh@fcps.edu>, "Gundlach, Cathy" <cdgundlach@fcps.edu>, "Edwards, Patricia W." <PWEdwards1@fcps.edu>, "Maxwell, Gretchen" <gamaxwell@fcps.edu>, "Park, Esther" <epark3@fcps.edu>, "Harris, Ramona" <rharris@fcps.edu>, "Ganssle, MaryKatherine" <mganssle2@fcps.edu>
Subject: TJ Partnership Foundation Summer Program Planning Meetings

Good afternoon,

We are excited to have you joining us this summer for the TJPF Summer Young Scholars Virtual Program. TJ Partnership Foundation provides opportunities for students from underrepresented schools to have access to STEAM enrichment programming. Since we are not able to meet students in person, I have been working with Kara Fahy, STEAM Coach from Fort Belvoir Elementary School and Jim Egenrieder, Director of the Thinkabit Labs to come up with a virtual version of our in person programs.

Kara will start the programming off with two hour long trainings.

1. The Scratch (Grade 5th/6th) training will be on Tuesday, June 23rd at 10:30 AM and will give teachers an overview of Scratch and lessons. Students will start with Scratch and then be given the MakerBits Kits (see below)
2. The Snap Circuits (Grade 3rd/4th) training will be on Wednesday, June 24th at 10:30 AM and will give teachers an overview of Snap Circuits as well as lesson.

Both will have access to a google shared drive that will contain lessons.

Jim Egenrieder is putting together MakerBit Kits that will also be used by students in Grade 5 and 6 and will need to be familiar with Scratch. At a later date I will send a calendar invite for Jim's training once we have the Kits ready for distribution.

Here are the Google Meeting links – You don't have to attend both – but may if you like. I'll send a separate calendar invite with the link as well.

SCRATCH

Tuesday, June 23rd 10:30 – 11:30 AM

[Join with Google Meet](#)

meet.google.com/edm-tzmi-tkf

SNAP CIRCUITS

[Join with Google Meet](#)

meet.google.com/fmq-hgoj-kym

Nancy Rowland, MA.Ed.

Outreach Specialist

Admissions Office

Thomas Jefferson High School for Science & Technology

Fairfax County Public Schools

571-423-3772

From: [M Murray](#)
To: [Bonitatibus, Ann N](#)
Cc: [TJ Admissions](#); ptsa@tjptsa.org; info@tjpartnershipfund.org; president@fairfaxnaacp.org; president@tjptsa.org; ytheeke@yahoo.com
Subject: [External] TJHSST: Will for Change
Date: Thursday, June 18, 2020 9:52:52 PM

TO: Fairfax County School Board and TJHSST Principal Dr. Ann N. Bonitatibus

CC: TJHSST Admissions Office, TJHSST Parent Teacher Student Association, TJ Partnership Fund, Fairfax NAACP President

I am writing to you as a concerned African-American TJHSST alumna. With appreciation for Dr. Bonitatibus' message and calls to action for the school community, I fully agree something must be done to create a more representative and inclusive community. I hope you have the power and will to change the status quo and current culture.

My class of 1997 was possibly the most diverse cohort in the school's history, which provides a unique perspective and brilliant example for the academic success and educational benefits a diverse community can provide. I encourage you and others to look to my class and the few that came before and after as examples. Pore over our demographics, our data, our successes into adulthood – but mostly, pore over our stories.

Jefferson, as we called it then, was the very best high school experience I could have imagined. I have often said, "I wish everyone could have the same experience I had." It was a safe community of mutual respect among students, faculty, and staff. Being surrounded by other bright minds instilled a lasting sense of humility and appreciation for the variety of strengths and profound ideas found in my peers—and those bright minds came in all kinds of outer packages. We had a well-rounded appreciation of different cultures and saw success could look like anyone. Importantly, we had the numbers; we were not alone or one of only a few.

However, the school has become unrecognizable to me and is now not anything I would recommend to anyone, let alone to Blacks and Latinx. Now when I speak of my high school, I add a qualifier that it wasn't like it is now. An admissions process that puts maximum weight on a standardized test as the gatekeeper is out of sync with university and college admissions standards. It is especially unconscionable for a public institution when research demonstrates racial, socioeconomic, cultural, and (dis)ability bias in standardized tests. The results and wasted "outreach" speak for themselves – abject failure for nearly 20 years.

Since the demographic-altering, "race-blind" changes to the admissions process, I have become ashamed of my association with the school and the ghastly community. When visiting for a school tour during our 20-year reunion, I was alarmed at the rampant culture of cheating and competition staff reported. Many students are miserable. Over the years, I have boiled over, shaking with anger and hurt over racist, stereotyping, and ignorant comments in the shifting Alumni Facebook group about who deserves to be admitted and why. The dialogue from many is filled with conceit; elitism; entitlement; and a complete lack of understanding about the interplay of systemic racism, socioeconomics, and opportunity. Their lack of experience with diverse excellence perpetuates their perverse thinking. How are these students being prepared for the world beyond academics? I honestly shutter to think of the kinds of citizens, employers, and parents they will become.

As an employer, I would hesitate to hire or sponsor a current or recent TJHSST student for a job or internship. I kept my alumni donations to a minimum and now will eliminate them altogether, encouraging my fellow alumni to do the same. I cannot in good conscience support such a distorted educational environment and demand change.

I agree with my fellow Black and Latinx alumni that swift and purposeful change is necessary to increase the percentage of admitted underrepresented groups, to ensure a learning environment that supports and amplifies their voices and experiences, and to foster a school that actively works toward becoming and remaining an anti-racist community. I demand the following changes to meet these goals.

1. Follow the lead of universities and colleges by de-emphasizing the weight of the test in the admissions process, or eliminate it altogether.
2. Ensure the demographics of each admitted and waitlisted cohort reflect the county's, not just for inclusion and representation purposes, but also for all the educational benefits diversity bestows.
3. Increase the diversity of teachers across all subject areas and other staff to reflect the county's demographics.
4. Require ongoing implicit bias and anti-racist education and training for all students and staff (especially guidance counselors), led by Black, Indigenous, and People of Color (BIPOC).
5. Make curriculum changes to eliminate "whitewashing," and include BIPOC voices and perspectives in all subject areas. Ensure these curriculum changes are made throughout the course, and not just highlighted during "history months."
6. Actively work to eliminate possibility of test prep, especially for tests leading to AAP placement and TJHSST admission.
7. Implement diversity outreach programs based on proven best practices to reach all FCPS elementary and middle school families. Ensure all families, regardless of race/ethnicity, socio-economic status, and (dis)ability, receive the same support and encouragement to apply to TJHSST.
8. Change the school mission to reflect a holistic approach to developing leaders, not just academic STEM whizzes.
9. Change the school's mascot and name to reflect the school's strengths and avoid honoring oppression.

My concern is shared by many of my classmates, countless other alumni, and current students. I provide some anonymous, direct quotes from fellow 1997 graduates of all races:

- "It's disappointing how far backwards TJ has gone on representation and diversity in the last 20+ years."

- “I’ve been trying to figure out the best way to voice my disgust with the lack of diversity.”
- “I, too, have always felt STRONGLY about this.”
- “I LOVED TJ because of the diversity on many fronts, including race and socioeconomic differences. I would NOT send my kids there today with the way it is. I want our old TJ back.”
- “It was such a special place, and it is a crime the way classes are being formed now... There has to be a better way – and a way to get others on board at the same time.”

Hear our voices! Remove the shame of TJHSST and the tarnish on my diploma. Restore our reputation. Shouldn’t “the best public high school in the nation” be a leader and shining example? It CAN be done. Do you have the will?

Disappointed,

Maria C. Murray, Ph.D. (Biology)

Alumna, TJHSST Class of 1997

From: [Lamoreaux, Miriam](#)
To: [Kinis, Aristia](#); [Loomis, Jasmine](#)
Subject: Fwd: [External] TJHSST: Will for Change
Date: Thursday, June 18, 2020 10:05:02 PM

Sent via the Samsung Galaxy S10, an AT&T 5G Evolution capable smartphone
Get [Outlook for Android](#)

From: M Murray <mcm4c@alumni.virginia.edu>

Sent: Thursday, June 18, 2020 9:52:32 PM

To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Cc: TJ Admissions <tjadmissions@fcps.edu>; ptsa@tjptsa.org <ptsa@tjptsa.org>;
info@tjpartnershipfund.org <info@tjpartnershipfund.org>; president@fairfaxnaacp.org
<president@fairfaxnaacp.org>; president@tjptsa.org <president@tjptsa.org>; ytheeke@yahoo.com
<ytheeke@yahoo.com>

Subject: [External] TJHSST: Will for Change

TO: Fairfax County School Board and TJHSST Principal Dr. Ann N. Bonitatibus

CC: TJHSST Admissions Office, TJHSST Parent Teacher Student Association, TJ Partnership Fund, Fairfax NAACP President

I am writing to you as a concerned African-American TJHSST alumna. With appreciation for Dr. Bonitatibus' message and calls to action for the school community, I fully agree something must be done to create a more representative and inclusive community. I hope you have the power and will to change the status quo and current culture.

My class of 1997 was possibly the most diverse cohort in the school's history, which provides a unique perspective and brilliant example for the academic success and educational benefits a diverse community can provide. I encourage you and others to look to my class and the few that came before and after as examples. Pore over our demographics, our data, our successes into adulthood – but mostly, pore over our stories.

Jefferson, as we called it then, was the very best high school experience I could have imagined. I have often said, "I wish everyone could have the same experience I had." It was a safe community of mutual respect among students, faculty, and staff. Being surrounded by other bright minds instilled a lasting sense of humility and appreciation for the variety of strengths and profound ideas found in my peers—and those bright minds came in all kinds of outer packages. We had a well-rounded appreciation of different cultures and saw success could look like anyone. Importantly, we had the numbers; we were not alone or one of only a few.

However, the school has become unrecognizable to me and is now not anything I would recommend to anyone, let alone to Blacks and Latinx. Now when I speak of my high school, I add a qualifier that it wasn't like it is now. An admissions process that puts maximum weight on a standardized test as the gatekeeper is out of sync with university and college admissions standards. It is especially unconscionable for a public institution when research demonstrates racial, socioeconomic, cultural, and (dis)ability bias in standardized tests. The results and wasted "outreach" speak for themselves – abject failure for nearly 20 years.

Since the demographic-altering, "race-blind" changes to the admissions process, I have become ashamed of my association with the school and the ghastly community. When visiting for a school tour during our 20-year reunion, I was alarmed at the rampant culture of cheating and competition staff reported. Many students are miserable. Over the years, I have boiled over, shaking with anger and hurt over racist, stereotyping, and ignorant comments in the shifting Alumni Facebook group about who deserves to be admitted and why. The dialogue from many is filled with conceit; elitism; entitlement; and a complete lack of understanding about the interplay of systemic racism, socioeconomics, and opportunity. Their lack of experience with diverse excellence perpetuates their perverse thinking. How are these students being prepared for the world beyond academics? I honestly shutter to think of the kinds of citizens, employers, and parents they will become.

As an employer, I would hesitate to hire or sponsor a current or recent TJHSST student for a job or internship. I kept my alumni donations to a minimum and now will eliminate them altogether, encouraging my fellow alumni to do the same. I cannot in good conscience support such a distorted educational environment and demand change.

I agree with my fellow Black and Latinx alumni that swift and purposeful change is necessary to increase the percentage of admitted underrepresented groups, to ensure a learning environment that supports and amplifies their voices and experiences, and to foster a school that actively works toward becoming and remaining **an anti-racist community**. I demand the following changes to meet these goals.

1. Follow the lead of universities and colleges by **de-emphasizing the weight of the test in the admissions process, or eliminate it altogether.**

2. **Ensure the demographics of each admitted and waitlisted cohort reflect the county's, not just for inclusion and representation purposes, but also for all the**

educational benefits diversity bestows.

3. Increase the diversity of teachers across all subject areas and other staff to reflect the county's demographics.

4. **Require ongoing implicit bias and anti-racist education and training** for all students and staff (especially guidance counselors), led by Black, Indigenous, and People of Color (BIPOC).

5. Make curriculum changes to **eliminate "whitewashing"** and include BIPOC voices and perspectives in all subject areas. Ensure these curriculum changes are made throughout the course, and not just highlighted during "history months."

6. Actively work to **eliminate possibility of test prep, especially for tests leading to AAP placement and TJHSST admission.**

7. Implement diversity outreach programs based on proven best practices to reach all FCPS elementary and middle school families. Ensure all families, regardless of race/ethnicity, socio-economic status, and (dis)ability, receive the same support and encouragement to apply to TJHSST.

8. **Change the school mission to reflect a holistic approach to developing leaders, not just academic STEM whizzes.**

9. **Change the school's mascot and name to reflect the school's strengths and avoid honoring oppression.**

My concern is shared by many of my classmates, countless other alumni, and current students. I provide some anonymous, direct quotes from fellow 1997 graduates of all races:

- “It’s disappointing how far backwards TJ has gone on representation and diversity in the last 20+ years.”
- “I’ve been trying to figure out the best way to voice my disgust with the lack of diversity.”
- “I, too, have always felt STRONGLY about this.”
- “I LOVED TJ because of the diversity on many fronts, including race and socioeconomic differences. I would NOT send my kids there today with the way it is. I want our old TJ back.”
- “It was such a special place, and it is a crime the way classes are being formed now... There has to be a better way – and a way to get others on board at the same time.”

Hear our voices! Remove the shame of TJHSST and the tarnish on my diploma. Restore our reputation. Shouldn’t “the best public high school in the nation” be a leader and shining example? It CAN be done. Do you have the will?

Disappointed,

Maria C. Murray, Ph.D. (Biology)

Alumna, TJHSST Class of 1997

From: [Shaista Keating](#)
To: [Shaista Keating](#)
Cc: [Bonitatibus, Ann N](#); [Yolanda Theeke](#); [Frank, Shawn J](#); [Natalie](#); [Rowland, Nancy H.](#); [Joshua Silverman](#); [Kinis, Aristia](#); [Lamoreaux, Miriam](#); [victoria.agrinya@gmail.com](#); [Summer Keating](#); [Hilde, Steve, James, Will, Susana Kahn \(Bradbury\)](#); [Isabel Huckabee](#); [Rashad Philizaire](#); [dinanelnyad@gmail.com](#); [Edwards, Patricia W.](#); [Jennifer Hernandez](#); [Oszko, Szilvia](#); [Wickliff, Jay D](#); [Rachel Sweeney](#)
Subject: Re: [External] Re: Diversity Committee Request
Date: Friday, June 19, 2020 12:42:43 PM

Hi Team,

Hope all is well.

There is a slight modification to our agenda. Rachel Sweeney will be discussing the diversity efforts at TJ and I will introduce the panelists as Yolanda needs to work tomorrow and may not be able to join in.

Below our the Zoom details for our 10:00am call.

TJHSST PTSA is inviting you to a scheduled Zoom meeting.

Topic: [Young Scholars Session with TJ](#)

Time: [Jun 20, 2020 10:00 AM Eastern Time](#) (US and Canada)

Join Zoom Meeting

<https://zoom.us/j/97262438111?pwd=ZnLLZm5TSjl1QlhFR1JUME9OM2NGdz09>

Meeting ID: 972 6243 8111

Password: 370809

Best,
Shaista

Sent from my iPhone

On Jun 18, 2020, at 6:14 AM, Shaista Keating <ShaistaKeating@gmail.com> wrote:

Hi Team,

Hope you are all well. Thank you for working together on our program for the “Young Scholars Session with TJ.”

Final agenda:

Ann Bonitatibus and Shawn Frank - Welcome - 5 minutes

Nancy Roland - TJ Admissions - 5 minutes

Patty Edwards - Young Scholars Program opportunities - 5 minutes

Rachel - Diversity Committee and introduction of panelists. - 5 minutes

Panel: Didi Elsad, Isabela Huckabee, Jennifer Hernandez, Rashad Philizaire, Victoriya Agrinya and Natalie Lorenz Anderson. I will be happy to moderate the panel discussion.

Yolanda, does this look alright to you? A couple of additional questions: (1) Would you like to run the meeting as you do each year? (2) One of our student panelists suggested that we offer participants books, perhaps an ACT Sci prep book or a math counts book? Yolanda, would you like to use the PTSA diversity funds to do so?

Is there anything else that anyone on our team would like to add to our program?

Best,
Shaista

Sent from my iPhone

On Jun 10, 2020, at 7:00 AM, Shaista Keating
<ShaistaKeating@gmail.com> wrote:

Hi Team,

Hope you are doing well.

We have a diverse panel comprised of articulate and passionate students and alumni in our community. These students are committed to diversity and inclusion and have made significant contributions to our TJ community as STEMbassadors and as leaders of the Student Diversity Initiative and the Black Student Union. Two have written reflective and compelling articles.

I am delighted to share that [REDACTED] have confirmed participation on our panel for the Young Scholars Program Session with TJ.

Nancy, thank you in advance for helping us market this event to students in the Young Scholars Program starting in 4th grade. Thank you Miriam for creating a registration site. We also have a Zoom link in the flyer. Here is a Google doc link to our flyer: <https://docs.google.com/presentation/d/1ZFD2IpBtM6Rz56EXK8QURj2JjA-R3O4ar8L9THyfGx0/edit#slide=id.p1>

Best,
Shaista

On Sun, Jun 7, 2020 at 7:17 PM Bonitatibus, Ann N
<anbonitatibu@fcps.edu> wrote:

Hi, Shaista and the team.

Thanks for all you are doing to host an event this year that reaches a targeted audience with Young Scholars. You know best what you will plan for the experience, which would in turn influence the grade levels.

I believe we would be reaching a good segment if we reached down as far as 4th grade, especially considering the virtual platform and what its capabilities will be. The younger ones really need an active experience with breakout rooms, opportunities to do something fun, etc., so it may be a stretch to include grades 2-3. I have already recommended a student to Shaista and will be able to give a back up if that student is not available.

Looking forward to this year's event.

Ann

Ann N. Bonitatibus, Ed.D.

Principal

Thomas Jefferson High School

for Science and Technology

6560 Braddock Road

Alexandria, VA 22312

(703) 750-8300

From: Shaista Keating [mailto:shaistakeating@gmail.com]

Sent: Sunday, June 7, 2020 6:32 PM

To: Yolanda Theeke <ytheeke@yahoo.com>

Cc: Bonitatibus, Ann N <anbonitatibu@fcps.edu>; Frank, Shawn J <SJFrank@fcps.edu>; Natalie <nmlorenz@gmail.com>; Rowland, Nancy H. <NHRowland@fcps.edu>; Joshua Silverman <josh@edgeed.com>; Kinis, Aristia <akinis@fcps.edu>; Lamoreaux, Miriam <[mlamoreaux@fcps.edu](mailto:mamoreaux@fcps.edu)>; victoria.agrinya@gmail.com; Summer Keating <summer.t.keating@gmail.com>; Hilde, Steve, James, Will, Susana Kahn (Bradbury) <hildekahn@verizon.net>

Subject: [External] Re: Diversity Committee Request

Hi Team,

Hope you are well.

Yolanda, Thank you for letting us know. I wish you luck with the global deployment. Happy to take the lead and would value any support that you are able to provide. Please don't worry about the flyer. I have already updated it and will share it with everyone soon. One less thing on your plate.

Nancy, would you be willing to discuss TJ admissions in addition to advertising the event to the Young Scholars Program students.

Ann and Shawn, since this is an online event, would you be alright with inviting all Young Scholars or would you prefer upper elementary? Our software can support 2-6 grade scholars.

So far, we have a commitment from an alumna, Victoria Africa. Natalie has also agreed to be on the panel to share her story as an individual and as a TJ parent. A few of us are looking to identify a current student and another alum. Yolanda, do let us know if you would be willing to serve on the panel on June 20 at 10:00am.

Thank you everyone.

Best,

Shaista

Sent from my iPhone

On Jun 7, 2020, at 5:13 PM, Yolanda Theeke
<ytheeke@yahoo.com> wrote:

Hi Team,

I think this is a good idea, and worth pursuing.

I am working literally around the clock doing hypercare for a large global deployment and don't have the bandwidth to be able to commit to take the lead to pull this event together.

I'll do my best to try to support if somebody else can lead and I will also produce revised flyers.

Best

Yolanda

On Friday, June 5, 2020, 01:19:13 PM EDT, Shaista Keating <shaistakeating@gmail.com> wrote:

Thank you Natalie. It would be wonderful if you would reach out to Isabela.

Best,

Shaista

Sent from my iPhone

On Jun 5, 2020, at 1:12 PM, Natalie <nmlorenz@gmail.com> wrote:

Thanks Shaista,

would love to see **Isabela Huckabee** on the panel if she's willing. she graduated in 2019 and has completed her first year of college in Arizona - she has excellent perspectives and would represent the kind of diversity we are seeking in addition to Josh O'cain or others who might be interested and available. if it's ok, I'll reach to her...

Natalie

Natalie Lorenz Anderson



nmlorenz@gmail.com

On Fri, Jun 5, 2020 at 1:05 PM Shaista Keating <shaistakeating@gmail.com> wrote:

Excellent. Thank you Nancy.

Let me propose June 20 at 10:00am for a 1 hour session.

Yolanda, would you be willing to change the flyer you made to reflect the new date and the title to be?

“Young Scholars Session with TJ”

Tentative agenda:

Ann Bonitatibus and Shawn Frank -
Welcome - 5 minutes

Yolanda - Diversity Committee and
introduction of panelists. - 5 minutes

It would be ideal to have 2 or 3 students or alumni To discuss their experience at TJ and commitment to Sci-tech, 2 or 3 parents to discuss how to get into TJ on our panel. I am happy to moderate.

Natalie has agreed to be on the panel and we are checking with Chiquita to see if she and Joshua would be willing.

If you have recommendations on students or alumni, please let me know so we may invite them to join.

Best,
Shaista

Sent from my iPhone

> On Jun 5, 2020, at 12:21 PM, Shaista Keating <ShaistaKeating@gmail.com> wrote:

>

> Hi Yolanda,

>

> Hope you are doing well.

>

> Are you available to schedule an online Zoom for a Young Scholars Day at TJ?

>

> I think we could still work with Nancy Roland and do a wonderful event online.

>

> Nancy, would it be possible to advertise an online event to Young Scholars and their

families?

>

> Thank you in advance for your consideration.

>

> Best,
> Shaista

>

> Sent from my iPhone

[]

From: [Lamoreaux, Miriam](#)
To: [Iram Altaf](#)
Subject: RE: [External] Young scholar program open house
Date: Friday, June 19, 2020 12:56:00 PM

Hi Iram,

Thanks for reaching out. www.TJAdmissions.org has information about the application process and minimum requirements. The Admissions office will also have virtual information sessions beginning in late August through September and the dates will be listed on the website once a schedule is set. Those sessions should provide information about the application process.

Best,

Miriam Lamoreaux
Development Coordinator
Thomas Jefferson Partnership Fund
Office: 703-750-8317
Mobile [REDACTED]

-----Original Message-----

From: Iram Altaf <cynosure711@gmail.com>
Sent: Thursday, June 18, 2020 6:10 AM
To: Lamoreaux, Miriam <mlamoreaux@fcps.edu>
Subject: [External] Young scholar program open house

Hi,
I am interested to explore the options but I will be at work during those hours of open house. Is there any other way that I can explore the options for my going to be 7th grade AAP and 5th grader?
Thank you
IRAM

From: [Lamoreaux, Miriam](#)
To: pmisener@amazon.com
Cc: [Kinis, Aristia](#); saffarin@amazon.com; [Marilena Barietta](#)
Subject: ExCom Follow-Up Discussion
Date: Friday, June 19, 2020 2:35:06 PM

Hi Paul,

As discussed during Tuesday's ExCom meeting, Tia, Marilena, and I would like to convene a follow-up discussion to further discuss the admissions and diversity issues and next steps with you. Do you have time in the next couple of weeks to discuss?

Thanks,

Miriam Lamoreaux

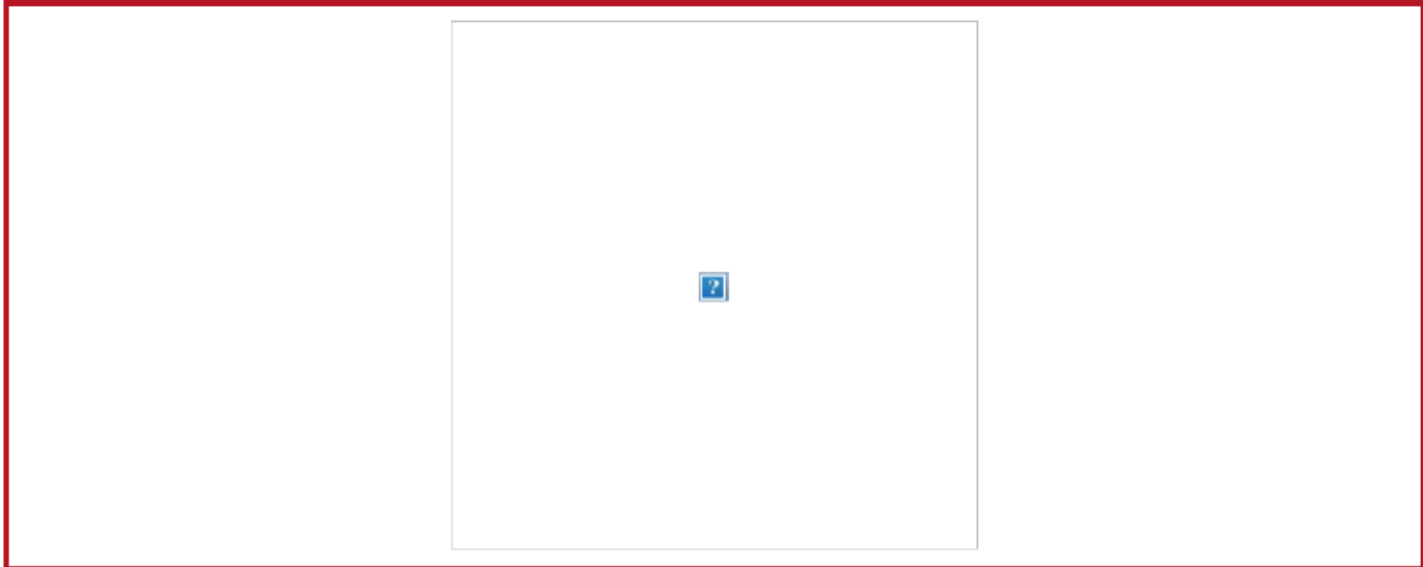
Development Coordinator

Thomas Jefferson Partnership Fund

Office: 703-750-8317

Mobile [REDACTED]

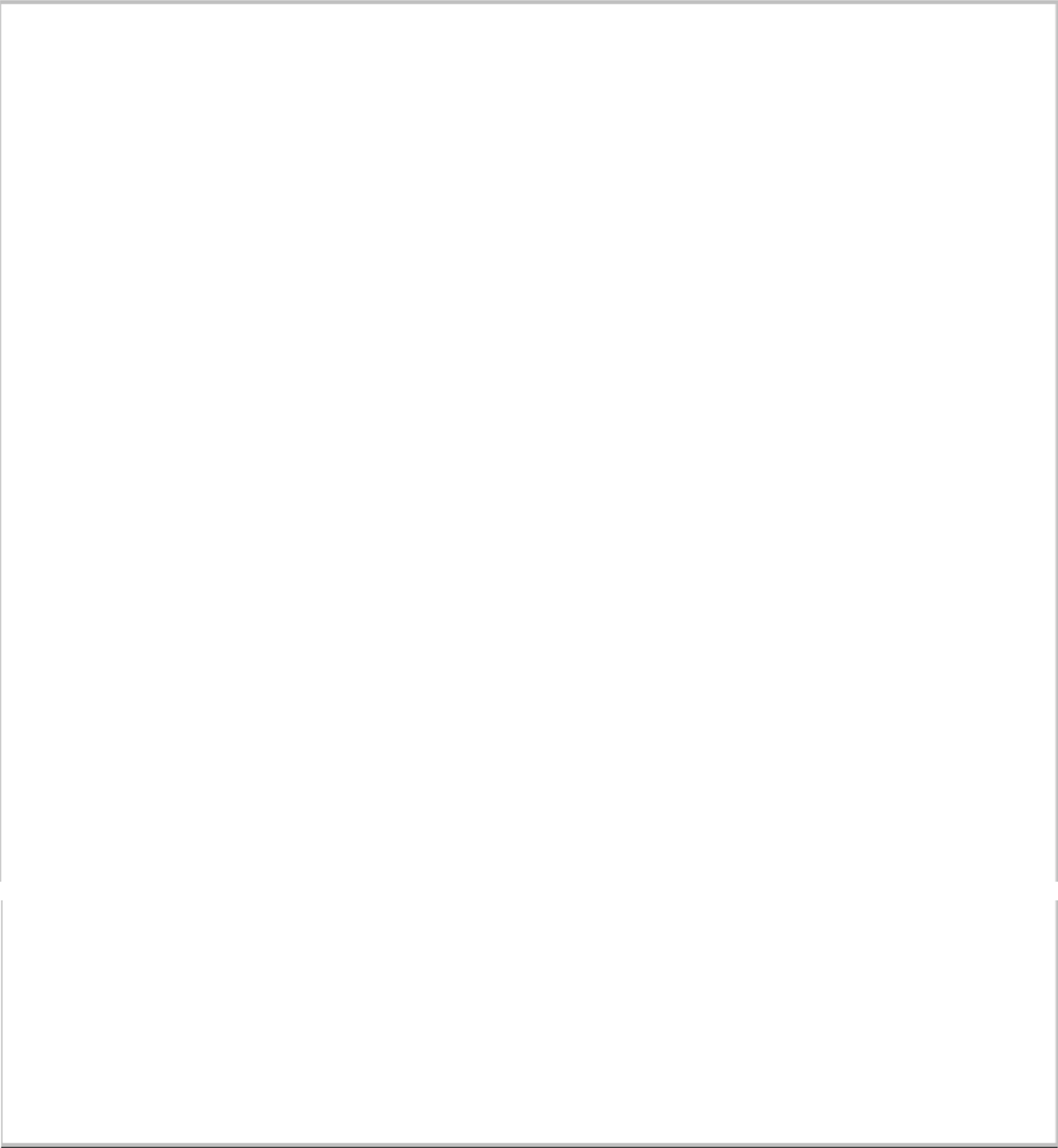
From: [TJHSST PTSA](#)
To: [Kiris_Aristia](#)
Subject: [External] Reminder: This Week @ TJ 6/16/2020
Date: Saturday, June 20, 2020 5:23:38 PM



June 16, 2020



Official TJHSST PTSA Weekly Newsletter



[View this email as a webpage](#)

Hello Tia,

So long, farewell, auf Wiedersehen, goodbye...

You have often heard me say, "I love TJ!" There are so many things to love about our phenomenal school. Our students inspire, our teachers model hard work, our parents are generous with their time, and our leadership works to make each student belong.

Thank you Dr. Bonitabus and every single TJ teacher and staff member for your commitment to our students. Parents, it has been an honor to volunteer with you. Students, we love you beyond mathematical measure!

Stephen Hawking said, "intelligence is the ability to adapt to change." Here is a challenge to make lemon cake with the lemons that life sometimes offers. Obviously, we are TJ. We must make more than lemonade! He also said, "Life would be

tragic if it weren't funny." Laugh, sing, and dance young friends. You are in high school only once!

Always remember that Hawking suggests that we progress in science ethically and empathetically.

Importantly, this brilliant scientist reminds us: "Look up at the stars and not down at your feet. Try to make sense of what you see, and wonder about what makes the universe exist. Be curious."

Adieu, adieu, to yieu (parents) and yieu (teachers) and yieu (students).

Your PTSA loves you!

Shaista Keating
PTSA President



[Freshmen and New Families: Sign Up](#)

[Returning Families: Renew](#)

Use 22312 when you register for your zip code.

Reset your password if you've forgotten it.

TJ Executive Committee

2020-2021 PTSA Executive Committee Elections

Dear TJ PTSA Members,

A ballot to vote for TJ PTSA Executive Committee Officers for the 2020-21 school year will be sent out this week to TJ PTSA members. It will go out no later than Sunday, June 21.

Please note that only one ballot will be sent for each membership. The ballot will be emailed to the email account associated with the purchase of the membership, which is not necessarily your current email address.



If you purchased a family membership, you will have only one vote. Please check the email account of both family members.

If you are a 2019-20 PTSA member and have not received a ballot by Sunday June 21, please:

1. Verify that you purchased a 2019-20 membership. Go to atozconnect.com, log in with your account and look at your purchased products. Only 2019-20 members may vote.
2. Check all your email accounts.
3. Check your junk/spam folder on all your email accounts.
4. If you still can't find it, email tellers@tjptsa.org with the following information:
 - Names of all parents in the household
 - Emails of all parents in the household (this helps us try to find your membership order and relate it to your AtoZ account)
 - Student name (helps us relate the purchase to your account)

The candidates for the Executive Committee are listed below. If you would like to read their bios, see the past two issues of TW@TJ.

TJ PTSA 2020-2021 Executive Committee Slate

- President Elect – Bonnie Qin
- 1st Vice President – Anna Lee Kim
- 2nd Vice President – Kaushik Goswami
- Corresponding Secretary – Asra Nomani
- Recording Secretary – Stacey Heller
- Treasurer – Li Yang

Sincerely,
Your TJ PTSA

Challenge Success

Resources for a Well-Balanced College Search

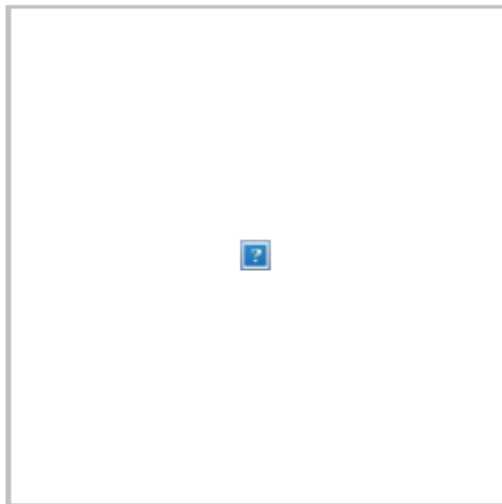
Summer is a great time for students to start thinking about college admissions and identifying schools that might be a 'good fit'. Research shows that finding a college where a student can feel engaged and can thrive is important for student learning, job satisfaction, and well-being.

Be sure to check out the excellent resources provided on the Challenge Success website to help in the college application journey. There is a special section of resources to manage college admissions during COVID-

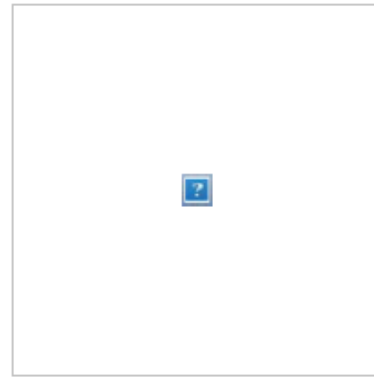
19.

College Admission Resources

College Choice: A Fit Over Rankings



For students applying to college (and their parents) or those thinking ahead, here's a 90-second video about finding a good fit college vs. a college based primarily on rankings and reputation. You can read the [executive summary](#) or the full [White Paper](#) on the [Challenge Success](#) site.



Challenge Success is a non-profit organization affiliated with the Stanford University Graduate School of Education. TJ has partnered with Challenge Success since 2018 "to embrace a broad definition of success and to

implement research-based strategies that promote student well-being and engagement with learning."

If you would like to volunteer with the PTSA Challenge Success Committee, contact [Yolanda Theeke](#), Chair.

PTSA College Outreach Committee

College Admissions Senior Panel

To RSVP for this event, click [here](#).

If you would like to volunteer with the College Outreach Committee, email college-outreach-cochairs@tjptsa.org

PTSA Health and Wellness Committee

Virtual Summer Yoga with PE Teacher Mr. Arthur

By popular demand, the PTSA Health & Wellness Committee is excited to bring summer yoga to students, staff and families of the TJ Community, led by our very own PE teacher, Mr. Arthur! Classes will be livestreamed twice a week, and recordings posted for those who are not free at the planned class time.

Tuesdays and Thursdays
4:30 PM
June 23-July 30

Sign up below if you are interested so you will be sure to get the livestream information as soon as it's available!

Contact [Michelle Gilles](#) with questions. Please share this information with students!

Yoga Monday #3



[Sign Up for More Info](#)

TJ Class News

Class of 2020

Subscription to This Week @ TJ Newsletter

If you would like to continue receiving this newsletter next year, please complete the subscription form linked below. Otherwise those on the Class of 2020 newsletter email list will be removed from PTSA mailings.

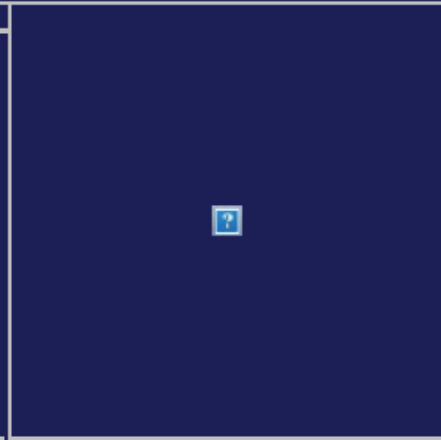
[Subscribe](#)



Class of 2024

Here are 3 things you can do to get engaged with our TJ PTSA family.

- 1) Please share this newsletter with other families who may not yet be receiving it (subscribe [here](#)).
- 2) Follow TJHSST PTSA on social media (see buttons at top or bottom of this newsletter) and join the [TJHSST Class of 2024 Parents Group](#) on Facebook.
- 3) Check out the [PTSA website](#) to learn more about the many committees to see what fits with your area of interest. Become a member and volunteer!



FCPS Return to School: School Board Sessions, Survey, and Superintendent's Town Hall

Staff members for Fairfax County Public Schools (FCPS) presented their preliminary findings and recommendations for the 2020-21 school year to the Fairfax County School Board at its work session on Monday, June 15.

The plan complies with the guidance set forth by Virginia Governor Ralph Northam and the U.S. Centers for Disease Control (CDC) for the safe reopening of schools using health and social distancing protocols. The information presented includes the following three potential reopening school scenarios for fall 2020:

- **A Virtual Start:** No students would be allowed in school buildings, and all instruction would be delivered via enhanced distance learning, including expanded digital access and digital curriculum resources. Staff would have access to the buildings for instructional

purposes following health department guidelines

- **Reopening with Health and Social Distance Protocols in Effect:** Students would be allowed in school buildings at 50 percent, or 25 percent capacity; new health and safety protocols would be in place in classrooms and non-academic settings; new instructional bell schedules may be implemented to serve students on alternating days or a.m.-p.m. shifts; in-school instruction may be prioritized for high needs populations such as special education students, English language learners, or students in grades K-2 while serving the majority of students virtually. Under these plans, Fridays would be set aside as in-person support days for students with IEPs, English Language Learners or other selected students in need of additional support.

TJHSST Calendar

Monday, June 22-Thursday July 30

TJ Academic Summer School Full-Year Courses (No classes July 3)

Friday, June 26, 7-9 PM

College Admissions Senior panel

Tuesday, June 23-Thursday, July 30, 4:30 PM

Yoga with Mr. Arthur

Wednesday, July 1

Registration closes for TJ Enrichment courses

Monday, July 6 to Friday, July 31

TJ Academic Summer School Semester Courses and TJ Enrichment Courses

Thursday, July 30

Golf begins/paperwork due

Friday, July 31

Paperwork due for all other fall sports

- **Online Learning by Need:** This option could play out within either of the other scenarios as well as in a “routine” return structure; would require alternative instructional delivery for students opting out of in-school instruction (e.g., Online Campus, Virtual Virginia); may involve monitoring and intervention supports for students when they eventually return. Full-time online enrollment would be offered to students with documented medical needs (personal or family).

The report also includes contingency plans should there be a resurgence of the virus in the fall at the onset of flu season or if ongoing waves of the infection occur. In those cases, there could be a return to distance learning for all students, or blended learning.

Parent/Guardian Survey: FCPS is gathering information about preferences for returning to school and information on distance learning to gain a better understanding of the strengths and challenges and make improvements in the event FCPS needs to return to distance learning in the future. Parents and guardians are invited to provide input by completing [this survey no later than 8 p.m. on Friday, June 19](#) (note: there are many language translations of the survey available at that link).

You can also email your thoughts to ReturnToSchool@fcps.edu. For more information on FCPS Return to School plans, see the [Return To School webpage](#).

FCPS Return to School Planning Timeline (all meetings are virtual):

June 15th, 1:30 PM - FCPS presents initial plans to the FCPS School Board (SB) -[view recorded session here](#) - [slides here](#)

June 16, 6:30-7:30 PM **Town Hall with FCPS Superintendent Scott S. Brabrand**

June 18th, 6:30 PM - SB Public Hearing on Return to School Plans - [sign up to speak here](#)

June 23rd, 1:30 PM - Second SB Work Session on Return to School

The goal is to reach an agreed-upon reopening of school plan by June 26.

PTSA Representatives

TJPTSA.org

TJ PTSA Executive Committee President

Shaista Keating
president@tjptsa.org

President-Elect

Nick Costescu
presidenelect@tjptsa.org

1st Vice President

Yuyan Zhou
firstvp@tjptsa.org

2nd Vice President

Sophia Burki
secondvp@tjptsa.org

Treasurer

Dinesh Kumar
treasurer@tjptsa.org

Recording Secretary

Anna Lee
Kim recordingsecretary@tjptsa.org

Corresponding Secretary

correspondingsecretary@tjptsa.org
This Week @ TJ Editor
Submissions, thisweek@tjptsa.org

Subscribe:

<https://www.tjptsa.org>

PTSA Faculty Representatives

Betsy Sandstorm, Denise Castaldo, and Michael Auerbach

PTSA Student Representative

Ranjan, President
TJ Student Government Association

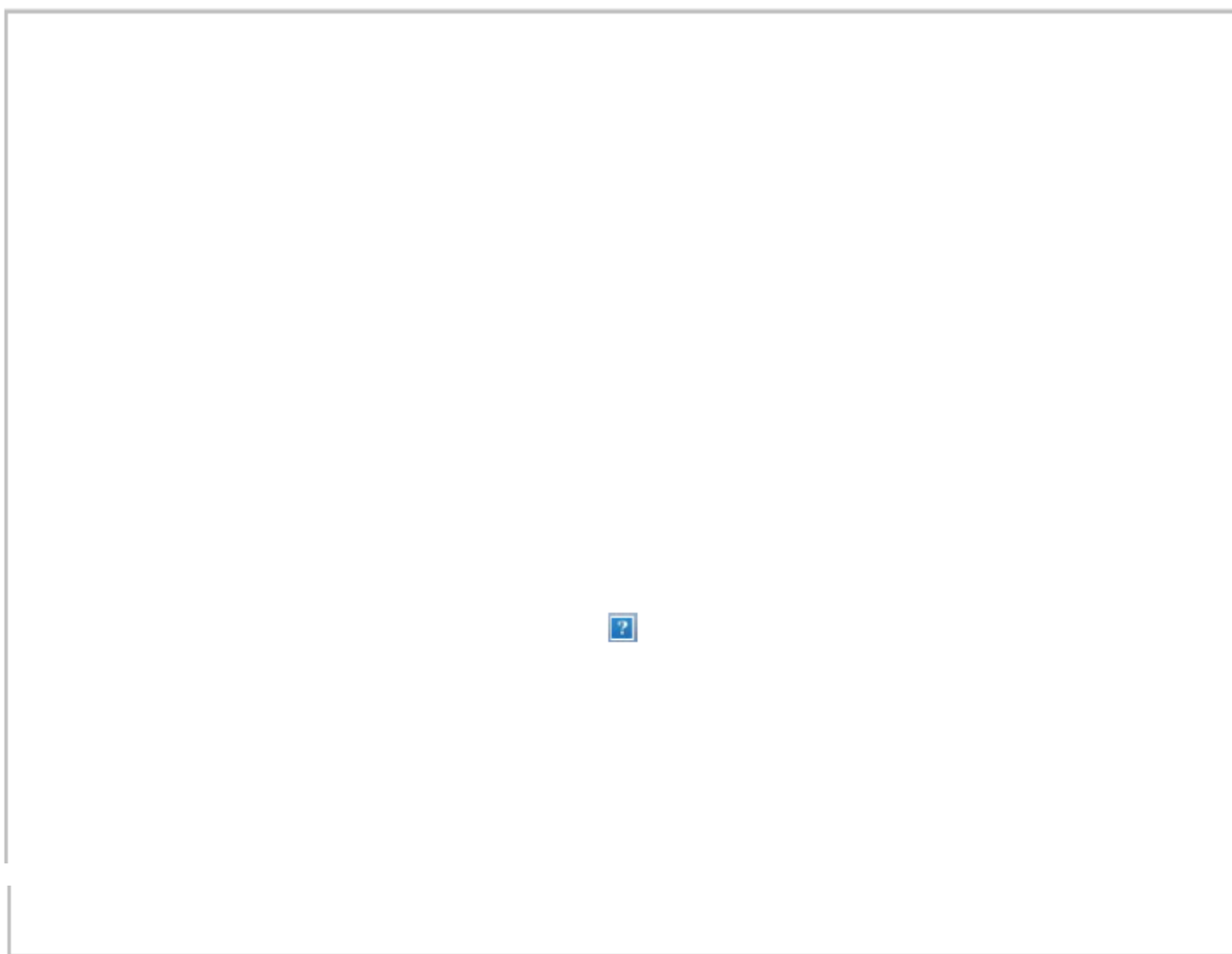
Email This Week @ TJ

TJ Humanities Department

Looking for a good book?

Books give a soul to the universe, wings to the mind, flight to the imagination, and life to everything. --Plato

We hope you will find some time to get lost in a book this summer, revisit an old favorite or find a new one, or read something that will expand your world. You can see [Summer Enrichment suggestions from TJ staff](#) and why they picked them, or submit your own book recommendation at the TJ Library's [Summer Reads page](#) (note: **you must log in to your fcpschools account** to access all of the links shared here). And as always, to find your next great book to read, take a look at the TJ Library's [Book Resources](#) page. To see what your librarians are currently reading, see the [library home page](#).



TJ Enrichment

TJ Summer Online Enrichment Courses

Skill enrichment courses are designed to focus on various skills development and supplement certain curricula. These modules will have synchronous and asynchronous opportunities for students. We encourage students to

register for a course if they desire additional support with specific content areas or skills. **The modules are not required, not for credit and not graded.** Students may register for multiple courses as long as the schedule does not conflict. For details see the school webpage. **Registration: June 3 – July 1; Course Dates: July 6-31.** Open to TJ students only. All courses are free of charge, no credit or weight given.

- **TJ Chemistry.** Enrichment. Grades 10-12.
 - **Global Cuisine.** All interested students.
 - **China on the World Stage, 20th Century to the Present.** All students interested in and have some working knowledge of-history of 18th-19th century China.
 - **Happiness and Well-Being Studies.** All interested students.
 - **Apartheid in South Africa.** All interested students.
 - **Global Population Growth in the 20th Century.** All interested students.
 - **Colonization and Independence in Africa.** All interested students.
 - **Experiencing Religions Through Sacred Spaces.** All interested students.
-
- **Civic Duty During a Pandemic.** All interested students.
 - **Brazil: A History of Change in the 19th—20th Century.** All interested students.
 - **A Global Controversy: The U.S. Invasion of Iraq.** All interested students.
 - **Genocide: Never Again?** All interested students.

Register

FCPS Online Summer Arts Enrichment Program

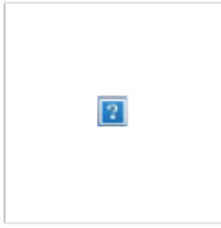
Fairfax County Public Schools will offer a **free online arts enrichment program** for current K-12 students over five weeks from **July 6 to August 7.** A variety of classes will be offered in **art, music, theater and dance.**

- **Elementary classes** include K-6 Art, Stitchery and Weaving, Claymation and Recycled Art, K-6 Music, Drumming, Contemporary Vocals, Sixth Grade Band, Sixth Grade Strings, K-6 Theater, and K-6 Dance.
- **Secondary classes** include Cartooning, Cell Phone Photography and Animation, Digital Art, Exploratory Drawing and Painting, Guitar, Jazz Band, Creative Strings, Show Choir, Musical Theater, Acting, Theatre Games and Improv, Technical Theater Design and Production, Creative Writing, Yoga for the Artist, Summer Dance Exploration, Summer Dance Intensive, and Fitness for the Performing Artist.

Email fasummerlearning@fcps.edu for more information and to gain access to programs.

TJ Athletics

TJ Fall Sports



Although the start of the 2020 fall season is uncertain, if your student is a returning athlete or wants to play a sport this fall, click on the button to learn more about scheduled start dates, coach contact information, required paperwork and physicals. The planned start date for Fall sports are fast approaching. **Golf** will start on **July 30**. All other fall sports (**football, field hockey, volleyball, cheerleading, cross country**) may start on **Monday, August 3**.

All paperwork is due to Heather Murphy by July 30 for golf and July 31 for all the other fall sports.

Please email [Rusty Hodges](#), Director of Student Activities, or [Heather Murphy](#), Head

Athletic Trainer, if you have any questions. Link to [2020 Fall Coaches Contact Information.doc](#).

[Learn More](#)

TJ Partnership Fund

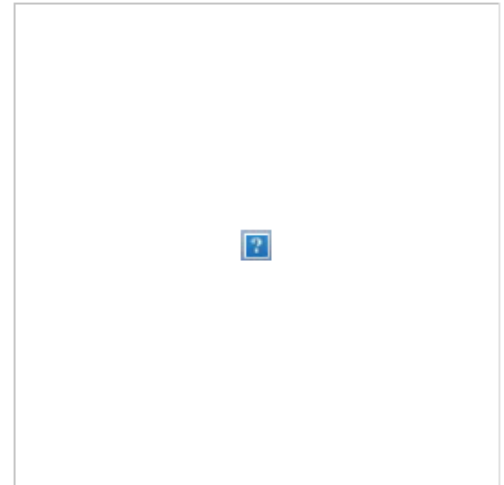
Free time this summer? Inspire younger students by becoming a STEMbassador

The STEMbassadors program began in 2013. It is an opportunity for TJ students, as well as students from other area high schools, to share their love for all things STEM with local elementary and middle-school youth. STEMbassadors facilitate STEM activities in elementary and middle school classrooms across the region and serve as role models for young learners.

- STEMbassadors runs throughout the school year but is particularly active during the summer months when requests for volunteers from local elementary and middle schools run highest. **For 2020, summer programs will be online, but we still need volunteers!**
- STEMbassadors have served in over 100 area schools, including many Title 1 institutions, and foster an appreciation for STEM in countless students. To learn more about the program and its impact from those who participated in STEMbassadors this summer, click [here](#).

For more information on the STEMbassador program and our virtual volunteer opportunities, please [email Adele Peng](#).

[Become a STEMbassador](#)



Robot Uprising Virtual Summer Camp

TJHSST's FIRST Tech Challenge Team 14607 Robot Uprising is proud to offer **two free virtual summer camps**, open to the community and general public. Classes are **targeted at middle-school aged students**, although anyone is free to attend and learn. These classes teach the fundamentals to technology and robotics, through CAD (Computer Aided Design), design principles, advanced manufacturing techniques, working with the Arduino microcontroller, programming in C/C++, and working with simple electronics.

Each course has a **five-week curriculum with two classes per week**. These semi-weekly classes will run on Monday and Wednesday nights. Registration for both courses is open, and participants may register for either course or both. Classes will run for five weeks from June 15 through July 17. To learn more about the camp or register, click below.

[Register](#)

Submissions for This Week @ TJ

Please email submissions to thisweek@tjptsa.org by 5 PM Friday for publication in our Sunday issue. Please be sure to proofread all submissions. If you would like to submit a photo, please send it as a separate .jpg or .jpeg file. This Week @ TJ editors may make changes for length, clarity and style. If a submission is made after our deadline, it will be held for the following week's issue.

Questions? Email thisweek@tjptsa.org

We look forward to hearing from you!

[ABOUT US](#)

[NEWS AND INFO](#)

[VOLUNTEER](#)

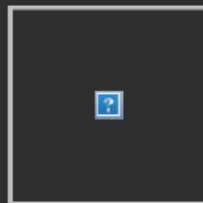
[COMMITTEES](#)

[CONTACT US](#)

Follow TJHSST PTSA on Social Media!



Thomas Jefferson High School for Science & Technology Parent, Teacher, Student Association
6560 Braddock Road, Alexandria VA 22312



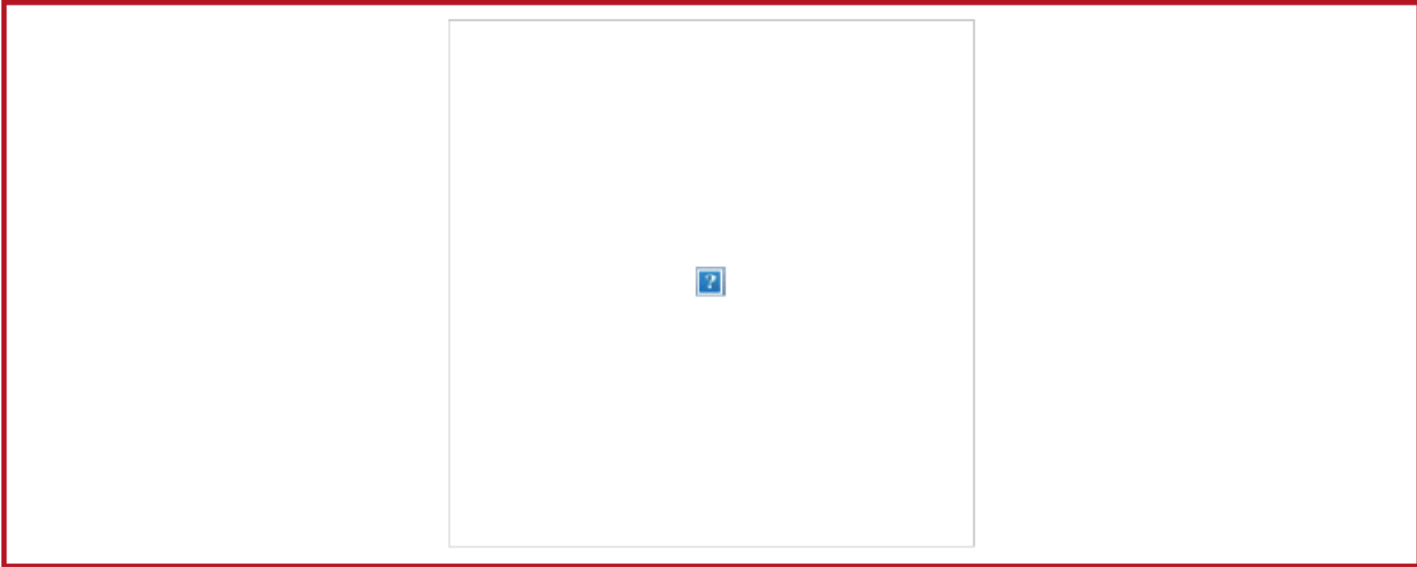
TJHSST PTSA | 6560 Braddock Rd, Alexandria, VA 22312

Unsubscribe.akinis@fcps.edu

[Update Profile](#) | [About Constant Contact](#)

Sent by president@tjptsa.org

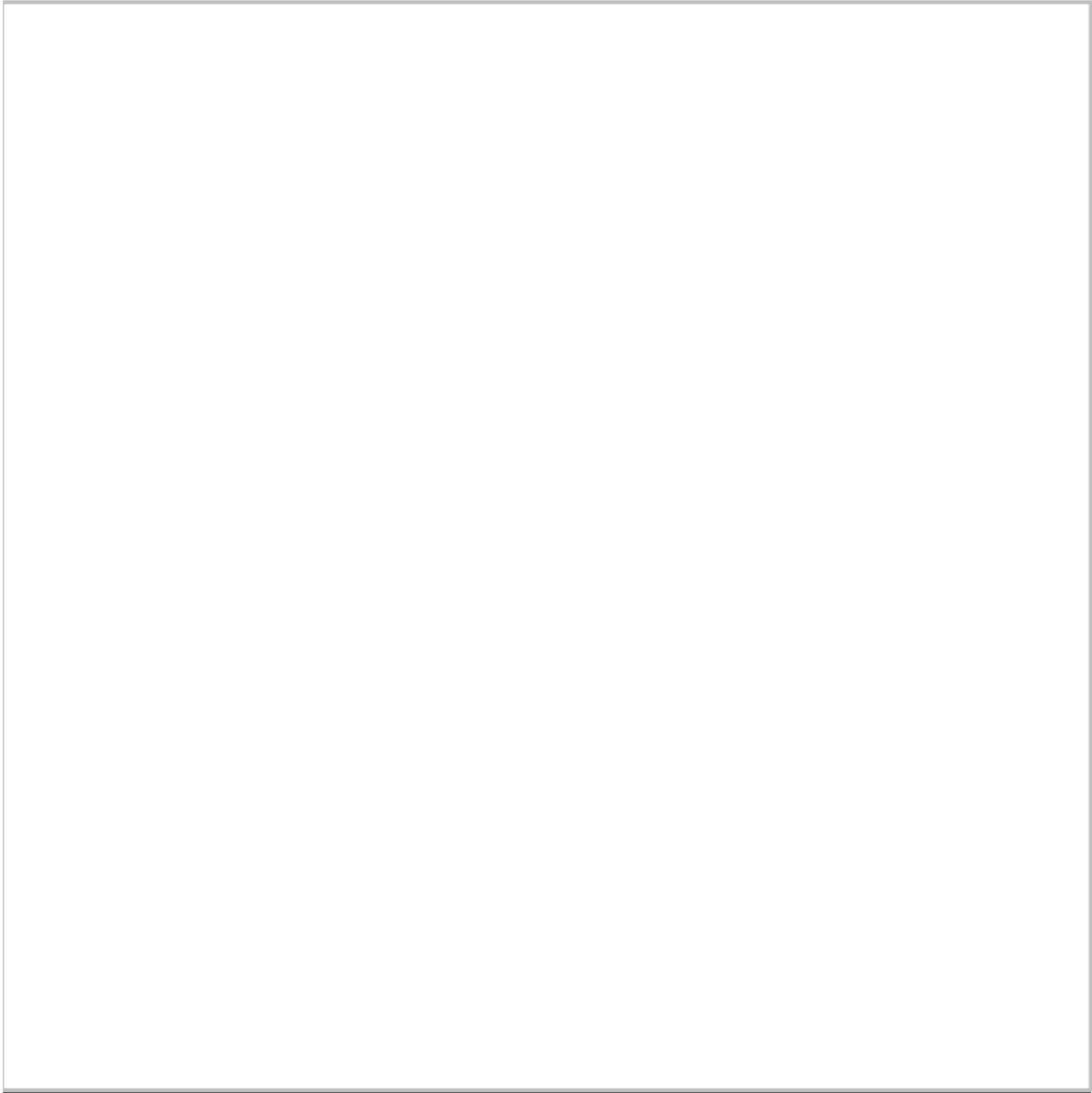
From: [TJHSST PTSA](#)
To: [Kris Arista](#)
Subject: [External] This Week @ TJ 6/21/2020
Date: Sunday, June 21, 2020 7:48:58 PM



June 21, 2020



Official TJHSST PTSA Weekly Newsletter



[View this email as a webpage](#)

Hello Tia,

Even though school has ended, there is still a lot going on!

New!

- **PTSA ballots** coming to PTSA members **today!**
- **Yoga** starts Tuesday - link below
- Class of 2024 - **FroshComm application** deadline is Friday, June 26 (11:59 PM)
- **Virtual volunteering opportunities** for students
- Parents: Become an **Academic Boosters volunteer**

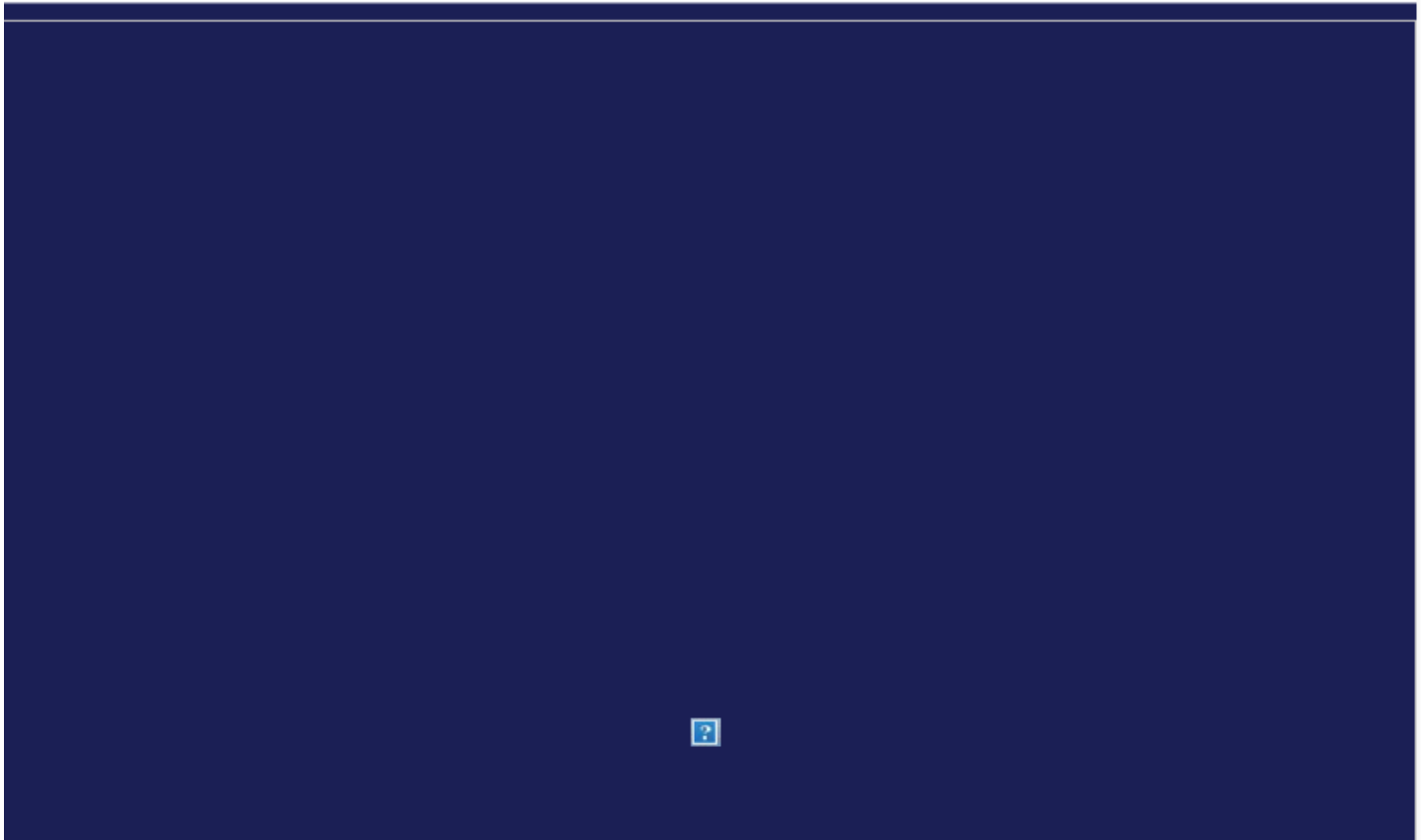
Reminders:

- RSVP for Friday's **college admissions event with Class of 2020 student panel**
- **Find a good summer read (or listen)** - recommendations from TJ Staff
- **Full-year summer school classes** start Monday, June 22

TJ Enrichment courses - deadline to register is July 1

- **FCPS Online Summer Arts Enrichment** starts July 6
- **Fall sports paperwork** due July 31 (golf due July 30)
- First day of full-year credit **summer school** classes is Monday, June 22

If you aren't currently on the email list, you can [subscribe here!](#)



Use 22312 when you register for your zip code.

Reset your password if you've forgotten it.

TJ Executive Committee

PTSA Elections: Check Your Email for Your Ballot

Dear newsletter subscriber,

The PTSA Executive Committee slate presented in the Nominating Committee report on May 26 must be voted on. There was a two-day period (May 26-28) during which self-nominations were accepted. No self-nominations were submitted. Therefore the slate is running unopposed. **Even though the slate is running unopposed, we must have a quorum, so if you are a 2019-20 TJ PTSA member, please do vote.**

Since the TJ PTSA is unable to have an in-person meeting to vote on PTSA business, we must vote online again.

The voting period runs from **June 22 to June 26, 2020 at 12pm. Please cast your vote now!**

1. **Login** by entering your email.
2. Press the **VerifyMe** button to receive a personal voting link in your email inbox.
3. **Click on the link** in the verification email to cast your votes. *
4. Remember to **press COMPLETE AND SUBMIT**.

Click here to start.

** If you do not receive your email right away, your email provider may be blocking it. You should add the domain "ezVoteOnline.com" to your "safe senders" list to ensure you receive your VerifyMe email.*

Thank you for participating in the TJ PTSA vote.

If you have any questions please **email the TJ PTSA Tellers Committee**. Results will be posted on the <http://tjptsa.org> after the vote closes.

Remember that only TJ PTSA members (with 2019-20 memberships) may vote. If you purchased a 2019-20 membership and did not receive an email via AtoZ with the ballot link, please email the TJ PTSA Tellers Committee (above). Note that your AtoZ user email was used to send your ballot.

Sincerely,
Your TJ PTSA



PTSA Health and Wellness Committee

Virtual Summer Yoga with PE Teacher Mr. Arthur

By popular demand, the PTSA Health & Wellness Committee is excited to bring summer yoga to students, staff and families of the TJ Community, led by our very

own PE teacher, Mr. Arthur! Classes will be livestreamed twice a week, and recordings posted for those who are not free at the planned class time.

Tuesdays and Thursdays
4:30 PM
June 23-July 30

Contact **Michelle Gilles** with questions. Please share this information with students!

[Yoga Class Link](#)

Yoga Monday #3

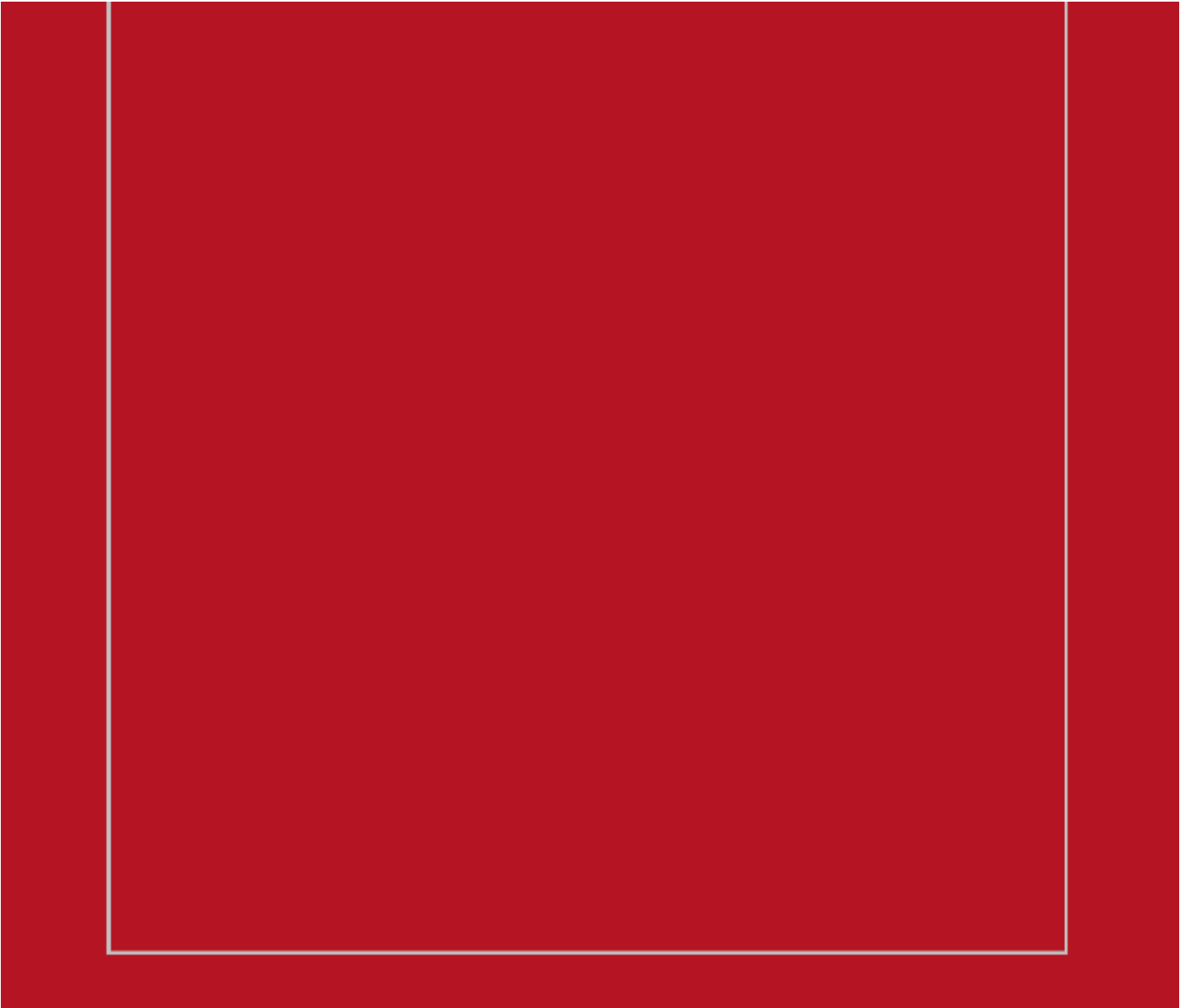
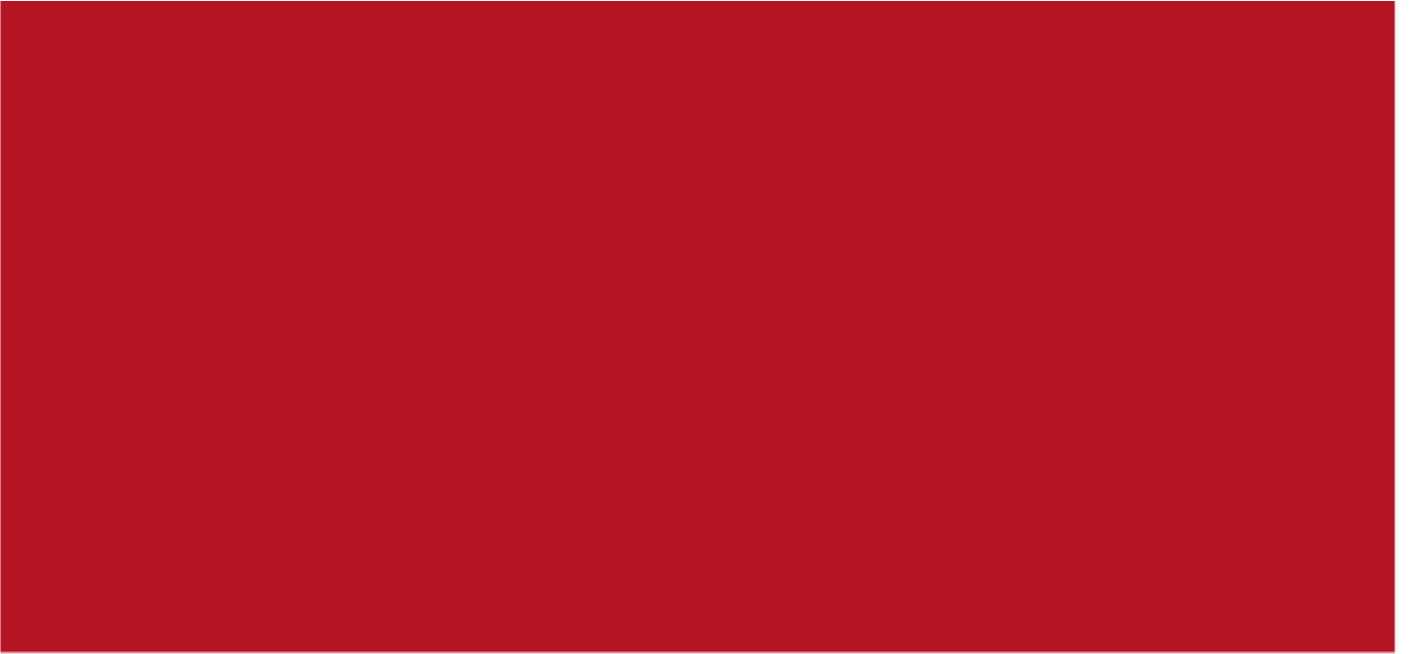


PTSA College Outreach Committee

College Admissions Senior Panel THIS FRIDAY

To RSVP for this event, click [here](#).

If you would like to volunteer with the College Outreach Committee, email college-outreach-cochairs@tjptsa.org



Academic Boosters

TJ Academic Boosters (TJAB) is a parent volunteer organization which supports students and team sponsors participating in academic (8th period) activities at TJHSST. The volunteer team raises funds to support **TJ's academic teams** with thousands of dollars every year so that the teams can fund registration expenses for events, and pay for their sponsors and/or coaches to travel with them. TJ academic teams are superstars!

But we cannot do this without your support with donations and time.

We need you! Why should you join us?

- When you volunteer, you help your kids do better and they feel supported. You help the school and the sponsors do more with limited resources.
- You help yourself—you stay informed and your voice is heard, you use your skills, you make friends with committed parents and you feel good about making a positive difference.

Click below for more information and to become a volunteer!

[Volunteer](#)

Class of 2024

Apply to Frosh Comm (Student Government)--Deadline is Friday

Dear Class of 2024 Students and Parents,

Hello and welcome to our school! We are a part of TJ's Student Government and we would like to let you know about an amazing opportunity to look into before the start of school.

Does your child enjoy organizing events? Are they interested in student government? Would they like to serve as one of the leaders of the freshman class and a part of TJ Student Government? If so, apply to FroshComm!

FroshComm is the temporary student government for the freshman class until elections are held in November, and is thus responsible for organizing all Homecoming activities, such as constructing a float, filming a spirit video, and leading class cheers at pep rallies. FroshComm members also gain valuable experience in leadership and student government. All information about FroshComm and the application process can be found in **this form**.

The application deadline is Friday, June 26 at 11:59 PM. Please let us know if your student has any questions by sending an email to sga.tjhsst@gmail.com. We are looking forward to seeing your student's application!

Sincerely,

TJ Student Government Association

[Apply to FroshComm](#)

Virtual Volunteering Opportunities

This is a summer like no other! If you have free time and are looking for a way to help others from home, check out Rob Franek's video below about virtual volunteering opportunities, in conjunction with Princetonreview.com. Thanks you to Student Services for sharing these opportunities for students! Here are some links of sites he mentions.

- <https://www.zooniverse.org/>
- <https://www.onlinevolunteering.org/en>
- <https://www.catchafire.org/>
- https://www.gutenberg.org/wiki/Gutenberg:Volunteering_for_Project_Gutenberg
- <https://translatorswithoutborders.org/volunteer/>
- <https://www.crisistextline.org/become-a-volunteer/>



- The **TJ STEMbassadors program** also has need of volunteers-- share your love of STEM with local students. See below for more info!
- If you love **computer science**, you can join other students who are serving as mentors for Scratch, Python, Java, Web development, and other free online classes through **Codefy** (formerly DMVHacks).

TJHSSST Calendar

Monday, June 22-Thursday July 30

TJ Academic Summer School Full-Year Courses (No classes July 3)

Friday, June 26

7-9 PM College Admissions panel

11:59 PM FroshComm applications due

Tuesday, June 23-Thursday, July 30, 4:30 PM

Yoga with Mr. Arthur

Wednesday, July 1

Registration closes for TJ Enrichment courses

Monday, July 6 to Friday, July 31

TJ Academic Summer School Semester Courses and TJ Enrichment Courses

Thursday, July 30

Golf begins/paperwork due

Friday, July 31

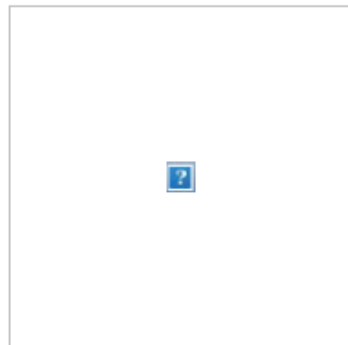
Paperwork due for all other fall sports

PTSA Representatives

TJPTSA.org

TJ Partnership Fund

STEMbassadors Needed!



The STEMbassadors program began in 2013. It is an opportunity for TJ students, as well as students from other area high schools, to share their love for all things STEM with local elementary and middle-school youth. STEMbassadors facilitate STEM activities in elementary and middle school classrooms across the region and serve as role models for young learners.

- STEMbassadors runs throughout the school year but is particularly active during the summer months when requests for volunteers from local elementary and middle schools run highest. **For 2020, summer programs will be online, but we still need volunteers!**
- STEMbassadors have served in over 100 area schools, including many Title 1 institutions, and foster an appreciation for STEM in countless students. To learn more about the program and its impact from those who participated in STEMbassadors this summer, click [here](#).

For more information on the STEMbassador program and our virtual volunteer opportunities, please [email Adele Peng](#).

[Become a STEMbassador](#)

TJ PTSA Executive Committee

President

Shaista Keating
president@tjptsa.org

President-Elect

Nick Costescu
presidelect@tjptsa.org

1st Vice President

Yuyan Zhou
firstvp@tjptsa.org

2nd Vice President

Sophia Burki
secondvp@tjptsa.org

Treasurer

Dinesh Kumar
treasurer@tjptsa.org

Recording Secretary

Anna Lee
Kim recordingsecretary@tjptsa.org

Corresponding Secretary

correspondingsecretary@tjptsa.org
This Week @ TJ Editor
Submissions, thisweek@tjptsa.org

Subscribe:

<https://www.tjptsa.org>

PTSA Faculty Representatives

Betsy Sandstorm, Denise Castaldo, and Michael Auerbach

PTSA Student Representative

Ronith Ranjan, President

TJ Student Government Association

[Email This Week @ TJ](#)

TJ Humanities Department

Looking for a good book?

Books give a soul to the universe, wings to the mind, flight to the imagination, and life to everything. --Plato

We hope you will find some time to get lost in a book this summer, revisit an old favorite or find a new one, or read something that will expand your world. You can see [Summer Enrichment suggestions from TJ staff](#) and [why they picked them](#), or submit your own book recommendation at the TJ Library's [Summer Reads page](#) (note: **you must log in to your fcps schools account** to access all of the links shared here). And as always, to find your next great book to read, take a look at the TJ Library's [Book Resources](#) page. To see what your librarians are currently reading, see the [library home page](#).



TJ Enrichment

TJ Summer Online Enrichment Courses--Registration Deadline July 1

Skill enrichment courses are designed to focus on various skills development and supplement certain curricula. These modules will have synchronous and asynchronous opportunities for students. We encourage students to register for a course if they desire additional support with specific content areas or skills. **The modules are not required, not for credit and not graded.** Students may register for multiple courses as long as the schedule does not conflict. For details see the school webpage. **Registration: June 3 – July 1; Course Dates: July 6-31.** Open to TJ students only. All courses are free of charge, no credit or weight given.

- **TJ Chemistry.** Enrichment. Grades 10-12.
- **Global Cuisine.** All interested students.
- **China on the World Stage, 20th Century to the Present.** All students interested in and have some working knowledge of-history of 18th-19th century China.
- **Happiness and Well-Being Studies.** All interested students.
- **Apartheid in South Africa.** All interested students.
- **Global Population Growth in the 20th Century.** All interested students.
- **Colonization and Independence in Africa.** All interested students.
- **Experiencing Religions Through Sacred Spaces.** All interested students.

- **Civic Duty During a Pandemic.** All interested students.
- **Brazil: A History of Change in the 19th—20th Century.** All interested students.
- **A Global Controversy: The U.S. Invasion of Iraq.** All interested students.
- **Genocide: Never Again?** All interested students.

Register

FCPS Online Summer Arts Enrichment Program

Fairfax County Public Schools will offer a **free online arts enrichment program** for current K-12 students over five weeks from **July 6 to August 7**. A variety of classes will be offered in **art, music, theater and dance**.

- **Elementary classes** include K-6 Art, Stitchery and Weaving, Claymation and Recycled Art, K-6 Music, Drumming, Contemporary Vocals, Sixth Grade Band, Sixth Grade Strings, K-6 Theater, and K-6 Dance.
- **Secondary classes** include Cartooning, Cell Phone Photography and Animation, Digital Art, Exploratory Drawing and Painting, Guitar, Jazz Band, Creative Strings, Show Choir, Musical Theater, Acting, Theatre Games and Improv, Technical Theater Design and Production, Creative Writing, Yoga for the Artist, Summer Dance Exploration, Summer Dance Intensive, and Fitness for the Performing Artist.



Email fasummerlearning@fcps.edu for more information and to gain access to programs.

TJ Athletics

TJ Fall Sports

Although the start of the 2020 fall season is uncertain, if your student is a returning athlete or wants to play a sport this fall, click on the button to learn more about



scheduled start dates, coach contact information, required paperwork and physicals. The planned start date for Fall sports are fast approaching. **Golf** will start on **July 30**. All other fall sports (**football, field hockey, volleyball, cheerleading, cross country**) may start on **Monday, August 3**.

All paperwork is due to Heather Murphy by July 30 for golf and July 31 for all the other fall sports.

Please email [Rusty Hodges](#), Director of Student Activities, or [Heather Murphy](#), Head Athletic Trainer, if you have any questions. Link to [2020 Fall Coaches Contact Information.doc](#).

[Learn More](#)

Submissions for This Week @ TJ

Please email submissions to thisweek@tjpts.org by 5 PM Friday for publication in our Sunday issue. Please be sure to proofread all submissions. If you would like to submit a photo, please send it as a separate .jpg or .jpeg file. This Week @ TJ editors may make changes for length, clarity and style. If a submission is made after our deadline, it will be held for the following week's issue.

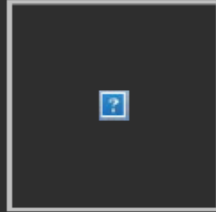
Questions? Email thisweek@tjpts.org

We look forward to hearing from you!

Follow TJHSST PTSA on Social Media!



Thomas Jefferson High School for Science & Technology Parent, Teacher, Student Association
6560 Braddock Road, Alexandria VA 22312



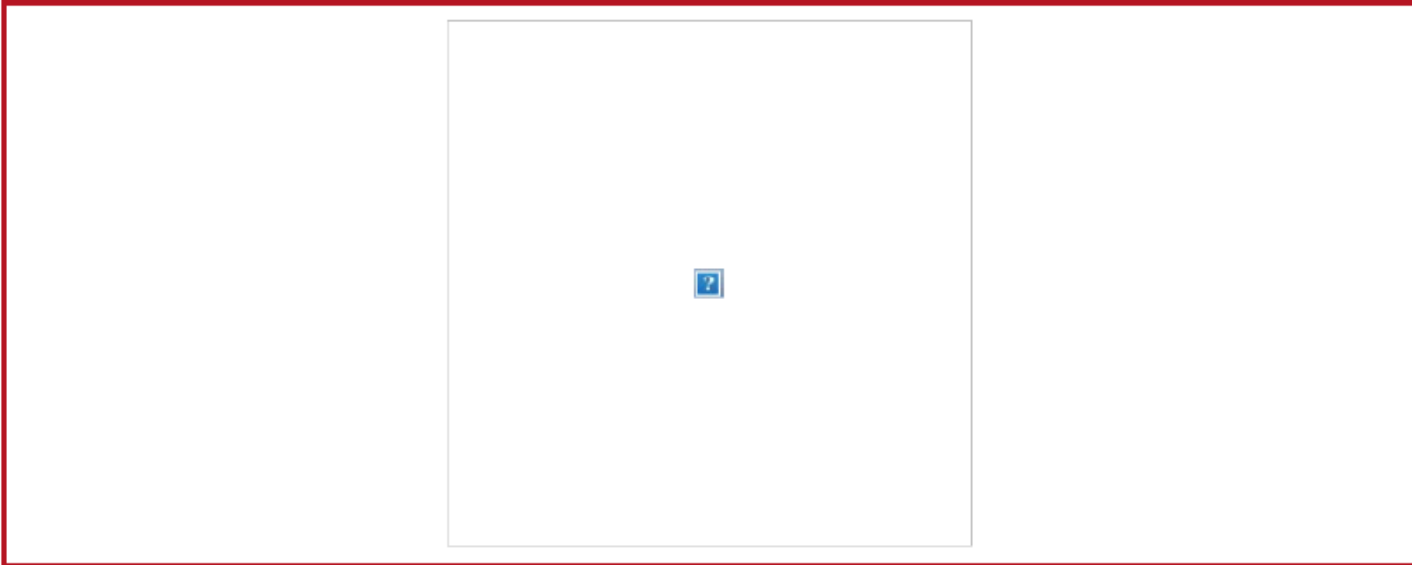
TJHSST PTSA | 6560 Braddock Rd, Alexandria, VA 22312

Unsubscribe_akinis@fcps.edu

[Update Profile](#) | [About Constant Contact](#)

Sent by president@tjpts.org

From: [TJHSST PTSA](#)
To: [Lamoreaux, Miriam](#)
Subject: [External] This Week @ TJ 6/21/2020
Date: Sunday, June 21, 2020 7:49:27 PM



June 21, 2020



Official TJHSST PTSA Weekly Newsletter



[View this email as a webpage](#)

Hello Miriam,

Even though school has ended, there is still a lot going on!

New!

- **PTSA ballots** coming to PTSA members **today!**
- **Yoga** starts Tuesday - link below
- Class of 2024 - **FroshComm application** deadline is Friday, June 26 (11:59 PM)
- **Virtual volunteering opportunities** for students
- Parents: Become an **Academic Boosters volunteer**

Reminders:

- RSVP for Friday's **college admissions event with Class of 2020 student panel**
- **Find a good summer read (or listen)** - recommendations from TJ Staff
- **Full-year summer school classes** start Monday, June 22

- **TJ Enrichment courses** - deadline to register is July 1
- **FCPS Online Summer Arts Enrichment** starts July 6
- **Fall sports paperwork** due July 31 (golf due July 30)
- First day of full-year credit **summer school** classes is Monday, June 22

If you aren't currently on the email list, you can [subscribe here!](#)



Freshmen and New Families: Sign Up

Returning Families: Renew

Use 22312 when you register for your zip code.

Reset your password if you've forgotten it.

TJ Executive Committee

PTSA Elections: Check Your Email for Your Ballot

Dear newsletter subscriber,

The PTSA Executive Committee slate presented in the Nominating Committee report on May 26 must be voted on. There was a two-day period (May 26-28) during which self-nominations were accepted. No self-nominations were submitted. Therefore the slate is running unopposed. **Even though the slate is running unopposed, we must have a quorum, so if you are a 2019-20 TJ PTSA member, please do vote.**

Since the TJ PTSA is unable to have an in-person meeting to vote on PTSA business, we must vote online again.

The voting period runs from **June 22 to June 26, 2020 at 12pm. Please cast your vote now!**

1. **Login** by entering your email.
2. Press the **VerifyMe** button to receive a personal voting link in your email inbox.
3. **Click on the link** in the verification email to cast your votes. *
4. Remember to **press COMPLETE AND SUBMIT**.

Click here to start.

** If you do not receive your email right away, your email provider may be blocking it. You should add the domain "ezVoteOnline.com" to your "safe senders" list to ensure you receive your VerifyMe email.*

Thank you for participating in the TJ PTSA vote.

If you have any questions please **email the TJ PTSA Tellers Committee**. Results will be posted on the <http://tjptsa.org> after the vote closes.

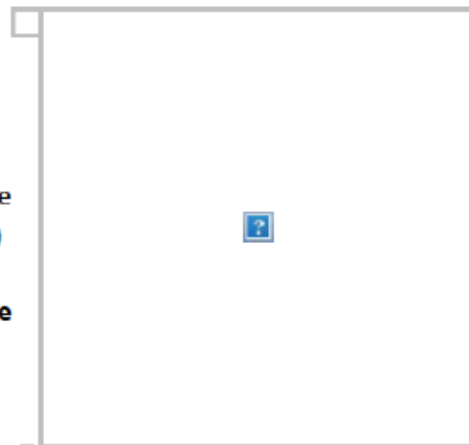
Remember that only TJ PTSA members (with 2019-20 memberships) may vote. If you purchased a 2019-20 membership and did not receive an email via AtoZ with the ballot link, please email the TJ PTSA Tellers Committee (above). Note that your AtoZ user email was used to send your ballot.

Sincerely,
Your TJ PTSA

PTSA Health and Wellness Committee

Virtual Summer Yoga with PE Teacher Mr. Arthur

By popular demand, the PTSA Health & Wellness Committee is excited to bring summer yoga to students, staff and families of the TJ Community, led by our very



own PE teacher, Mr. Arthur! Classes will be livestreamed twice a week, and recordings posted for those who are not free at the planned class time.

Tuesdays and Thursdays

4:30 PM

June 23-July 30

Contact **Michelle Gilles** with questions. Please share this information with students!

[Yoga Class Link](#)

Yoga Monday #3

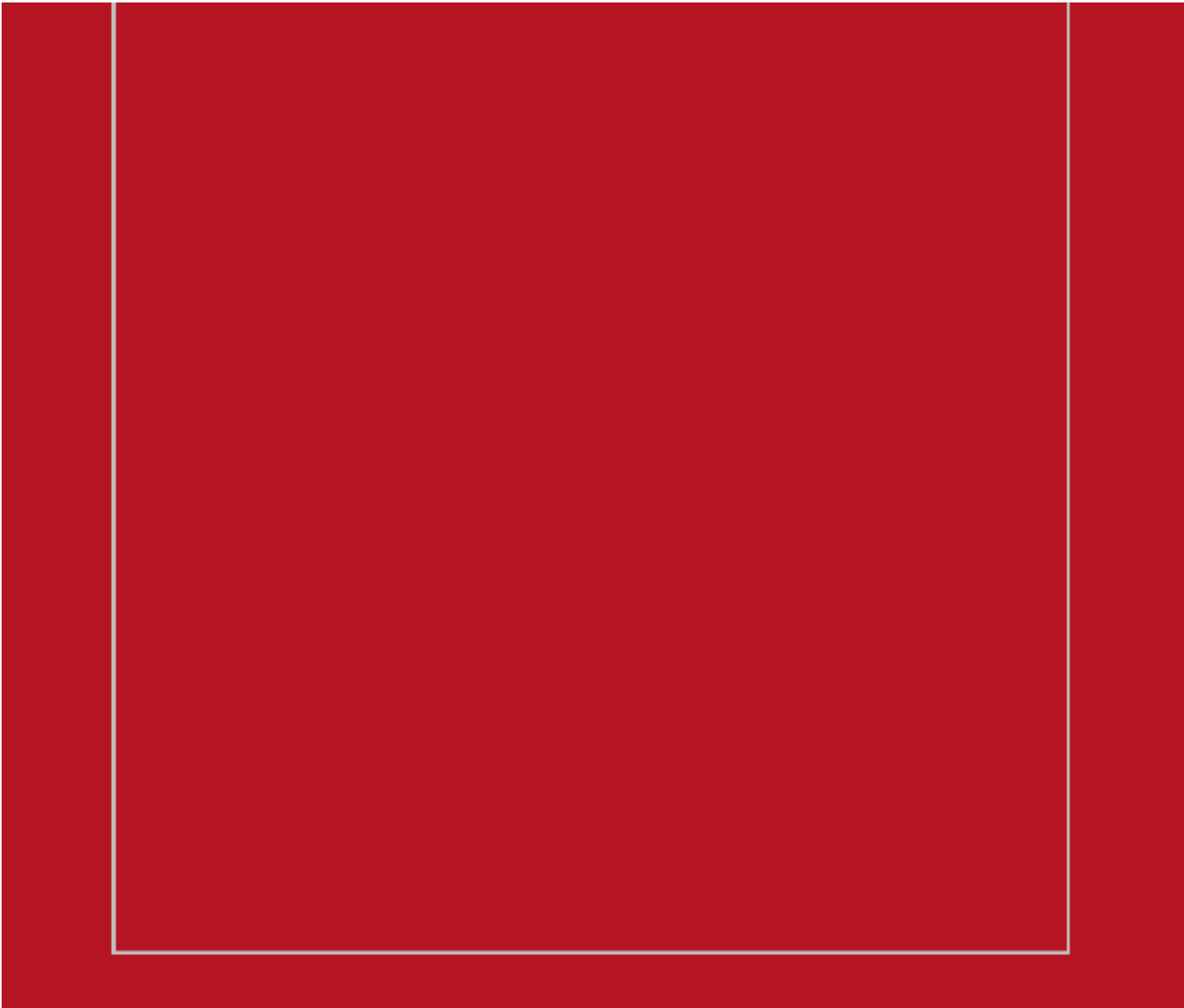


PTSA College Outreach Committee

College Admissions Senior Panel THIS FRIDAY

To RSVP for this event, click [here](#).

If you would like to volunteer with the College Outreach Committee, email college-outreach-cochairs@tjpts.org



Academic Boosters

TJ Academic Boosters (TJAB) is a parent volunteer organization which supports students and team sponsors participating in academic (8th period) activities at TJHSST. The volunteer team raises funds to support TJ's academic teams with thousands of dollars every year so that the teams can fund registration expenses for events, and pay for their sponsors and/or coaches to travel with them. TJ academic teams are superstars!

But we cannot do this without your support with donations and time.

We need you! Why should you join us?

- When you volunteer, you help your kids do better and they feel supported. You help the school and the sponsors do more with limited resources.
- You help yourself—you stay informed and your voice is heard, you use your skills, you make friends with committed parents and you feel good about making a positive difference.

Click below for more information and to become a volunteer!

Volunteer

Class of 2024

Apply to Frosh Comm (Student Government)--Deadline is Friday

Dear Class of 2024 Students and Parents,

Hello and welcome to our school! We are a part of TJ's Student Government and we would like to let you know about an amazing opportunity to look into before the start of school.

Does your child enjoy organizing events? Are they interested in student government? Would they like to serve as one of the leaders of the freshman class and a part of TJ Student Government? If so, apply to FroshComm!

FroshComm is the temporary student government for the freshman class until elections are held in November, and is thus responsible for organizing all Homecoming activities, such as constructing a float, filming a spirit video, and leading class cheers at pep rallies. FroshComm members also gain valuable experience in leadership and student government. All information about FroshComm and the application process can be found in [this form](#).

The application deadline is Friday June 26 at 11:59 PM. Please let us know if your student has any questions by sending an email to sga.tjhsst@gmail.com. We are looking forward to seeing your student's application!

Sincerely,
TJ Student Government Association

Apply to FroshComm

Virtual Volunteering Opportunities

This is a summer like no other! If you have free time and are looking for a way to help others from home, check out Rob Franek's video below about virtual volunteering opportunities, in conjunction with Princetonreview.com. Thanks you to Student Services for sharing these opportunities for students! Here are some links of sites he mentions.

- <https://www.zooniverse.org/>
- <https://www.onlinevolunteering.org/en>
- <https://www.catchafire.org/>
- https://www.gutenberg.org/wiki/Gutenberg:Volunteering_for_Project_Gutenberg
- <https://translatorswithoutborders.org/volunteer/>
- <https://www.crisistextline.org/become-a-volunteer/>



- The **TJ STEMbassadors program** also has need of volunteers-- share your love of STEM with local students. See below for more info!

TJHSSST Calendar

Monday, June 22-Thursday July 30

TJ Academic Summer School Full-Year Courses (No classes July 3)

Friday, June 26

7-9 PM College Admissions panel

11:59 PM FroshComm applications due

Tuesday, June 23-Thursday, July 30, 4:30 PM

Yoga with Mr. Arthur

Wednesday, July 1

Registration closes for TJ Enrichment courses

Monday, July 6 to Friday, July 31

TJ Academic Summer School

Semester Courses and

TJ Enrichment Courses

Thursday, July 30

Golf begins/paperwork due

Friday, July 31

Paperwork due for all other fall

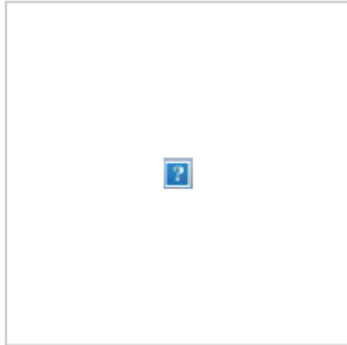
sports

PTSA Representatives

- If you love **computer science**, you can join other students who are serving as mentors for Scratch, Python, Java, Web development, and other free online classes through **Codefy** (formerly DMVHacks).

TJ Partnership Fund

STEMbassadors Needed!



The STEMbassadors program began in 2013. It is an opportunity for TJ students, as well as students from other area high schools, to share their love for all things STEM with local elementary and middle-school youth. STEMbassadors facilitate STEM activities in elementary and middle school classrooms across the region and serve as role models for young learners.

- STEMbassadors runs throughout the school year but is particularly active during the summer months when requests for volunteers from local elementary and middle schools run highest. **For 2020, summer programs will be online, but we still need volunteers!**
- STEMbassadors have served in over 100 area schools, including many Title 1 institutions, and foster an appreciation for STEM in countless students. To learn more about the program and its impact from those who participated in STEMbassadors this summer, click [here](#).

For more information on the STEMbassador program and our virtual volunteer opportunities, please [email Adele Peng](#).

[Become a STEMbassador](#)

PTSA Representatives

TJPTSA.org

TJ PTSA Executive Committee President

Shaista Keating
president@tjpts.org

President-Elect

Nick Costescu
presidentelect@tjpts.org

1st Vice President

Yuyan Zhou
firstvp@tjpts.org

2nd Vice President

Sophia Burki
secondvp@tjpts.org

Treasurer

Dinesh Kumar
treasurer@tjpts.org

Recording Secretary

Anna Lee
Kim recordingsecretary@tjpts.org

Corresponding Secretary

correspondingsecretary@tjpts.org
This Week @ TJ Editor
Submissions, thisweek@tjpts.org

Subscribe:

<https://www.tjpts.org>

PTSA Faculty Representatives

Betsy Sandstorm, Denise Castaldo, and Michael Auerbach

PTSA Student Representative

Ranjan, President

TJ Student Government Association

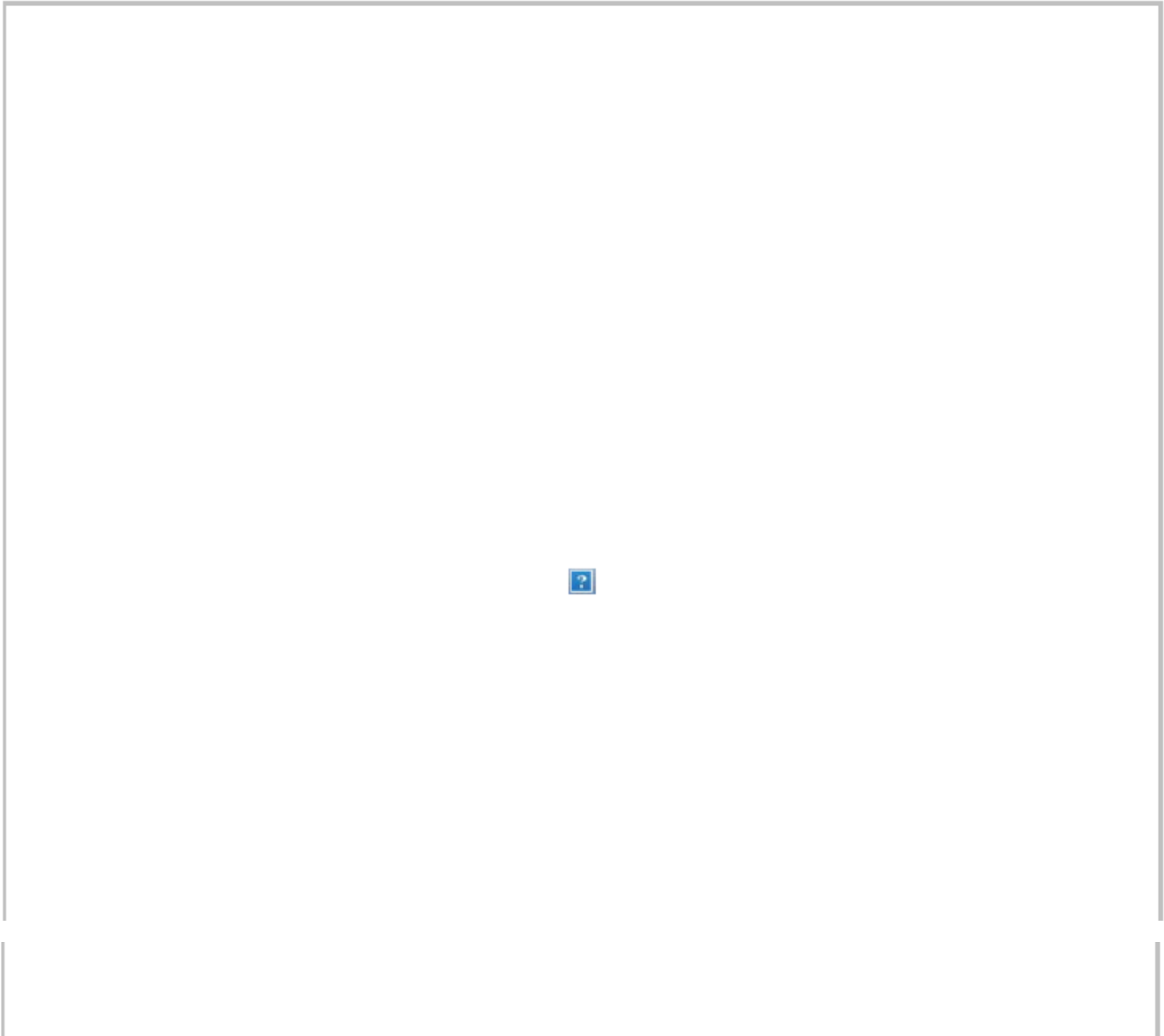
[Email This Week @ TJ](#)

TJ Humanities Department

Looking for a good book?

Books give a soul to the universe, wings to the mind, flight to the imagination, and life to everything. --Plato

We hope you will find some time to get lost in a book this summer, revisit an old favorite or find a new one, or read something that will expand your world. You can see [Summer Enrichment suggestions from TJ staff](#) and [why they picked them](#), or submit your own book recommendation at the TJ Library's [Summer Reads page](#) (note: **you must log in to your fcps schools account** to access all of the links shared here). And as always, to find your next great book to read, take a look at the TJ Library's [Book Resources](#) page. To see what your librarians are currently reading, see the [library home page](#).



TJ Enrichment

TJ Summer Online Enrichment Courses--Registration Deadline July 1

Skill enrichment courses are designed to focus on various skills development and supplement certain curricula. These modules will have synchronous and asynchronous opportunities for students. We encourage students to register for a course if they desire additional support with specific content areas or skills. **The modules are not required, not for credit and not graded.** Students may register for multiple courses as long as the schedule does not conflict. For details see the school webpage. **Registration: June 3 – July 1; Course Dates: July 6-31.** Open to TJ students only. All courses are free of charge, no credit or weight given.

- **TJ Chemistry.** Enrichment. Grades 10-12.
- **Global Cuisine.** All interested students.
- **China on the World Stage, 20th Century to the Present.** All students interested in and have some working knowledge of-history of 18th-19th century China.
- **Happiness and Well-Being Studies.** All interested students.
- **Apartheid in South Africa.** All interested students.
- **Global Population Growth in the 20th Century.** All interested students.
- **Colonization and Independence in Africa.** All interested students.
- **Experiencing Religions Through Sacred Spaces.** All interested students.

- **Civic Duty During a Pandemic.** All interested students.
- **Brazil: A History of Change in the 19th—20th Century.** All interested students.
- **A Global Controversy: The U.S. Invasion of Iraq.** All interested students.
- **Genocide: Never Again?** All interested students.

Register

FCPS Online Summer Arts Enrichment Program

Fairfax County Public Schools will offer a **free online arts enrichment program** for current K-12 students over five weeks from **July 6 to August 7**. A variety of classes will be offered in **art, music, theater and dance**.

- **Elementary classes** include K-6 Art, Stitchery and Weaving, Claymation and Recycled Art, K-6 Music, Drumming, Contemporary Vocals, Sixth Grade Band, Sixth Grade Strings, K-6 Theater, and K-6 Dance.

- **Secondary classes** include Cartooning, Cell Phone Photography and Animation, Digital Art, Exploratory Drawing and Painting, Guitar, Jazz Band, Creative Strings, Show Choir, Musical Theater, Acting, Theatre Games and Improv, Technical Theater Design and Production, Creative Writing, Yoga for the Artist, Summer Dance Exploration, Summer Dance Intensive, and Fitness for the Performing Artist.

Email fasummerlearning@fcps.edu for more information and to gain access to programs.

TJ Athletics

TJ Fall Sports

Although the start of the 2020 fall season is uncertain, If your student is a returning athlete or wants to play a sport this fall, click on the button to learn more about



scheduled start dates, coach contact information, required paperwork and physicals. The planned start date for Fall sports are fast approaching. **Golf** will start on **July 30**. All other fall sports (**football, field hockey, volleyball, cheerleading, cross country**) may start on **Monday, August 3**.

All paperwork is due to Heather Murphy by July 30 for golf and July 31 for all the other fall sports.

Please email [Rusty Hodges](#), Director of Student Activities, or [Heather Murphy](#), Head Athletic Trainer, if you have any questions. Link to [2020 Fall Coaches Contact Information.doc](#).

[Learn More](#)

Submissions for This Week @ TJ

Please email submissions to thisweek@tjpts.org by 5 PM Friday for publication in our Sunday issue. Please be sure to proofread all submissions. If you would like to submit a photo, please send it as a separate .jpg or .jpeg file. This Week @ TJ editors may make changes for length, clarity and style. If a submission is made after our deadline, it will be held for the following week's issue.

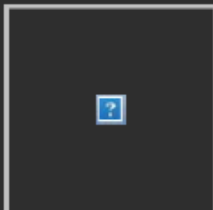
Questions? Email thisweek@tjpts.org

We look forward to hearing from you!

Follow TJHSST PTSA on Social Media!



Thomas Jefferson High School for Science & Technology Parent, Teacher, Student Association
6560 Braddock Road, Alexandria VA 22312



TJHSST PTSA | 6560 Braddock Rd, Alexandria, VA 22312

[Unsubscribe mlamoreaux@fcps.edu](mailto:mlamoreaux@fcps.edu)

[Update Profile](#) | [About Constant Contact](#)

Sent by president@tjptsa.org

From: [Twitter](#)
To: [TJHSST Partnership](#)
Subject: [External] Ann Bonitatibus Tweeted: Thank you @tjTODAY_news reporting on inequi...
Date: Monday, June 22, 2020 12:02:27 AM



Your Highlights



TJ Media and 1 others liked



Ann Bonitatibus
[@TJAnnB](#)

Thank you [@tjTODAY_news](#) reporting on inequitable admissions results. Ananya's graphic with ladders next to Dome is powerful image.
[@fcpsnews @FCPSR2 twitter.com/tjTODAY_news/s...](#)



6



Coach Mark Gray-Mendes liked



TJ Media

@tjTODAY_news

With the increased focus on the Black Lives Matter movement and the protests erupting across the nation, the release of Jefferson's admissions statistics highlights inequality in the process and one example of racial inequality in our own community.

(Un)Equal Opportunity: Breaking down demographics at Jefferson

'TS'. Again. Another year, another disappointing number. Or lack thereof. Established in 1985... [more](#)

tjtoday.org



7

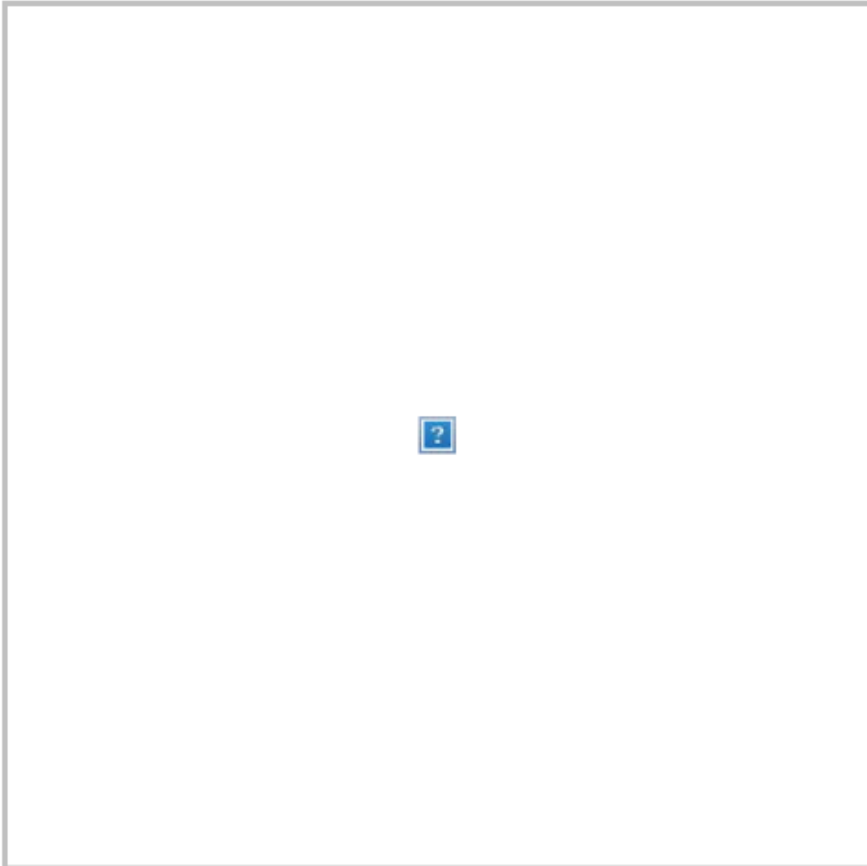


18



eric froehlich #BlackLivesMatter
@efropoker

Stolen from PSulli, but show me a receipt for any donation of \$5+ to charities fighting for trans rights or survivors of sexual abuse and you're entered in the drawing on 6/26 for 5 beta basics. All heavily played by me in PTs. Don't need to follow/RT, but visibility appreciated.



6



39



77



Matt (PLEASE wear the mask) Schwartz and 1 others liked



Henry Winkler
@hwinkler4real

One hand



3.6K



8.3K



70K



Samantha Zeitlin
@SamanthaZeitlin

RT [@Jowanza](#): For the first time in my life, I've been happy on Father's Day. I wrote a little bit about why on my blog <https://t.co/DlgHDHZ...>

From Pain To Joy — Jowanza Joseph

I can finally celebrate Father's Day.

jowanza.com





Dr. J. Jackson-Beckham
@jnikolbeckham

RT @MichelleDuster: Don't be embarrassed that you did not know something you were never taught. Be proud that you are now willing to learn.



[See more on Twitter](#)

[Help](#) | [Privacy](#) | [Reset password](#) | [Download app](#)

We sent this email to @tjpartnership. [Unsubscribe](#)

Twitter, Inc. 1355 Market Street, Suite 900 San Francisco, CA 94103

From: [Rowland, Nancy H.](#)
To: [Lamoreaux, Miriam](#)
Subject: Fall 2020 Presentation - For Diversity Meeting.pptx
Date: Monday, June 22, 2020 2:05:12 PM
Attachments: [Fall 2020 Presentation - For Diversity Meeting.pptx](#)

Miriam, Attached is the PDF of the powerpoint. Feel free to share it

Thanks

Nancy

Young Scholars Open House Fall Presentation 2020



Eligibility Requirements

- ✓ 8th grade to apply to 9th
- ✓ Residency in a participating school division
- ✓ Algebra I or higher in 8th Grade
- ✓ 3.0 GPA in core classes at end of 7th grade

www.tjadmissions.org
Application Access



Thomas Jefferson High School for Science and Technology (TJHSST) Admissions

The admissions process to Thomas Jefferson High School for Science and Technology.

TJHSST Admissions Testing Components

- Quant-Q Math (no sample questions available)
 - Multiple choice
- ACT Aspire Reading & Science (Sample questions available)
 - Multiple choice
 - Constructed response

Test Specifics

| Test | Math- Quant Q | Reading- Aspire | Science- Aspire |
|----------------------------|---|--|---|
| Time | 50 minutes | 65 minutes | 60 minutes |
| Number of Questions | 28 | 32 | 40 |
| Measures | <ul style="list-style-type: none"> • Pattern Recognition • Probability Combinatorics • Out-of-the Box Algebra • Geometry and Optimization | <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas | <ul style="list-style-type: none"> • Interpretation of Data • Scientific Investigation • Evaluation of Models • Inferences • Experimental Design |

Getting Ready – The “I am Ready” List

- Students – know the admissions process!
- Continue to work hard and keep up your grades
- Practice your math, basic and problem solving
- Practice your writing skills, especially responding to a problem-solving question in essay format
- If you are in Algebra 1 in 8th grade, become a master of each topic you cover as you move through the subject matter
- Be an enthusiastic learner
- Read, read, read!!!
- Quant-Q – no prep available
- ACT Aspire – exemplars available by ACT through a web search

Calendar of Events

- August 31, 2020 - Applications available online - 4:00 pm
- September 25, 2020 - Application deadline - 4:00 pm
- November 7, 2020 - **Test Day**
- January 15, 2021 - Semifinalist Notification
- February 13, 2021 - Essay/SIS Test Administration
- April 30, 2021 - Final decisions posted (No later than)

Where to find information

www.TJAdmissions.org

tjadmissions@fcps.edu

From: [Lamoreaux, Miriam](#)
To: [Jaydon Sun](#)
Subject: RE: [External] Re: Thank you
Date: Monday, June 22, 2020 2:34:00 PM
Attachments: [2020 Presentation - Young Scholars Program.pptx](#)

Hi Jaydon,

Thanks for reaching out. I've attached a copy of the presentation here.

Let me know if there's anything else I can assist you with.

Best,

Miriam Lamoreaux

Development Coordinator

Thomas Jefferson Partnership Fund

Office: 703-750-8317

Mobile: 214-726-5026

From: Jaydon Sun <jaydonsun24@gmail.com>
Sent: Saturday, June 20, 2020 10:29 AM
To: Lamoreaux, Miriam <mlamoreaux@fcps.edu>
Subject: [External] Re: Thank you

Jaydon here. I have a question. I missed the first part of the powerpoint, but I heard you guys say that we could find it somewhere? I'm not sure, my computer was glitching out. Can you please explain where we can find this useful presentation? Thank you very much!

Best,

Jaydon

On Fri, Jun 12, 2020 at 1:40 PM <mlamoreaux@fcps.edu> wrote:

Dear Jaydon,

Thank you for registering for the Young Scholars Program Session at TJ! We look forward to seeing you on **Saturday, June 20, 2020** from **10:00-11:00am**. Join us via Zoom at <https://zoom.us/j/97262438111?pwd=ZnllZm5TSjl1QlhFR1JUME9OM2NGdz09>.

Your Event Order

Name: Young Scholars Program Session with TJ

Start Date: 06/20/2020 - 10:00am

End Date: 06/20/2020 - 11:00am

Address:

Zoom: <https://zoom.us/j/97262438111?pwd=ZnllZm5TSjl1QlhFR1JUME9OM2NGdz09>

Order Summary

| PRODUCT | PRICE | QUANTITY | SUBTOTAL |
|--------------|-------|----------|----------------------|
| Registration | 0.00 | 2 | 0.00 |
| | | | Total: \$0.00 |

Transaction Record

Paid to: TJ Partnership Fund

Amount: \$0

Transaction ID: 55294019767

Transaction Date: 06/12/2020

Powered by [4aGoodCause](#).

Young Scholars Open House Fall Presentation 2020



Eligibility Requirements

- ✓ 8th grade to apply to 9th
- ✓ Residency in a participating school division
- ✓ Algebra I or higher in 8th Grade
- ✓ 3.0 GPA in core classes at end of 7th grade

www.tjadmissions.org
Application Access



TJHSST Admissions Testing Components

- Quant-Q Math (no sample questions available)
 - Multiple choice
- ACT Aspire Reading & Science (Sample questions available)
 - Multiple choice
 - Constructed response

Test Specifics

| Test | Math- Quant Q | Reading- Aspire | Science- Aspire |
|----------------------------|---|--|---|
| Time | 50 minutes | 65 minutes | 60 minutes |
| Number of Questions | 28 | 32 | 40 |
| Measures | <ul style="list-style-type: none"> • Pattern Recognition • Probability Combinatorics • Out-of-the Box Algebra • Geometry and Optimization | <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas | <ul style="list-style-type: none"> • Interpretation of Data • Scientific Investigation • Evaluation of Models • Inferences • Experimental Design |

Getting Ready – The “I am Ready” List

- Students – know the admissions process!
- Continue to work hard and keep up your grades
- Practice your math, basic and problem solving
- Practice your writing skills, especially responding to a problem-solving question in essay format
- If you are in Algebra 1 in 8th grade, become a master of each topic you cover as you move through the subject matter
- Be an enthusiastic learner
- Read, read, read!!!
- Quant-Q – no prep available
- ACT Aspire – exemplars available by ACT through a web search

Calendar of Events

- August 31, 2020 - Applications available online - 4:00 pm
- September 25, 2020 - Application deadline - 4:00 pm
- November 7, 2020 - **Test Day**
- January 15, 2021 - Semifinalist Notification
- February 13, 2021 - Essay/SIS Test Administration
- April 30, 2021 - Final decisions posted (No later than)

Where to find information

www.TJAdmissions.org

tjadmissions@fcps.edu

From: [Lamoreaux, Miriam](#)
To: [Lakshmi Kommineni](#)
Subject: RE: [External] Re: Thank you
Date: Monday, June 22, 2020 2:35:00 PM
Attachments: [2020 Presentation - Young Scholars Program.pptx](#)

Hi Lakshmi,

Thanks for reaching out. There is not a recording of the event, but I've attached a copy of the presentation here.

Let me know if there's anything else I can assist you with.

Best,

Miriam Lamoreaux

Development Coordinator

Thomas Jefferson Partnership Fund

Office: 703-750-8317

Mobile: 214-726-5026

From: Lakshmi Kommineni <hi_lakshmi2000@yahoo.com>
Sent: Sunday, June 21, 2020 6:04 AM
To: Lamoreaux, Miriam <mlamoreaux@fcps.edu>
Subject: [External] Re: Thank you

Hello , thank you for the event . Is there a recording of this event that can be shared.

On Jun 16, 2020, at 6:12 PM, mlamoreaux@fcps.edu wrote:

Dear Prabhav,

Thank you for registering for the Young Scholars Program Session at TJ! We look forward to seeing you on **Saturday, June 20, 2020** from **10:00-11:00am**. Join us via Zoom at <https://zoom.us/j/97262438111?pwd=ZnlLZm5TSjl1QlhFR1JUME9OM2NGdz09>.

Your Event Order

Name: Young Scholars Program Session with TJ

Start Date: 06/20/2020 - 10:00am

End Date: 06/20/2020 - 11:00am

Address:

Zoom: [https://zoom.us/j/97262438111?](https://zoom.us/j/97262438111?pwd=ZnlLZm5TSjl1QlhFR1JUME9OM2NGdz09)

[pwd=ZnlLZm5TSjl1QlhFR1JUME9OM2NGdz09](https://zoom.us/j/97262438111?pwd=ZnlLZm5TSjl1QlhFR1JUME9OM2NGdz09)

Order Summary

| PRODUCT | PRICE | QUANTITY | SUBTOTAL |
|--------------|-------|----------|----------------------|
| Registration | 0.00 | 2 | 0.00 |
| | | | Total: \$0.00 |

Transaction Record

Paid to: TJ Partnership Fund

Amount: \$0

Transaction ID: 80032324979

Transaction Date: 06/16/2020

Powered by [4aGoodCause](#).

Young Scholars Open House Fall Presentation 2020



Eligibility Requirements

- ✓ 8th grade to apply to 9th
- ✓ Residency in a participating school division
- ✓ Algebra I or higher in 8th Grade
- ✓ 3.0 GPA in core classes at end of 7th grade

www.tjadmissions.org
Application Access



TJHSST Admissions Testing Components

- Quant-Q Math (no sample questions available)
 - Multiple choice
- ACT Aspire Reading & Science (Sample questions available)
 - Multiple choice
 - Constructed response

Test Specifics

| Test | Math- Quant Q | Reading- Aspire | Science- Aspire |
|----------------------------|---|--|---|
| Time | 50 minutes | 65 minutes | 60 minutes |
| Number of Questions | 28 | 32 | 40 |
| Measures | <ul style="list-style-type: none"> • Pattern Recognition • Probability Combinatorics • Out-of-the Box Algebra • Geometry and Optimization | <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas | <ul style="list-style-type: none"> • Interpretation of Data • Scientific Investigation • Evaluation of Models • Inferences • Experimental Design |

Getting Ready – The “I am Ready” List

- Students – know the admissions process!
- Continue to work hard and keep up your grades
- Practice your math, basic and problem solving
- Practice your writing skills, especially responding to a problem-solving question in essay format
- If you are in Algebra 1 in 8th grade, become a master of each topic you cover as you move through the subject matter
- Be an enthusiastic learner
- Read, read, read!!!
- Quant-Q – no prep available
- ACT Aspire – exemplars available by ACT through a web search

Calendar of Events

- August 31, 2020 - Applications available online - 4:00 pm
- September 25, 2020 - Application deadline - 4:00 pm
- November 7, 2020 - **Test Day**
- January 15, 2021 - Semifinalist Notification
- February 13, 2021 - Essay/SIS Test Administration
- April 30, 2021 - Final decisions posted (No later than)

Where to find information

www.TJAdmissions.org

tjadmissions@fcps.edu

From: [Lamoreaux, Miriam](#)
To: [Aliyat Yimam](#)
Subject: RE: [External] Re: Thank you
Date: Monday, June 22, 2020 2:38:00 PM
Attachments: [2020 Presentation - Young Scholars Program.pptx](#)

Hi Aliyat,

Thanks for reaching out. I've attached a copy of the presentation from Saturday.

Please let me know if there's anything else I can assist you with.

Best,

Miriam Lamoreaux

Development Coordinator

Thomas Jefferson Partnership Fund

Office: 703-750-8317

Mobile: [REDACTED]

From: Aliyat Yimam <aliyatphysicaltherapy@gmail.com>

Sent: Monday, June 22, 2020 8:59 AM

To: Lamoreaux, Miriam <mlamoreaux@fcps.edu>

Subject: [External] Re: Thank you

Hope all is well with you

We missed this zoom meeting about TJ is there any information posted that we can access please?

On Fri, Jun 12, 2020 at 11:42 AM <mlamoreaux@fcps.edu> wrote:

Dear Imran,

Thank you for registering for the Young Scholars Program Session at TJ! We look forward to seeing you on **Saturday, June 20, 2020** from **10:00-11:00am**. Join us via Zoom at <https://zoom.us/j/97262438111?pwd=ZnlLZm5TSjl1QlhFR1JUME9OM2NGdz09>.

Your Event Order

Name: Young Scholars Program Session with TJ

Start Date: 06/20/2020 - 10:00am

End Date: 06/20/2020 - 11:00am

Address:

Zoom: [https://zoom.us/j/97262438111?
pwd=ZnllZm5TSjl1QlhFR1JUME9OM2NGdz09](https://zoom.us/j/97262438111?pwd=ZnllZm5TSjl1QlhFR1JUME9OM2NGdz09)

Order Summary

| PRODUCT | PRICE | QUANTITY | SUBTOTAL |
|--------------|-------|----------|----------------------|
| Registration | 0.00 | 1 | 0.00 |
| | | | Total: \$0.00 |

Transaction Record

Paid to: TJ Partnership Fund

Amount: \$0

Transaction ID: 56335002604

Transaction Date: 06/12/2020

Powered by [4aGoodCause](#).

Young Scholars Open House Fall Presentation 2020



Eligibility Requirements

- ✓ 8th grade to apply to 9th
- ✓ Residency in a participating school division
- ✓ Algebra I or higher in 8th Grade
- ✓ 3.0 GPA in core classes at end of 7th grade

www.tjadmissions.org
Application Access



TJHSST Admissions Testing Components

- Quant-Q Math (no sample questions available)
 - Multiple choice
- ACT Aspire Reading & Science (Sample questions available)
 - Multiple choice
 - Constructed response

Test Specifics

| Test | Math- Quant Q | Reading- Aspire | Science- Aspire |
|----------------------------|---|--|---|
| Time | 50 minutes | 65 minutes | 60 minutes |
| Number of Questions | 28 | 32 | 40 |
| Measures | <ul style="list-style-type: none"> • Pattern Recognition • Probability Combinatorics • Out-of-the Box Algebra • Geometry and Optimization | <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas | <ul style="list-style-type: none"> • Interpretation of Data • Scientific Investigation • Evaluation of Models • Inferences • Experimental Design |

Getting Ready – The “I am Ready” List

- Students – know the admissions process!
- Continue to work hard and keep up your grades
- Practice your math, basic and problem solving
- Practice your writing skills, especially responding to a problem-solving question in essay format
- If you are in Algebra 1 in 8th grade, become a master of each topic you cover as you move through the subject matter
- Be an enthusiastic learner
- Read, read, read!!!
- Quant-Q – no prep available
- ACT Aspire – exemplars available by ACT through a web search

Calendar of Events

- August 31, 2020 - Applications available online - 4:00 pm
- September 25, 2020 - Application deadline - 4:00 pm
- November 7, 2020 - **Test Day**
- January 15, 2021 - Semifinalist Notification
- February 13, 2021 - Essay/SIS Test Administration
- April 30, 2021 - Final decisions posted (No later than)

Where to find information

www.TJAdmissions.org

tjadmissions@fcps.edu

From: [Lamoreaux, Miriam](#)
To: saffarin@amazon.com
Subject: RE: ExCom Follow-Up Discussion
Date: Monday, June 22, 2020 2:54:00 PM

Hi Marco,

Hope you're doing well! I have a couple things I'd like to get on Paul's calendar.

1. Per the email below, we'd like to schedule about an hour to follow up on a discussion from last week's Executive Committee Meeting. What blocks of availability does Paul have for this?
2. We need to schedule the summer strategy sessions for the TJPF Executive Committee. We're trying to put a minimum of six hour and half sessions on the calendar across the summer at a consistent weekly or bi-weekly time. What blocks of availability does Paul have for these?

Thanks!
Miriam

From: Lamoreaux, Miriam
Sent: Friday, June 19, 2020 2:35 PM
To: pmisener@amazon.com
Cc: Kinis, Aristia <akinis@fcps.edu>; saffarin@amazon.com; Marilena Barletta <mbarletta02@hotmail.com>
Subject: ExCom Follow-Up Discussion

Hi Paul,

As discussed during Tuesday's ExCom meeting, Tia, Marilena, and I would like to convene a follow-up discussion to further discuss the admissions and diversity issues and next steps with you. Do you have time in the next couple of weeks to discuss?

Thanks,

Miriam Lamoreaux
Development Coordinator
Thomas Jefferson Partnership Fund
Office: 703-750-8317
Mobile: [REDACTED]

From: akinis@fcps.edu
To: [Lesley Park](#)
Cc: [Andrew Zukosky](#); [Rose Zu](#)
Subject: Re: [External] TJPF/TJAA virtual meeting
Date: Monday, June 22, 2020 3:50:41 PM

Hi Lesley,

Do you want to put tentatively pull together an agenda?

- Welcome and Background
- Facebook Group Questions and Next Steps
- Information on the Alumni Committee and the PF
- Admissions and Diversity

Other topics?

Thanks in advance!
Tia

On Jun 11, 2020, at 5:41 PM, Lesley Park <lesley.park@stanford.edu> wrote:

If you or another TJPF leader would like to sign in abt 5 min before, I can make sure we are all co-hosts so we can appropriately moderate the call.

Thanks again for acting so quickly to get this in the calendar!
Lesley

Lesley S. Park, PhD, MPH
lesley.park@stanford.edu
Get [Outlook](#) for iOS

From: Kinis, Aristia <akinis@fcps.edu>
Sent: Thursday, June 11, 2020 2:39:46 PM
To: Lesley Park <lesley.park@stanford.edu>
Subject: Accepted: [External] TJPF/TJAA virtual meeting
When: Tuesday, June 23, 2020 5:00 PM-6:00 PM.
Where: <https://stanford.zoom.us/j/97520513835?pwd=ekNJTm5RejYyY1kyMkFtTXI2Z2lrUT09>

[]

From: [Kinis, Aristia](#)
To: [Lesley Park](#)
Cc: [Andrew Zukosky](#); [Rose Zu](#)
Subject: Re: [External] TJPF/TJAA virtual meeting
Date: Monday, June 22, 2020 3:50:42 PM

Hi Lesley,

Do you want to put tentatively pull together an agenda?

- Welcome and Background
- Facebook Group Questions and Next Steps
- Information on the Alumni Committee and the PF
- Admissions and Diversity

Other topics?

Thanks in advance!
Tia

On Jun 11, 2020, at 5:41 PM, Lesley Park <lesley.park@stanford.edu> wrote:

If you or another TJPF leader would like to sign in abt 5 min before, I can make sure we are all co-hosts so we can appropriately moderate the call.

Thanks again for acting so quickly to get this in the calendar!
Lesley

Lesley S. Park, PhD, MPH
lesley.park@stanford.edu
Get [Outlook](#) for iOS

From: Kinis, Aristia <akinis@fcps.edu>
Sent: Thursday, June 11, 2020 2:39:46 PM
To: Lesley Park <lesley.park@stanford.edu>
Subject: Accepted: [External] TJPF/TJAA virtual meeting
When: Tuesday, June 23, 2020 5:00 PM-6:00 PM.
Where: <https://stanford.zoom.us/j/97520513835?pwd=ekNJTm5RejYyY1kyMkFtTXI2Z2IrUT09>

From: [Lesley Park](#)
To: [Kinis, Aristia](#)
Cc: [Andrew Zukosky](#); [Rose Zu](#)
Subject: Re: [External] TJPF/TJAA virtual meeting
Date: Monday, June 22, 2020 5:03:38 PM

Hi Tia,

This is great. I'm happy to chime in wherever helpful, but I also recognize that you probably have chairs or alumni committee members who may want to lead the meeting - versus my being simply a FB group moderator and volunteer who wanted to help bring the membership question to the TJPF's attention. Don't want to step on any toes.

Would you like me to post this draft agenda to the FB event page and solicit any other agenda item requests?

Lesley

Lesley S. Park, PhD, MPH
lesley.park@stanford.edu

Stanford | Center for
Population Health Sciences
Community Engagement | Data | Education | Research

From: "Kinis, Aristia" <akinis@fcps.edu>
Date: Monday, June 22, 2020 at 12:50 PM
To: Lesley Park <lesley.park@stanford.edu>
Cc: Andrew Zukosky <azukosky@gmail.com>, Rose Zu <roseyzu@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Lesley,

Do you want to tentatively pull together an agenda?

- Welcome and Background
- Facebook Group Questions and Next Steps
- Information on the Alumni Committee and the PF
- Admissions and Diversity

Other topics?

Thanks in advance!

Tia

On Jun 11, 2020, at 5:41 PM, Lesley Park <lesley.park@stanford.edu> wrote:

If you or another TJPF leader would like to sign in abt 5 min before, I can make sure we are all co-hosts so we can appropriately moderate the call.

Thanks again for acting so quickly to get this in the calendar!

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

Get [Outlook](#) for iOS

From: Kinis, Aristia <akinis@fcps.edu>

Sent: Thursday, June 11, 2020 2:39:46 PM

To: Lesley Park <lesley.park@stanford.edu>

Subject: Accepted: [External] TJPF/TJAA virtual meeting

When: Tuesday, June 23, 2020 5:00 PM-6:00 PM.

Where: [https://stanford.zoom.us/j/97520513835?](https://stanford.zoom.us/j/97520513835?pwd=ekNJTm5RejYyY1kyMkFtTXI2Z2IrUT09)

[pwd=ekNJTm5RejYyY1kyMkFtTXI2Z2IrUT09](https://stanford.zoom.us/j/97520513835?pwd=ekNJTm5RejYyY1kyMkFtTXI2Z2IrUT09)

[]

[]

From: [Lesley Park](#)
To: [Kinis, Aristia](#)
Cc: [Andrew Zukosky](#); [Rose Zu](#)
Subject: Re: [External] TJPF/TJAA virtual meeting
Date: Monday, June 22, 2020 9:49:58 PM

Hi Tia!

I asked some of the TJ Alumni facebook group admins for input on agenda items.

Here were some items:

- discussion of the relationship between PF and AA
- alumni interest-support in PF
- potential of forming a new AA

Lesley

Lesley S. Park, PhD, MPH
lesley.park@stanford.edu

Stanford | Center for
Population Health Sciences
Community Engagement | Data | Education | Research

From: Lesley Park <lesley.park@stanford.edu>
Date: Monday, June 22, 2020 at 2:03 PM
To: "Kinis, Aristia" <akinis@fcps.edu>
Cc: Andrew Zukosky <azukosky@gmail.com>, Rose Zu <roseyzu@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Tia,

This is great. I'm happy to chime in wherever helpful, but I also recognize that you probably have chairs or alumni committee members who may want to lead the meeting - versus my being simply a FB group moderator and volunteer who wanted to help bring the membership question to the TJPF's attention. Don't want to step on any toes.

Would you like me to post this draft agenda to the FB event page and solicit any other agenda item requests?

Lesley

Lesley S. Park, PhD, MPH
lesley.park@stanford.edu

Stanford | Center for
Population Health Sciences
Community Engagement | Data | Education | Research

From: "Kinis, Aristia" <akinis@fcps.edu>
Date: Monday, June 22, 2020 at 12:50 PM
To: Lesley Park <lesley.park@stanford.edu>
Cc: Andrew Zukosky <azukosky@gmail.com>, Rose Zu <roseyzu@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Lesley,

Do you want to put tentatively pull together an agenda?

- Welcome and Background
- Facebook Group Questions and Next Steps
- Information on the Alumni Committee and the PF
- Admissions and Diversity

Other topics?

Thanks in advance!
Tia

On Jun 11, 2020, at 5:41 PM, Lesley Park <lesley.park@stanford.edu> wrote:

If you or another TJPF leader would like to sign in abt 5 min before, I can make sure we are all co-hosts so we can appropriately moderate the call.

Thanks again for acting so quickly to get this in the calendar!
Lesley

Lesley S. Park, PhD, MPH
lesley.park@stanford.edu
Get [Outlook](#) for iOS

From: Kinis, Aristia <akinis@fcps.edu>

Sent: Thursday, June 11, 2020 2:39:46 PM
To: Lesley Park <lesley.park@stanford.edu>
Subject: Accepted: [External] TJPF/TJAA virtual meeting
When: Tuesday, June 23, 2020 5:00 PM-6:00 PM.
Where: <https://stanford.zoom.us/j/97520513835?pwd=ekNJTm5RejYyY1kyMkFtTXI2Z2lrUT09>

[]

[]

From: [Andrew Zukosky](#)
To: [Lesley Park](#)
Cc: [Kinis, Aristia](#); [Rose Zu](#)
Subject: Re: [External] TJPF/TJAA virtual meeting
Date: Monday, June 22, 2020 10:21:06 PM

Hi Lesley— I'm hoping my conversation with Seain in the moderator group gives you some more context about the AA/PF situation.

In my opinion, I simply don't understand why there needs to be any naming distinction between the PF and AA (as the AA doesn't exist anymore because there was no need from a budgetary or strategic standpoint). I've also seen no progress born from bringing up the perceived tension between the two entities before/after the merger. If we want to bring up old drama because people need to vent — fine — but I fear it'll just fill space and distract from any positive change/future.

The PF is fully on board (and has actively tried) to be composed of and represent alumni voices. If the alumni came to the table with the same sort of solutioning mindset, I would be blown away at what we could accomplish.

Thanks!
Drew

On Mon, Jun 22, 2020 at 9:50 PM Lesley Park <lesley.park@stanford.edu> wrote:

Hi Tia!

I asked some of the TJ Alumni facebook group admins for input on agenda items.

Here were some items:

- discussion of the relationship between PF and AA
- alumni interest-support in PF
- potential of forming a new AA

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

Stanford | Center for
Population Health Sciences
Community Engagement | Data | Education | Research

From: Lesley Park <lesley.park@stanford.edu>

Date: Monday, June 22, 2020 at 2:03 PM

To: "Kinis, Aristia" <akinis@fcps.edu>

Cc: Andrew Zukosky <azukosky@gmail.com>, Rose Zu <roseyzu@gmail.com>

Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Tia,

This is great. I'm happy to chime in wherever helpful, but I also recognize that you probably have chairs or alumni committee members who may want to lead the meeting - versus my being simply a FB group moderator and volunteer who wanted to help bring the membership question to the TJPF's attention. Don't want to step on any toes.

Would you like me to post this draft agenda to the FB event page and solicit any other agenda item requests?

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

Stanford | Center for
Population Health Sciences
Community Engagement | Data | Education | Research

From: "Kinis, Aristia" <akinis@fcps.edu>
Date: Monday, June 22, 2020 at 12:50 PM
To: Lesley Park <lesley.park@stanford.edu>
Cc: Andrew Zukosky <azukosky@gmail.com>, Rose Zu <roseyzu@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Lesley,

Do you want to put tentatively pull together an agenda?

- Welcome and Background
- Facebook Group Questions and Next Steps
- Information on the Alumni Committee and the PF
- Admissions and Diversity

Other topics?

Thanks in advance!

Tia

On Jun 11, 2020, at 5:41 PM, Lesley Park <lesley.park@stanford.edu> wrote:

If you or another TJPF leader would like to sign in abt 5 min before, I can make sure we are all co-hosts so we can appropriately moderate the call.

Thanks again for acting so quickly to get this in the calendar!

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

Get [Outlook](#) for iOS

From: Kinis, Aristia <akinis@fcps.edu>
Sent: Thursday, June 11, 2020 2:39:46 PM
To: Lesley Park <lesley.park@stanford.edu>
Subject: Accepted: [External] TJPf/TJAA virtual meeting
When: Tuesday, June 23, 2020 5:00 PM-6:00 PM.
Where: <https://stanford.zoom.us/j/97520513835?pwd=ekNJTm5RejYyY1kyMkFtTXI2Z2IrUT09>

[]

[]

From: [Lesley Park](#)
To: [Andrew Zukosky](#)
Cc: [Kinis, Aristia](#); [Rose Zu](#)
Subject: Re: [External] TJPF/TJAA virtual meeting
Date: Monday, June 22, 2020 10:49:01 PM

Hi Drew,

Yes thanks for chiming in! Happy to go with your recommendations for the agenda. I think it would be very helpful if you want to spend a few minutes telling how you have been participating in TJPF as one of the alumni members. I'm sure many are not aware of all of your efforts!

Lesley

Lesley S. Park, PhD, MPH
lesley.park@stanford.edu
Get [Outlook](#) for iOS

From: Andrew Zukosky <azukosky@gmail.com>
Sent: Monday, June 22, 2020 7:20:30 PM
To: Lesley Park <lesley.park@stanford.edu>
Cc: Kinis, Aristia <akinis@fcps.edu>; Rose Zu <roseyzu@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Lesley— I'm hoping my conversation with Seain in the moderator group gives you some more context about the AA/PF situation.

In my opinion, I simply don't understand why there needs to be any naming distinction between the PF and AA (as the AA doesn't exist anymore because there was no need from a budgetary or strategic standpoint). I've also seen no progress born from bringing up the perceived tension between the two entities before/after the merger. If we want to bring up old drama because people need to vent — fine — but I fear it'll just fill space and distract from any positive change/future.

The PF is fully on board (and has actively tried) to be composed of and represent alumni voices. If the alumni came to the table with the same sort of solutioning mindset, I would be blown away at what we could accomplish.

Thanks!
Drew

On Mon, Jun 22, 2020 at 9:50 PM Lesley Park <lesley.park@stanford.edu> wrote:

Hi Tia!

I asked some of the TJ Alumni facebook group admins for input on agenda items.

Here were some items:

- discussion of the relationship between PF and AA
- alumni interest-support in PF
- potential of forming a new AA

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

Stanford | Center for
Population Health Sciences
Community Engagement | Data | Education | Research

From: Lesley Park <lesley.park@stanford.edu>
Date: Monday, June 22, 2020 at 2:03 PM
To: "Kinis, Aristia" <akinis@fcps.edu>
Cc: Andrew Zukosky <azukosky@gmail.com>, Rose Zu <roseyzu@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Tia,

This is great. I'm happy to chime in wherever helpful, but I also recognize that you probably have chairs or alumni committee members who may want to lead the meeting - versus my being simply a FB group moderator and volunteer who wanted to help bring the membership question to the TJPF's attention. Don't want to step on any toes.

Would you like me to post this draft agenda to the FB event page and solicit any other agenda item requests?

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

Stanford | Center for
Population Health Sciences
Community Engagement | Data | Education | Research

From: "Kinis, Aristia" <akinis@fcps.edu>
Date: Monday, June 22, 2020 at 12:50 PM
To: Lesley Park <lesley.park@stanford.edu>
Cc: Andrew Zukosky <azukosky@gmail.com>, Rose Zu <roseyzu@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Lesley,

Do you want to put tentatively pull together an agenda?

- Welcome and Background
- Facebook Group Questions and Next Steps
- Information on the Alumni Committee and the PF
- Admissions and Diversity

Other topics?

Thanks in advance!

Tia

On Jun 11, 2020, at 5:41 PM, Lesley Park <lesley.park@stanford.edu> wrote:

If you or another TJPF leader would like to sign in abt 5 min before, I can make sure we are all co-hosts so we can appropriately moderate the call.

Thanks again for acting so quickly to get this in the calendar!

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

Get [Outlook](#) for iOS

From: Kinis, Aristia <akinis@fcps.edu>
Sent: Thursday, June 11, 2020 2:39:46 PM
To: Lesley Park <lesley.park@stanford.edu>
Subject: Accepted: [External] TJPF/TJAA virtual meeting
When: Tuesday, June 23, 2020 5:00 PM-6:00 PM.
Where: <https://stanford.zoom.us/j/97520513835?pwd=ekNJTm5RejYyY1kyMkFtTXI2Z2IrUT09>

[]

[]

From: [Andrew Zukosky](#)
To: [Lesley Park](#)
Cc: [Kinis, Aristia](#); [Rose Zu](#)
Subject: Re: [External] TJPF/TJAA virtual meeting
Date: Tuesday, June 23, 2020 7:56:47 PM

Hi all— I'm sorry I'm on vacation and the internet isn't working properly.

Is someone able to take some minutes so I can catch up later?

On Mon, Jun 22, 2020 at 10:48 PM Lesley Park <lesley.park@stanford.edu> wrote:

Hi Drew,

Yes thanks for chiming in! Happy to go with your recommendations for the agenda. I think it would be very helpful if you want to spend a few minutes telling how you have been participating in TJPF as one of the alumni members. I'm sure many are not aware of all of your efforts!

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

Get [Outlook](#) for iOS

From: Andrew Zukosky <azukosky@gmail.com>
Sent: Monday, June 22, 2020 7:20:30 PM
To: Lesley Park <lesley.park@stanford.edu>
Cc: Kinis, Aristia <akinis@fcps.edu>; Rose Zu <roseyzu@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Lesley— I'm hoping my conversation with Seain in the moderator group gives you some more context about the AA/PF situation.

In my opinion, I simply don't understand why there needs to be any naming distinction between the PF and AA (as the AA doesn't exist anymore because there was no need from a budgetary or strategic standpoint). I've also seen no progress born from bringing up the perceived tension between the two entities before/after the merger. If we want to bring up old drama because people need to vent — fine — but I fear it'll just fill space and distract from any positive change/future.

The PF is fully on board (and has actively tried) to be composed of and represent alumni voices. If the alumni came to the table with the same sort of solutioning mindset, I would be blown away at what we could accomplish.

Thanks!
Drew

On Mon, Jun 22, 2020 at 9:50 PM Lesley Park <lesley.park@stanford.edu> wrote:

Hi Tia!

I asked some of the TJ Alumni facebook group admins for input on agenda items.

Here were some items:

- discussion of the relationship between PF and AA
- alumni interest-support in PF
- potential of forming a new AA

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

Stanford | Center for
Population Health Sciences
Community Engagement | Data | Education | Research

From: Lesley Park <lesley.park@stanford.edu>
Date: Monday, June 22, 2020 at 2:03 PM
To: "Kinis, Aristia" <akinis@fcps.edu>
Cc: Andrew Zukosky <azukosky@gmail.com>, Rose Zu <roseyzu@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Tia,

This is great. I'm happy to chime in wherever helpful, but I also recognize that you probably have chairs or alumni committee members who may want to lead the meeting - versus my being simply a FB group moderator and volunteer who wanted to help bring the

membership question to the TJPF's attention. Don't want to step on any toes.

Would you like me to post this draft agenda to the FB event page and solicit any other agenda item requests?

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

Stanford | Center for
Population Health Sciences
Community Engagement | Data | Education | Research

From: "Kinis, Aristia" <akinis@fcps.edu>
Date: Monday, June 22, 2020 at 12:50 PM
To: Lesley Park <lesley.park@stanford.edu>
Cc: Andrew Zukosky <azukosky@gmail.com>, Rose Zu <roseyzu@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Lesley,

Do you want to put tentatively pull together an agenda?

- Welcome and Background
- Facebook Group Questions and Next Steps
- Information on the Alumni Committee and the PF
- Admissions and Diversity

Other topics?

Thanks in advance!

Tia

On Jun 11, 2020, at 5:41 PM, Lesley Park <lesley.park@stanford.edu> wrote:

If you or another TJPF leader would like to sign in abt 5 min before, I can make sure we are all co-hosts so we can appropriately moderate the call.

Thanks again for acting so quickly to get this in the calendar!

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

Get [Outlook](#) for iOS

From: Kinis, Aristia <akinis@fcps.edu>
Sent: Thursday, June 11, 2020 2:39:46 PM
To: Lesley Park <lesley.park@stanford.edu>
Subject: Accepted: [External] TJPF/TJAA virtual meeting
When: Tuesday, June 23, 2020 5:00 PM-6:00 PM.
Where: <https://stanford.zoom.us/j/97520513835?pwd=ekNJTm5RejYyY1kyMkFtTXI2Z2IrUT09>

[]

[]

From: akinis@fcps.edu
To: [Lesley Park](#)
Cc: [Andrew Zukosky](#); [Rose Zu](#)
Subject: Re: [External] TJPF/TJAA virtual meeting
Date: Tuesday, June 23, 2020 8:01:20 PM

Lesley, could you confirm the password?

On Jun 22, 2020, at 10:49 PM, Lesley Park <lesley.park@stanford.edu> wrote:

Hi Drew,

Yes thanks for chiming in! Happy to go with your recommendations for the agenda. I think it would be very helpful if you want to spend a few minutes telling how you have been participating in TJPF as one of the alumni members. I'm sure many are not aware of all of your efforts!

Lesley

Lesley S. Park, PhD, MPH
lesley.park@stanford.edu
Get [Outlook](#) for iOS

From: Andrew Zukosky <azukosky@gmail.com>
Sent: Monday, June 22, 2020 7:20:30 PM
To: Lesley Park <lesley.park@stanford.edu>
Cc: Kinis, Aristia <akinis@fcps.edu>; Rose Zu <roseyzu@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Lesley— I'm hoping my conversation with Seain in the moderator group gives you some more context about the AA/PF situation.

In my opinion, I simply don't understand why there needs to be any naming distinction between the PF and AA (as the AA doesn't exist anymore because there was no need from a budgetary or strategic standpoint). I've also seen no progress born from bringing up the perceived tension between the two entities before/after the merger. If we want to bring up old drama because people need to vent — fine — but I fear it'll just fill space and distract from any positive change/future.

The PF is fully on board (and has actively tried) to be composed of and represent alumni voices. If the alumni came to the table with the same sort of solutioning mindset, I would be blown away at what we could accomplish.

Thanks!

Drew

On Mon, Jun 22, 2020 at 9:50 PM Lesley Park <lesley.park@stanford.edu> wrote:

Hi Tia!

I asked some of the TJ Alumni facebook group admins for input on agenda items.

Here were some items:

- discussion of the relationship between PF and AA
- alumni interest-support in PF
- potential of forming a new AA

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

<image001.jpg>

From: Lesley Park <lesley.park@stanford.edu>
Date: Monday, June 22, 2020 at 2:03 PM
To: "Kinis, Aristia" <akinis@fcps.edu>
Cc: Andrew Zukosky <azukosky@gmail.com>, Rose Zu
<roseyzu@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Tia,

This is great. I'm happy to chime in wherever helpful, but I also recognize that you probably have chairs or alumni committee members who may want to lead

the meeting - versus my being simply a FB group moderator and volunteer who wanted to help bring the membership question to the TJPF's attention. Don't want to step on any toes.

Would you like me to post this draft agenda to the FB event page and solicit any other agenda item requests?

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

<image002.jpg>

From: "Kinis, Aristia" <akinis@fcps.edu>
Date: Monday, June 22, 2020 at 12:50 PM
To: Lesley Park <lesley.park@stanford.edu>
Cc: Andrew Zukosky <azukosky@gmail.com>, Rose Zu
<roseyzu@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Lesley,

Do you want to put tentatively pull together an agenda?

- Welcome and Background

- Facebook Group Questions and Next Steps

- Information on the Alumni Committee and the PF

- Admissions and Diversity

Other topics?

Thanks in advance!

Tia

On Jun 11, 2020, at 5:41 PM, Lesley Park
<lesley.park@stanford.edu> wrote:

If you or another TJPF leader would like to sign in abt 5 min before, I can make sure we are all co-hosts so we can appropriately moderate the call.

Thanks again for acting so quickly to get this in the calendar!

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

Get [Outlook](#) for iOS

From: Kinis, Aristia <akinis@fcps.edu>
Sent: Thursday, June 11, 2020 2:39:46 PM
To: Lesley Park <lesley.park@stanford.edu>
Subject: Accepted: [External] TJPF/TJAA virtual meeting
When: Tuesday, June 23, 2020 5:00 PM-6:00 PM.
Where: <https://stanford.zoom.us/j/97520513835?>

pwd=ekNJTm5RejYyY1kyMkFtTXI2Z2IrUT09

[]

[]

From: [Kinis, Aristia](#)
To: [Lesley Park](#)
Cc: [Andrew Zukosky](#); [Rose Zu](#)
Subject: Re: [External] TJPF/TJAA virtual meeting
Date: Tuesday, June 23, 2020 8:01:21 PM

Lesley, could you confirm the password?

On Jun 22, 2020, at 10:49 PM, Lesley Park <lesley.park@stanford.edu> wrote:

Hi Drew,

Yes thanks for chiming in! Happy to go with your recommendations for the agenda. I think it would be very helpful if you want to spend a few minutes telling how you have been participating in TJPF as one of the alumni members. I'm sure many are not aware of all of your efforts!

Lesley

Lesley S. Park, PhD, MPH
lesley.park@stanford.edu
Get [Outlook](#) for iOS

From: Andrew Zukosky <azukosky@gmail.com>
Sent: Monday, June 22, 2020 7:20:30 PM
To: Lesley Park <lesley.park@stanford.edu>
Cc: Kinis, Aristia <akinis@fcps.edu>; Rose Zu <roseyzu@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Lesley— I'm hoping my conversation with Seain in the moderator group gives you some more context about the AA/PF situation.

In my opinion, I simply don't understand why there needs to be any naming distinction between the PF and AA (as the AA doesn't exist anymore because there was no need from a budgetary or strategic standpoint). I've also seen no progress born from bringing up the perceived tension between the two entities before/after the merger. If we want to bring up old drama because people need to vent — fine — but I fear it'll just fill space and distract from any positive change/future.

The PF is fully on board (and has actively tried) to be composed of and represent alumni voices. If the alumni came to the table with the same sort of solutioning mindset, I would be blown away at what we could accomplish.

Thanks!
Drew

On Mon, Jun 22, 2020 at 9:50 PM Lesley Park <lesley.park@stanford.edu> wrote:

Hi Tia!

I asked some of the TJ Alumni facebook group admins for input on agenda items.

Here were some items:

- discussion of the relationship between PF and AA
- alumni interest-support in PF
- potential of forming a new AA

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

<image001.jpg>

From: Lesley Park <lesley.park@stanford.edu>
Date: Monday, June 22, 2020 at 2:03 PM
To: "Kinis, Aristia" <akinis@fcps.edu>
Cc: Andrew Zukosky <azukosky@gmail.com>, Rose Zu
<roseyzu@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Tia,

This is great. I'm happy to chime in wherever helpful, but I also recognize that you probably have chairs or alumni committee members who may want to lead

the meeting - versus my being simply a FB group moderator and volunteer who wanted to help bring the membership question to the TJPF's attention. Don't want to step on any toes.

Would you like me to post this draft agenda to the FB event page and solicit any other agenda item requests?

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

<image002.jpg>

From: "Kinis, Aristia" <akinis@fcps.edu>
Date: Monday, June 22, 2020 at 12:50 PM
To: Lesley Park <lesley.park@stanford.edu>
Cc: Andrew Zukosky <azukosky@gmail.com>, Rose Zu <roseyzu@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Lesley,

Do you want to put tentatively pull together an agenda?

- Welcome and Background

- Facebook Group Questions and Next Steps
- Information on the Alumni Committee and the PF
- Admissions and Diversity

Other topics?

Thanks in advance!

Tia

On Jun 11, 2020, at 5:41 PM, Lesley Park
<lesley.park@stanford.edu> wrote:

If you or another TJPF leader would like to sign in abt 5 min before, I can make sure we are all co-hosts so we can appropriately moderate the call.

Thanks again for acting so quickly to get this in the calendar!

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

Get [Outlook](#) for iOS

From: Kinis, Aristia <akinis@fcps.edu>
Sent: Thursday, June 11, 2020 2:39:46 PM
To: Lesley Park <lesley.park@stanford.edu>
Subject: Accepted: [External] TJPF/TJAA virtual meeting
When: Tuesday, June 23, 2020 5:00 PM-6:00 PM.
Where: [https://stanford.zoom.us/j/97520513835?](https://stanford.zoom.us/j/97520513835?pwd=ekNJTm5RejYyY1kyMkFtTXI2Z2IrUT09)

[pwd=ekNJTm5RejYyY1kyMkFtTXI2Z2IrUT09](https://stanford.zoom.us/j/97520513835?pwd=ekNJTm5RejYyY1kyMkFtTXI2Z2IrUT09)

□

□

From: [Lesley Park](#)
To: [Kinis, Arista](#)
Cc: [Andrew Zukosky](#); [Rose Zu](#)
Subject: Re: [External] TJPf/TJAA virtual meeting
Date: Tuesday, June 23, 2020 8:01:58 PM

<https://stanford.zoom.us/j/97520513835?pwd=ekNjTm5RejYyY1kyMkFtTXI2Z2IrUT09>

Hi there,

Lesley Park is inviting you to a scheduled Zoom meeting.

Topic: TJPf/TJAA virtual meeting

Time: Jun 23, 2020 05:00 PM Pacific Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: <https://stanford.zoom.us/j/97520513835?pwd=ekNjTm5RejYyY1kyMkFtTXI2Z2IrUT09>

Password: 317740

Or iPhone one-tap (US Toll): +18333021536,,97520513835# or +16507249799,,97520513835#

Or Telephone:

Dial: +1 650 724 9799 (US, Canada, Caribbean Toll) or +1 833 302 1536 (US, Canada, Caribbean Toll Free)

Meeting ID: 975 2051 3835

Password: 317740

International numbers available: <https://stanford.zoom.us/u/ahuac3ZvN>

Meeting ID: 975 2051 3835

Password: 317740

SIP: 97520513835@zoomcrc.com

Password: 317740

Lesley S. Park, PhD, MPH
lesley.park@stanford.edu

From: "Kinis, Aristia" <akinis@fcps.edu>

Date: Tuesday, June 23, 2020 at 5:01 PM

To: Lesley Park <lesley.park@stanford.edu>

Cc: Andrew Zukosky <azukosky@gmail.com>, Rose Zu <roseyzu@gmail.com>

Subject: Re: [External] TJPF/TJAA virtual meeting

Lesley, could you confirm the password?

On Jun 22, 2020, at 10:49 PM, Lesley Park <lesley.park@stanford.edu> wrote:

Hi Drew,

Yes thanks for chiming in! Happy to go with your recommendations for the agenda. I think it would be very helpful if you want to spend a few minutes telling how you have been participating in TJPF as one of the alumni members. I'm sure many are not aware of all of your efforts!

Lesley

Lesley S. Park, PhD, MPH
lesley.park@stanford.edu
Get [Outlook](#) for iOS

From: Andrew Zukosky <azukosky@gmail.com>

Sent: Monday, June 22, 2020 7:20:30 PM

To: Lesley Park <lesley.park@stanford.edu>

Cc: Kinis, Aristia <akinis@fcps.edu>; Rose Zu <roseyzu@gmail.com>

Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Lesley— I'm hoping my conversation with Seain in the moderator group gives you some more context about the AA/PF situation.

In my opinion, I simply don't understand why there needs to be any naming distinction between the PF and AA (as the AA doesn't exist anymore because there was no need from a budgetary or strategic standpoint). I've also seen no progress born from bringing up the perceived tension between the two entities before/after the merger. If we want to bring up old drama because people need to vent — fine — but I fear it'll just fill space and distract from any positive change/future.

The PF is fully on board (and has actively tried) to be composed of and represent alumni voices. If the alumni came to the table with the same sort of solutioning mindset, I would be blown away at what we could accomplish.

Thanks!

Drew

On Mon, Jun 22, 2020 at 9:50 PM Lesley Park <lesley.park@stanford.edu> wrote:

Hi Tia!

I asked some of the TJ Alumni facebook group admins for input on agenda items.

Here were some items:

- discussion of the relationship between PF and AA
- alumni interest-support in PF
- potential of forming a new AA

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

<image001.jpg>

From: Lesley Park <lesley.park@stanford.edu>

Date: Monday, June 22, 2020 at 2:03 PM

To: "Kinis, Aristia" <akinis@fcps.edu>

Cc: Andrew Zukosky <azukosky@gmail.com>, Rose Zu <roseyzu@gmail.com>

Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Tia,

This is great. I'm happy to chime in wherever helpful, but I also recognize that you probably have chairs or alumni committee members who may want to lead the meeting - versus my being simply a FB group moderator and volunteer who wanted

to help bring the membership question to the TJPF's attention. Don't want to step on any toes.

Would you like me to post this draft agenda to the FB event page and solicit any other agenda item requests?

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

<image002.jpg>

From: "Kinis, Aristia" <akinis@fcps.edu>

Date: Monday, June 22, 2020 at 12:50 PM

To: Lesley Park <lesley.park@stanford.edu>

Cc: Andrew Zukosky <azukosky@gmail.com>, Rose Zu <roseyzu@gmail.com>

Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Lesley,

Do you want to tentatively pull together an agenda?

- Welcome and Background

- Facebook Group Questions and Next Steps
- Information on the Alumni Committee and the PF
- Admissions and Diversity

Other topics?

Thanks in advance!

Tia

On Jun 11, 2020, at 5:41 PM, Lesley Park <lesley.park@stanford.edu> wrote:

If you or another TJPF leader would like to sign in abt 5 min before, I can make sure we are all co-hosts so we can appropriately moderate the call.

Thanks again for acting so quickly to get this in the calendar!

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

Get [Outlook](#) for iOS

From: Kinis, Aristia <akinis@fcps.edu>

Sent: Thursday, June 11, 2020 2:39:46 PM

To: Lesley Park <lesley.park@stanford.edu>

Subject: Accepted: [External] TJPF/TJAA virtual meeting

When: Tuesday, June 23, 2020 5:00 PM-6:00 PM.

Where: [https://stanford.zoom.us/j/97520513835?](https://stanford.zoom.us/j/97520513835?pwd=ekNJTm5RejYyY1kyMkFtTXI2Z2lrUT09)

[pwd=ekNJTm5RejYyY1kyMkFtTXI2Z2lrUT09](https://stanford.zoom.us/j/97520513835?pwd=ekNJTm5RejYyY1kyMkFtTXI2Z2lrUT09)

[]

[]

[]

From: [Rose Zu](#)
To: [Lesley Park](#)
Cc: [Kinis, Aristia](#); [Andrew Zukosky](#)
Subject: Re: [External] TJPF/TJAA virtual meeting
Date: Tuesday, June 23, 2020 9:18:05 PM

Thanks for hosting, Lesley! I think it was a great discussion :)

On Tue, Jun 23, 2020 at 8:01 PM Lesley Park <lesley.park@stanford.edu> wrote:

<https://stanford.zoom.us/j/97520513835?pwd=ekNJTm5RejYyY1kyMkFtTXI2Z2IrUT09>

Hi there,

Lesley Park is inviting you to a scheduled Zoom meeting.

Topic: TJPF/TJAA virtual meeting

Time: Jun 23, 2020 05:00 PM Pacific Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: <https://stanford.zoom.us/j/97520513835?pwd=ekNJTm5RejYyY1kyMkFtTXI2Z2IrUT09>

Password: 317740

Or iPhone one-tap (US Toll): +18333021536,,97520513835# or
+16507249799,,97520513835#

Or Telephone:

Dial: +1 650 724 9799 (US, Canada, Caribbean Toll) or +1 833 302 1536 (US, Canada, Caribbean Toll Free)

Meeting ID: 975 2051 3835

Password: 317740

International numbers available: <https://stanford.zoom.us/j/97520513835>

Meeting ID: 975 2051 3835

Password: 317740

SIP: 97520513835@zoomcrc.com

Password: 317740

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

From: "Kinis, Aristia" <akinis@fcps.edu>
Date: Tuesday, June 23, 2020 at 5:01 PM
To: Lesley Park <lesley.park@stanford.edu>
Cc: Andrew Zukosky <azukosky@gmail.com>, Rose Zu <roseyzu@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

Lesley, could you confirm the password?

On Jun 22, 2020, at 10:49 PM, Lesley Park <lesley.park@stanford.edu> wrote:

Hi Drew,

Yes thanks for chiming in! Happy to go with your recommendations for the

agenda. I think it would be very helpful if you want to spend a few minutes telling how you have been participating in TJPF as one of the alumni members. I'm sure many are not aware of all of your efforts!

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

Get [Outlook](#) for iOS

From: Andrew Zukosky <azukosky@gmail.com>
Sent: Monday, June 22, 2020 7:20:30 PM
To: Lesley Park <lesley.park@stanford.edu>
Cc: Kinis, Aristia <akinis@fcps.edu>; Rose Zu <roseyzu@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Lesley— I'm hoping my conversation with Seain in the moderator group gives you some more context about the AA/PF situation.

In my opinion, I simply don't understand why there needs to be any naming distinction between the PF and AA (as the AA doesn't exist anymore because there was no need from a budgetary or strategic standpoint). I've also seen no progress born from bringing up the perceived tension between the two entities before/after the merger. If we want to bring up old drama because people need to vent — fine — but I fear it'll just fill space and distract from any positive change/future.

The PF is fully on board (and has actively tried) to be composed of and represent alumni voices. If the alumni came to the table with the same sort of solutioning mindset, I would be blown away at what we could accomplish.

Thanks!

Drew

On Mon, Jun 22, 2020 at 9:50 PM Lesley Park <lesley.park@stanford.edu> wrote:

Hi Tia!

I asked some of the TJ Alumni facebook group admins for input on agenda items.

Here were some items:

- discussion of the relationship between PF and AA
- alumni interest-support in PF
- potential of forming a new AA

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

<image001.jpg>

From: Lesley Park <lesley.park@stanford.edu>
Date: Monday, June 22, 2020 at 2:03 PM
To: "Kinis, Aristia" <akinis@fcps.edu>
Cc: Andrew Zukosky <azukosky@gmail.com>, Rose Zu
<roseyzu@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Tia,

This is great. I'm happy to chime in wherever helpful, but I also recognize that you probably have chairs or alumni committee members who may want to lead the meeting - versus my being simply a FB group moderator and volunteer who wanted to help bring the membership question to the TJPF's attention. Don't want to step on any toes.

Would you like me to post this draft agenda to the FB event page and solicit any other agenda item requests?

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

<image002.jpg>

From: "Kinis, Aristia" <akinis@fcps.edu>
Date: Monday, June 22, 2020 at 12:50 PM
To: Lesley Park <lesley.park@stanford.edu>
Cc: Andrew Zukosky <azukosky@gmail.com>, Rose Zu
<roseyzu@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Lesley,

Do you want to tentatively pull together an agenda?

- Welcome and Background
- Facebook Group Questions and Next Steps
- Information on the Alumni Committee and the PF
- Admissions and Diversity

Other topics?

Thanks in advance!

Tia

On Jun 11, 2020, at 5:41 PM, Lesley Park
<lesley.park@stanford.edu> wrote:

If you or another TJPF leader would like to sign in abt 5 min before, I can make sure we are all co-hosts so we can appropriately moderate the call.

Thanks again for acting so quickly to get this in the calendar!

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

Get [Outlook](#) for iOS

From: Kinis, Aristia <akinis@fcps.edu>
Sent: Thursday, June 11, 2020 2:39:46 PM
To: Lesley Park <lesley.park@stanford.edu>
Subject: Accepted: [External] TJPF/TJAA virtual meeting
When: Tuesday, June 23, 2020 5:00 PM-6:00 PM.

Where: <https://stanford.zoom.us/j/97520513835?pwd=ekNJTm5RejYyY1kyMkFtTXI2Z2IrUT09>

[]

[]

[]

From: [Lesley Park](#)
To: [Rose Zu](#)
Cc: [Kinis, Aristia](#); [Andrew Zukosky](#)
Subject: Re: [External] TJPF/TJAA virtual meeting
Date: Tuesday, June 23, 2020 9:45:10 PM

Ditto! So nice to meet you, Rose. And Tia, you are such a gracious leader. Thank you so much for taking the time to talk to all of us tonight. Really looking forward to more alumni interest and involvement!

Lesley

Lesley S. Park, PhD, MPH
lesley.park@stanford.edu
Get [Outlook](#) for iOS

From: Rose Zu <roseyzu@gmail.com>
Sent: Tuesday, June 23, 2020 6:17:30 PM
To: Lesley Park <lesley.park@stanford.edu>
Cc: Kinis, Aristia <akinis@fcps.edu>; Andrew Zukosky <azukosky@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

Thanks for hosting, Lesley! I think it was a great discussion :)

On Tue, Jun 23, 2020 at 8:01 PM Lesley Park <lesley.park@stanford.edu> wrote:

<https://stanford.zoom.us/j/97520513835?pwd=ekNJTm5RejYyY1kyMkFtTXI2Z2IrUT09>

Hi there,

Lesley Park is inviting you to a scheduled Zoom meeting.

Topic: TJPF/TJAA virtual meeting

Time: Jun 23, 2020 05:00 PM Pacific Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: <https://stanford.zoom.us/j/97520513835?pwd=ekNJTm5RejYyY1kyMkFtTXI2Z2IrUT09>

Password: 317740

Or iPhone one-tap (US Toll): +18333021536,,97520513835# or +16507249799,,97520513835#

Or Telephone:

Dial: +1 650 724 9799 (US, Canada, Caribbean Toll) or +1 833 302 1536 (US, Canada, Caribbean Toll Free)

Meeting ID: 975 2051 3835

Password: 317740

International numbers available: <https://stanford.zoom.us/j/97520513835>

Meeting ID: 975 2051 3835

Password: 317740

SIP: 97520513835@zoomcrc.com

Password: 317740

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

Stanford | Center for
Population Health Sciences
Community Engagement | Data | Education | Research

From: "Kinis, Aristia" <akinis@fcps.edu>
Date: Tuesday, June 23, 2020 at 5:01 PM
To: Lesley Park <lesley.park@stanford.edu>
Cc: Andrew Zukosky <azukosky@gmail.com>, Rose Zu <roseyzu@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

Lesley, could you confirm the password?

On Jun 22, 2020, at 10:49 PM, Lesley Park <lesley.park@stanford.edu> wrote:

Hi Drew,

Yes thanks for chiming in! Happy to go with your recommendations for the agenda. I think it would be very helpful if you want to spend a few minutes telling how you have been participating in TJPF as one of the alumni members. I'm sure many are not aware of all of your efforts!

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

Get [Outlook](#) for iOS

From: Andrew Zukosky <azukosky@gmail.com>
Sent: Monday, June 22, 2020 7:20:30 PM
To: Lesley Park <lesley.park@stanford.edu>
Cc: Kinis, Aristia <akinis@fcps.edu>; Rose Zu <roseyzu@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Lesley— I'm hoping my conversation with Seain in the moderator group gives you some more context about the AA/PF situation.

In my opinion, I simply don't understand why there needs to be any naming distinction between the PF and AA (as the AA doesn't exist anymore because

there was no need from a budgetary or strategic standpoint). I've also seen no progress born from bringing up the perceived tension between the two entities before/after the merger. If we want to bring up old drama because people need to vent — fine — but I fear it'll just fill space and distract from any positive change/future.

The PF is fully on board (and has actively tried) to be composed of and represent alumni voices. If the alumni came to the table with the same sort of solutioning mindset, I would be blown away at what we could accomplish.

Thanks!

Drew

On Mon, Jun 22, 2020 at 9:50 PM Lesley Park <lesley.park@stanford.edu> wrote:

Hi Tia!

I asked some of the TJ Alumni facebook group admins for input on agenda items.

Here were some items:

- discussion of the relationship between PF and AA
- alumni interest-support in PF
- potential of forming a new AA

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

<image001.jpg>

From: Lesley Park <lesley.park@stanford.edu>
Date: Monday, June 22, 2020 at 2:03 PM
To: "Kinis, Aristia" <akinis@fcps.edu>
Cc: Andrew Zukosky <azukosky@gmail.com>, Rose Zu
<roseyzu@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Tia,

This is great. I'm happy to chime in wherever helpful, but I also recognize that you probably have chairs or alumni committee members who may want to lead the meeting - versus my being simply a FB group moderator and volunteer who wanted to help bring the membership question to the TJPF's attention. Don't want to step on any toes.

Would you like me to post this draft agenda to the FB event page and solicit any other agenda item requests?

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

<image002.jpg>

From: "Kinis, Aristia" <akinis@fcps.edu>

Date: Monday, June 22, 2020 at 12:50 PM

To: Lesley Park <lesley.park@stanford.edu>

Cc: Andrew Zukosky <azukosky@gmail.com>, Rose Zu <roseyzu@gmail.com>

Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Lesley,

Do you want to put tentatively pull together an agenda?

- Welcome and Background
- Facebook Group Questions and Next Steps
- Information on the Alumni Committee and the PF
- Admissions and Diversity

Other topics?

Thanks in advance!

Tia

On Jun 11, 2020, at 5:41 PM, Lesley Park
<lesley.park@stanford.edu> wrote:

If you or another TJPF leader would like to sign in abt 5 min before, I can make sure we are all co-hosts so we can appropriately moderate the call.

Thanks again for acting so quickly to get this in the calendar!

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

Get [Outlook](#) for iOS

From: Kinis, Aristia <akinis@fcps.edu>
Sent: Thursday, June 11, 2020 2:39:46 PM
To: Lesley Park <lesley.park@stanford.edu>
Subject: Accepted: [External] TJPF/TJAA virtual meeting
When: Tuesday, June 23, 2020 5:00 PM-6:00 PM.
Where: <https://stanford.zoom.us/j/97520513835?pwd=ekNJTm5RejYyY1kyMkFtTXI2Z2lrUT09>

[]

[]

[]

From: [Lesley Park](#)
To: [Rose Zu](#)
Cc: [Kinis, Aristia](#); [Andrew Zukosky](#)
Subject: Re: [External] TJPf/TJAA virtual meeting
Date: Wednesday, June 24, 2020 11:42:24 AM

FYI, We had a total of 27 attendees last night throughout the meeting. I took a few screen shots of the participant names, if you'd like those for administrative purposes.

Lesley

Lesley S. Park, PhD, MPH
lesley.park@stanford.edu

Stanford | Center for
Population Health Sciences
Community Engagement | Data | Education | Research

From: Lesley Park <lesley.park@stanford.edu>
Date: Tuesday, June 23, 2020 at 6:45 PM
To: Rose Zu <roseyzu@gmail.com>
Cc: "Kinis, Aristia" <akinis@fcps.edu>, Andrew Zukosky <azukosky@gmail.com>
Subject: Re: [External] TJPf/TJAA virtual meeting

Ditto! So nice to meet you, Rose. And Tia, you are such a gracious leader. Thank you so much for taking the time to talk to all of us tonight. Really looking forward to more alumni interest and involvement!

Lesley

Lesley S. Park, PhD, MPH
lesley.park@stanford.edu
Get [Outlook](#) for iOS

From: Rose Zu <roseyzu@gmail.com>
Sent: Tuesday, June 23, 2020 6:17:30 PM
To: Lesley Park <lesley.park@stanford.edu>
Cc: Kinis, Aristia <akinis@fcps.edu>; Andrew Zukosky <azukosky@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

Thanks for hosting, Lesley! I think it was a great discussion :)

On Tue, Jun 23, 2020 at 8:01 PM Lesley Park <lesley.park@stanford.edu> wrote:

<https://stanford.zoom.us/j/97520513835?pwd=ekNJTm5RejYyY1kyMkFtTXI2Z2IrUT09>

Hi there,

Lesley Park is inviting you to a scheduled Zoom meeting.

Topic: TJPF/TJAA virtual meeting

Time: Jun 23, 2020 05:00 PM Pacific Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: <https://stanford.zoom.us/j/97520513835?pwd=ekNJTm5RejYyY1kyMkFtTXI2Z2IrUT09>

Password: 317740

Or iPhone one-tap (US Toll): +18333021536,,97520513835# or +16507249799,,97520513835#

Or Telephone:

Dial: +1 650 724 9799 (US, Canada, Caribbean Toll) or +1 833 302 1536 (US, Canada, Caribbean Toll Free)

Meeting ID: 975 2051 3835

Password: 317740

International numbers available: <https://stanford.zoom.us/j/97520513835>

Meeting ID: 975 2051 3835

Password: 317740

SIP: 97520513835@zoomcrc.com

Password: 317740

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

Stanford | Center for
Population Health Sciences
Community Engagement | Data | Education | Research

From: "Kinis, Aristia" <akinis@fcps.edu>

Date: Tuesday, June 23, 2020 at 5:01 PM

To: Lesley Park <lesley.park@stanford.edu>

Cc: Andrew Zukosky <azukosky@gmail.com>, Rose Zu <roseyzu@gmail.com>

Subject: Re: [External] TJPF/TJAA virtual meeting

Lesley, could you confirm the password?

On Jun 22, 2020, at 10:49 PM, Lesley Park <lesley.park@stanford.edu> wrote:

Hi Drew,

Yes thanks for chiming in! Happy to go with your recommendations for the agenda. I think it would be very helpful if you want to spend a few minutes telling how you have been participating in TJPF as one of the alumni members. I'm sure many are not aware of all of your efforts!

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

Get [Outlook](#) for iOS

From: Andrew Zukosky <azukosky@gmail.com>
Sent: Monday, June 22, 2020 7:20:30 PM
To: Lesley Park <lesley.park@stanford.edu>
Cc: Kinis, Aristia <akinis@fcps.edu>; Rose Zu <roseyzu@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Lesley— I'm hoping my conversation with Seain in the moderator group gives you some more context about the AA/PF situation.

In my opinion, I simply don't understand why there needs to be any naming distinction between the PF and AA (as the AA doesn't exist anymore because there was no need from a budgetary or strategic standpoint). I've also seen no progress born from bringing up the perceived tension between the two entities before/after the merger. If we want to bring up old drama because people need to vent — fine — but I fear it'll just fill space and distract from any positive change/future.

The PF is fully on board (and has actively tried) to be composed of and represent alumni voices. If the alumni came to the table with the same sort of solutioning mindset, I would be blown away at what we could accomplish.

Thanks!

Drew

On Mon, Jun 22, 2020 at 9:50 PM Lesley Park <lesley.park@stanford.edu> wrote:

Hi Tia!

I asked some of the TJ Alumni facebook group admins for input on agenda items.

Here were some items:

- discussion of the relationship between PF and AA

- alumni interest-support in PF
- potential of forming a new AA

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

<image001.jpg>

From: Lesley Park <lesley.park@stanford.edu>

Date: Monday, June 22, 2020 at 2:03 PM

To: "Kinis, Aristia" <akinis@fcps.edu>

Cc: Andrew Zukosky <azukosky@gmail.com>, Rose Zu <roseyzu@gmail.com>

Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Tia,

This is great. I'm happy to chime in wherever helpful, but I also recognize that you probably have chairs or alumni committee members who may want to lead the meeting - versus my being simply a FB group moderator and volunteer who wanted to help bring the membership question to the TJPF's attention. Don't want to step on any toes.

Would you like me to post this draft agenda to the FB event page and solicit any other agenda item requests?

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

<image002.jpg>

From: "Kinis, Aristia" <akinis@fcps.edu>

Date: Monday, June 22, 2020 at 12:50 PM

To: Lesley Park <lesley.park@stanford.edu>

Cc: Andrew Zukosky <azukosky@gmail.com>, Rose Zu <roseyzu@gmail.com>

Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Lesley,

Do you want to tentatively pull together an agenda?

- Welcome and Background
- Facebook Group Questions and Next Steps
- Information on the Alumni Committee and the PF
- Admissions and Diversity

Other topics?

Thanks in advance!

Tia

On Jun 11, 2020, at 5:41 PM, Lesley Park <lesley.park@stanford.edu> wrote:

If you or another TJPF leader would like to sign in abt 5 min before, I can make sure we are all co-hosts so we can appropriately moderate the call.

Thanks again for acting so quickly to get this in the calendar!

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

Get [Outlook](#) for iOS

From: Kinis, Aristia <akinis@fcps.edu>

Sent: Thursday, June 11, 2020 2:39:46 PM

To: Lesley Park <lesley.park@stanford.edu>

Subject: Accepted: [External] TJPF/TJAA virtual meeting

When: Tuesday, June 23, 2020 5:00 PM-6:00 PM.

Where: <https://stanford.zoom.us/j/97520513835?pwd=ekNJTm5RejYyY1kyMkFtTXI2Z2lrUT09>

[]

[]

[]

From: [Lamoreaux, Miriam](#)
To: [Aliyat Yimam](#)
Cc: [Rowland, Nancy H.](#)
Subject: RE: [External] Re: Thank you
Date: Wednesday, June 24, 2020 12:08:00 PM

Hi Aliyat,

I am not aware of any TJ prep classes happening this summer, but I have copied in Nancy Rowland in the TJ Admissions Office, who may be able to provide more information.

Additionally, a TJ student group is hosting virtual robotics camps across the summer that may be of interest for Imran. More information can be found here: <https://www.robotuprising.org/camps/>.

Thanks,
Miriam

From: Aliyat Yimam <aliyatphysicaltherapy@gmail.com>
Sent: Monday, June 22, 2020 7:58 PM
To: Lamoreaux, Miriam <mlamoreaux@fcps.edu>
Subject: Re: [External] Re: Thank you

Thank you for the info

Sorry to bother you but I would like to know if there is any TJ prep classes that you are aware of that I can register Imran this summer ?

On Mon, Jun 22, 2020 at 2:38 PM Lamoreaux, Miriam <mlamoreaux@fcps.edu> wrote:

Hi Aliyat,

Thanks for reaching out. I've attached a copy of the presentation from Saturday.

Please let me know if there's anything else I can assist you with.

Best,

Miriam Lamoreaux

Development Coordinator

Thomas Jefferson Partnership Fund

Office: 703-750-8317

Mobile [REDACTED]

From: Aliyat Yimam <aliyatphysicaltherapy@gmail.com>

Sent: Monday, June 22, 2020 8:59 AM

To: Lamoreaux, Miriam <mlamoreaux@fcps.edu>

Subject: [External] Re: Thank you

Hope all is well with you

We missed this zoom meeting about TJ is there any information posted that we can access please?

On Fri, Jun 12, 2020 at 11:42 AM <mlamoreaux@fcps.edu> wrote:

Dear Imran,

Thank you for registering for the Young Scholars Program Session at TJ! We look forward to seeing you on **Saturday, June 20, 2020** from **10:00-11:00am**. Join us via Zoom at <https://zoom.us/j/97262438111?pwd=ZnlLZm5TSjl1QlhFR1JUME9OM2NGdz09>.

Your Event Order

Name: Young Scholars Program Session with TJ

Start Date: 06/20/2020 - 10:00am

End Date: 06/20/2020 - 11:00am

Address:

Zoom: [https://zoom.us/j/97262438111?](https://zoom.us/j/97262438111?pwd=ZnlLZm5TSjl1QlhFR1JUME9OM2NGdz09)

[pwd=ZnlLZm5TSjl1QlhFR1JUME9OM2NGdz09](https://zoom.us/j/97262438111?pwd=ZnlLZm5TSjl1QlhFR1JUME9OM2NGdz09)

Order Summary

| PRODUCT | PRICE | QUANTITY | SUBTOTAL |
|--------------|-------|----------|----------------------|
| Registration | 0.00 | 1 | 0.00 |
| | | | Total: \$0.00 |

Transaction Record

Paid to: TJ Partnership Fund

Amount: \$0

Transaction ID: 56335002604

Transaction Date: 06/12/2020

Powered by [4aGoodCause](#).

To: [lis omay](#)
Subject: RE: [External] Re: Thank you
Date: Wednesday, June 24, 2020 12:10:05 PM
Attachments: [2020 Presentation - Young Scholars Program.pptx](#)

Hi Lis,

There is no additional session currently scheduled. However, I have attached a copy of the presentation from Saturday.

From: lis omay <lis.lsmapo.oday05@gmail.com>
Sent: Monday, June 22, 2020 9:41 PM
To: Lamoreaux, Miriam <mlamoreaux@fcps.edu>
Subject: [External] Re: Thank you

We are disappointed missing this meeting, is there any other time we can attend?

On Sat, Jun 13, 2020 at 8:05 PM <mlamoreaux@fcps.edu> wrote:

Dear Samarshah,

Thank you for registering for the Young Scholars Program Session at TJ! We look forward to seeing you on **Saturday, June 20, 2020** from **10:00-11:00am**. Join us via Zoom at <https://zoom.us/j/97262438111?pwd=ZnlLZm5TSjl1QlhFR1JUME9OM2NGdz09>.

Your Event Order

Name: Young Scholars Program Session with TJ
Start Date: 06/20/2020 - 10:00am
End Date: 06/20/2020 - 11:00am

Address:

Zoom: <https://zoom.us/j/97262438111?pwd=ZnlLZm5TSjl1QlhFR1JUME9OM2NGdz09>

Order Summary

| PRODUCT | PRICE | QUANTITY | SUBTOTAL |
|--------------|-------|----------|----------------------|
| Registration | 0.00 | 1 | 0.00 |
| | | | Total: \$0.00 |

Transaction Record

Paid to: TJ Partnership Fund
Amount: \$0
Transaction ID: 77244919159
Transaction Date: 06/13/2020

Powered by [4aGoodCause](#).

Young Scholars Open House Fall Presentation 2020



Eligibility Requirements

- ✓ 8th grade to apply to 9th
- ✓ Residency in a participating school division
- ✓ Algebra I or higher in 8th Grade
- ✓ 3.0 GPA in core classes at end of 7th grade

www.tjadmissions.org
Application Access



TJHSST Admissions Testing Components

- Quant-Q Math (no sample questions available)
 - Multiple choice
- ACT Aspire Reading & Science (Sample questions available)
 - Multiple choice
 - Constructed response

Test Specifics

| Test | Math- Quant Q | Reading- Aspire | Science- Aspire |
|----------------------------|---|--|---|
| Time | 50 minutes | 65 minutes | 60 minutes |
| Number of Questions | 28 | 32 | 40 |
| Measures | <ul style="list-style-type: none"> • Pattern Recognition • Probability Combinatorics • Out-of-the Box Algebra • Geometry and Optimization | <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas | <ul style="list-style-type: none"> • Interpretation of Data • Scientific Investigation • Evaluation of Models • Inferences • Experimental Design |

Getting Ready – The “I am Ready” List

- Students – know the admissions process!
- Continue to work hard and keep up your grades
- Practice your math, basic and problem solving
- Practice your writing skills, especially responding to a problem-solving question in essay format
- If you are in Algebra 1 in 8th grade, become a master of each topic you cover as you move through the subject matter
- Be an enthusiastic learner
- Read, read, read!!!
- Quant-Q – no prep available
- ACT Aspire – exemplars available by ACT through a web search

Calendar of Events

- August 31, 2020 - Applications available online - 4:00 pm
- September 25, 2020 - Application deadline - 4:00 pm
- November 7, 2020 - **Test Day**
- January 15, 2021 - Semifinalist Notification
- February 13, 2021 - Essay/SIS Test Administration
- April 30, 2021 - Final decisions posted (No later than)

Where to find information

www.TJAdmissions.org

tjadmissions@fcps.edu

From: [Lamoreaux, Miriam](#)
To: [lis omay](#)
Subject: RE: [External] Re: Thank you
Date: Wednesday, June 24, 2020 12:11:00 PM
Attachments: [2020 Presentation - Young Scholars Program.pptx](#)

Hi Lis,

There is no additional session currently scheduled. However, I have attached a copy of the presentation from Saturday.

Please let me know if there's anything else I can help you with.

Best,

Miriam Lamoreaux

Development Coordinator

Thomas Jefferson Partnership Fund

Office: 703-750-8317

Mobile: 214-726-5026

From: lis omay <lis.lsmapo.oday05@gmail.com>

Sent: Monday, June 22, 2020 9:41 PM

To: Lamoreaux, Miriam <mlamoreaux@fcps.edu>

Subject: [External] Re: Thank you

We are disappointed missing this meeting, is there any other time we can attend?

On Sat, Jun 13, 2020 at 8:05 PM <mlamoreaux@fcps.edu> wrote:

Dear Samarshah,

Thank you for registering for the Young Scholars Program Session at TJ! We look forward to seeing you on **Saturday, June 20, 2020** from **10:00-11:00am**. Join us via Zoom at <https://zoom.us/j/97262438111?pwd=ZnlmZm5TSjl1QlhFR1JUME9OM2NGdz09>.

Your Event Order

Name: Young Scholars Program Session with TJ

Start Date: 06/20/2020 - 10:00am

End Date: 06/20/2020 - 11:00am

Address:

Zoom: [https://zoom.us/j/97262438111?](https://zoom.us/j/97262438111?pwd=ZnlmZm5TSjl1QlhFR1JUME9OM2NGdz09)

[pwd=ZnlmZm5TSjl1QlhFR1JUME9OM2NGdz09](https://zoom.us/j/97262438111?pwd=ZnlmZm5TSjl1QlhFR1JUME9OM2NGdz09)

Order Summary

| PRODUCT | PRICE | QUANTITY | SUBTOTAL |
|--------------|-------|----------|----------------------|
| Registration | 0.00 | 1 | 0.00 |
| | | | Total: \$0.00 |

Transaction Record

Paid to: TJ Partnership Fund

Amount: \$0

Transaction ID: 77244919159

Transaction Date: 06/13/2020

Young Scholars Open House Fall Presentation 2020



Eligibility Requirements

- ✓ 8th grade to apply to 9th
- ✓ Residency in a participating school division
- ✓ Algebra I or higher in 8th Grade
- ✓ 3.0 GPA in core classes at end of 7th grade

www.tjadmissions.org
Application Access



Thomas
Jefferson High
School for
Science and
Technology
(TJHSST)
Admissions

The admissions process to Thomas Jefferson High School for Science and Technology.

TJHSST Admissions Testing Components

- Quant-Q Math (no sample questions available)
 - Multiple choice
- ACT Aspire Reading & Science (Sample questions available)
 - Multiple choice
 - Constructed response

Test Specifics

| Test | Math- Quant Q | Reading- Aspire | Science- Aspire |
|----------------------------|---|--|---|
| Time | 50 minutes | 65 minutes | 60 minutes |
| Number of Questions | 28 | 32 | 40 |
| Measures | <ul style="list-style-type: none"> • Pattern Recognition • Probability Combinatorics • Out-of-the Box Algebra • Geometry and Optimization | <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas | <ul style="list-style-type: none"> • Interpretation of Data • Scientific Investigation • Evaluation of Models • Inferences • Experimental Design |

Getting Ready – The “I am Ready” List

- Students – know the admissions process!
- Continue to work hard and keep up your grades
- Practice your math, basic and problem solving
- Practice your writing skills, especially responding to a problem-solving question in essay format
- If you are in Algebra 1 in 8th grade, become a master of each topic you cover as you move through the subject matter
- Be an enthusiastic learner
- Read, read, read!!!
- Quant-Q – no prep available
- ACT Aspire – exemplars available by ACT through a web search

Calendar of Events

- August 31, 2020 - Applications available online - 4:00 pm
- September 25, 2020 - Application deadline - 4:00 pm
- November 7, 2020 - **Test Day**
- January 15, 2021 - Semifinalist Notification
- February 13, 2021 - Essay/SIS Test Administration
- April 30, 2021 - Final decisions posted (No later than)

Where to find information

www.TJAdmissions.org

tjadmissions@fcps.edu

From: [Aliyat Yimam](#)
To: [Lamoreaux, Miriam](#)
Cc: [Rowland, Nancy H.](#)
Subject: Re: [External] Re: Thank you
Date: Wednesday, June 24, 2020 12:17:59 PM

Thank you for the information Miriam!
Have a great summer !

On Wed, Jun 24, 2020 at 12:08 PM Lamoreaux, Miriam <mlamoreaux@fcps.edu> wrote:

Hi Aliyat,

I am not aware of any TJ prep classes happening this summer, but I have copied in Nancy Rowland in the TJ Admissions Office, who may be able to provide more information.

Additionally, a TJ student group is hosting virtual robotics camps across the summer that may be of interest for Imran. More information can be found here:

<https://www.robotuprising.org/camps/>.

Thanks,

Miriam

From: Aliyat Yimam <aliyatphysicaltherapy@gmail.com>
Sent: Monday, June 22, 2020 7:58 PM
To: Lamoreaux, Miriam <mlamoreaux@fcps.edu>
Subject: Re: [External] Re: Thank you

Thank you for the info

Sorry to bother you but I would like to know if there is any TJ prep classes that you are aware of that I can register Imran this summer ?

On Mon, Jun 22, 2020 at 2:38 PM Lamoreaux, Miriam <mlamoreaux@fcps.edu> wrote:

Hi Aliyat,

Thanks for reaching out. I've attached a copy of the presentation from Saturday.

Please let me know if there's anything else I can assist you with.

Best,

Miriam Lamoreaux

Development Coordinator

Thomas Jefferson Partnership Fund

Office: 703-750-8317

Mobile: [REDACTED]

From: Aliyat Yimam <aliyatphysicaltherapy@gmail.com>

Sent: Monday, June 22, 2020 8:59 AM

To: Lamoreaux, Miriam <mlamoreaux@fcps.edu>

Subject: [External] Re: Thank you

Hope all is well with you

We missed this zoom meeting about TJ is there any information posted that we can access please?

On Fri, Jun 12, 2020 at 11:42 AM <mlamoreaux@fcps.edu> wrote:

Dear Imran,

Thank you for registering for the **Young Scholars Program Session at TJ!** We look forward to seeing you on **Saturday, June 20, 2020 from 10:00-11:00am**. Join us via Zoom at <https://zoom.us/j/97262438111?pwd=ZnlLZm5TSjl1QlhFR1JUME9OM2NGdz09>.

Your Event Order

Name: Young Scholars Program Session with TJ

Start Date: 06/20/2020 - 10:00am

End Date: 06/20/2020 - 11:00am

Address:

Zoom: [https://zoom.us/j/97262438111?](https://zoom.us/j/97262438111?pwd=ZnlLZm5TSjl1QlhFR1JUME9OM2NGdz09)

[pwd=ZnlLZm5TSjl1QlhFR1JUME9OM2NGdz09](https://zoom.us/j/97262438111?pwd=ZnlLZm5TSjl1QlhFR1JUME9OM2NGdz09)

Order Summary

| PRODUCT | PRICE | QUANTITY | SUBTOTAL |
|--------------|-------|----------|----------------------|
| Registration | 0.00 | 1 | 0.00 |
| | | | Total: \$0.00 |

Transaction Record

Paid to: TJ Partnership Fund

Amount: \$0

Transaction ID: 56335002604

Transaction Date: 06/12/2020

Powered by [4aGoodCause](#).



From: Kinis, Aristia
To: Lesley Park; Rose Zu
Cc: Andrew Zukosky
Subject: Re: [External] TJPF/TJAA virtual meeting
Date: Wednesday, June 24, 2020 1:19:32 PM

Lesley,

THANK YOU so much for hosting and for bringing us all together. Thanks for this as well.

I appreciate your kind words and also the thoughtful initiative that got this going.

I am very hopeful for the future.

Best,

Tia

From: Lesley Park <lesley.park@stanford.edu>
Sent: Wednesday, June 24, 2020 11:42 AM
To: Rose Zu <rosezu@gmail.com>
Cc: Kinis, Aristia <akinis@fcps.edu>; Andrew Zukosky <azukosky@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

FYI, We had a total of 27 attendees last night throughout the meeting. I took a few screen shots of the participant names, if you'd like those for administrative purposes.

Lesley

Lesley S. Park, PhD, MPH
lesley.park@stanford.edu

Stanford | Center for
Population Health Sciences
Community Engagement | Data | Education | Research

From: Lesley Park <lesley.park@stanford.edu>
Date: Tuesday, June 23, 2020 at 6:45 PM
To: Rose Zu <roseyzu@gmail.com>
Cc: "Kinis, Aristia" <akinis@fcps.edu>, Andrew Zukosky <azukosky@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

Ditto! So nice to meet you, Rose. And Tia, you are such a gracious leader. Thank you so much for taking the time to talk to all of us tonight. Really looking forward to more alumni interest and involvement!

Lesley

Lesley S. Park, PhD, MPH
lesley.park@stanford.edu
Get [Outlook](#) for iOS

From: Rose Zu <roseyzu@gmail.com>
Sent: Tuesday, June 23, 2020 6:17:30 PM
To: Lesley Park <lesley.park@stanford.edu>
Cc: Kinis, Aristia <akinis@fcps.edu>; Andrew Zukosky <azukosky@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

Thanks for hosting, Lesley! I think it was a great discussion :)

On Tue, Jun 23, 2020 at 8:01 PM Lesley Park <lesley.park@stanford.edu> wrote:

<https://stanford.zoom.us/j/97520513835?pwd=ekNJTm5RejYyY1kyMkFtTXI2Z2IrUT09>

Hi there,

Lesley Park is inviting you to a scheduled Zoom meeting.

Topic: TJPF/TJAA virtual meeting

Time: Jun 23, 2020 05:00 PM Pacific Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: <https://stanford.zoom.us/j/97520513835?pwd=ekNJTm5RejYyY1kyMkFtTXI2Z2lrUT09>

Password: 317740

Or iPhone one-tap (US Toll): +18333021536,,97520513835# or +16507249799,,97520513835#

Or Telephone:

Dial: +1 650 724 9799 (US, Canada, Caribbean Toll) or +1 833 302 1536 (US, Canada, Caribbean Toll Free)

Meeting ID: 975 2051 3835

Password: 317740

International numbers available: <https://stanford.zoom.us/j/97520513835?pwd=ekNJTm5RejYyY1kyMkFtTXI2Z2lrUT09>

Meeting ID: 975 2051 3835

Password: 317740

SIP: 97520513835@zoomcrc.com

Password: 317740

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

Stanford | Center for
Population Health Sciences
Community Engagement | Data | Education | Research

From: "Kinis, Aristia" <akinis@fcps.edu>

Date: Tuesday, June 23, 2020 at 5:01 PM

To: Lesley Park <lesley.park@stanford.edu>

Cc: Andrew Zukosky <azukosky@gmail.com>, Rose Zu <roseyzu@gmail.com>

Subject: Re: [External] TJPF/TJAA virtual meeting

Lesley, could you confirm the password?

On Jun 22, 2020, at 10:49 PM, Lesley Park <lesley.park@stanford.edu> wrote:

Hi Drew,

Yes thanks for chiming in! Happy to go with your recommendations for the agenda. I think it would be very helpful if you want to spend a few minutes telling how you have been participating in TJPF as one of the alumni members. I'm sure many are not aware of all of your efforts!

Lesley

Lesley S. Park, PhD, MPH
lesley.park@stanford.edu
Get [Outlook](#) for iOS

From: Andrew Zukosky <azukosky@gmail.com>
Sent: Monday, June 22, 2020 7:20:30 PM
To: Lesley Park <lesley.park@stanford.edu>
Cc: Kinis, Aristia <akinis@fcps.edu>; Rose Zu <roseyzu@gmail.com>
Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Lesley— I'm hoping my conversation with Seain in the moderator group gives you some more context about the AA/PF situation.

In my opinion, I simply don't understand why there needs to be any naming distinction between the PF and AA (as the AA doesn't exist anymore because there was no need from a budgetary or strategic standpoint). I've also seen no progress born from bringing up the perceived tension between the two entities before/after the merger. If we want to bring up old drama because people need to vent — fine — but I fear it'll just fill space and distract from any positive change/future.

The PF is fully on board (and has actively tried) to be composed of and represent alumni voices. If the alumni came to the table with the same sort of solutioning mindset, I would be blown away at what we could accomplish.

Thanks!
Drew

On Mon, Jun 22, 2020 at 9:50 PM Lesley Park <lesley.park@stanford.edu> wrote:

Hi Tia!

I asked some of the TJ Alumni facebook group admins for input on agenda items.

Here were some items:

- discussion of the relationship between PF and AA
- alumni interest-support in PF
- potential of forming a new AA

Lesley

Lesley S. Park, PhD, MPH

lesley.park@stanford.edu

<image001.jpg>

From: Lesley Park <lesley.park@stanford.edu>

Date: Monday, June 22, 2020 at 2:03 PM

To: "Kinis, Aristia" <akinis@fcps.edu>

Cc: Andrew Zukosky <azukosky@gmail.com>, Rose Zu <roseyzu@gmail.com>

Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Tia,

This is great. I'm happy to chime in wherever helpful, but I also recognize that you probably have chairs or alumni committee members who may want to lead the

meeting - versus my being simply a FB group moderator and volunteer who wanted to help bring the membership question to the TJPF's attention. Don't want to step on any toes.

Would you like me to post this draft agenda to the FB event page and solicit any other agenda item requests?

Lesley

Lesley S. Park, PhD, MPH
lesley.park@stanford.edu

<image002.jpg>

From: "Kinis, Aristia" <akinis@fcps.edu>

Date: Monday, June 22, 2020 at 12:50 PM

To: Lesley Park <lesley.park@stanford.edu>

Cc: Andrew Zukosky <azukosky@gmail.com>, Rose Zu <roseyzu@gmail.com>

Subject: Re: [External] TJPF/TJAA virtual meeting

Hi Lesley,

Do you want to tentatively pull together an agenda?

- Welcome and Background
- Facebook Group Questions and Next Steps
- Information on the Alumni Committee and the PF
- Admissions and Diversity

Other topics?

Thanks in advance!

Tia

On Jun 11, 2020, at 5:41 PM, Lesley Park <lesley.park@stanford.edu> wrote:

If you or another TJPF leader would like to sign in abt 5 min before, I can make sure we are all co-hosts so we can appropriately moderate the call.

Thanks again for acting so quickly to get this in the calendar!
Lesley

Lesley S. Park, PhD, MPH
lesley.park@stanford.edu
Get [Outlook](#) for iOS

From: Kinis, Aristia <akinis@fcps.edu>
Sent: Thursday, June 11, 2020 2:39:46 PM
To: Lesley Park <lesley.park@stanford.edu>
Subject: Accepted: [External] TJPF/TJAA virtual meeting
When: Tuesday, June 23, 2020 5:00 PM-6:00 PM.
Where: <https://stanford.zoom.us/j/97520513835?pwd=ekNJTm5RejYyY1kyMkFtTXI2Z2IrUT09>

[]

[]

[]

From: [Saffarini, Marco](#)
To: [Lamoreaux, Miriam](#)
Subject: RE: ExCom Follow-Up Discussion
Date: Thursday, June 25, 2020 11:46:04 AM
Attachments: [image001.png](#)

Hi Miriam,

I hope all is well. I am going to get with Paul and discuss this. I will get back to you by the end of next week. Thank you so much for your patience. Please LMK if you have any questions.

Marco

Marco Saffarini
Executive Assistant, Office of the SVP, Global Corporate Affairs
Washington D.C | Cell: (202) 997-6010 | Email: saffarin@amazon.com

amazon.com

work hard. have fun. make history.

From: Lamoreaux, Miriam <mlamoreaux@fcps.edu>
Sent: Monday, June 22, 2020 2:55 PM
To: Saffarini, Marco <saffarin@amazon.com>
Subject: RE: [EXTERNAL] ExCom Follow-Up Discussion

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you can confirm the sender and know the content is safe.

Hi Marco,

Hope you're doing well! I have a couple things I'd like to get on Paul's calendar.

- 1) Per the email below, we'd like to schedule about an hour to follow up on a discussion from last week's Executive Committee Meeting. What blocks of availability does Paul have for this?
- 2) We need to schedule the summer strategy sessions for the TJPF Executive Committee. We're trying to put a minimum of six hour and half sessions on the calendar across the summer at a consistent weekly or bi-weekly time. What blocks of availability does Paul have for these?

Thanks!
Miriam

From: Lamoreaux, Miriam

Sent: Friday, June 19, 2020 2:35 PM

To: pmisener@amazon.com

Cc: Kinis, Aristia <akinis@fcps.edu>; saffarin@amazon.com; Marilena Barletta <mbarletta02@hotmail.com>

Subject: ExCom Follow-Up Discussion

Hi Paul,

As discussed during Tuesday's ExCom meeting, Tia, Marilena, and I would like to convene a follow-up discussion to further discuss the admissions and diversity issues and next steps with you. Do you have time in the next couple of weeks to discuss?

Thanks,

Miriam Lamoreaux


Development Coordinator

Thomas Jefferson Partnership Fund

Office: 703-750-8317

Mobile: [REDACTED]

[]

From: [Russell, Volita S](#)
To: [Lamoreaux, Miriam](#)
Subject: PF Grant Memo
Date: Thursday, June 25, 2020 4:04:50 PM
Attachments: 
[EOY 2020 PF Grant Memo.pdf](#)

Hello Miriam, I am attaching my memo with supplemental testimonials. Let me know if you need anything else. Thanks

Volita S. Russell
Assistant Principal
Summer School Principal 2020
Thomas Jefferson High School
for Science and Technology
6560 Braddock Rd
Alexandria, VA 22312
(703)714-5111

TO: TJ Partnership Fund

FROM: Volita Russell

DATE: June 24, 2020

RE: TJPF Grant Report -- Professional Development Funding Request

Per your request, below is the year end grant report for the professional development grant.

- How many students, teachers, or other community members benefited from the funds?

During the 2019-2020 school year, 19 staff members were offered the opportunity to participate in professional development activities across the nation. This included mostly teachers, but it also benefited support staff and administration. Their participation inherently impacted and contributed to their daily roles educators and staff at TJ. Hence, the knowledge and resources gained was used directly and indirectly to benefit the students and TJ community. Many opportunities were canceled due to Covid-19 or may be scheduled next school year.


- Do you plan on applying for a TJPF grant next year? If so, what would you do differently? What would you do the same?

I plan to apply for the grant for the 2020-2021 school year. We will continue with the request approval process. We will work on engaging and encouraging other staff to seek professional learning opportunities out-side of the county mandated sessions. We are considering integrating Professional learning and growth opportunities among divisions as a goal, ensuring that multiple interested staff are afforded the opportunity if they desire.

I plan to apply for the grant for the 2020-2021 school year. We will continue with the request approval process. We will work on engaging and encouraging other staff to seek professional learning opportunities out-side of the county mandated sessions. We are considering integrating Professional learning and growth opportunities among divisions as a goal, ensuring that multiple interested staff are afforded the opportunity if they desire.

- Please share any anecdotal testimonials, photos, or other feedback regarding the use of funds.

Attached is a pdf document of staff responses of how they would share what they have learned with the TJ Community. Other feedback and testimonials were provided throughout the school year by the challenge success team and NCSSS conference participants.

From: [Lamoreaux, Miriam](#)
To: [Russell, Volita S](#)
Subject: RE: PF Grant Memo
Date: Thursday, June 25, 2020 4:29:00 PM
Attachments: 
[EOY 2020 PF Grant Memo.pdf](#)

Thanks, Volita! Could you please share the testimonials in an Excel sheet? The PDF you sent cuts off many details included in the reflections.

Thanks,
Miriam

From: Russell, Volita S <vsrussell@fcps.edu>
Sent: Thursday, June 25, 2020 4:05 PM
To: Lamoreaux, Miriam <mlamoreaux@fcps.edu>
Subject: PF Grant Memo

Hello Miriam, I am attaching my memo with supplemental testimonials. Let me know if you need anything else. Thanks

Volita S. Russell
Assistant Principal
Summer School Principal 2020
Thomas Jefferson High School
for Science and Technology
6560 Braddock Rd
Alexandria, VA 22312
(703)714-5111

From: [Russell, Volita S](#)
To: [Lamoreaux, Miriam](#)
Subject: RE: PF Grant Memo
Date: Thursday, June 25, 2020 6:20:32 PM
Attachments: [REDACTED]

Here you go.

From: Lamoreaux, Miriam <mlamoreaux@fcps.edu>
Sent: Thursday, June 25, 2020 4:29 PM
To: Russell, Volita S <vsrussell@fcps.edu>
Subject: RE: PF Grant Memo

Thanks, Volita! Could you please share the testimonials in an Excel sheet? The PDF you sent cuts off many details included in the reflections.

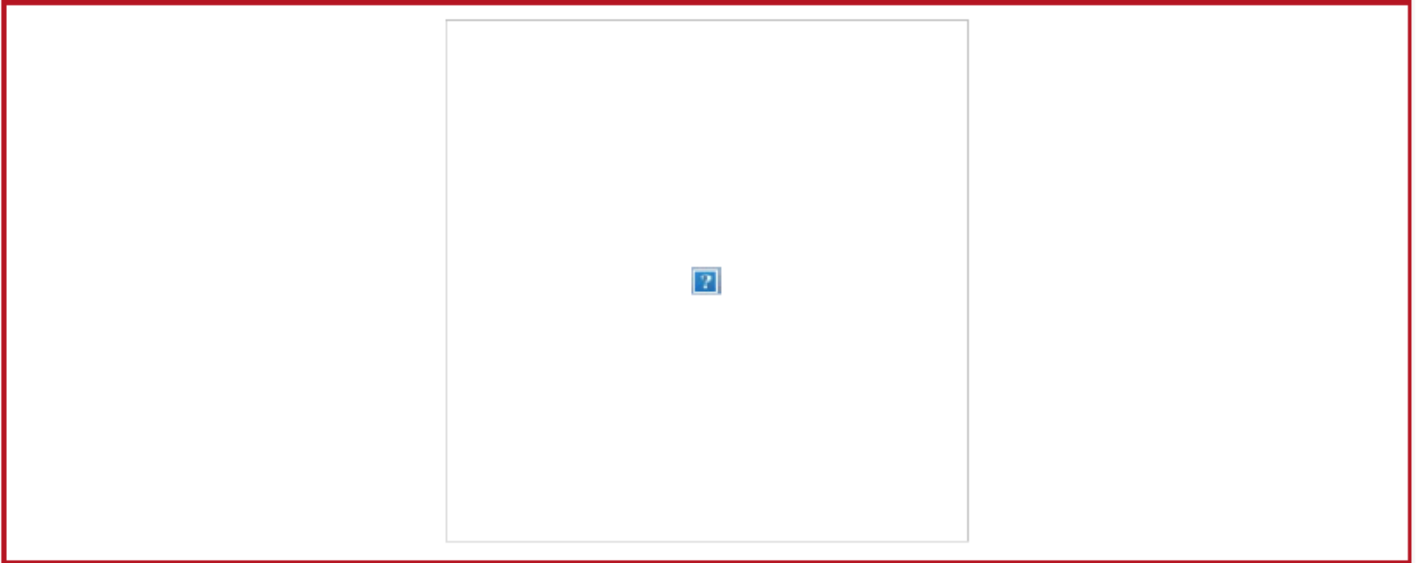
Thanks,
Miriam

From: Russell, Volita S <vsrussell@fcps.edu>
Sent: Thursday, June 25, 2020 4:05 PM
To: Lamoreaux, Miriam <mlamoreaux@fcps.edu>
Subject: PF Grant Memo

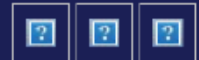
Hello Miriam, I am attaching my memo with supplemental testimonials. Let me know if you need anything else. Thanks

Volita S. Russell
Assistant Principal
Summer School Principal 2020
Thomas Jefferson High School
for Science and Technology
6560 Braddock Rd
Alexandria, VA 22312
(703)714-5111

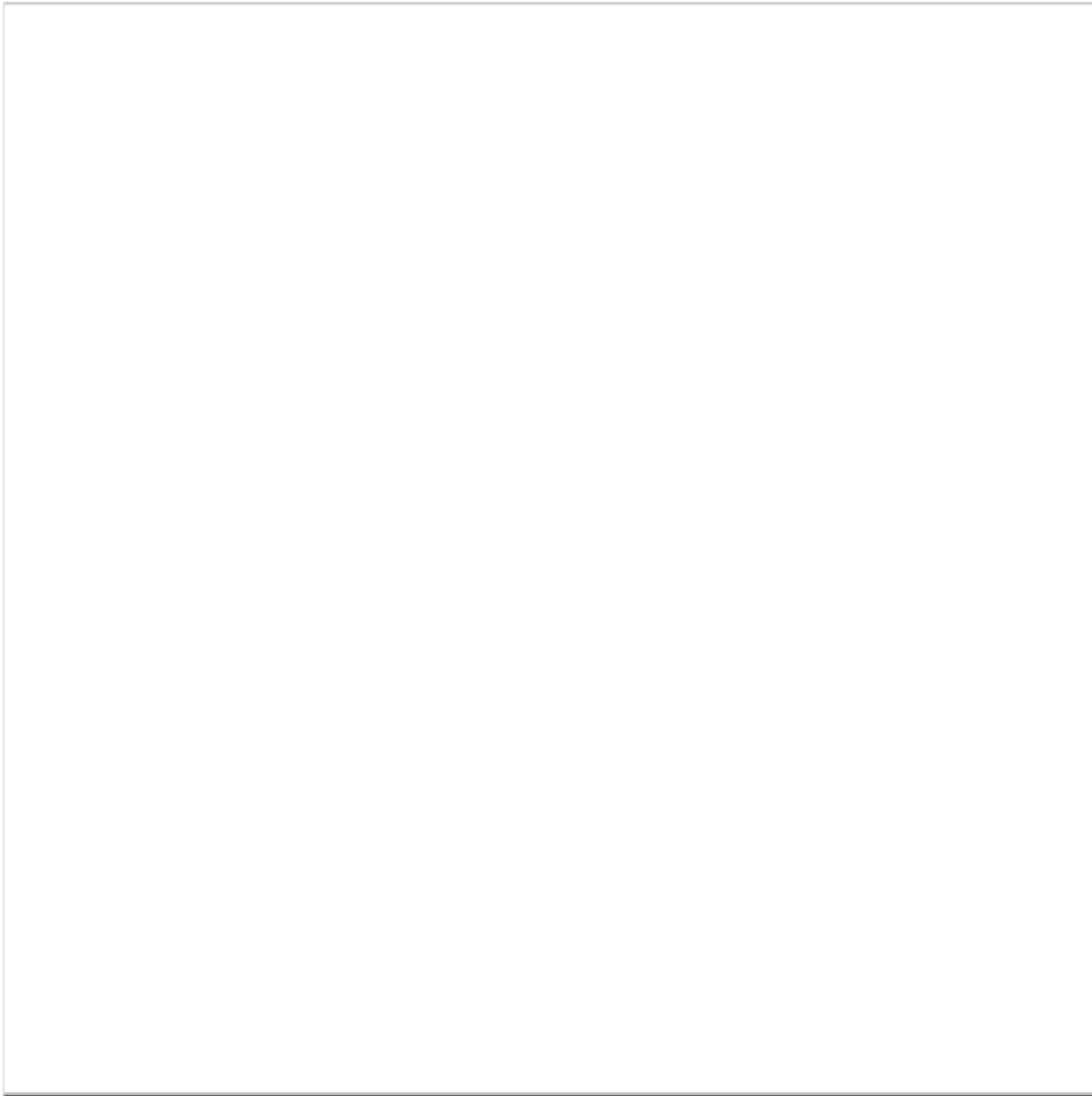
From: [TJHSST PTSA](#)
To: [Kiris Aristia](#)
Subject: [External] Reminder: This Week @ TJ 6/21/2020
Date: Thursday, June 25, 2020 7:49:01 PM



June 21, 2020



Official TJHSST PTSA Weekly Newsletter



[View this email as a webpage](#)

Hello Tia,

Even though school has ended, there is still a lot going on!

New!

- **PTSA ballots** coming to PTSA members **today!**
- **Yoga** starts Tuesday - link below
- Class of 2024 - **FroshComm application** deadline is Friday, June 26 (11:59 PM)
- **Virtual volunteering opportunities** for students
- Parents: Become an **Academic Boosters volunteer**

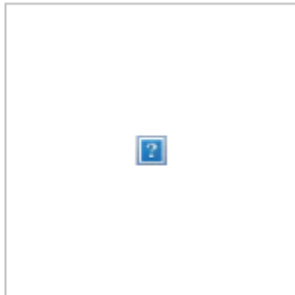
Reminders:

- RSVP for Friday's **college admissions event with Class of 2020 student panel**
- **Find a good summer read (or listen)** - recommendations from TJ Staff
- **Full-year summer school classes** start Monday, June 22

TJ Enrichment courses - deadline to register is July 1

- **FCPS Online Summer Arts Enrichment** starts July 6
- **Fall sports paperwork** due July 31 (golf due July 30)
- First day of full-year credit **summer school** classes is Monday, June 22

If you aren't currently on the email list, you can [subscribe here!](#)





Freshmen and New Families: Sign Up

Returning Families: Renew

Use 22312 when you register for your zip code.

Reset your password if you've forgotten it.

TJ Executive Committee

PTSA Elections: Check Your Email for Your Ballot

Dear newsletter subscriber,

The PTSA Executive Committee slate presented in the Nominating Committee report on May 26 must be voted on. There was a two-day period (May 26-28) during which self-nominations were accepted. No self-nominations were submitted. Therefore the slate is running unopposed. **Even though the slate is running unopposed, we must have a quorum, so if you are a 2019-20 TJ PTSA member, please do vote.**

Since the TJ PTSA is unable to have an in-person meeting to vote on PTSA business, we must vote online again.



The voting period runs from **June 22 to June 26, 2020 at 12pm. Please cast your vote now!**

1. **Login** by entering your email.
2. Press the **VerifyMe** button to receive a personal voting link in your email inbox.
3. **Click on the link** in the verification email to cast your votes. *
4. Remember to **press COMPLETE AND SUBMIT.**

Click here to start.

** If you do not receive your email right away, your email provider may be blocking it. You should add the domain "ezVoteOnline.com" to your "safe senders" list to ensure you receive your VerifyMe email.*

Thank you for participating in the TJ PTSA vote.

If you have any questions please **email the TJ PTSA Tellers Committee**. Results will be posted on the <http://tjptsa.org> after the vote closes.

Remember that only TJ PTSA members (with 2019-20 memberships) may vote. If you purchased a 2019-20 membership and did not receive an email via AtoZ with the ballot link, please email the TJ PTSA Tellers Committee (above). Note that your AtoZ user email was used to send your ballot.

Sincerely,
Your TJ PTSA

PTSA Health and Wellness Committee

Virtual Summer Yoga with
PE Teacher Mr. Arthur

By popular demand, the PTSA Health & Wellness Committee is excited to bring summer yoga to students, staff and families of the TJ Community, led by our very

own PE teacher, Mr. Arthur! Classes will be livestreamed twice a week, and recordings posted for those who are not free at the planned class time.

Tuesdays and Thursdays
4:30 PM
June 23-July 30

Contact **Michelle Gilles** with questions. Please share this information with students!

[Yoga Class Link](#)

Yoga Monday #3

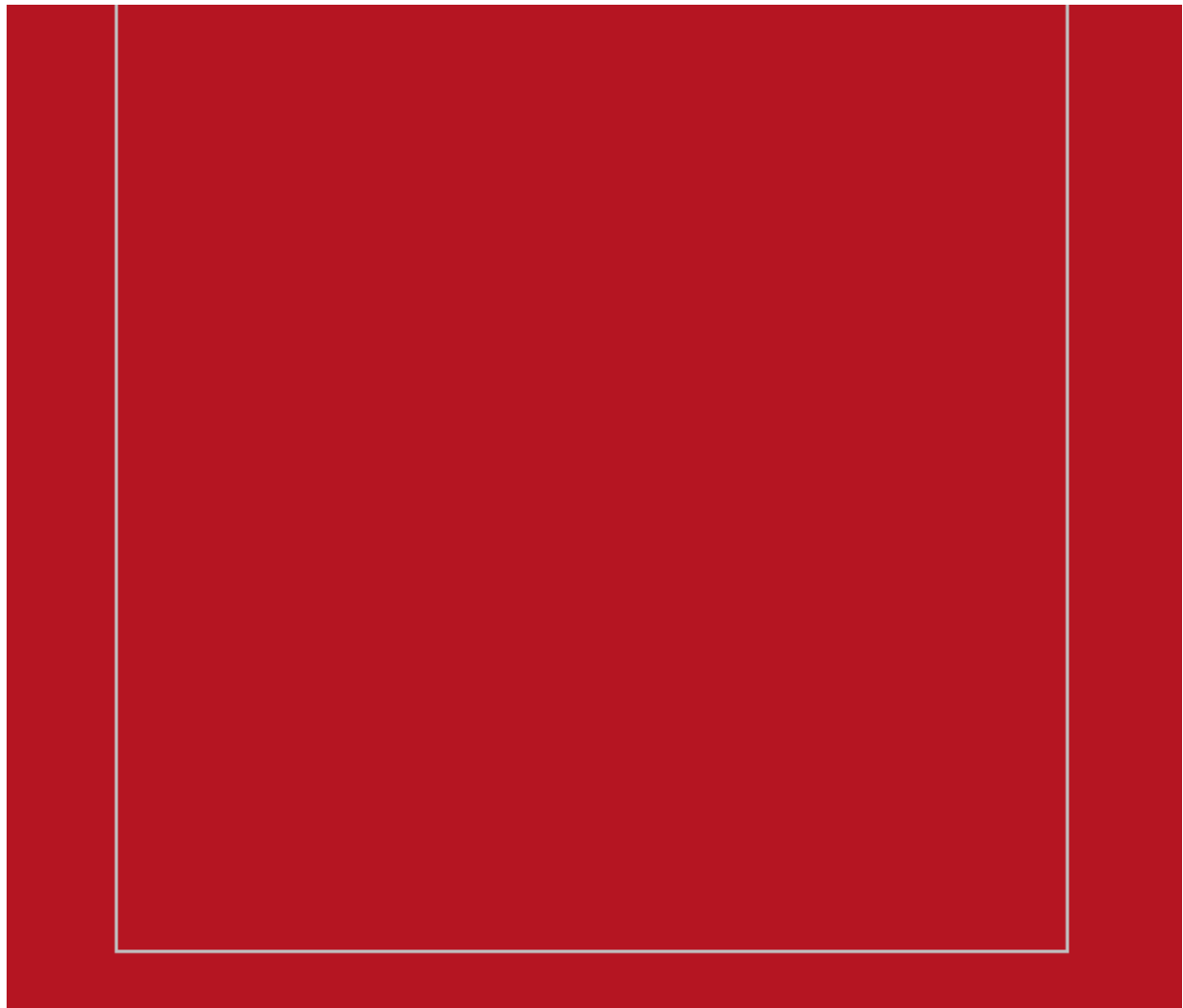


PTSA College Outreach Committee

College Admissions Senior Panel THIS FRIDAY

To RSVP for this event, click [here](#).

If you would like to volunteer with the College Outreach Committee, email college-outreach-cochairs@tjptsa.org



Academic Boosters

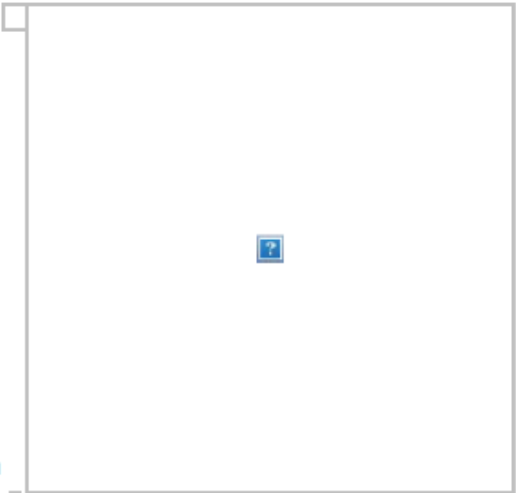
TJ Academic Boosters (TJAB) is a parent volunteer organization which supports students and team sponsors participating in academic (8th period) activities at TJHSST. The volunteer team raises funds to support **TJ's academic teams** with thousands of dollars every year so that the teams can fund registration expenses for events, and pay for their sponsors and/or coaches to travel with them. TJ academic teams are superstars!

But we cannot do this without your support with donations and time.

We need you! Why should you join us?

- When you volunteer, you help your kids do better and they feel supported. You help the school and the sponsors do more with limited resources.
- You help yourself—you stay informed and your voice is heard, you use your skills, you make friends with committed parents and you feel good about making a positive difference.

Click below for more information and to become a volunteer!



Class of 2024

Apply to Frosh Comm (Student Government)--Deadline is Friday

Dear Class of 2024 Students and Parents,

Hello and welcome to our school! We are a part of TJ's Student Government and we would like to let you know about an amazing opportunity to look into before the start of school.

Does your child enjoy organizing events? Are they interested in student government? Would they like to serve as one of the leaders of the freshman class and a part of TJ Student Government? If so, apply to FroshComm!

FroshComm is the temporary student government for the freshman class until elections are held in November, and is thus responsible for organizing all Homecoming activities, such as constructing a float, filming a spirit video, and leading class cheers at pep rallies. FroshComm members also gain valuable experience in leadership and student government. All information about FroshComm and the application process can be found in [this form](#).

The application deadline is Friday June 26 at 11:59 PM. Please let us know if your student has any questions by sending an email to sga.tjhsst@gmail.com. We are looking forward to seeing your student's application!

Sincerely,

TJ Student Government Association

Apply to FroshComm

Virtual Volunteering Opportunities

This is a summer like no other! If you have free time and are looking for a way to help others from home, check out Rob Franek's video below about virtual volunteering opportunities, in conjunction with Princetonreview.com. Thanks you to Student Services for sharing these opportunities for students! Here are some links of sites he mentions.

- <https://www.zooniverse.org/>
- <https://www.onlinevolunteering.org/en>
- <https://www.catchafire.org/>
- https://www.gutenberg.org/wiki/Gutenberg:Volunteering_for_Project_Gutenberg
- <https://translatorswithoutborders.org/volunteer/>
- <https://www.crisistextline.org/become-a-volunteer/>

TJHSSST Calendar

Monday, June 22-Thursday July 30

TJ Academic Summer School Full-Year Courses (No classes July 3)

Friday, June 26

7-9 PM College Admissions panel

11:59 PM FroshComm applications due

Tuesday, June 23-Thursday, July 30, 4:30 PM

Yoga with Mr. Arthur

Wednesday, July 1

Registration closes for TJ Enrichment courses

Monday, July 6 to Friday, July 31

TJ Academic Summer School Semester Courses and TJ Enrichment Courses

Thursday, July 30

Golf begins/paperwork due



- The **TJ STEMbassadors program** also has need of volunteers--share your love of STEM with local students. See below for more info!
- If you love **computer science**, you can join other students who are serving as mentors for Scratch, Python, Java, Web development, and other free online classes through **Codefy** (formerly DMVHacks).

Friday, July 31

Paperwork due for all other fall sports

PTSA Representatives

TJPTSA.org

TJ PTSA Executive Committee

President

Shaista Keating
president@tjptsa.org

President-Elect

Nick Costescu
presidenelect@tjptsa.org

1st Vice President

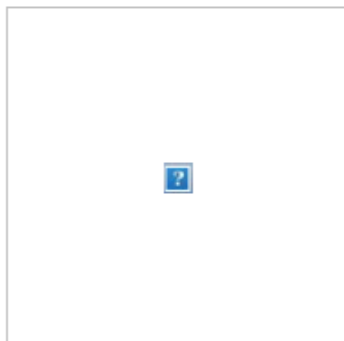
Yuyan Zhou
firstvp@tjptsa.org

2nd Vice President

Sophia Burki
secondvp@tjptsa.org

TJ Partnership Fund

STEMbassadors Needed!



The STEMbassadors program began in 2013. It is an opportunity for TJ students, as well as students from other area high schools, to share their love for all things STEM with local elementary and middle-school youth. STEMbassadors facilitate STEM activities in elementary and middle school classrooms across the region and serve as role models for young learners.

- STEMbassadors runs throughout the school year but is particularly active during the summer months when requests for volunteers from local elementary and middle schools run highest. **For 2020, summer programs will be online, but we still need volunteers!**
- STEMbassadors have served in over 100 area schools, including many Title 1 institutions, and foster an appreciation for STEM in countless students. To learn more about the program and its impact from those who participated in STEMbassadors this summer, click [here](#).

For more information on the STEMbassador program and our virtual volunteer opportunities, please [email Adele Peng](#).

[Become a STEMbassador](#)

Treasurer

Dinesh Kumar
treasurer@tjptsa.org

Recording Secretary

Anna Lee
Kim recordingsecretary@tjptsa.org

Corresponding Secretary

correspondingsecretary@tjptsa.org
This Week @ TJ Editor
Submissions, thisweek@tjptsa.org

Subscribe:

<https://www.tjptsa.org>

PTSA Faculty Representatives

Betsy Sandstorm, Denise Castaldo, and Michael Auerbach

PTSA Student Representative

Ronith Ranjan, President

TJ Student Government Association

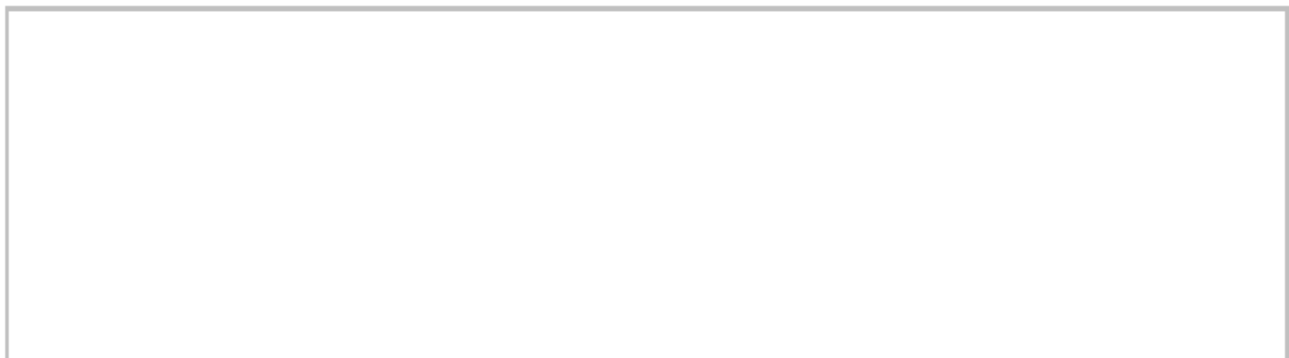
[Email This Week @ TJ](#)

TJ Humanities Department

Looking for a good book?

Books give a soul to the universe, wings to the mind, flight to the imagination, and life to everything. --Plato

We hope you will find some time to get lost in a book this summer, revisit an old favorite or find a new one, or read something that will expand your world. You can see [Summer Enrichment suggestions from TJ staff](#) and [why they picked them](#), or submit your own book recommendation at the TJ Library's [Summer Reads page](#) (note: **you must log in to your fcpsschools account** to access all of the links shared here). And as always, to find your next great book to read, take a look at the TJ Library's [Book Resources page](#). To see what your librarians are currently reading, see the [library home page](#).





TJ Enrichment

TJ Summer Online Enrichment Courses--Registration Deadline July 1

Skill enrichment courses are designed to focus on various skills development and supplement certain curricula. These modules will have synchronous and asynchronous opportunities for students. We encourage students to register for a course if they desire additional support with specific content areas or skills. **The modules are not required, not for credit and not graded.** Students may register for multiple courses as long as the schedule does not conflict. For details see the school webpage. **Registration: June 3 – July 1; Course Dates: July 6-31.** Open to TJ students only. All courses are free of charge, no credit or weight given.

- **TJ Chemistry.** Enrichment. Grades 10-12.
- **Global Cuisine.** All interested students.
- **China on the World Stage, 20th Century to the Present.** All students interested in and have some working knowledge of-history of 18th-19th century China.
- **Happiness and Well-Being Studies.** All interested students.
- **Apartheid in South Africa.** All interested students.
- **Global Population Growth in the 20th Century.** All interested students.
- **Colonization and Independence in Africa.** All interested students.
- **Experiencing Religions Through Sacred Spaces.** All interested students.

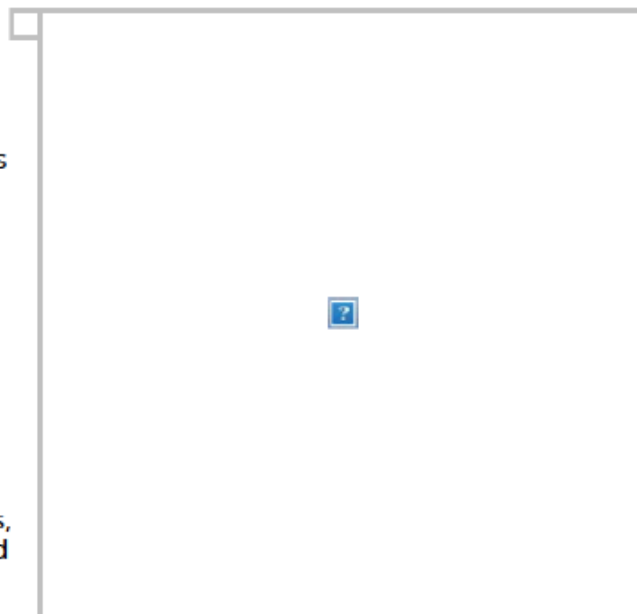
- **Civic Duty During a Pandemic.** All interested students.
- **Brazil: A History of Change in the 19th—20th Century.** All interested students.
- **A Global Controversy: The U.S. Invasion of Iraq.** All interested students.
- **Genocide: Never Again?** All interested students.

Register

FCPS Online Summer Arts Enrichment Program

Fairfax County Public Schools will offer a **free online arts enrichment program** for current K-12 students over five weeks from **July 6 to August 7**. A variety of classes will be offered in **art, music, theater and dance**.

- **Elementary classes** include K-6 Art, Stitchery and Weaving, Claymation and Recycled Art, K-6 Music, Drumming, Contemporary Vocals, Sixth Grade Band, Sixth Grade Strings, K-6 Theater, and K-6 Dance.
- **Secondary classes** include Cartooning, Cell Phone Photography and Animation, Digital Art, Exploratory Drawing and Painting, Guitar, Jazz Band, Creative Strings, Show Choir, Musical Theater, Acting, Theatre Games and Improv, Technical Theater Design and Production, Creative Writing, Yoga for the Artist, Summer Dance Exploration, Summer Dance Intensive, and Fitness for the Performing Artist.

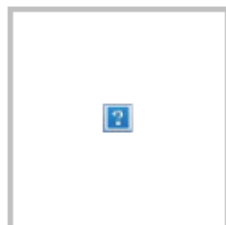


Email fasummerlearning@fcps.edu for more information and to gain access to programs.

TJ Athletics

TJ Fall Sports

Although the start of the 2020 fall season is uncertain, if your student is a returning athlete or wants to play a sport this fall, click on the button to learn more about



scheduled start dates, coach contact information, required paperwork and physicals. The planned start date for Fall sports are fast approaching. **Golf** will start on **July 30**. All other fall sports (**football, field hockey, volleyball, cheerleading, cross country**) may start on **Monday, August 3**.

All paperwork is due to Heather Murphy by July 30 for golf and July 31 for all the other fall sports.

Please email [Rusty Hodges](#), Director of Student Activities, or [Heather Murphy](#), Head Athletic Trainer, if you have any questions. Link to [2020 Fall Coaches Contact Information.doc](#).

[Learn More](#)

Submissions for This Week @ TJ

Please email submissions to thisweek@tjptsa.org by 5 PM Friday for publication in our Sunday issue. Please be sure to proofread all submissions. If you would like to submit a photo, please send it as a separate .jpg or .jpeg file. This Week @ TJ editors may make changes for length, clarity and style. If a submission is made after our deadline, it will be held for the following week's issue.

Questions? Email thisweek@tjptsa.org
We look forward to hearing from you!

[ABOUT US](#)

[NEWS AND INFO](#)

[VOLUNTEER](#)

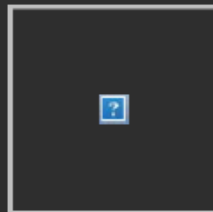
[COMMITTEES](#)

[CONTACT US](#)

Follow TJHSST PTSA on Social Media!



Thomas Jefferson High School for Science & Technology Parent, Teacher, Student Association
6560 Braddock Road, Alexandria VA 22312



TJHSST PTSA | 6560 Braddock Rd, Alexandria, VA 22312

[Unsubscribe akinis@fcps.edu](mailto:akinis@fcps.edu)

[Update Profile](#) | [About Constant Contact](#)

Sent by president@tjptsa.org

From: [Lamoreaux, Miriam](#)
To: [Kinis, Aristia](#)
Subject: STEM Outreach Committee Minutes for Review
Date: Friday, June 26, 2020 5:27:28 PM
Attachments: [TJPF December STEM Outreach Meeting Minutes_DRAFT.docx](#)
[TJPF February STEM Outreach Meeting Minutes_DRAFT.docx](#)
[TJPF January STEM Outreach Meeting Minutes_DRAFT.docx](#)
[TJPF March STEM Outreach Meeting Minutes_DRAFT.docx](#)
[TJPF October STEM Outreach Meeting Minutes_DRAFT.docx](#)

Hi Tia,

I'm just about caught up with all the meeting minutes. Attached are all the STEM Outreach Committee Meeting minutes for your review and edits.

Thanks,
Miriam

Miriam Lamoreaux

Development Coordinator

Thomas Jefferson Partnership Fund

Office: 703-750-8317

Mobile: [REDACTED]



THOMAS JEFFERSON HIGH SCHOOL FOR SCIENCE AND TECHNOLOGY
PARTNERSHIP FUND, INC.

TJPF FY20 STEM Outreach Committee December Meeting
December 12, 2019 from 2:30pm-3:30pm
TJHSST, TJPF Conference Room, OR Conference Line 1-855-828-1466

Meeting Minutes

ATTENDEES: Ashley Jones, Natalie Lorenz-Anderson, Valerie Weisman, Tia Kinis, and Miriam Lamoreaux

1. Board Meeting Follow Up Discussion

- a. Natalie Lorenz-Anderson requested an update and summary of the November Board Meeting.
- b. Committee members summarized the November Board Meeting and the outcome of Nancy Rowland's grant request for FCPS after school programming.
- c. Tia Kinis summarized the feedback she has heard from FCPS leadership on the STEM Outreach Committee and the high visibility of the Committee. She emphasized the importance that Board leadership remain consistent in their messaging to the community and to FCPS.
- d. Natalie requested that staff synthesize and distribute an elevator pitch describing the STEM Outreach mission.

2. Grant Review

- a. **STEM Mayhem**
 - i. Miriam Lamoreaux presented a grant request for \$450 on behalf of the student group, STEM Mayhem. She explained that in order to approve the request, the full Board will need to vote to approve an exception to the TJPF grant policies to allow for upfront disbursement of funds since STEM Mayhem is unable to operate as an official TJ Club. She added that the standard reimbursement model insulates the TJPF from liability and allows for increased oversight of spending.
 - ii. Tia added that STEM Mayhem has a positive track record with the TJPF and recommended approving a one-time exception.
 - iii. Natalie requested that staff check with STEM Mayhem to ensure that materials and knowledge are effectively transferred once student leaders graduate.
 - iv. **VOTE:** The Committee unanimously agreed to recommend a one-time exception to the TJPF grant policies for STEM Mayhem to the full Board.

3. Review of Active STEM Outreach Programs

- a. Valerie Weisman provided an update on Herndon Elementary School's programming. She summarized her meetings with the Herndon team and observations of the program in action. Valerie was impressed with the program and Jackie Kwon's partnership.
- b. Natalie stated that she would like the STEM Committee to continue to assign liaisons to view programs in action. She also expressed her desire for the Committee to fund scalable and replicable programs.

4. Anticipated New Grant Requests

- a. Natalie updated the Committee on the status of the grant request from Science from Scientists. She requested that Science from Scientists withdraw their grant request for a full year after school program and re-submit an application focused on summer enrichment opportunities.
- b. Miriam added that HackTJ and Techstravaganza will also be submitting requests soon.

5. Adjournment

- a. With no further business, the STEM Outreach Committee adjourned at 3:30pm.



THOMAS JEFFERSON HIGH SCHOOL FOR SCIENCE AND TECHNOLOGY PARTNERSHIP FUND, INC.

TJPF FY20 STEM Outreach Committee February Meeting
February 13, 2020 from 2:30-3:30pm
TJHSST, TJPF Conference Room, OR Conference Line 1-855-828-1466

Meeting Minutes

ATTENDEES: Ashley Jones, Natalie Lorenz-Anderson, Chiquita O'Cain, Tia Kinis, and Miriam Lamoreaux

1. STEMbassadors Discussion

- a. Tia Kinis provided a historical overview of the STEMbassadors program and expressed her support for continuing to grow and sustain the program.
- b. Miriam Lamoreaux requested that Committee members review the document the STEMbassadors Program Coordinator, Adele Peng, prepared outlining the results and areas of growth for the program.
- c. Tia added that the school Administration no longer actively promotes volunteer opportunities like STEMbassadors for students and requested the Committee consider ways to re-energize and bring awareness to the program.
- d. The Committee brainstormed additional avenues to advertise and grow the STEMbassadors program.

2. Grant Review

a. HackTJ

- i. Tia Kinis presented a grant request for \$9,200 on behalf of HackTJ for their annual hackathon. She emphasized that HackTJ is a signature event and requested that the Committee reflect on additional outreach-specific spend areas that the TJPF could invest in for HackTJ.
- ii. **VOTE:** The Committee unanimously approved \$9,200 to be recommended for funding.

b. Science from Scientists

- i. Natalie Lorenz-Anderson presented an updated grant request on behalf of Science from Scientists for summer programming. She explained that this year will likely be the last request from Science from Scientists. Natalie added that the current budget does not include the additional costs mandated by FCPS policies.
- ii. Tia requested that Science from Scientists revise their grant request to include the true costs of the program. She emphasized that FCPS already has preferred vendors providing summer programming and is not enthusiastic about Science from Scientists. She explained that if the Committee would like to recommend Science from Scientists, a competitive advantage to their programming needs to be demonstrated.
- iii. Natalie agreed to request a revised application and budget from Science from Scientists.

3. Adjournment

- a. With no further business, the STEM Outreach Committee adjourned at 3:30pm.



THOMAS JEFFERSON HIGH SCHOOL FOR SCIENCE AND TECHNOLOGY PARTNERSHIP FUND, INC.

TJPF FY20 STEM Outreach Committee January Meeting
January 17, 2020 from 9:00-10:00am
TJHSST, TJPF Conference Room, OR Conference Line 1-855-828-1466

Meeting Minutes

ATTENDEES: Anne Appler, Ashley Jones, Natalie Lorenz-Anderson, Valerie Weisman, Tia Kinis, and Miriam Lamoreaux

1. Grant Review

a. Techstravaganza

- i. Tia Kinis presented a request on behalf of Techstravaganza for \$12,000 for their annual event.
- ii. Natalie Lorenz-Anderson requested to view the actual spend for the budget line items of Techstravaganza's FY19 grant.
- iii. **VOTE:** The Committee unanimously approved \$12,000 to be recommended for funding.

b. Young Scholars Summer Programming

- i. Tia Kinis presented a request on behalf of the TJ Admissions Outreach Office for \$50,000 for Young Scholars Summer Programming.
- ii. The Committee discussed outstanding questions around this grant request, and Natalie agreed to request additional details from Nancy Rowland.
- iii. **VOTE:** The Committee unanimously approved \$50,000 to be recommended for funding.

c. Potomac River Program Spring

- i. Tia Kinis presented a request on behalf of the TJ Admissions Outreach Office for \$4,800 for field trips to the Chesapeake Bay in the Spring semester.
- ii. The Committee expressed their satisfaction with the results and implementation of the fall program.
- iii. **VOTE:** The Committee unanimously approved \$4,800 to be recommended for

funding.

d. Herndon Elementary Spring

- i. Natalie presented a request on behalf of Herndon Elementary School for \$10,000 for after school programming in the Spring semester.
- ii. Valerie Weisman expressed her admiration for Jackie Kwon and the Herndon Elementary School Team.
- iii. Miriam Lamoreaux advised the Committee that FY19 and FY20 grant reports and photos from Herndon Elementary School are available for review in Dropbox.
- iv. Natalie expressed her desire to connect Herndon Elementary School with corporate partners. She also requested that staff connect Jackie Kwon with STEMbassador volunteers.
- v. Anne Appler recommended that this request be brought before the full Board for consideration. Although this grant request is under \$10,000, since the TJPF granted additional funds to Herndon Elementary School in the fall, the total granted to the school in FY20 would be over \$10,000.



**THOMAS JEFFERSON HIGH SCHOOL FOR SCIENCE AND TECHNOLOGY
PARTNERSHIP FUND, INC.**

- vi. **VOTE:** The Committee unanimously approved \$10,000 to be recommended for funding.

e. Science from Scientists

- i. Natalie presented a grant request from Science from Scientists for summer programming. She explained that the costs will be higher than anticipated due to FCPS logistical costs. Natalie agreed to request an updated budget from Science from Scientists before the request goes before the Board. She recommended the Committee review and discuss the initial request in the meantime.

2. Review of Active STEM Outreach Programs

- a. Natalie asked that Committee members consider attending Centreville Elementary School's family STEAM night on February 5th.

3. Adjournment

- a. With no further business, the STEM Outreach Committee adjourned at 10:00am.



THOMAS JEFFERSON HIGH SCHOOL FOR SCIENCE AND TECHNOLOGY
PARTNERSHIP FUND, INC.

TJPF FY20 STEM Outreach Committee March Meeting
March 12, 2020 from 2:30-3:30pm
TJHSST, TJPF Conference Room, OR Conference Line 1-855-828-1466

Meeting Minutes

ATTENDEES: Anne Appler, Ashley Jones, Natalie Lorenz-Anderson, Chiquita O’Cain, Valerie Weisman, Tia Kinis, and Miriam Lamoreaux

1. Techstravaganza Outreach

- a. Natalie Lorenz-Anderson asked if the Committee would like to reserve an outreach table at Techstravaganza this year.
- b. Tia Kinis explained that the TJPF’s STEM outreach mission area is now well-established and the outreach table is no longer the best forum to promote TJPF objectives.
- c. Natalie requested that in lieu of a table, staff create a poster to display on the office door and distribute TJPF merchandise with informational flyers to attendees.

2. Requested Change to Centreville Field Trip Grant Amount

- a. Miriam Lamoreaux presented a request on behalf of Centreville Elementary School for an additional \$1,300 to be added to their existing field trip grant of \$4,540. She explained that the school was awarded an additional field trip day and that the transportation costs have increased.
- b. Natalie emphasized the importance of transitioning programs like Centreville Elementary Schools’ to corporate partnerships.
- c. Tia added that the Committee has increasingly turned its focus towards FCPS-directed programs to ensure resources are most effectively distributed.
- d. **VOTE:** The Committee unanimously approved an additional \$1,300 to be recommended for funding.

3. Grant Review

a. Science from Scientists

- i. Natalie presented an updated grant request on behalf of Science from Scientists for \$16,000 for summer programming. She explained that the organization has updated their budget to reflect the true costs of the program.
- ii. The Committee expressed concerns with the high cost per student and the fact that Science from Scientists is not an approved vendor for FCPS.
- iii. Tia and Anne Appler expressed their desire to see Science from Scientists seek out alternative sources of funding in future years.
- iv. **VOTE:** The Committee unanimously approved \$16,000 to be recommended for funding.
- v. Tia added a request that the Committee communicate the open-ended issues this grant request poses to the Board.

4. Adjournment

- a. With no further business, the STEM Outreach Committee adjourned at 3:30pm.



**THOMAS JEFFERSON HIGH SCHOOL FOR SCIENCE AND TECHNOLOGY
PARTNERSHIP FUND, INC.**

**TJPF FY20 STEM Outreach Committee October Meeting
October 3, 2019 from 3:00pm-4:00pm
TJHSST, TJPF Conference Room, OR Conference Line 1-855-828-1466**

Meeting Minutes

ATTENDEES: Natalie Lorenz-Anderson, Ashley Jones, Babur Lateef, Chiquita O’Cain, Valerie Weisman, Anne Appler, and Miriam Lamoreaux

1. Introductions of STEM Outreach Committee members

- a. Natalie Lorenz-Anderson asked that each member of the Committee briefly introduce themselves.

2. Invitation to attend Thinkabit and Chesapeake Bay field trips

- a. Nancy Rowland of the TJ Admissions office extended an invitation for TJPF Board members to participate in select Thinkabit and Chesapeake Bay field trips. Natalie requested that if a member of the STEM Outreach Committee would like to attend, to reach out to herself or Miriam Lamoreaux.

3. Review of September discussion and TJPF/STEM Outreach Committee priorities

- a. Natalie reviewed the discussion from last month’s meeting about the Committee’s funding priorities. Grant applications fall in to one of three buckets: TJ signature programs, FCPS-driven programs, and other, non-TJ related programs.
- b. Anne Appler reviewed the meeting with herself, Tia Kinis, Marilena Barletta, Dr. Bonitatibus, and Dr. Zuluaga. In this meeting, Dr. Zuluaga expressed an interest in the Committee’s work and addressing diversity issues at TJ.
- c. Natalie emphasized that these issues won’t be solved without collaboration between the TJPF, TJ Administration, FCPS, and others. She also reiterated the importance of keeping the TJPF name associated with these programs.

4. Feedback from discussions with FCPS STEM resources point of contact

- a. Natalie reported on meetings with Alex Fuentes, FCPS STEM Manager, and other STEM contacts. She requested assistance from Alex Fuentes and Nancy Rowland in identifying priority schools in FCPS.
- b. The Committee emphasized the importance of demonstrated impact and long-term program sustainability.

5. Grant request review

a. Herndon Elementary School

- i. Natalie presented a request on behalf of Jackie Kwon at Herndon Elementary School for \$4,986. The original request was much larger and was reduced to an initial pilot program. The revised proposal will serve 125 Young Scholars students.
- ii. The Committee requested sending a representative to observe the impact of the program to evaluate it’s scalability.
- iii. The Committee also discussed the possibility of connecting grant applicants to long-term corporate partners.
- iv. Valerie Weisman volunteered to connect with Jackie to observe the program.

THOMAS JEFFERSON HIGH SCHOOL FOR SCIENCE AND TECHNOLOGY
PARTNERSHIP FUND, INC.

- v. **VOTE:** The Committee unanimously approved \$4,986.00 to be recommended for funding.
 - b. Centreville Elementary School**
 - i. Natalie presented a request on behalf of Mary Ann Settlemyre at Centreville Elementary School for \$1,800 to fund 6 after school STEAM nights.
 - ii. The Committee discussed the public relations advantages to funding these STEAM nights, where many corporate and government partners are involved.
 - iii. **VOTE:** The Committee unanimously approved \$1,800.00 to be recommended for funding.
 - iv. Natalie presented a second request on behalf of Mary Ann Settlemyre at Centreville Elementary School for \$4,540 to fund a trout release program, Chesapeake Bay Foundation field trip, and a Covanta field trip to learn about environmental science and water ecology.
 - v. The Committee discussed funding this program as a pilot and assisting Centreville Elementary in obtaining long-term corporate partnerships. Natalie requested the Committee send in recommendations for potential corporate partnerships.
 - vi. **VOTE:** The Committee unanimously approved \$4,450.00 to be recommended for funding.
 - c. FCPS After School Programming**
 - i. Natalie briefly discussed a request from Nancy Rowland with TJ Admissions for FCPS after school programming. This program can be implemented at 1-6 schools at a cost of \$5,990.98 per school.
 - ii. Natalie articulated that, for the sake of time, she will schedule a special call in the next few weeks to review the request in more detail and vote.
6. **Magic of Mothers STEM Fest**
 - a. Natalie reiterated that the Magic of Mothers STEM Fest will take place on October 19th from 3:00-7:00pm at Whitman Middle School and invited Committee members to attend.
7. **Status of Science from Scientists**
 - a. Natalie briefly updated the Committee on the status of the Science from Scientists program. There will be another discussion about this program on October 25th at 2:30pm, and Committee members are invited to join.
8. **Status of other grants: Wesley Housing Development, LIFT, etc.**
 - a. Natalie updated the Committee on the status of the Wesley Housing Development grant given in FY19. The Wesley Housing Development has received the grant and will begin to use the funds in the fall. Natalie invited Committee members to visit the Development in action.
9. **STEMbassadors and access to TJ students: status and next steps**
 - a. Natalie updated the Committee on the status of STEMbassadors and the TJPF's relationship with other student groups. Natalie and Miriam Lamoreaux have a phone call with Volita Russell tomorrow to discuss guidelines for interacting with TJ students. Natalie invited Committee members to join.
10. **Adjournment**
 - a. With no further business, the Committee adjourned at 4:00pm.

From: [Shaista Keating](#)
To: [yuyan zhou](#)
Cc: [Betsy Wilusz](#); [Shaista Keating](#); [Leslie Saenz](#); [Mary Li](#); [tricia su](#); [Anne, Mathew, Amy, Paul Appler](#); [Ronith Ranjan](#); [TJEC](#); [Asra Nomani](#); [Jen, Spencer, Sabrina Atkin](#); [Michelle, George, Miranda, Madeliene Khoury](#); [Bonitatibus, Ann N](#)
Subject: [External] Re: ANGP Next Steps
Date: Friday, April 3, 2020 12:57:44 PM

Hi Yuyan,

Thank you for your personal input.

All of us on the PTSA EC are grateful for our hardworking ANGP chairs and volunteers across the board who continue to help our PTSA as we manage this challenging pandemic.

I am happy to provide you with an update on our senior stakeholder meeting. Please reach out to me with a convenient time so we are on the same page as a board in helping our community.

Best,
Shaista

Sent from my iPhone

On Apr 3, 2020, at 12:44 PM, yuyan zhou <whyzgm@gmail.com> wrote:

All, I have a client meeting today and I won't be available to join you for this meeting.

For our Class 2020 ANGP committee chairs, I just want to say THANK YOU for your time and effort in organizing this event. I know how exhausting you all are and as a TJ parent, I can't thank you enough for everything you have done. We are in a very unfortunate situation. With school closing, state mandate for staying at home order and the alarming number of cases confirmed in our area, it is very difficult to predict or plan anything down the road. I share your concerns and I believe that you have made the right decision.

Please all stay safe. Take care and all the best - yuyan

On Fri, Apr 3, 2020 at 11:25 AM Betsy Wilusz <Betsy.Wilusz@cox.net> wrote:

The ANGP Co-chairs feel our role in this process is complete and we prefer to focus our time and attention on ensuring parents receive the items they purchased and refunding amounts promised.

We will not be joining the call today. Thank you for your understanding.

- Mary, Leslie, and Betsy

Sent from my iPhone

On Apr 3, 2020, at 9:40 AM, Shaista Keating
<shaistakeating@gmail.com> wrote:

Hi Team,

Hope everyone is healthy and safe.

Here is a reminder for our follow-up meeting discussed last Friday. The time (1:00pm today) and call in credentials remain the same. I have included these below for your ease.

Dr. Bonitatibus, thank you again for joining us during this busy time for you.

In light of our Superintendent's message, I remain optimistic about writing the final chapter for our seniors together with you all.

This week has enabled me to seek the input of the PTSA Executive Committee as well as neighboring PTSAs. We have also received additional feedback from parents and students. I would like to share this input with you and work together towards a path forward.

In addition to our original team of folks, Michelle Khoury and Jen Atkin will be joining our call.

Thank you again for your continued commitment to our community.

TJ PTSA Executive Committee Room credentials:

Please join my meeting from your computer, tablet or smartphone.
<https://global.gotomeeting.com/join/906564165>

You can also dial in using your phone.
United States: +1 (571) 317-3122

Access Code: 906-564-165

Join from a video-conferencing room or system.
Dial in or type: 67.217.95.2 or inroomlink.goto.com
Meeting ID: 906 564 165
Or dial directly: 906564165@67.217.95.2 or
67.217.95.2##906564165

New to GoToMeeting? Get the app now and be ready when your first meeting starts:

<https://global.gotomeeting.com/install/906564165>

Best,
Shaista

Sent from my iPhone

On Mar 25, 2020, at 11:03 PM, Shaista Keating
<ShaistaKeating@gmail.com> wrote:

Hi Betsy, Leslie, Mary and Tricia,

Thank you for all that you have done for our students over the last year.

Tricia, thank you for your message. As Dinesh has explained, he is happy to offer the ANGP team financial support. He is looking into refunds and associated PayPal fees as well as the number of folks who have purchased particular types of tickets.

At a time when our decisions impact all of our seniors, I would value a call with the ANGP team to discuss next steps.

To this end, Dr. Bonitatibus, Dinesh, and I would value discussing your proposal in the light of what FCPS is considering for seniors.

Anne A, are you available to join this call as TJPF does special gifts for seniors?

Ronith, are you available to join as your perspective as our SGA President would be valuable?

Dr. Bonitatibus is available Friday 3/27 at 1:00 pm. She has some flexibility on Friday so we may accommodate your schedules. Please respond to this email to let me know if you are able to join our call on ANGP next steps.

Thank you again for all that you have contributed to our seniors!

Best,

Shaista

Sent from my iPhone

From: [Shaista Keating](#)
To: [Shaista Keating](#)
Cc: [yuyan zhou](#); [Betsy Wilusz](#); [Leslie Saenz](#); [Mary Li](#); [tricia su](#); [Anne, Mathew, Amy, Paul Appler](#); [Ronith Ranjan](#); [TJEC](#); [Asra Nomanj](#); [Jen, Spencer, Sabrina Atkin](#); [Michelle, George, Miranda, Madeliene Khoury](#); [Bonitatibus, Ann N](#)
Subject: [External] Re: ANGP Next Steps
Date: Friday, April 3, 2020 1:07:08 PM

Hi Team,

Nick is working through the technology to start our call. Just dial in and hang on or wait for communication from Nick.

Thank you for your patience.

Best,
Shaista

Sent from my iPhone

On Apr 3, 2020, at 12:57 PM, Shaista Keating <president@tjptsa.org> wrote:

Hi Yuyan,

Thank you for your personal input.

All of us on the PTSA EC are grateful for our hardworking ANGP chairs and volunteers across the board who continue to help our PTSA as we manage this challenging pandemic.

I am happy to provide you with an update on our senior stakeholder meeting. Please reach out to me with a convenient time so we are on the same page as a board in helping our community.

Best,
Shaista

Sent from my iPhone

On Apr 3, 2020, at 12:44 PM, yuyan zhou <whyzgm@gmail.com> wrote:

All, I have a client meeting today and I won't be available to join you for this meeting.

For our Class 2020 ANGP committee chairs, I just want to say THANK YOU for your time and effort in organizing this event. I

know how exhausting you all are and as a TJ parent, I can't thank you enough for everything you have done. We are in a very unfortunate situation. With school closing, state mandate for staying at home order and the alarming number of cases confirmed in our area, it is very difficult to predict or plan anything down the road. I share your concerns and I believe that you have made the right decision.

Please all stay safe. Take care and all the best - yuyan

On Fri, Apr 3, 2020 at 11:25 AM Betsy Wilusz

<Betsy.Wilusz@cox.net> wrote:

The ANGP Co-chairs feel our role in this process is complete and we prefer to focus our time and attention on ensuring parents receive the items they purchased and refunding amounts promised.

We will not be joining the call today. Thank you for your understanding.

- Mary, Leslie, and Betsy

Sent from my iPhone

On Apr 3, 2020, at 9:40 AM, Shaista Keating
<shaistakeating@gmail.com> wrote:

Hi Team,

Hope everyone is healthy and safe.

Here is a reminder for our follow-up meeting discussed last Friday. The time (1:00pm today) and call in credentials remain the same. I have included these below for your ease.

Dr. Bonitatibus, thank you again for joining us during this busy time for you.

In light of our Superintendent's message, I remain optimistic about writing the final chapter for our seniors together with you all.

This week has enabled me to seek the input of the PTSA Executive Committee as well as neighboring PTSAs. We have also received additional feedback from parents and students. I would like to share this input with you and work together towards a path forward.

In addition to our original team of folks, Michelle Khoury and Jen Atkin will be joining our call.

Thank you again for your continued commitment to our community.

TJ PTSA Executive Committee Room credentials:

Please join my meeting from your computer, tablet or smartphone.

<https://global.gotomeeting.com/join/906564165>

You can also dial in using your phone.

United States: +1 (571) 317-3122

Access Code: 906-564-165

Join from a video-conferencing room or system.

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 906 564 165

Or dial directly: 906564165@67.217.95.2 or

67.217.95.2##906564165

Join from a video-conferencing room or system.
Dial in or type: 67.217.95.2 or inroomlink.goto.com
Meeting ID: 906 564 165
Or dial directly: [906564165@67.217.95.2](tel:906564165@67.217.95.2) or
67.217.95.2##906564165

New to GoToMeeting? Get the app now and be ready
when your first meeting starts:

<https://global.gotomeeting.com/install/906564165>

Best,
Shaista

Sent from my iPhone

On Mar 25, 2020, at 11:03 PM, Shaista
Keating <ShaistaKeating@gmail.com>
wrote:

Hi Betsy, Leslie, Mary and Tricia,

Thank you for all that you have done for
our students over the last year.

Tricia, thank you for your message. As
Dinesh has explained, he is happy to offer
the ANGP team financial support. He is
looking into refunds and associated
PayPal fees as well as the number of folks
who have purchased particular types of
tickets.

At a time when our decisions impact all of
our seniors, I would value a call with the
ANGP team to discuss next steps.

To this end, Dr. Bonitatibus, Dinesh, and I
would value discussing your proposal in
the light of what FCPS is considering for
seniors.

Anne A, are you available to join this call as TJPF does special gifts for seniors?

Ronith, are you available to join as your perspective as our SGA President would be valuable?

Dr. Bonitatibus is available Friday 3/27 at 1:00 pm. She has some flexibility on Friday so we may accommodate your schedules. Please respond to this email to let me know if you are able to join our call on ANGP next steps.

Thank you again for all that you have contributed to our seniors!

Best,

Shaista

Sent from my iPhone

From: [Nicolae Costescu](#)
To: [Shaista Keating](#)
Cc: [Shaista Keating](#); [yuvan zhou](#); [Betsy Wilusz](#); [Leslie Saenz](#); [Mary Li](#); [tricia su](#); [Anne, Mathew, Amy, Paul Appler](#); [Ronith Ranjan](#); [TJEC](#); [Asra Nomani](#); [Jen, Spencer, Sabrina Atkin](#); [Michelle, George, Miranda, Madeliene Khoury](#); [Bonitatibus, Ann N](#)
Subject: [External] Re: ANGP Next Steps
Date: Friday, April 3, 2020 1:07:46 PM

<https://zoom.us/j/404541723>

Please use this zoom meeting. I can't get into the goto meeting.

On April 3, 2020 at 1:07 PM, Shaista Keating <shaistakeating@gmail.com> wrote:

Hi Team,

Nick is working through the technology to start our call. Just dial in and hang on or wait for communication from Nick.

Thank you for your patience.

Best,
Shaista

Sent from my iPhone

On Apr 3, 2020, at 12:57 PM, Shaista Keating
<president@tjptsa.org> wrote:

Hi Yuyan,

Thank you for your personal input.

All of us on the PTSA EC are grateful for our hardworking ANGP chairs and volunteers across the board who continue to help our PTSA as we manage this challenging pandemic.

I am happy to provide you with an update on our senior stakeholder meeting. Please reach out to me with a convenient time so we are on

I am happy to provide you with an update on our senior stakeholder meeting. Please reach out to me with a convenient time so we are on the same page as a board in helping our community.

Best,
Shaista

Sent from my iPhone

On Apr 3, 2020, at 12:44 PM, yuyan zhou

<whyzgm@gmail.com> wrote:

All, I have a client meeting today and I won't be available to join you for this meeting.

For our Class 2020 ANGP committee chairs, I just want to say THANK YOU for your time and effort in organizing this event. I know how exhausting you all are and as a TJ parent, I can't thank you enough for everything you have done. We are in a very unfortunate situation. With school closing, state mandate for staying at home order and the alarming number of cases confirmed in our area, it is very difficult to predict or plan anything down the road. I share your concerns and I believe that you have made the right decision.

Please all stay safe. Take care and all the best - yuyan

On Fri, Apr 3, 2020 at 11:25 AM Betsy Wilusz

<Betsy.Wilusz@cox.net> wrote:

The ANGP Co-chairs feel our role in this process is complete and we prefer to focus our time and attention on ensuring parents receive the items they purchased and refunding amounts promised.

We will not be joining the call today. Thank you for your understanding.

- Mary, Leslie, and Betsy

Sent from my iPhone

On Apr 3, 2020, at 9:40 AM, Shaista Keating <shaistakeating@gmail.com> wrote:

Hi Team,

Hope everyone is healthy and safe.

Here is a reminder for our follow-up meeting discussed last Friday. The time (1:00pm today) and call in credentials remain the same. I have included these below for your ease.

Dr. Bonitatibus, thank you again for joining us during this busy time for you.

In light of our Superintendent's message, I remain optimistic about writing the final chapter for our seniors together with you all.

This week has enabled me to seek the input of the PTSA Executive Committee as well as neighboring PTSAs. We have also received additional feedback from parents and students. I would like to share this input with you and work together towards a path forward.

In addition to our original team of folks, Michelle Khoury and Jen Atkin will be joining our call.

Thank you again for your continued commitment to our community.

TJ PTSA Executive Committee Room credentials:

Please join my meeting from your computer, tablet or smartphone.

<https://global.gotomeeting.com/join/906564165>

You can also dial in using your phone.

United States: +1 (571) 317-3122

Access Code: 906-564-165

Join from a video-conferencing room or system.

Dial in or type: 67.217.95.2 or

inroomlink.goto.com

Meeting ID: 906 564 165

Or dial directly: [906564165@67.217.95.2](tel:906564165@67.217.95.2)

or 67.217.95.2##906564165

New to GoToMeeting? Get the app now and be ready when your first meeting starts:

<https://global.gotomeeting.com/install/906564165>

Best,
Shaista

Sent from my iPhone

On Mar 25, 2020, at 11:03

PM, Shaista Keating

<ShaistaKeating@gmail.com>

wrote:

Hi Betsy, Leslie, Mary and Tricia,

Thank you for all that you have done for our students over the last year.

Tricia, thank you for your message. As Dinesh has explained, he is happy to offer the ANGP team financial support. He is looking into refunds and associated PayPal fees as well as the number of folks who have purchased particular types of tickets.

At a time when our decisions impact all of our seniors, I would value a call with the ANGP team to discuss next steps.

To this end, Dr. Bonitatibus, Dinesh, and I would value discussing your proposal in the light of what FCPS is considering for seniors.

Anne A, are you available to join this call as TJPF does

special gifts for seniors?

Ronith, are you available to join as your perspective as our SGA President would be valuable?

Dr. Bonitatibus is available Friday 3/27 at 1:00 pm. She has some flexibility on Friday so we may accommodate your schedules. Please respond to this email to let me know if you are able to join our call on ANGP next steps.

Thank you again for all that you have contributed to our seniors!

Best,

Shaista

Sent from my iPhone

From: [Shaista Keating](#)
To: [Shaista Keating](#)
Cc: [yuyan zhou](#); [Betsy Wilusz](#); [Leslie Saenz](#); [Mary Li](#); [tricia su](#); [Anne, Mathew, Amy, Paul Appler](#); [Ronith Ranjan](#); [TJEC](#); [Asra Nomani](#); [Jen, Spencer, Sabrina Atkin](#); [Michelle, George, Miranda, Madeliene Khoury](#); [Bonitatibus, Ann N](#)
Subject: [External] Re: ANGP Next Steps
Date: Friday, April 3, 2020 5:57:03 PM

Hi everyone,

Thank you to those who joined our call earlier this afternoon.

Based on the conversation this afternoon, I have developed the following communication for all senior parents. Please let me know if you have any comments by noon tomorrow.

“In light of the call from our Superintendent to be creative with graduation ceremonies and celebrations during his live address today as well as student and parent feedback on ANGP, the PTSA Executive Committee in collaboration with Dr. Bonitatibus, the SGA, and the TJ Partnership Fund, has decided to continue to explore plans for a graduation celebration.

Although a celebration may not occur in May or take the form of an all night party, we feel optimistic that the TJ community will eventually be able to hold special festivities at a time that is safe for our 2020 graduates.

If such an event is not possible, we hope to organize gifts to recognize our seniors' dedication and hard work. We intend to use the ANGP ticket funds to support the celebration in whatever form it takes. Our students are helping to brainstorm ideas on safe senior celebration.

To this end, we will only be refunding special seat purchases at this time. These refunds will commence shortly. We will email you when we are able to begin the refunds.

Graduation yard signs and Jefferson Cups will be available to those who purchased these items. ANGP chairs will provide updates on options for pick up.

While our seniors' culminating high school experiences will not be traditional, we do still have an opportunity to make them special! Let's come together to help our seniors write a memorable final chapter on high school.

You may email angp2020@tjhsstangp.com if you would like to arrange an individual pick up of your graduation yard sign from a volunteer's home in Arlington.

You may email questions regarding refunds to treasurer@tjptsa.org.”

Best,
Shaista

Sent from my iPhone

On Apr 3, 2020, at 12:57 PM, Shaista Keating <president@tjptsa.org> wrote:

Hi Yuyan,

Thank you for your personal input.

All of us on the PTSA EC are grateful for our hardworking ANGP chairs and volunteers across the board who continue to help our PTSA as we manage this challenging pandemic.

I am happy to provide you with an update on our senior stakeholder meeting. Please reach out to me with a convenient time so we are on the same page as a board in helping our community.

Best,
Shaista

Sent from my iPhone

On Apr 3, 2020, at 12:44 PM, yuyan zhou <whyzgm@gmail.com> wrote:

All, I have a client meeting today and I won't be available to join you for this meeting.

For our Class 2020 ANGP committee chairs, I just want to say THANK YOU for your time and effort in organizing this event. I know how exhausting you all are and as a TJ parent, I can't thank you enough for everything you have done. We are in a very unfortunate situation. With school closing, state mandate for staying at home order and the alarming number of cases confirmed in our area, it is very difficult to predict or plan anything down the road. I share your concerns and I believe that you have made the right decision.

Please all stay safe. Take care and all the best - yuyan

On Fri, Apr 3, 2020 at 11:25 AM Betsy Wilusz

<Betsy.Wilusz@cox.net> wrote:

The ANGP Co-chairs feel our role in this process is complete and we prefer to focus our time and attention on ensuring parents

receive the items they purchased and refunding amounts promised.

We will not be joining the call today. Thank you for your understanding.

- Mary, Leslie, and Betsy

Sent from my iPhone

On Apr 3, 2020, at 9:40 AM, Shaista Keating
<shaistakeating@gmail.com> wrote:

Hi Team,

Hope everyone is healthy and safe.

Here is a reminder for our follow-up meeting discussed last Friday. The time (1:00pm today) and call in credentials remain the same. I have included these below for your ease.

Dr. Bonitatibus, thank you again for joining us during this busy time for you.

In light of our Superintendent's message, I remain optimistic about writing the final chapter for our seniors together with you all.

This week has enabled me to seek the input of the PTSA Executive Committee as well as neighboring PTSAs. We have also received additional feedback from parents and students. I would like to share this input with you and work together towards a path forward.

In addition to our original team of folks, Michelle Khoury and Jen Atkin will be joining our call.

Thank you again for your continued commitment to our community.

TJ PTSA Executive Committee Room credentials:

Please join my meeting from your computer, tablet or smartphone.

<https://global.gotomeeting.com/join/906564165>

You can also dial in using your phone.

United States: +1 (571) 317-3122

Access Code: 906-564-165

Join from a video-conferencing room or system.

Dial in or type: 67.217.95.2 or inroomlink.goto.com

Meeting ID: 906 564 165

Or dial directly: 906564165@67.217.95.2 or

67.217.95.2##906564165

New to GoToMeeting? Get the app now and be ready when your first meeting starts:

<https://global.gotomeeting.com/install/906564165>

Best,
Shaista

Sent from my iPhone

On Mar 25, 2020, at 11:03 PM, Shaista Keating <ShaistaKeating@gmail.com> wrote:

Hi Betsy, Leslie, Mary and Tricia,

Thank you for all that you have done for our students over the last year.

Tricia, thank you for your message. As Dinesh has explained, he is happy to offer the ANGP team financial support. He is looking into refunds and associated PayPal fees as well as the number of folks who have purchased particular types of tickets.

At a time when our decisions impact all of our seniors, I would value a call with the ANGP team to discuss next steps.

To this end, Dr. Bonitatibus, Dinesh, and I would value discussing your proposal in the light of what FCPS is considering for seniors.

Anne A, are you available to join this call as TJPF does special gifts for seniors?

Ronith, are you available to join as your perspective as our SGA President would be valuable?

Dr. Bonitatibus is available Friday 3/27 at 1:00 pm. She has some flexibility on Friday so we may accommodate your schedules. Please respond to this email to let me know if you are able to join our call on ANGP next steps.

Thank you again for all that you have contributed to our seniors!

Best,

Shaista

Sent from my iPhone

From: [Shaista Keating](#)
To: [Bonitatibus, Ann N](#)
Subject: Re: [External] Re: ANGP Next Steps
Date: Friday, April 3, 2020 6:13:46 PM

Thank you! Yes, it does feel wonderful to be aligned and to being doing what's best for kids collaboratively!

Best,
Shaista

Sent from my iPhone

On Apr 3, 2020, at 6:08 PM, Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

Perfect. Great job today. Thanks, partner! Feels great to be aligned and do what's best for kids. 😊

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Shaista Keating [<mailto:shaistakeating@gmail.com>]
Sent: Friday, April 3, 2020 5:57 PM
To: Shaista Keating <president@tjpts.org>
Cc: yuyan zhou <whyzgm@gmail.com>; Betsy Wilusz <Betsy.Wilusz@cox.net>; Leslie Saenz <lisaenz@sochicbebe.com>; Mary Li <mli68@yahoo.com>; tricia su <triciasumoy@yahoo.com>; Anne, Mathew, Amy, Paul Appler <anne@appler.net>; Ronith Ranjan <sga.tjhsst@gmail.com>; TJEC <executive@tjpts.org>; Asra Nomani <asra@asranomani.com>; Jen, Spencer, Sabrina Atkin <jen@tigerinnovations.com>; Michelle, George, Miranda, Madeliene Khoury <mekhoury@gmail.com>; Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] Re: ANGP Next Steps

Hi everyone,

Thank you to those who joined our call earlier this afternoon.

Based on the conversation this afternoon, I have developed the following communication for all senior parents. Please let me know if you have any comments by noon tomorrow.

“In light of the call from our Superintendent to be creative with graduation ceremonies and celebrations during his live address today as well as student and parent feedback on ANGP, the PTSA Executive Committee in collaboration with Dr. Bonitatibus, the SGA, and the TJ Partnership Fund, has decided to continue to explore plans for a graduation celebration.

Although a celebration may not occur in May or take the form of an all night party, we feel optimistic that the TJ community will eventually be able to hold special festivities at a time that is safe for our 2020 graduates.

If such an event is not possible, we hope to organize gifts to recognize our seniors' dedication and hard work. We intend to use the ANGP ticket funds to support the celebration in whatever form it takes. Our students are helping to brainstorm ideas on safe senior celebration.

To this end, we will only be refunding special seat purchases at this time. These refunds will commence shortly. We will email you when we are able to begin the refunds.

Graduation yard signs and Jefferson Cups will be available to those who purchased these items. ANGP chairs will provide updates on options for pick up.

While our seniors' culminating high school experiences will not be traditional, we do still have an opportunity to make them special! Let's come together to help our seniors write a memorable final chapter on high school.

You may email angp2020@tjhsstangp.com if you would like to arrange an individual pick up of your graduation yard sign from a volunteer's home in Arlington.

You may email questions regarding refunds to treasurer@tjptsa.org.”

Best,
Shaista

Sent from my iPhone

On Apr 3, 2020, at 12:57 PM, Shaista Keating

<president@tjpts.org> wrote:

Hi Yuyan,

Thank you for your personal input.

All of us on the PTSA EC are grateful for our hardworking ANGP chairs and volunteers across the board who continue to help our PTSA as we manage this challenging pandemic.

I am happy to provide you with an update on our senior stakeholder meeting. Please reach out to me with a convenient time so we are on the same page as a board in helping our community.

Best,
Shaista

Sent from my iPhone

On Apr 3, 2020, at 12:44 PM, yuyan zhou

<whyzgm@gmail.com> wrote:

All, I have a client meeting today and I won't be available to join you for this meeting.

For our Class 2020 ANGP committee chairs, I just want to say THANK YOU for your time and effort in organizing this event. I know how exhausting you all are and as a TJ parent, I can't thank you enough for everything you have done. We are in a very unfortunate situation. With school closing, state mandate for staying at home order and the alarming number of cases confirmed in our area, it is very difficult to predict or plan anything down the road. I share your concerns and I believe that you have made the right decision.

Please all stay safe. Take care and all the best - yuyan

On Fri, Apr 3, 2020 at 11:25 AM Betsy Wilusz <Betsy.Wilusz@cox.net> wrote:

The ANGP Co-chairs feel our role in this process is complete and we prefer to focus our time and attention on ensuring parents receive the items they purchased and refunding amounts promised.

We will not be joining the call today. Thank you for your understanding.

- Mary, Leslie, and Betsy

Sent from my iPhone

On Apr 3, 2020, at 9:40 AM, Shaista Keating <shaistakeating@gmail.com> wrote:

Hi Team,

Hope everyone is healthy and safe.

Here is a reminder for our follow-up meeting discussed last Friday. The time (1:00pm today) and call in credentials remain the same. I have included these below for your ease.

Dr. Bonitatibus, thank you again for joining us during this busy time for you.

In light of our Superintendent's message, I remain optimistic about writing the final chapter for our seniors together with you all.

This week has enabled me to seek the input of the PTSA Executive Committee as well as neighboring PTSAs. We have also received additional feedback from parents and students. I would like to share this input with you and work together towards a path forward.

In addition to our original team of folks, Michelle Khoury and Jen Atkin will be joining our call.

Thank you again for your continued commitment to our community.

TJ PTSA Executive Committee Room credentials:

Please join my meeting from your computer, tablet or smartphone.

<https://global.gotomeeting.com/join/906564165>

On Mar 25, 2020, at 11:03
PM, Shaista Keating
<ShaistaKeating@gmail.com>
wrote:

Hi Betsy, Leslie, Mary and
Tricia,

Thank you for all that you
have done for our students
over the last year.

Tricia, thank you for your
message. As Dinesh has
explained, he is happy to
offer the ANGP team
financial support. He is
looking into refunds and
associated PayPal fees as well
as the number of folks who
have purchased particular

types of tickets.

At a time when our decisions
impact all of our seniors, I
would value a call with the
ANGP team to discuss next
steps.

To this end, Dr. Bonitatibus,
Dinesh, and I would value
discussing your proposal in
the light of what FCPS is
considering for seniors.

Anne A, are you available to join this call as TJPF does special gifts for seniors?

Ronith, are you available to join as your perspective as our SGA President would be valuable?

Dr. Bonitatibus is available Friday 3/27 at 1:00 pm. She has some flexibility on Friday so we may accommodate your schedules. Please respond to this email to let me know if you are able to join our call on ANGP next steps.

Thank you again for all that you have contributed to our seniors!

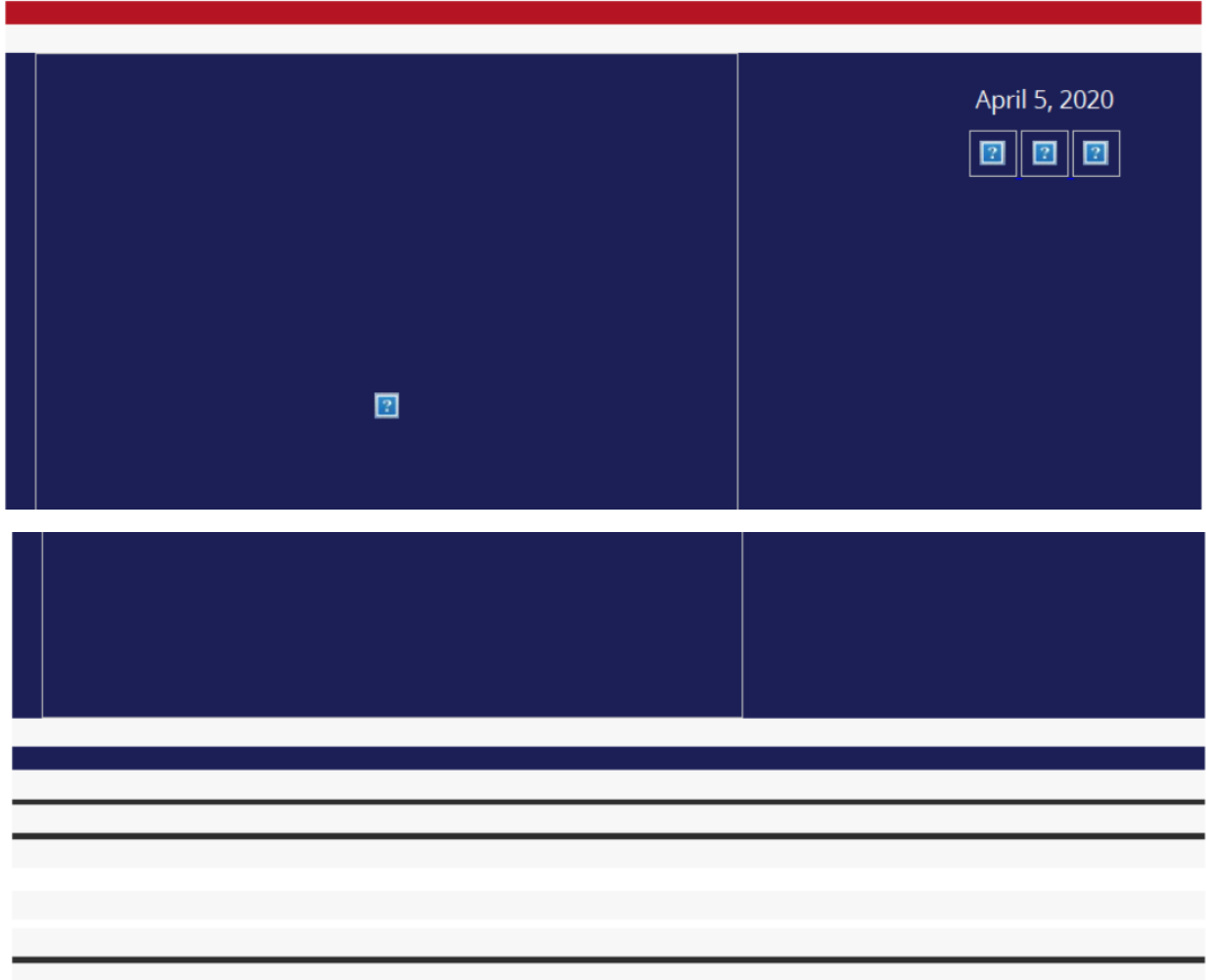
Best,
Shaista

Sent from my iPhone

From: [asranomani](#)
To: [Bonitatibus Ann N](#)
Cc: [Shaista Keating](#); [Nick Costescu](#)
Subject: [External] FW: ANGP Next Steps
Date: Friday, April 17, 2020 10:29:39 AM

Hi Ann, FYI here is the email that Shaista requested be sent to you. Thanks, Asra

From: President TJPTSA <president@tjpts.org>
Reply-To: President TJPTSA <president@tjpts.org>
Date: Friday, April 17, 2020 at 10:27 AM
To: Asra Nomani <asra@asranomani.com>
Subject: ANGP Next Steps



ANGP Next Steps

Dear Senior Parents,

In light of the call from our Superintendent to be creative with graduation ceremonies and celebrations during his live address as well as student and parent feedback on ANGP, the PTSA Executive Committee in collaboration with the SGA, and the TJ Partnership Fund, has decided to explore plans for a senior graduation celebration.

All Night Grad Party will not occur on May 30 but we feel optimistic that the TJ community will eventually be able to hold a senior celebration at a time that is SAFE and prudent for our 2020 graduates. If a senior celebration event is not possible, we hope to recognize our seniors' dedication and hard work through gifts.

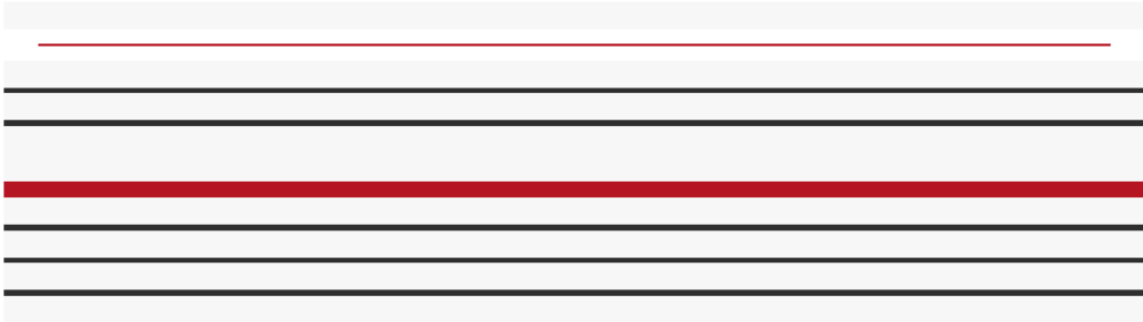
Although the ANGP event planned for May 30 is cancelled, the PTSA Executive Committee hopes to use funds raised through ANGP ticket sales to support a senior celebration in whatever form it takes. Our students are helping to brainstorm ideas on a fun and SAFE senior celebration. If your preference instead is to receive a refund of your ANGP ticket, please contact the PTSA treasurer at treasurer@tjptsa.org prior to May 15.

At this time, we will be refunding all preferred seating packages. You will receive an email when your refund is processed in the coming weeks. This will take time and we appreciate your patience. If you have questions regarding ANGP refunds, please contact the PTSA treasurer.

While our seniors' culminating high school experiences will not be traditional, we do still have an opportunity to make them special! Let's come together to help our seniors write a memorable final chapter on their time at TJ.

If you have questions about our senior celebration, please contact us at 2020seniorcelebration@tjptsa.org

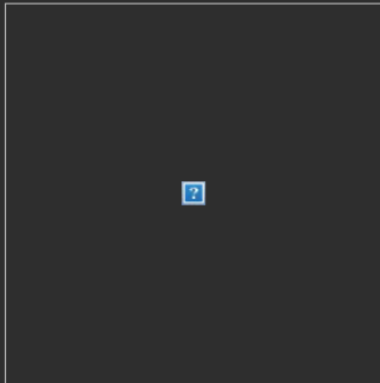
Thank You and Be Well,
Your TJ PTSA



[ABOUT US](#) [NEWS AND INFO](#) [VOLUNTEER](#) [COMMITTEES](#) [CONTACT US](#)

Follow TJHSST PTSA on Social Media   

Thomas Jefferson High School for Science & Technology Parent, Teacher, Student Association
6560 Braddock Road, Alexandria VA 22312



THIS IS A TEST EMAIL ONLY.

This email was sent by the author for the sole purpose of testing a draft message. If you believe you have received the message in error, please contact the author by replying to this message. Constant Contact takes reports of abuse very seriously. If you wish to report abuse, please forward this message to abuse@constantcontact.com.

From: [Ruth Granados West](#)
To: [Nicolae Costescu](#); [Rebecca Goldin](#); [Shaista Keating](#)
Subject: [External] Draft of article for TJ This Week
Date: Wednesday, April 29, 2020 2:25:14 PM

At this time we have decided to keep the TJ article about "Saving 8th Period" informational without strong advocacy due to recent feedback that FCPS is focusing on "effective" distance learning. Also, many FCPS schools are lacking in basic computers, technology and other support for their students. This is the focus of the school board at this time, so there is no need to fight for 8th period at this time. Here is the DRAFT of the article. Nick if you could create a TJ PTSA government relations email address for me that would be helpful so I am not bombarded with phone calls or personal emails. Please make any edits, and I will send this to Shaista for final approval and to send to TJ This Week.
Ruth

The FCPS Budget and TJ's 8th Period

You may have heard of FCPS proposed plans to cut TJ's 8th period in an effort to change FCPS middle school start times. The TJ PTSA Government Relations Committee is following this initiative. It is important to specify there is no change to middle school start times for 2020-2021 and therefore no planned elimination of 8th period for the upcoming academic year. Due to COVID-19 and ongoing student distance learning issues, the FCPS School Board will not discuss these proposals until the Fall. We will inform you in the Fall or earlier if strong advocacy is needed to "save 8th period."

From: [Shaista Keating](#)
To: [Bonitatibus, Ann N](#)
Cc: [Nick Costescu](#); [Ruth Granados West](#)
Subject: [External] Middle School Start Time Proposals
Date: Friday, May 1, 2020 3:36:41 PM

Hi Ann,

Hope you are doing well.

Ruth West, the chair of the PTSA Government Relations Committee (in collaboration with a couple of TJ parents) has been following the Middle School start time issue.

Her committee would like to share the following with TJ parents in This Week @ TJ.

Would you mind taking a look at this message so we are communicating accurate information?

I am copying Ruth above as well as Nick as this issue will not affect this year.

Thank you!

“The FCPS Budget and TJ's 8th Period

You may have heard of FCPS proposed plans to cut TJ's schedule by 50 minutes as part of an effort to change FCPS middle school start times. This cut would likely eliminate 8th period. The TJ PTSA Government Relations Committee is following this initiative. We have heard from School Board members that there is no change to middle school start times for 2020-2021 and no planned elimination of 8th period for the upcoming academic year. Due to COVID-19 and ongoing student distance learning issues, the FCPS School Board will not discuss these proposals until the Fall. It is always useful for individuals to share their views with School Board members. The committee will be in touch in the Fall or earlier if coordinated and strong advocacy is needed to "save 8th period.”

Best,
Shaista

Sent from my iPhone

From: [Nicolae Costescu](#)
To: [Bonitatibus, Ann N](#)
Cc: [Shaista Keating](#); [asranomani](#); [Dinesh Kumar](#)
Subject: [External] Re: PTSA Faculty & Staff Appreciation
Date: Tuesday, May 5, 2020 11:53:13 AM

Perfect, thank you.

I'll start sending cards. **Dinesh** can we work on this together tonight a little? Please rely only to me. Thanks!

On May 5, 2020 at 11:22 AM, "Bonitatibus, Ann N" <anbonitatibu@fcps.edu> wrote:

Confirming the email below was sent to our staff. Thank you for your support, love and IRS-compliant-tech-saviness!

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Bonitatibus, Ann N
Sent: Tuesday, May 5, 2020 11:20 AM
To: TJHSST All Staff <TJHSSTAllStaff@fcps.edu>
Subject: PTSA Faculty & Staff Appreciation

Dear Faculty and Staff:

This past Friday our wonderful TJ PTSA was scheduled to honor us with a delicious buffet and other gifts. Because they could not show their love in their traditional way, they have asked I forward a message with their heartfelt thanks and offer of an Amazon Electronic Gift card for \$25. 😊

The gift card email will be sent directly to your work email address by this Friday, May 8. Please check your work email and your junk/spam folders for a \$25 gift card from [Amazon.com](https://www.amazon.com/gc-orders/) Gift Cards gc-orders@gc.email.amazon.com.

There are specific [directions below](#) that help the PTSA meet their auditing standards, so please pay careful attention to how you will receive your card and how you will need to confirm receipt of your gift. There are also directions to follow in case you do not receive your gift by May 8.

We love our PTSA! Happy Teacher and Staff Appreciation Week. Enjoy!

Ann

The card will have the following message (so you can recognize the email and distinguish it from spam):

You are appreciated so very much! Thank you for your hard work and continued commitment to our students during this challenging time. You have helped us raise resilient, motivated young adults, and we are grateful that you are in our village.

We wish you and your families the very best and hope you remain safe and healthy.

Please send an email to gc2020@tjptsa.org from the account that received this email so we can log receipt of the card as required by VA PTA and IRS rules.

Your PTSA loves you!

TJPTSA

1. As soon as you receive your gift card from the PTSA, please send an email to gc2020@tjptsa.org from your work email indicating that you have received it so that they can mark it received. This is a rule they must follow to keep their 501c3 status.
2. If, by May 8, you have not received an Amazon Gift Card from the TJ TPTSA, please email gc2020@tjptsa.org from your work email to let them know, and provide a personal email address to which you would like them to resend the card. It is possible that the FCPS email filters prevent some of the cards from getting through to your work email.
Once you receive the card at your personal email, email gc2020@tjptsa.org to let them know you have received the card (again because they must account for all the gift cards to comply with IRS rules).

[]

From: [Amazon.com Gift Cards](#)
To: [Bonitabus, Ann N](#)
Subject: [External] TJ PTSA sent you an Amazon Gift Card!
Date: Tuesday, May 5, 2020 1:00:38 PM



You are appreciated so very much!

Thank you for your hard work and continued commitment to our students during this challenging time. You have helped us raise resilient, motivated young adults, and we are grateful that you are in our village.

We wish you and your families the very best and hope you remain safe and healthy.

Your PTSA loves you!

TJPTSA

\$25.00

Amazon Gift Card



Apply to your Amazon Account

Don't have an Amazon account?

[Sign up](#) to redeem.

Claim Code: XBFX-QEGRDH-ZSAQ

Once applied to your Amazon account, the entire amount will be added to your gift card balance. Your gift card balance can't be transferred to other accounts, used to buy other gift cards, or, except as required by law, redeemed for cash.

Your gift card balance will be applied automatically to eligible orders during the checkout process and when using 1-Click. If you don't want to use your gift card balance on your order, you can unselect it as a payment method in checkout.

If you experience any issues using your gift card, you can reference your gift card by providing the following information to Customer Service:

Order Number: 111-6375426-4221864





This email message was sent from a notification only address that cannot accept incoming email. Please do not reply to this message.

Sold by ACI Gift Cards LLC., an Amazon company. View [Terms and Conditions](#).

From: [Bonitatibus, Ann N](#)
To: [Shaista Keating](#)
Cc: [Fortier, Bethany](#)
Subject: RE: [External] Gratitude
Date: Tuesday, May 5, 2020 5:35 00 PM
Attachments: [image001.png](#)

Will do. I couldn't get through all the pictures without getting teary-eyed! Thank you!

Ann

Ann N Bonitatibus, Ed D
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Shaista Keating [mailto:shaistakeating@gmail.com]
Sent: Tuesday, May 5, 2020 4:30 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Cc: Fortier, Bethany <bfortier@fcps.edu>
Subject: [External] Gratitude

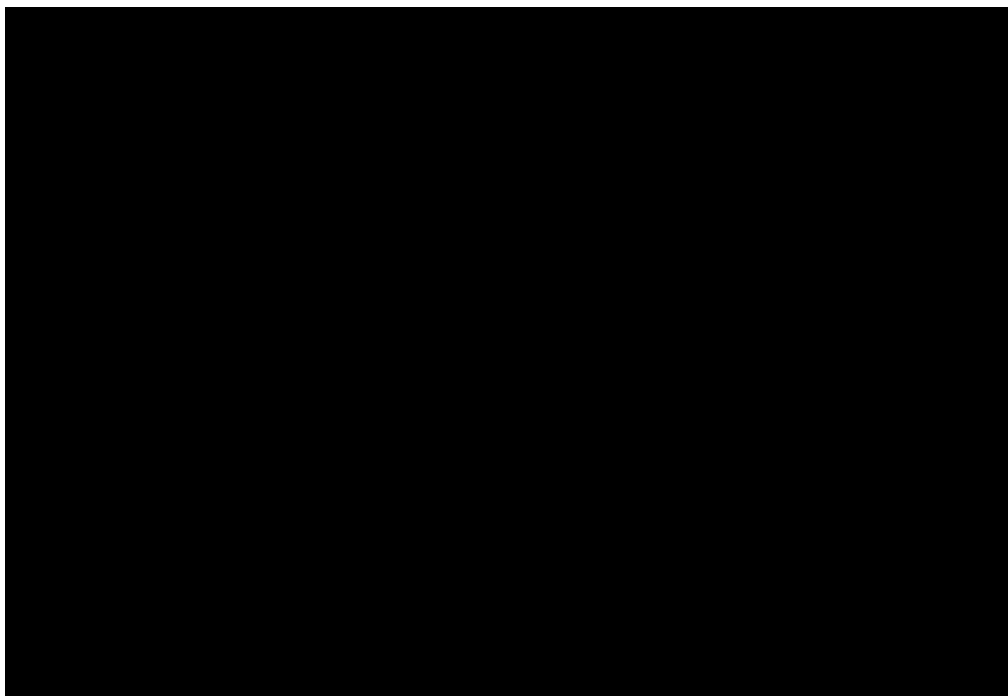
Dear Dr. Bonitatibus,

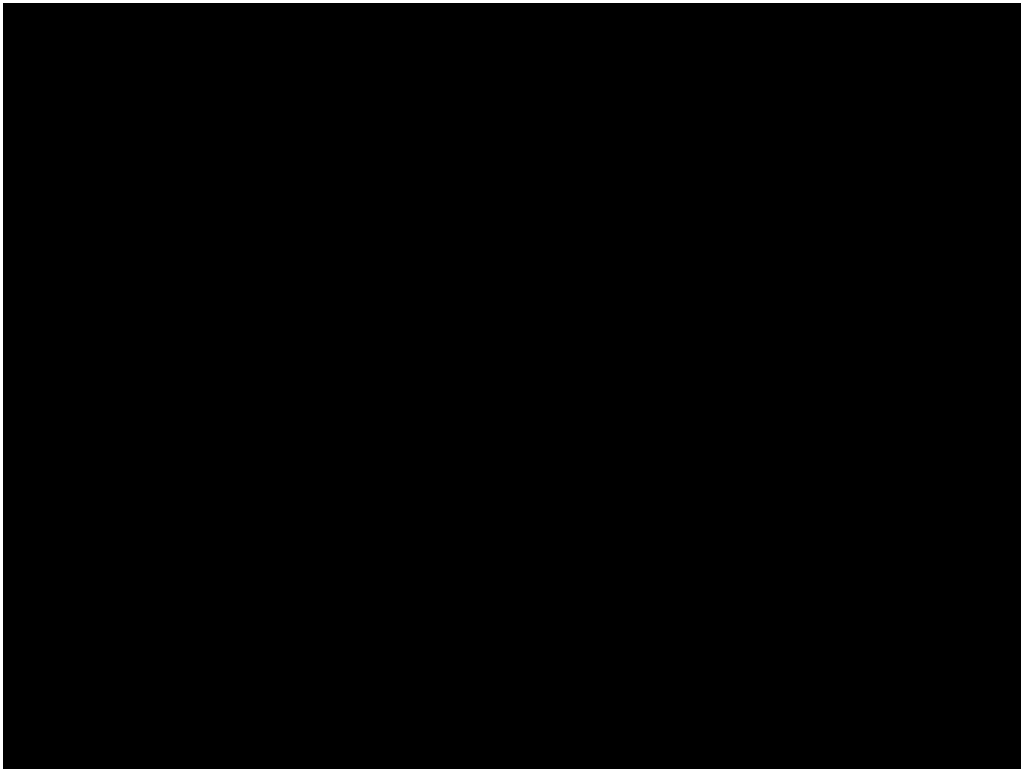
Would you kindly forward this message to our beloved TJ staff?

Thank you for building a strong and supportive village for our students. We are grateful for all that you have done to help our students learn during this challenging time. Your growth mindset inspires parents and students alike. Our gratitude for you has no bounds.

Your PTSA loves you!

TJ PTSA"





Best,
Shaista

Sent from my iPhone

From: [Bonitatibus, Ann N](#)
To: [Shaista Keating](#)
Subject: RE: [External] Gratitude
Date: Tuesday, May 5, 2020 8:36:00 PM

Now I know whom to thank directly for the “student gratitude collage” as I named it for the staff. 😊

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Shaista Keating [mailto:shaistakeating@gmail.com]
Sent: Tuesday, May 5, 2020 8:30 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Cc: Fortier, Bethany <bafortier@fcps.edu>
Subject: Re: [External] Gratitude

Many many many of us are overcome with gratitude for you guys. I hope Michelle Gilles' hard work conveys that message to our beloved teachers.

Best,
Shaista

Sent from my iPhone

On May 5, 2020, at 5:36 PM, Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

Will do. I couldn't get through all the pictures without getting teary-eyed! Thank you!

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Shaista Keating [mailto:shaistakeating@gmail.com]
Sent: Tuesday, May 5, 2020 4:30 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Cc: Fortier, Bethany <bafortier@fcps.edu>
Subject: [External] Gratitude

Dear Dr. Bonitatibus,

Would you kindly forward this message to our beloved TJ staff?

Thank you for building a strong and supportive village for our students. We are grateful for all that you have done to help our students learn during this challenging time. Your growth mindset inspires parents and students alike. Our gratitude for you has no bounds.

Your PTSA loves you!

TJ PTSA”

<image001.png>

Best,
Shaista

Sent from my iPhone
[]

From: [Shaista Keating](#)
To: [Bonitatibus, Ann N](#)
Subject: Re: [External] Gratitude
Date: Tuesday, May 5, 2020 10:49:18 PM

Yes. That would be wonderful. I just asked Yuyan to help me organize a volunteer appreciation tea. We would love to host you for the first few minutes and I would be so grateful for your help in acknowledging all who have stepped up to support our community.

Next time we speak, I will share more of these wonderful stories with you.

Best,
Shaista

Sent from my iPhone

On May 5, 2020, at 8:36 PM, Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

Now I know whom to thank directly for the “student gratitude collage” as I named it for the staff. 😊

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Shaista Keating [mailto:shaistakeating@gmail.com]
Sent: Tuesday, May 5, 2020 8:30 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Cc: Fortier, Bethany <bmfrazier@fcps.edu>
Subject: Re: [External] Gratitude

Many many many of us are overcome with gratitude for you guys. I hope Michelle Gilles’ hard work conveys that message to our beloved teachers.

Best,
Shaista

Sent from my iPhone

On May 5, 2020, at 5:36 PM, Bonitatibus, Ann N
<anbonitatibu@fcps.edu> wrote:

Will do. I couldn’t get through all the pictures without getting teary-eyed!
Thank you!

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Shaista Keating [<mailto:shaistakeating@gmail.com>]

Sent: Tuesday, May 5, 2020 4:30 PM

To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Cc: Fortier, Bethany <bfortier@fcps.edu>

Subject: [External] Gratitude

Dear Dr. Bonitatibus,

Would you kindly forward this message to our beloved TJ staff?

Thank you for building a strong and supportive village for our students. We are grateful for all that you have done to help our students learn during this challenging time. Your growth mindset inspires parents and students alike. Our gratitude for you has no bounds.

Your PTSA loves you!

TJ PTSA”

<image001.png>

Best,
Shaista

Sent from my iPhone

[]

[]

From: dkumar1900@hotmail.com
To: "[Nicolae Costescu](#)"; [Bonitatibus, Ann N](#)
Cc: "[Shaista Keating](#)"; "[asranomani](#)"
Subject: [External] RE: PTSA Faculty & Staff Appreciation
Date: Wednesday, May 6, 2020 7:33:13 AM

Nick –

Please send me the list so that I can work through. Thank you

Dinesh

From: Nicolae Costescu <nicolae.costescu@icloud.com>
Sent: Tuesday, May 5, 2020 11:53 AM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Cc: Shaista Keating <shaistakeating@gmail.com>; asranomani <asra@asranomani.com>; Dinesh Kumar <dkumar1900@hotmail.com>
Subject: Re: PTSA Faculty & Staff Appreciation

Perfect, thank you.

I'll start sending cards. **Dinesh** can we work on this together tonight a little? Please rely only to me.

Thanks!

On May 5, 2020 at 11:22 AM, "Bonitatibus, Ann N" <anbonitatibu@fcps.edu> wrote:

Confirming the email below was sent to our staff. Thank you for your support, love and IRS-compliant-tech-saviness!

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Bonitatibus, Ann N
Sent: Tuesday, May 5, 2020 11:20 AM
To: TJHSST All Staff <TJHSSTAllStaff@fcps.edu>
Subject: PTSA Faculty & Staff Appreciation

Dear Faculty and Staff:

This past Friday our wonderful TJ PTSA was scheduled to honor us with a delicious buffet and other gifts. Because they could not show their love in their traditional way, they have asked I forward a message with their heartfelt thanks and offer of an Amazon Electronic Gift card for \$25. 😊

The gift card email will be sent directly to your work email address by this Friday, May 8. Please check your work email and your junk/spam folders for a \$25 gift card from [Amazon.com](https://www.amazon.com/gc-orders/) Gift Cards gc-orders@gc.email.amazon.com.

There are specific [directions below](#) that help the PTSA meet their auditing standards, so please pay careful attention to how you will receive your card and how you will need to confirm receipt of your gift. There are also directions to follow in case you do not receive your gift by May 8.

We love our PTSA! Happy Teacher and Staff Appreciation Week. Enjoy!

Ann

The card will have the following message (so you can recognize the email and distinguish it from spam):

You are appreciated so very much! Thank you for your hard work and continued commitment to our students during this challenging time. You have helped us raise resilient, motivated young adults, and we are grateful that you are in our village.

We wish you and your families the very best and hope you remain safe and healthy.

Please send an email to gc2020@tjptsa.org from the account that received this email so we can log receipt of the card as required by VA PTA and IRS rules.

Your PTSA loves you!
TJPTSA

1. As soon as you receive your gift card from the PTSA, please send an email to gc2020@tjptsa.org from your work email indicating that you have received it so that they can mark it received. This is a rule they must follow to keep their 501c3 status.
2. If, by May 8, you have not received an Amazon Gift Card from the TJ TPTSA, please email gc2020@tjptsa.org from your work email to let them know, and provide a personal email address to which you would like them to resend the

card. It is possible that the FCPS email filters prevent some of the cards from getting through to your work email.

Once you receive the card at your personal email, email gc2020@tjptsa.org to let them know you have received the card (again because they must account for all the gift cards to comply with IRS rules).

[]

From: [Bonitatibus, Ann N](#)
To: [Shaista Keating](#)
Subject: RE: [External] Gratitude
Date: Thursday, May 7, 2020 11:40:00 AM

Hi, Shaista. Yes- I'd love to recognize our volunteers. Looking forward to hearing more.

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Shaista Keating [mailto:shaistakeating@gmail.com]
Sent: Tuesday, May 5, 2020 10:49 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: Re: [External] Gratitude

Yes. That would be wonderful. I just asked Yuyan to help me organize a volunteer appreciation tea. We would love to host you for the first few minutes and I would be so grateful for your help in acknowledging all who have stepped up to support our community.

Next time we speak, I will share more of these wonderful stories with you.

Best,
Shaista

Sent from my iPhone

On May 5, 2020, at 8:36 PM, Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

Now I know whom to thank directly for the “student gratitude collage” as I named it for the staff. 😊

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312

(703) 750-8300

From: Shaista Keating [<mailto:shaistakeating@gmail.com>]
Sent: Tuesday, May 5, 2020 8:30 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Cc: Fortier, Bethany <bmfortier@fcps.edu>
Subject: Re: [External] Gratitude

Many many many of us are overcome with gratitude for you guys. I hope Michelle Gilles’ hard work conveys that message to our beloved teachers.

Best,
Shaista

Sent from my iPhone

On May 5, 2020, at 5:36 PM, Bonitatibus, Ann N
<anbonitatibu@fcps.edu> wrote:

Will do. I couldn’t get through all the pictures without getting teary-eyed!
Thank you!

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Shaista Keating [<mailto:shaistakeating@gmail.com>]

Sent: Tuesday, May 5, 2020 4:30 PM

To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Cc: Fortier, Bethany <bmfortier@fcps.edu>

Subject: [External] Gratitude

Dear Dr. Bonitatibus,

Would you kindly forward this message to our beloved TJ staff?

Thank you for building a strong and supportive village for our students. We are grateful for all that you have done to help our students learn during this challenging time. Your growth mindset inspires parents and

students alike. Our gratitude for you has no bounds.

Your PTSA loves you!

TJ PTSA”

<image001.png>

Best,
Shaista

Sent from my iPhone

[]

[]

From: [Shaista Keating](#)
To: [Bonitatibus, Ann N](#)
Subject: Re: [External] Gratitude
Date: Thursday, May 7, 2020 2:40:59 PM

Thank you!

Best,
Shaista

Sent from my iPhone

On May 7, 2020, at 11:40 AM, Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

Hi, Shaista. Yes- I'd love to recognize our volunteers. Looking forward to hearing more.

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Shaista Keating [<mailto:shaistakeating@gmail.com>]
Sent: Tuesday, May 5, 2020 10:49 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: Re: [External] Gratitude

Yes. That would be wonderful. I just asked Yuyan to help me organize a volunteer appreciation tea. We would love to host you for the first few minutes and I would be so grateful for your help in acknowledging all who have stepped up to support our community.

Next time we speak, I will share more of these wonderful stories with you.

Best,
Shaista

Sent from my iPhone

On May 5, 2020, at 8:36 PM, Bonitatibus, Ann N

<anbonitatibu@fcps.edu> wrote:

Now I know whom to thank directly for the “student gratitude collage” as I named it for the staff. 😊

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Shaista Keating [<mailto:shaistakeating@gmail.com>]
Sent: Tuesday, May 5, 2020 8:30 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Cc: Fortier, Bethany <bmfortier@fcps.edu>
Subject: Re: [External] Gratitude

Many many many of us are overcome with gratitude for you guys. I hope Michelle Gilles’ hard work conveys that message to our beloved teachers.

Best,
Shaista

Sent from my iPhone

On May 5, 2020, at 5:36 PM, Bonitatibus, Ann N
<anbonitatibu@fcps.edu> wrote:

Will do. I couldn't get through all the pictures without getting teary-eyed! Thank you!

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Shaista Keating [<mailto:shaistakeating@gmail.com>]
Sent: Tuesday, May 5, 2020 4:30 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Cc: Fortier, Bethany <bafortier@fcps.edu>
Subject: [External] Gratitude

Dear Dr. Bonitatibus,

Would you kindly forward this message to our beloved TJ staff?

Thank you for building a strong and supportive village for our students. We are grateful for all that you have done to help our students learn during this challenging time. Your growth mindset inspires parents and students alike. Our gratitude for you has no bounds.

Your PTSA loves you!

TJ PTSA”

<image001.png>

Best,
Shaista

Sent from my iPhone

[]

[]

[]

From: [asranomani](#)
To: [Bonitatibus Ann N](#)
Subject: [External] [Possible Malware Fraud]FOR YOUR REVIEW: This Week @ TJ 5/19/2020
Date: Tuesday, May 19, 2020 2:46:14 PM

WARNING: Your email security system has determined the message below may be a potential threat.

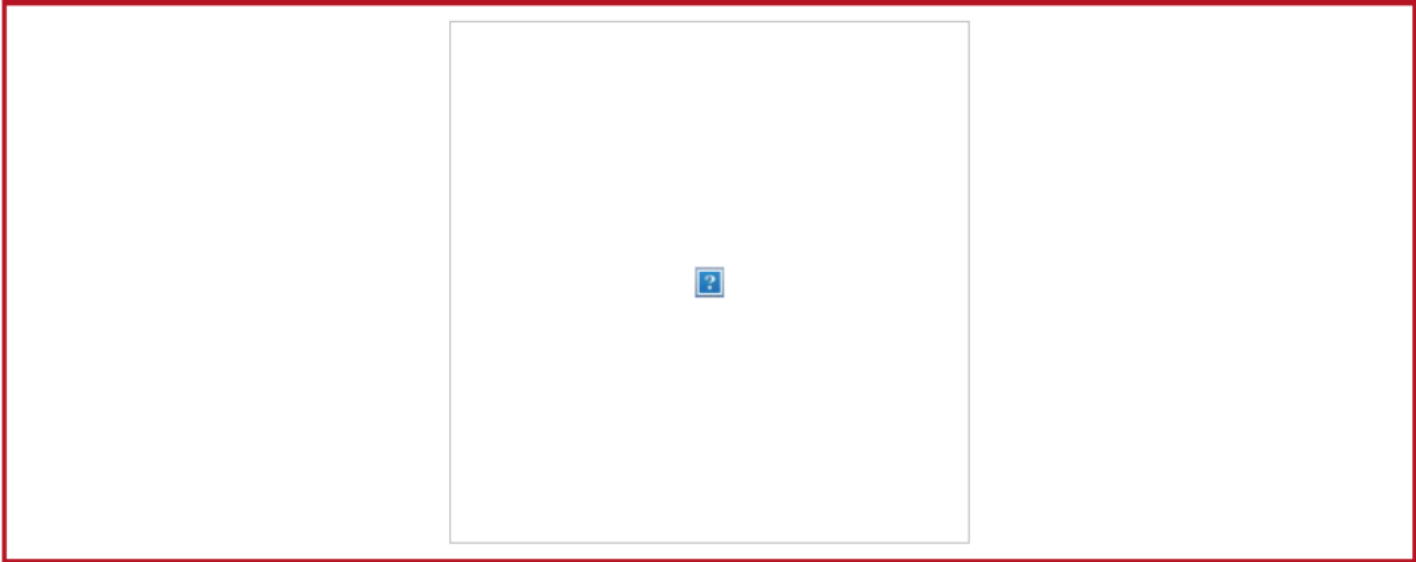
It may trick victims into clicking a link and downloading malware. Do not open suspicious links.

If you do not know the sender or cannot verify the integrity of the message, please do not respond or click on links in the message. Depending on the security settings, clickable URLs may have been modified to provide additional security.

Thank you so much for your very generous spirit in writing your essay and working through the edits. Here is a draft, if this works for you? Please let me know of any edits that you might have. Thank you! Asra

PS Hope you like our new logo. I found a graphic designer who does designs for just \$250, so I got new graphics for the PTSA and our committees and will try to standardize our graphics.

From: President TJPTSA <president@tjpts.org>
Reply-To: President TJPTSA <president@tjpts.org>
Date: Tuesday, May 19, 2020 at 1:43 PM
To: Asra Nomani <asra@asranomani.com>
Subject: This Week @ TJ 5/19/2020



May 19, 2020 

Official TJHSST PTSA Weekly Newsletter





[View this email as a webpage](#)

Hello PTSA,

Highlights this week:

- **Principal's Book Club** is Wednesday night.
- **Senior meeting** is Thursday night
- Pick up a **cozy blanket** or two for reading on the couch or finding comfort in trying times. Proceeds will support the **Class of 2020 Senior Celebration**.
- Monday is **Memorial Day**. Teachers, staff and students are off.
- Then, we enter the final week for seniors!

Your TJ PTSA

TJ PTSA

TJ COVID Diaries: An Introvert's Invitation -- Let's Gather

By Ann Bonitatibus

An introvert's response to social distancing?

"I've been preparing for this my whole life!"

As a lifelong introvert, I felt a moment of relief when Virginia Governor Ralph Northam issued stay-at-home orders for the state. As a young girl, growing up in Erie, Pa., I remember the bus ride to Montclair Elementary School being a source of stress each day, not knowing who might squeeze into the seat next to me. As a high school senior at McDowell High School, I was horrified when my mother forced me to go to the school's Valentine's Day dance with her boss's son. He joined his friends, and I lingered in a corner. As a college student at Indiana University of Pennsylvania, I was content watching the Saturday football game peering out the window from the safe perch of my dorm room in Schafer Hall.

Now, as an adult in the age of quarantine, I felt relieved that I wouldn't have to brave the sea of humanity for a while. And, to be gut honest, I also sheepishly reveled in an ecstatic moment of triumph over shell-shocked extroverts. But, over the weeks, as our nation's quarantine persisted, I began to wonder more deeply why it's so important for us to gather as a community.

Gathering is actually a social contract, one to which we implicitly agree, according to author Priya Parker in *The Art of the Gathering: How We Meet and Why It Matters*. Therefore, beyond the six feet of separation we must now exercise, are social distancing protocols forcing us to explicitly break our implicit contracts with each other?

Many of us do feel like our contracts have been broken. We have been displaced from relationships, routines and locales. I've particularly seen this breakdown from my vantage point as a high school principal. Our TJ students no longer divvy up pizza on a long bus ride, convene impromptu study groups in a hallway or practice dance moves in their favorite commons areas. The contracts they share with teachers and peers in seven different classes and a myriad of eighth period activities are broken. The Class of 2020, more than any other group of students, has seen its contract slowly and painfully rescinded since March, with graduation and prom cancelled.

Yet, we continue to gather in new spaces in new ways. The digital arena invites us to connect and share with each other, showing our vulnerabilities, joys and sorrows. Teachers are teaching and students are learning. Graduates are receiving diplomas and turning tassels on their mortar boards. Musicians, actors, artists and elected officials are intimately connecting with audiences worldwide. Our contracts have not been breached. Rather, they have been amended and extended.

With these thoughts, let's gather this Wednesday evening, May 20, at 7 p.m. We'll use *The Art of Gathering* to frame our purpose. Given our newly minted contracts for gathering, do the rules change for a highly successful educational setting? How do we continue to grow and excel? How will our students gather and participate in a class?

I look forward to hosting you in a new space for our first TJ Virtual Book Club. Many thanks to the PTSA for arranging the platform that will allow us to gather once again.

Dr. Ann Bonitatibus is principal of TJHSST. She is a lifelong fan of the Pittsburgh Steelers. What's your COVID-19 story? Email it to us at thisweek@tjptsa.org!



TJ Virtual Book Club

Join us for the TJ Virtual Book Club on **Wednesday, May 20, 7 PM - 8 PM**, featuring "The Art of Gathering: How We Meet and Why It Matters" by Priya Parker. Discussion will be hosted by Principal Dr. Ann Bonitatibus.

Meeting ID: 827-9284-4212
Password: 742698



[Zoom Link](#)

Q&A with TJ Psychologist and Social Worker

Yesterday's virtual session with TJ psychologist Dr. Esther Barkat and TJ social worker Danielle Armstrong answered questions from parents about mental health and coping issues they are facing during distance learning.

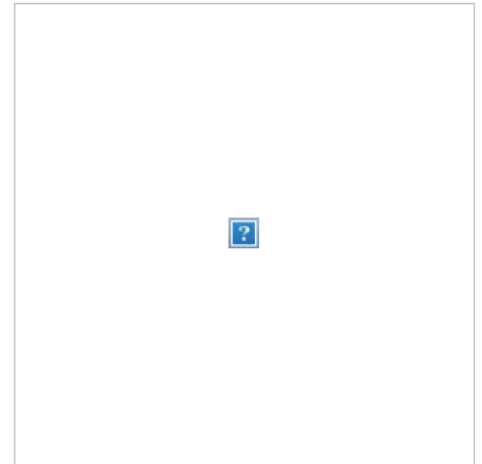
Takeaways included:

- The importance of maintaining some kind of routine even if your schedule might not be the same each day.
- The dynamics of teen sleep, with them sleeping in later, and the advice of waking them up at some point in the late morning so that the start of their day doesn't get pushed into the afternoon.
- Crafting summer plans keep students well and growing, since many jobs or summer programs may have fallen through. Students can consider taking an online free class if they are interested or settling on a project related to a passion of theirs.

-- The sense of loss felt, mainly by seniors and their families who are missing many traditions, but all students and families, who have different losses we are experiencing, combined with the uncertainty and long-term nature of something out of our control.

-- It is important to acknowledge this sense of loss and validate rather than dismiss the feelings, before turning to focus on the positives: the things for which we can be grateful, and the strength and resiliency that we will be able to see in ourselves by overcoming disappointments in life.

In addition to the significant losses for seniors, there is also the uncertainty we are all facing for the future. With many universities still waiting to decide what college will look like this fall, some students may be considering a gap year after looking forward to going to campus and starting life on their own.



Online Mental Health Resources for Teens

mystrength.com

click "sign up"

access code: csbcommunity

Challenge Success COVID-19 Resources for Remote Learning

<https://www.challengesuccess.org/resources/covid-19-resources-for-remote-learning/>

Society for Adolescent Health and Medicine
adolescenthealth.org

Child Mind Institute
childmind.org

myspsychology.com

Some ideas for seniors:

- One possibility would be to still pursue some form of independent living, such as getting an apartment locally or near the college, even if they are doing online classes, or moving near the campus to get a job.
- Another idea would be to craft your own summer plans or gap year, possibly reaching out to TJ alumni in your field or near your college to pursue a project, realizing in the current economy and public health situation, there may not be paid internships as readily available.
- Students could also consider a year of service.

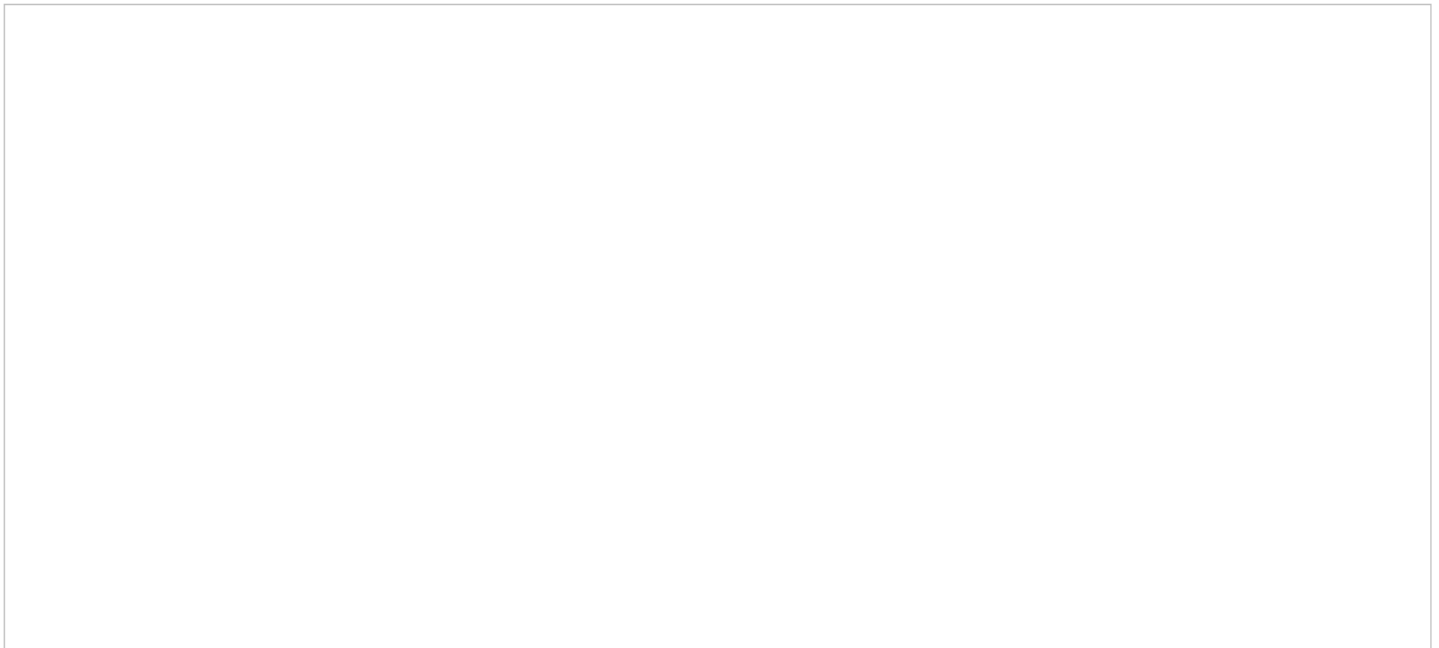
FCPS suggested resources

<https://www.fcps.edu/news-features-and-events/coronavirus-update/coronavirus-update-mental-health-resources>

We also talked about online mental health resources targeted

for teens, and where to go for help, if you may be experiencing mental health issues for the first time (when it is not an emergency). Some choices include:

1. your primary care doctor
2. your school counselor
3. use this [Parent and Student Clinic Form](#) to set up an appointment with Ms. Armstrong or Dr. Barkat





[Freshmen and New Families: Sign Up](#)

Use 22312 when you register for your zip code.

[Returning Families: Renew](#)

Reset your password if you've forgotten it.

TJ Class News

Class of 2020

Special Offer! Embroidered TJ Blankets to Raise Funds for Class of 2020 Senior Celebration

The TJ PTSA Senior Celebration Committee is excited to announce that our blanket fundraiser is live! To purchase a blanket in support of the TJHSST Class of 2020, click the button below.

[Blanket Sale](#)

A few important notes:



Click here to support Thomas Jefferson High School for...

All funds raised will go directly to Thomas Jefferson High School for Science & Technology PTSA fleece throw blanket. Orders are delivered about two weeks after the campaign closes. The blanket logo is embroidered....

[Read more](#)
www.customink.com

1. The logo is embroidered.
2. Blankets will be mailed directly to the purchaser.
3. The fundraiser allows people to donate an additional amount beyond purchasing a blanket, so please consider an extra donation if your situation allows.
4. Any raised funds not used for this Senior Celebration event will be put toward future ANGPs (note: fundraising for ANGP is a yearly challenge, so any help we give future classes will be a huge help).

The fundraiser will close on June 1, so don't delay!

Please send any questions about the TJ Senior Celebration Committee or the blanket fundraiser to jen@tigerinnovations.com

-- Jen Atkin
Chair, TJ PTSA Senior Celebration Committee

Senior Meeting

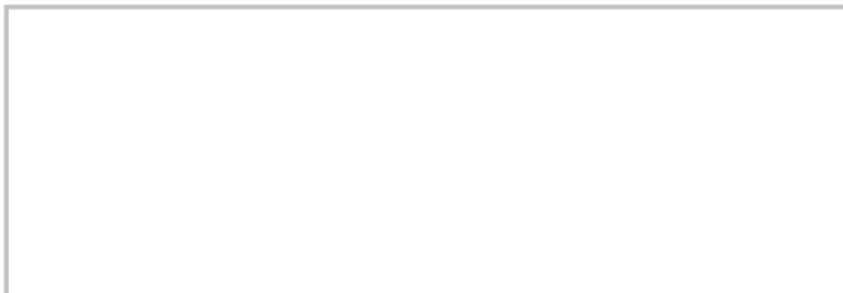
Thursday, May 21, 7 PM

Join a Zoom meeting with senior students, parents and Principal Ann Bonitatibus.

Meeting ID: 923 3439 8957
Password: 494197
One tap mobile: 646-558-8656

[Zoom Link](#)

TJ Media



TJHSSST Calendar

Mon., May 11-Friday, May 22
AP Exams (online)

Wednesday, May 20, 7-8 PM
TJ Virtual Book Club (online)

Thursday, May 21, 7 PM
Senior Meeting with Principal (online)



Monday, May 25
Memorial Day - no school

Tuesday, May 26
Last day for TJ seniors

Saturday, May 30
Conferred date on graduate diplomas

Wednesday, June 10
Current Virginia stay-at-home order through this date

Friday, June 12
Last day of school

PTSA Representatives

TJPTSA.org

TJ PTSA Executive Committee

President

Shaista Keating president@tjptsa.org

President-Elect

Nick Costescu presidenelect@tjptsa.org

1st Vice President

Yuyan Zhou

firstvp@tjptsa.org

2nd Vice President

Sophia Burki

secondvp@tjptsa.org

Treasurer Dinesh

Kumar treasurer@tjptsa.org

Recording Secretary

Anna Lee

Kim recordingsecretary@tjptsa.org

Corresponding Secretary

Asra Nomani

[correspondingsecretary@](mailto:correspondingsecretary@tjptsa.org)

tjptsa.org

This Week @ TJ Editor

Submissions, thisweek@tjptsa.org

Subscribe:

Deadline to Buy a Yearbook is June 1

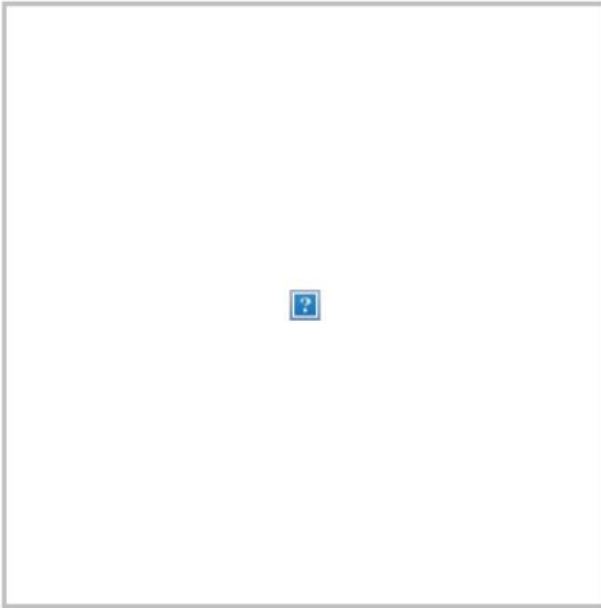
If you have already ordered a publications package, which includes a yearbook, spring supplement, special COVID-19 supplement (free of charge from our yearbook publisher), literary magazine and scientific journal, you will have already received a separate email confirming your order.

If you did not get the confirmation email, then our records show you have yet to buy a publications package. Never fear – there is still time to order, and we have 215 copies left to sell.

There are two ways to order:

- 1) www.yearbookordercenter.com, use school code 13621.
- 2) MySchoolBucks.com, search for "Publications Package."

The ordering window is open until June 1.



<https://www.tjptsa.org>

PTSA Faculty Representatives Betsy Sandstorm, Denise Castaldo, and Michael Auerbach

PTSA Student Representative Ronith Ranjan, President
TJ Student Government Association

[Email This Week @ TJ](#)

Does Your Employer Match Gifts?

Did you know that your employer may match (double or even triple) your donation to TJHSST Partnership Fund, a 501(c)3 organization? To see if an employer participates in a matching gifts program, check out its website or reach out directly to the employer's human resources department. We can help you navigate your internal corporate system to add TJHSST Partnership Fund to its list of recipient organizations or help you fill out the requests for matching funds.

Please email info@tjpartnershipfund.org (Subject: Matching Funds), and a parent volunteer will help you add the TJ Partnership Fund to your corporate giving portal to receive matching funds. Together, we can help the TJHSST Partnership Fund achieve its goals even faster.

[Learn More](#)

Submissions for This Week @ TJ

Please email submissions to thisweek@tjptsa.org by 5 p.m. Friday for publication in our Sunday issue. Please be sure to proofread all submissions. If you would like to submit a photo, please send it as a separate .jpg or .jpeg file. This Week @ TJ editors may make changes for length, clarity and style. If a submission is made after our deadline, it will be held for the following week's issue.

Questions? Email thisweek@tjptsa.org
We look forward to hearing from you!

ABOUT US

NEWS AND INFO

VOLUNTEER

COMMITTEES

CONTACT US

Follow TJHSST PTSA on Social Media!



Thomas Jefferson High School for Science & Technology Parent, Teacher, Student, Association
6560 Braddock Road, Alexandria VA 22312



TJHSST PTSA | 6560 Braddock Rd, Alexandria, VA 22312

[Unsubscribe {recipient's email}](#)

[Update Profile](#) | [About Constant Contact](#)

Sent by president@tjptsa.org

THIS IS A TEST EMAIL ONLY.

This email was sent by the author for the sole purpose of testing a draft message. If you believe you have received the message in error, please contact the author by replying to this message. Constant Contact takes reports of abuse very seriously. If you wish to report abuse, please forward this message to abuse@constantcontact.com.

From: [Bonitatibus, Ann N](#)
To: [asranomani](#)
Subject: RE: [External] [Possible Malware Fraud]FOR YOUR REVIEW: This Week @ TJ 5/19/2020
Date: Tuesday, May 19, 2020 3:00:00 PM

Thanks for sharing. Good job incorporating my stories. Appreciate you tuning the piece. Two requests:

- When I publish or sign I always use my middle initial.
- Let's edit to say, "graduation ~~ceremonies deferred~~ and prom canceled." It's more consistent with where FCPS is right now.

Love the new logo!

Ann

From: asranomani [mailto:asra@asranomani.com]
Sent: Tuesday, May 19, 2020 1:53 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] [Possible Malware Fraud]FOR YOUR REVIEW: This Week @ TJ 5/19/2020

WARNING: Your email security system has determined the message below may be a potential threat

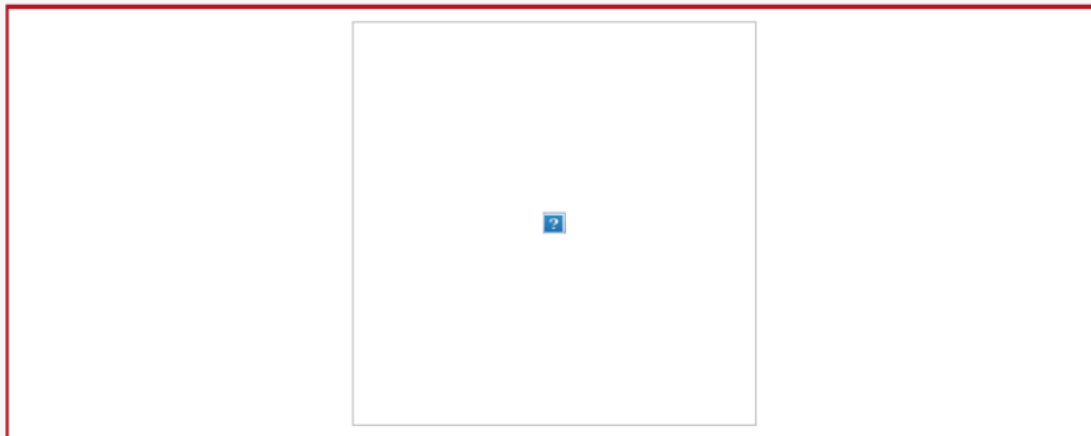
It may trick victims into clicking a link and downloading malware Do not open suspicious links

If you do not know the sender or cannot verify the integrity of the message, please do not respond or click on links in the message Depending on the security settings, clickable URLs may have been modified to provide additional security

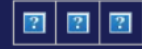
Thank you so much for your very generous spirit in writing your essay and working through the edits. Here is a draft, if this works for you? Please let me know of any edits that you might have. Thank you! Asra

PS Hope you like our new logo. I found a graphic designer who does designs for just \$250, so I got new graphics for the PTSA and our committees and will try to standardize our graphics.

From: President TJPTSA <president@tjpts.org>
Reply-To: President TJPTSA <president@tjpts.org>
Date: Tuesday, May 19, 2020 at 1:43 PM
To: Asra Nomani <asra@asranomani.com>
Subject: This Week @ TJ 5/19/2020



May 19, 2020



Official TJHSST PTSA Weekly Newsletter



[View this email as a webpage](#)

Hello PTSA,

Highlights this week:

- **Principal's Book Club** is Wednesday night.
- **Senior meeting** is Thursday night
- Pick up a **cozy blanket** or two for reading on the couch or finding comfort in trying times. Proceeds will support the **Class of 2020 Senior Celebration**.
- Monday is **Memorial Day**. Teachers, staff and students are off.
- Then, we enter the final week for seniors!

Your TJ PTSA

TJ PTSA

TJ COVID Diaries: An Introvert's Invitation -- Let's Gather

By Ann Bonitatibus

An introvert's response to social distancing?

"I've been preparing for this my whole life!"

As a lifelong introvert, I felt a moment of relief when Virginia Governor Ralph Northam issued stay-at-home orders for the state. As a young girl, growing up in Erie, Pa., I remember the bus ride to Montclair Elementary School being a source of stress each day, not knowing who might squeeze into the seat next to me. As a high school senior at McDowell High School, I was horrified when my mother forced me to go to the school's Valentine's Day dance with her boss's son. He joined his friends, and I lingered in a corner. As a college student at Indiana University of Pennsylvania, I was content watching the Saturday football game peering out the window from the safe perch of my dorm room in Schafer Hall.

Now, as an adult in the age of quarantine, I felt relieved that I wouldn't have to brave the sea of humanity for a while. And, to be gut honest, I also sheepishly reveled in an ecstatic moment of triumph over shell-shocked extroverts. But, over the weeks, as our nation's quarantine persisted, I began to wonder more deeply why it's so important for us to gather as a community.

Gathering is actually a social contract, one to which we implicitly agree, according to author Priya Parker in *The Art of the Gathering: How We Meet and Why It Matters*. Therefore, beyond the six feet of separation we must now exercise, are social distancing protocols forcing us to explicitly break our implicit contracts with each other?

Many of us do feel like our contracts have been broken. We have been displaced from relationships, routines and locales. I've particularly seen this breakdown from my vantage point as a high school principal. Our TJ students no longer divvy up pizza on a long bus ride, convene impromptu study groups in a hallway or practice dance moves in their favorite commons areas. The contracts they share with teachers and peers in seven different classes and a myriad of eighth period activities are broken. The Class of 2020, more than any other group of students, has seen its contract slowly and painfully rescinded since March, with graduation and prom cancelled.

Yet, we continue to gather in new spaces in new ways. The digital arena invites us to connect and share with each other, showing our vulnerabilities, joys and sorrows. Teachers are teaching and students are learning. Graduates are receiving diplomas and turning tassels on their mortar boards. Musicians, actors, artists and elected officials are intimately connecting with audiences worldwide. Our contracts have not been breached. Rather, they have been amended and extended.

With these thoughts, let's gather this Wednesday evening, May 20, at 7 p.m. We'll use *The Art of Gathering* to frame our purpose. Given our newly minted contracts for gathering, do the rules change for a highly successful educational setting? How do we continue to grow and excel? How will our students gather and participate in a class?

I look forward to hosting you in a new space for our first TJ Virtual Book Club. Many thanks to the PTSA for arranging the platform that will allow us to gather once again.

Dr. Ann Bonitatibus is principal of TJHSST. She is a lifelong fan of the Pittsburgh Steelers. What's your COVID-19 story? Email it to us at thisweek@tjptsa.org!

TJ Virtual Book Club

Join us for the TJ Virtual Book Club on **Wednesday, May 20, 7 PM - 8 PM**, featuring "The Art of Gathering: How We Meet and Why It Matters" by Priya Parker. Discussion will be hosted by Principal Dr. Ann Bonitatibus.

Meeting ID: 827-9284-4212
Password: 742698

[Zoom Link](#)

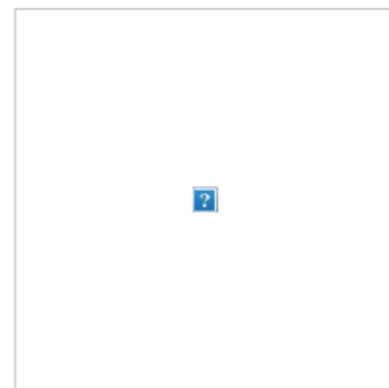


Q&A with TJ Psychologist and Social Worker

Yesterday's virtual session with TJ psychologist Dr. Esther Barkat and TJ social worker Danielle Armstrong answered questions from parents about mental health and coping issues they are facing during distance learning.

Takeaways included:

- The importance of maintaining some kind of routine even if your schedule might not be the same each day.
- The dynamics of teen sleep, with them sleeping in later, and the advice of waking them up at some point in the late morning so that the start of their day doesn't get pushed into the afternoon.
- Crafting summer plans keep students well and growing, since many jobs or summer programs may have fallen through. Students can consider taking an online free class if they are interested or settling on a project related to a



[Online Mental Health Resources for](#)

passion of theirs.

-- The sense of loss felt, mainly by seniors and their families who are missing many traditions, but all students and families, who have different losses we are experiencing, combined with the uncertainty and long-term nature of something out of our control.

-- It is important to acknowledge this sense of loss and validate rather than dismiss the feelings, before turning to focus on the positives: the things for which we can be grateful, and the strength and resiliency that we will be able to see in ourselves by overcoming disappointments in life.

In addition to the significant losses for seniors, there is also the uncertainty we are all facing for the future. With many universities still waiting to decide what college will look like this fall, some students may be considering a gap year after looking forward to going to campus and starting life on their own.

Some ideas for seniors:

-- One possibility would be to still pursue some form of independent living, such as getting an apartment locally or near the college, even if they are doing online classes, or moving near the campus to get a job.

-- Another idea would be to craft your own summer plans or gap year, possibly reaching out to TJ alumni in your field or near your college to pursue a project, realizing in the current economy and public health situation, there may not be paid internships as readily available.

-- Students could also consider a year of service.

We also talked about online mental health resources targeted for teens, and where to go for help, if you may be experiencing mental health issues for the first time (when it is not an emergency). Some choices include:

1. your primary care doctor
2. your school counselor
3. use this [Parent and Student Clinic Form](#) to set up an appointment with Ms. Armstrong or Dr. Barkat

Teens

mystrength.com

click "sign up"

access code: csbcommunity

Challenge Success COVID-19 Resources for Remote Learning

<https://www.challengesuccess.org/resources/covid-19-resources-for-remote-learning/>

Society for Adolescent Health and Medicine

adolescenthealth.org

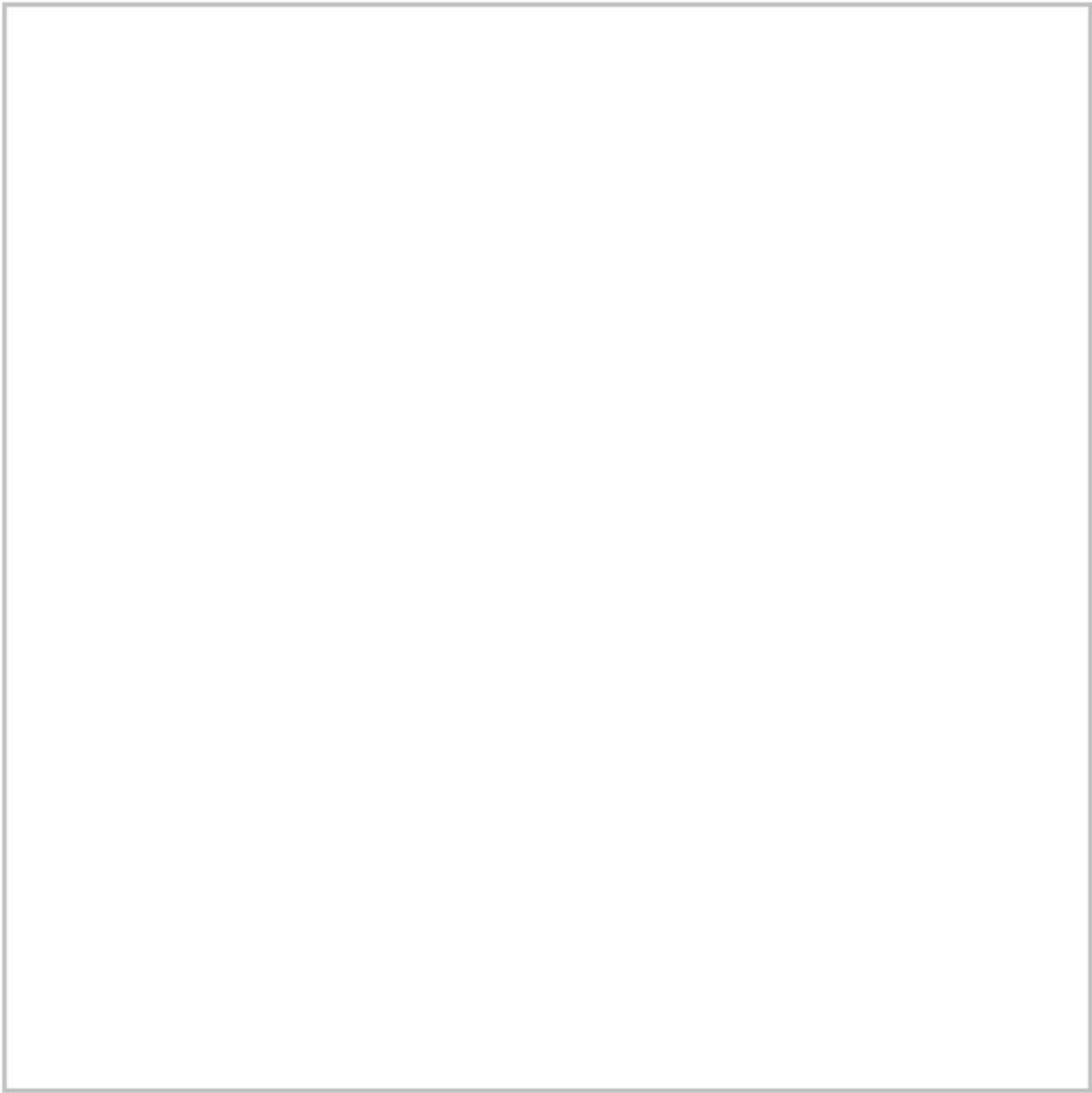
Child Mind Institute

childmind.org

mypsychology.com

FCPS suggested resources

<https://www.fcps.edu/news-features-and-events/coronavirus-update/coronavirus-update-mental-health-resources>



[Freshmen and New Families: Sign Up](#)

[Returning Families: Renew](#)

Use 22312 when you register for your zip code.

Reset your password if you've forgotten it.

Class of 2020



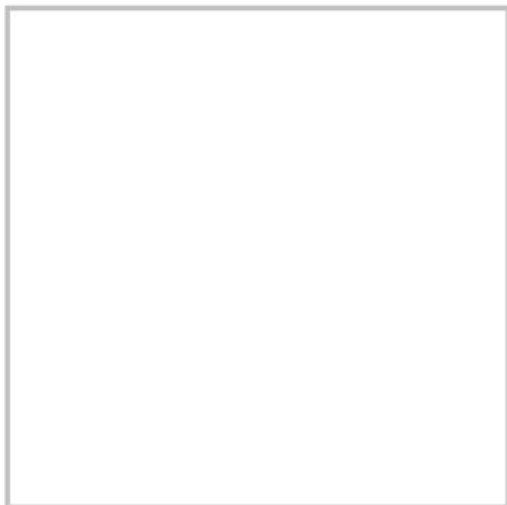
Special Offer! Embroidered TJ Blankets to Raise Funds for Class of 2020 Senior Celebration

The TJ PTSA Senior Celebration Committee is excited to announce that our blanket fundraiser is live! To purchase a blanket in support of the TJHSST Class of 2020, click the button below.

[Blanket Sale](#)

A few important notes:

1. The logo is embroidered.
2. Blankets will be mailed directly to the purchaser.
3. The fundraiser allows people to donate an additional amount beyond purchasing a blanket, so please consider an extra donation if your situation allows.



[Click here to support Thomas Jefferson High School for...](#)

All funds raised will go directly to Thomas Jefferson High School for Science & Technology PTSA fleece throw blanket. Orders are delivered about two weeks after the campaign closes. The blanket logo is embroidered....

[Read more](#)
www.customink.com

4. Any raised funds not used for this Senior Celebration event will be put toward future ANGP's (note: fundraising for ANGP is a yearly challenge, so any help we give future classes will be a huge help).

The fundraiser will close on June 1, so don't delay!

Please send any questions about the TJ Senior Celebration Committee or the blanket fundraiser to jen@tigerinnovations.com

— Jen Atkin
Chair, TJ PTSA Senior Celebration Committee

Senior Meeting

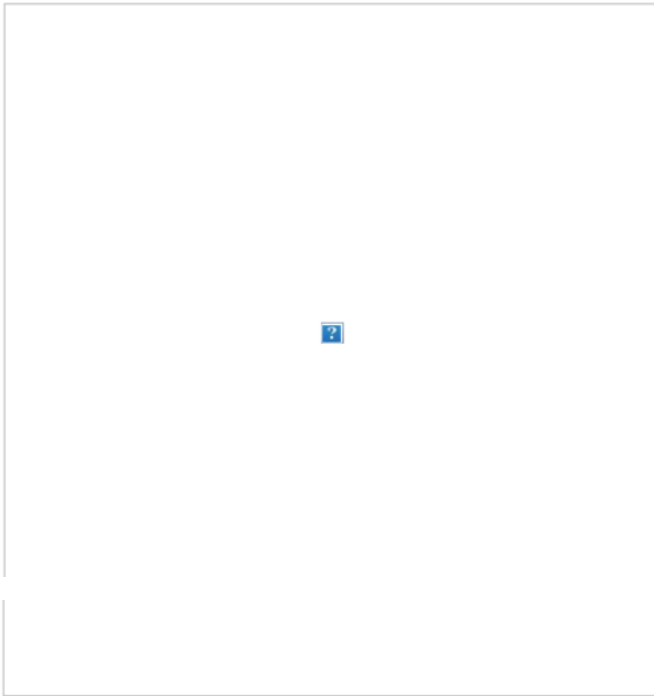
Thursday, May 21, 7 PM

Join a Zoom meeting with senior students, parents and Principal Ann Bonitatibus.

Meeting ID: 923 3439 8957
Password: 494197
One tap mobile: 646-558-8656

[Zoom Link](#)

TJ Media



TJHSSST Calendar

Mon., May 11-Friday, May 22
AP Exams (online)

Wednesday, May 20, 7-8 PM
TJ Virtual Book Club (online)

Thursday, May 21, 7 PM
Senior Meeting with Principal (online)

Monday, May 25
Memorial Day - no school

Tuesday, May 26
Last day for TJ seniors

Saturday, May 30
Conferred date on graduate diplomas

Wednesday, June 10
Current Virginia stay-at-home order through this date

Friday, June 12
Last day of school

Deadline to Buy a Yearbook is June 1

If you have already ordered a publications package, which includes a yearbook, spring supplement, special COVID-19 supplement (free of charge from our yearbook publisher), literary magazine and scientific journal, you will have already received a separate email confirming your order.

If you did not get the confirmation email, then our records show you have yet to buy a publications package. Never fear – there is still time to order, and we have 215 copies left to sell.

There are two ways to order:

- 1) www.yearbookordercenter.com, use school code 13621.
- 2) MySchoolBucks.com, search for "Publications Package."

The ordering window is open until June 1.

PTSA Representatives

TJPTSA.org

TJ PTSA Executive Committee President
Shaista Keating
president@tjptsa.org

President-Elect
Nick Costescu
presidentelect@tjptsa.org

1st Vice President
Yuyan Zhou
firstvp@tjptsa.org

2nd Vice President

Sophia Burki
secondvp@tjpts.org

Treasurer Dinesh Kumar
treasurer@tjpts.org

Recording Secretary
Anna Lee
Kim recordingsecretary@tjpts.org

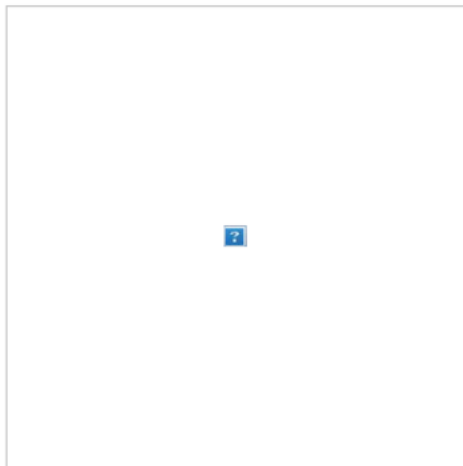
Corresponding Secretary
Asra Nomani
correspondingsecretary@tjpts.org
This Week @ TJ Editor
Submissions, thisweek@tjpts.org

Subscribe:
<https://www.tjpts.org>

PTSA Faculty Representatives Betsy Sandstorm, Denise Castaldo, and Michael Auerbach

PTSA Student Representative Ronith Ranjan, President
TJ Student Government Association

Email This Week @
TJ



Does Your Employer Match Gifts?

Did you know that your employer may match (double or even triple) your donation to TJHSST Partnership Fund, a 501(c)3 organization? To see if an employer participates in a matching gifts program, check out its website or reach out directly to the employer's human resources department. We can help you navigate your internal corporate system to add TJHSST Partnership Fund to its list of recipient organizations or help you fill out the requests for matching funds.

Please email info@tjpartnershipfund.org (Subject: Matching Funds), and a parent volunteer will help you add the TJ Partnership Fund to your corporate giving portal to receive matching funds. Together, we can help the TJHSST Partnership Fund achieve its goals even faster.

[Learn More](#)

Submissions for This Week @ TJ

Please email submissions to thisweek@tjpts.org by 5 p.m. Friday for publication in our Sunday issue. Please be sure to proofread all submissions. If you would like to submit a photo, please send it as a separate .jpg or .jpeg file. This Week @ TJ editors may make changes for length, clarity and style. If a submission is made after our deadline, it will be held for the following week's issue.

Questions? Email thisweek@tjpts.org
We look forward to hearing from you!

[ABOUT US](#)

[NEWS AND INFO](#)

[VOLUNTEER](#)

[COMMITTEES](#)

[CONTACT US](#)

Follow TJHSST PTSA on Social Media!



Thomas Jefferson High School for Science & Technology Parent, Teacher, Student, Association
6560 Braddock Road, Alexandria VA 22312



TJHSST PTSA | 6560 Braddock Rd, Alexandria, VA 22312

[Unsubscribe \(recipient's email\)](#)

[Update Profile](#) | [About Constant Contact](#)

Sent by president@tiptsa.org

THIS IS A TEST EMAIL ONLY.

This email was sent by the author for the sole purpose of testing a draft message. If you believe you have received the message in error, please contact the author by replying to this message. Constant Contact takes reports of abuse very seriously. If you wish to report abuse, please forward this message to abuse@constantcontact.com.

From: [Mark A. Levy](#)
To: ["Poland, Donna"](#); [Andrea Warren](#); [Bonitatibus, Ann N](#); [Brendon Albon](#); [Eddie Graham](#); [Jason Calhoun](#); [Jennifer Grigsby](#); [Joshua Bocock](#); [Lee Ann Whitesell](#); [Marc Carraway](#); [Michael Robinson](#); [Rachel Ball](#); [Rebecca Phillips](#); [Robert Lowerre](#); [Rosanne Williamson](#); [Steve Smith](#); [Susan Fream](#); [Vikki Wismer](#); [Wesley Swain](#)
Subject: [External] AYGS Equity subcommittee update
Date: Tuesday, May 19, 2020 4:12:57 PM
Attachments: [AYGS Diversity Goals and Report Template draft.docx](#)
[District Questionnaire for Diversity Report.docx](#)

Friends,

I hope all of you are doing well. A couple weeks ago, a subcommittee of directors and Donna had an online meetings to discuss the equity report and what might be featured. Donna reached out to get some additional guidance and it sounds like we don't need to worry about excessive details or drawing data from SSWS. It seems that they are looking for overarching goals from us (broad, long term priorities...not something short term that would be treated punitively if not met) so there is no need for district level goals. The report should end up rather simple, sticking closely to the specific wording of the budget language, with some basic data. They did want the report on Oct 1 next year without a delay in implementation.

I put together a template for the report, in alignment with the information that Donna received. You already have access to much of the information and data, but there are a few pieces of information you may need from your participating districts: information about their recruitment/selection and % of students attending with you who are economically disadvantaged (that data tends to be pretty restricted for individual students so you might not have it in your records).

Since there is some information needed from the home districts, I also put together a possible questionnaire/survey that could be used to collect that information. You wouldn't need to use the questionnaire in that format (maybe a phone call or web form would be easier), but I thought it could provide a good starting point.

If you have any questions, comments, or feedback on these documents, please let me know. We can plan to have a short meeting to discuss completion and submission of the report after we incorporate any input at this stage. Note that the October 1 deadline is for submission to the Governor's office, so Donna will need to receive our respective reports in advance of that to compile and send along. The report doesn't have a requirement to be approved by your Board, but when considering your timeline it would be good to consider allowing time to share with your Board in an informational or formal approval capacity (depending on how your Board likes to handle these types of things).

Thanks,

Mark A. Levy
Director
Roanoke Valley Governor's School for Science and Technology
2104 Grandin Road SW
Roanoke, VA 24015
Phone: 540-853-2116
Fax: 540-853-1056

DATE

Academic Year Governor's School Diversity Goals and Report

Submitted in accordance with FY2021 Budget Item 145,C-27, i

| School Information | |
|---------------------------------------|--|
| Governor's School Name | |
| School Address | |
| School Phone Number | |
| Director | |
| Participating School Districts | |

Primary Diversity Goal(s)

[Broad “guiding principle” style goal; not necessarily intended to be immediately achievable, but will guide planning for future years. Could (should eventually) include both student body and faculty]

Plan for Progress toward Diversity Goal(s)

[Can include goals for AYGS actions, collective action of participating districts, and district level actions; can subdivide by district if desired; initial plan doesn’t need to include elaborate actions by districts, individually or collaboratively]

[Include approaches by AYGS and divisions to promote access for historically underserved students and outreach and communication efforts deployed to recruit historically underserved students]

Current Practices for Screening and Admission of Students

[Practices common across multiple/all districts can be discussed together, with differences between district practices articulated separately as needed; comment on presence or absence of universal screening]

| Racial/Ethnic and Socioeconomic Make-Up of <u>Current AYGS Faculty</u> by Percentage | |
|---|---------------------------|
| Sub-Group | Faculty Percentage |
| American Indian/ Alaska Native | |
| Asian | |
| Black, not of Hispanic origin | |
| Hispanic | |
| Native Hawaiian or Pacific Islander | |
| Two or more races | |
| White, not of Hispanic origin | |

| Sub-Group | Faculty Percentage |
|-------------------------------------|---------------------------|
| American Indian/ Alaska Native | |
| Asian | |
| Black, not of Hispanic origin | |
| Hispanic | |
| Native Hawaiian or Pacific Islander | |
| Two or more races | |
| White, not of Hispanic origin | |

Text from Budget Bill:

Each Academic Year Governor's School shall set diversity goals for its student body and faculty, and develop a plan to meet said goals in collaboration with community partners at public meetings. Each school shall submit a report to the Governor by October 1 of each year on its goals and status of implementing its plan. The report shall include, but not be limited to the following: utilization of universal screenings in feeder divisions; admission processes in place or under consideration that promote access for historically underserved students; and outreach and communication efforts deployed to recruit historically underserved students. The report shall include the racial/ethnic make-up and socioeconomic diversity of its students, faculty, and applicants.

District Survey for Governor's School Diversity Goals and Report

Required in accordance with FY2021 Budget Item 145,C-27, i

Participating District staff,

The Virginia budget bill for the new biennium requires Academic Year Governor's Schools to submit a report to the Governor's office summarizing goals and additional information regarding diversity. We need your assistance in providing some necessary information for this report. Please provide the information requested below **by July 15**.

Thanks for your assistance,

Director

District Information

| | |
|--|--|
| District Name | |
| Appropriate District Contact Person | |
| Contact Phone Number/Email | |

Current Practices for Recruitment of Students

[Please describe any recruitment or identification efforts made by your district which are distinct from efforts made directly by the Governor’s School. Please highlight any portions that specifically impact historically underserved communities.]

Current Practices for Screening and Selection

[Please describe the process your district uses to screen applicants and select students for acceptance to the Governor’s School. Please highlight any portions that specifically impact historically underserved communities.]

*Note: Please provide subgroup data as a **percentage** of the total population from your district who attend the Governor’s School. Economically disadvantaged should be a percentage of the total students attending, not subdivided within each subgroup.*

**Racial/Ethnic and Socioeconomic Make-Up of (YEAR)
Student Body by Percentage**

| Sub-Group | Percentage of Students |
|-------------------------------------|------------------------|
| American Indian/ Alaska Native | |
| Asian | |
| Black, not of Hispanic origin | |
| Hispanic | |
| Native Hawaiian or Pacific Islander | |
| Two or more races | |
| White, not of Hispanic origin | |
| Economically Disadvantaged | |

From: asranomani
To: Bonitatibus, Ann N
Subject: Re: [External] [Possible Malware Fraud]FOR YOUR REVIEW: This Week @ TJ 5/19/2020
Date: Tuesday, May 19, 2020 4:32:23 PM

Perfect on both edits. I'll make those changes and send it off. Like that term "tuning." We never use it in journalism, but I did once hear a composer talk about how most of his time "composing" was away from the pen and paper, and I realized it's the same with writers.

Thanks again for the thoughtful contribution. Several of the mom volunteers on our communications committee already said they so relate.

Thanks! Asra

From: "Bonitatibus, Ann N" <anbonitatibu@fcps.edu>
Date: Tuesday, May 19, 2020 at 3:00 PM
To: Asra Nomani <asra@asranomani.com>
Subject: RE: [External] [Possible Malware Fraud]FOR YOUR REVIEW: This Week @ TJ 5/19/2020

Thanks for sharing. Good job incorporating my stories. Appreciate you tuning the piece. Two requests:

- When I publish or sign I always use my middle initial.
- Let's edit to say, "graduation ceremonies deferred and prom canceled." It's more consistent with where FCPS is right now.

Love the new logo!

Ann

From: asranomani [<mailto:asra@asranomani.com>]
Sent: Tuesday, May 19, 2020 1:53 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] [Possible Malware Fraud]FOR YOUR REVIEW: This Week @ TJ 5/19/2020

WARNING: Your email security system has determined the message below may be a potential threat

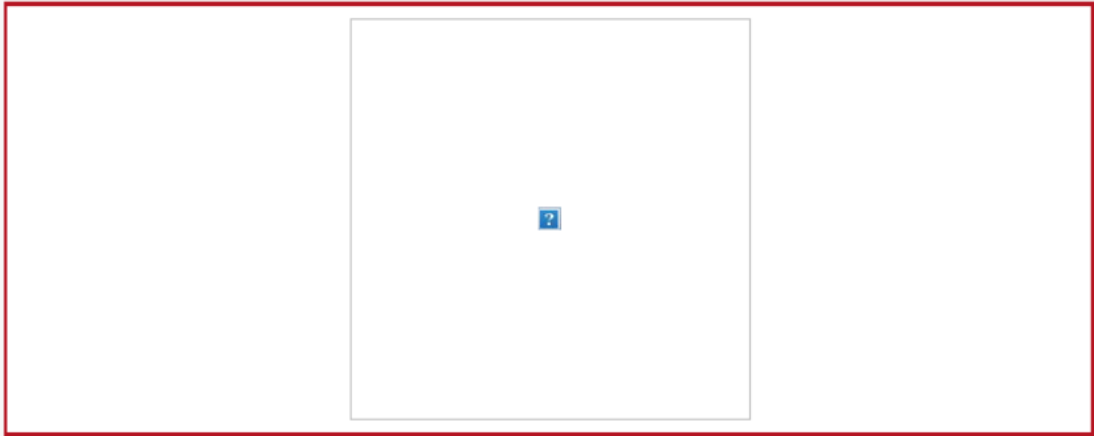
It may trick victims into clicking a link and downloading malware Do not open suspicious links

If you do not know the sender or cannot verify the integrity of the message, please do not respond or click on links in the message Depending on the security settings, clickable URLs may have been modified to provide additional security

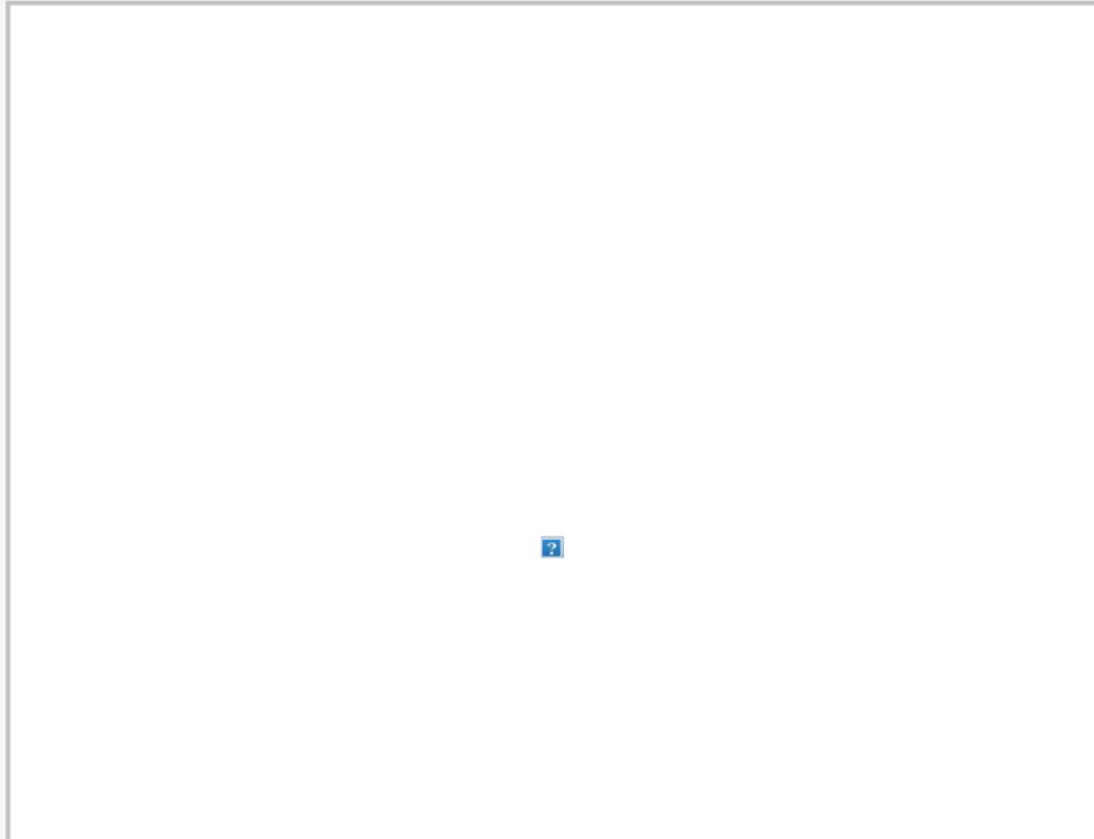
Thank you so much for your very generous spirit in writing your essay and working through the edits. Here is a draft, if this works for you? Please let me know of any edits that you might have. Thank you! Asra

PS Hope you like our new logo. I found a graphic designer who does designs for just \$250, so I got new graphics for the PTSA and our committees and will try to standardize our graphics.

From: President TJPTSA <president@tjpts.org>
Reply-To: President TJPTSA <president@tjpts.org>
Date: Tuesday, May 19, 2020 at 1:43 PM
To: Asra Nomani <asra@asranomani.com>
Subject: This Week @ TJ 5/19/2020



Official TJHSST PTSA Weekly Newsletter



[View this email as a webpage](#)

Hello PTSA,

Highlights this week:

- **Principal's Book Club** is Wednesday night.
- **Senior meeting** is Thursday night
- Pick up a **cozy blanket** or two for reading on the couch or finding comfort in trying times. Proceeds will support the **Class of 2020 Senior Celebration**.
- Monday is **Memorial Day**. Teachers, staff and students are off.
- Then, we enter the final week for seniors!

Your TJ PTSA

TJ PTSA

TJ COVID Diaries: An Introvert's Invitation -- Let's Gather

By Ann Bonitatibus

An introvert's response to social distancing?

"I've been preparing for this my whole life!"

As a lifelong introvert, I felt a moment of relief when Virginia Governor Ralph Northam issued stay-at-home orders for the state. As a young girl, growing up in Erie, Pa., I remember the bus ride to Montclair Elementary School being a source of stress each day, not knowing who might squeeze into the seat next to me. As a high school senior at McDowell High School, I was horrified when my mother forced me to go to the school's Valentine's Day dance with her boss's son. He joined his friends, and I lingered in a corner. As a college student at Indiana University of Pennsylvania, I was content watching the Saturday football game peering out the window from the safe perch of my dorm room in Schafer Hall.

Now, as an adult in the age of quarantine, I felt relieved that I wouldn't have to brave the sea of humanity for a while. And, to be gut honest, I also sheepishly reveled in an ecstatic moment of triumph over shell-shocked extroverts. But, over the weeks, as our nation's quarantine persisted, I began to wonder more deeply why it's so important for us to gather as a community.

Gathering is actually a social contract, one to which we implicitly agree, according to author Priya Parker in *The Art of the Gathering: How We Meet and Why It Matters*. Therefore, beyond the six feet of separation we must now exercise, are social distancing protocols forcing us to explicitly break our implicit contracts with each other?



Many of us do feel like our contracts have been broken. We have been displaced from relationships, routines and locales. I've particularly seen this breakdown from my vantage point as a high school principal. Our TJ students no longer divvy up pizza on a long bus ride, convene impromptu study groups in a hallway or practice dance moves in their favorite commons areas. The contracts they share with teachers and peers in seven different classes and a myriad of eighth period activities are broken. The Class of 2020, more than any other group of students, has seen its contract slowly and painfully rescinded since March, with graduation and prom cancelled.

Yet, we continue to gather in new spaces in new ways. The digital arena invites us to connect and share with each other, showing our vulnerabilities, joys and sorrows. Teachers are teaching and students are learning. Graduates are receiving diplomas and turning tassels on their mortar boards. Musicians, actors, artists and elected officials are intimately connecting with audiences worldwide. Our contracts have not been breached. Rather, they have been amended and extended.

With these thoughts, let's gather this Wednesday evening, May 20, at 7 p.m. We'll use *The Art of Gathering* to frame our purpose. Given our newly minted contracts for gathering, do the rules change for a highly successful educational setting? How do we continue to grow and excel? How will our students gather and participate in a class?

I look forward to hosting you in a new space for our first TJ Virtual Book Club. Many thanks to the PTSA for arranging the platform that will allow us to gather once again.

Dr. Ann Bonitatibus is principal of TJHSST. She is a lifelong fan of the Pittsburgh Steelers. What's your COVID-19 story? Email it to us at thistweek@tjptsa.org!

TJ Virtual Book Club

Join us for the TJ Virtual Book Club on **Wednesday, May 20, 7 PM - 8 PM**, featuring "The Art of Gathering: How We Meet and Why It Matters" by Priya Parker. Discussion will be hosted by Principal Dr. Ann Bonitatibus.

Meeting ID: 827-9284-4212
Password: 742698

[Zoom Link](#)

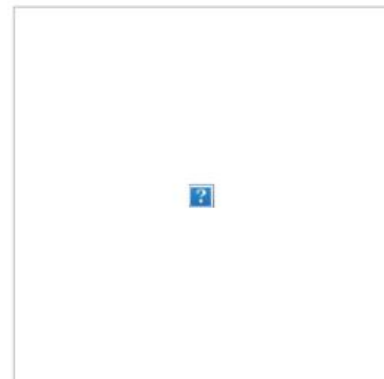


Q&A with TJ Psychologist and Social Worker

Yesterday's virtual session with TJ psychologist Dr. Esther Barkat and TJ social worker Danielle Armstrong answered questions from parents about mental health and coping issues they are facing during distance learning.

Takeaways included:

- The importance of maintaining some kind of routine even if your schedule might not be the same each day.
- The dynamics of teen sleep, with them sleeping in later, and the advice of waking them up at some point in the late morning so that the start of their day doesn't get pushed into the afternoon.



-- Crafting summer plans keep students well and growing, since many jobs or summer programs may have fallen through. Students can consider taking an online free class if they are interested or settling on a project related to a passion of theirs.

-- The sense of loss felt, mainly by seniors and their families who are missing many traditions, but all students and families, who have different losses we are experiencing, combined with the uncertainty and long-term nature of something out of our control.

-- It is important to acknowledge this sense of loss and validate rather than dismiss the feelings, before turning to focus on the positives: the things for which we can be grateful, and the strength and resiliency that we will be able to see in ourselves by overcoming disappointments in life.

In addition to the significant losses for seniors, there is also the uncertainty we are all facing for the future. With many universities still waiting to decide what college will look like this fall, some students may be considering a gap year after looking forward to going to campus and starting life on their own.

Some ideas for seniors:

-- One possibility would be to still pursue some form of independent living, such as getting an apartment locally or near the college, even if they are doing online classes, or moving near the campus to get a job.

-- Another idea would be to craft your own summer plans or gap year, possibly reaching out to TJ alumni in your field or near your college to pursue a project, realizing in the current economy and public health situation, there may not be paid internships as readily available.

-- Students could also consider a year of service.

We also talked about online mental health resources targeted for teens, and where to go for help, if you may be experiencing mental health issues for the first time (when it is not an emergency). Some choices include:

1. your primary care doctor
2. your school counselor
3. use this [Parent and Student Clinic Form](#) to set up an appointment with Ms. Armstrong or Dr. Barkat

Online Mental Health Resources for Teens

mystrength.com

click "sign up"

access code: csbcommunity

Challenge Success COVID-19 Resources for Remote Learning

<https://www.challengesuccess.org/resources/covid-19-resources-for-remote-learning/>

Society for Adolescent Health and Medicine

adolescenthealth.org

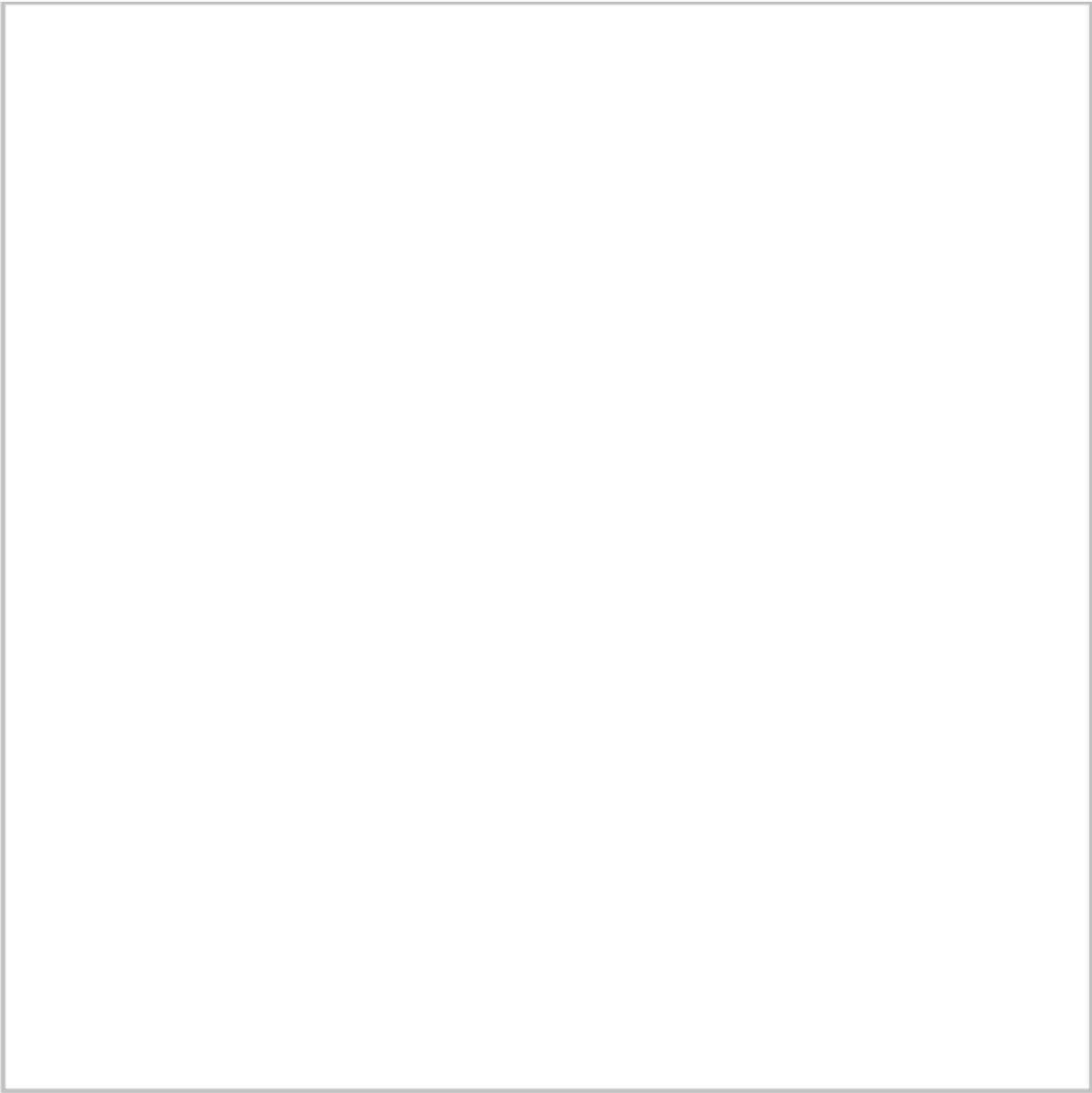
Child Mind Institute

childmind.org

myspsychology.com

FCPS suggested resources

<https://www.fcps.edu/news-features-and-events/coronavirus-update/coronavirus-update-mental-health-resources>



Freshmen and New Families: Sign Up

Returning Families: Renew

Use 22312 when you register for your zip code.

Reset your password if you've forgotten it.

TJ Class News

Class of 2020

Special Offer! Embroidered TJ Blankets to Raise Funds for Class of 2020 Senior Celebration

The TJ PTSA Senior Celebration Committee is excited to announce that our blanket fundraiser is live! To purchase a blanket in support of the TJHSST Class of 2020, click the button below.

[Blanket Sale](#)

A few important notes:

1. The logo is embroidered.
2. Blankets will be mailed directly to the purchaser.
3. The fundraiser allows people to donate an additional amount beyond purchasing a blanket, so please

consider an extra donation if your situation allows.

4. Any raised funds not used for this Senior Celebration event will be put toward future ANGP's (note: fundraising for ANGP is a yearly challenge, so any help we give future classes will be a huge help).

The fundraiser will close on June 1, so don't delay!

[Click here to support Thomas Jefferson High School for...](#)

All funds raised will go directly to Thomas Jefferson High School for Science & Technology PTSA fleece throw blanket. Orders are delivered about two weeks after the campaign closes. The blanket logo is embroidered....

[Read more](#)
www.customink.com

Please send any questions about the TJ Senior Celebration Committee or the blanket fundraiser to jen@tigerinnovations.com

– Jen Atkin
Chair, TJ PTSA Senior Celebration Committee

Senior Meeting

Thursday, May 21, 7 PM

Join a Zoom meeting with senior students, parents and Principal Ann Bonitatibus.

Meeting ID: 923 3439 8957
Password: 494197
One tap mobile: 646-558-8656

[Zoom Link](#)

TJ Media

TJHSSST Calendar

Mon., May 11-Friday, May 22

AP Exams (online)

Wednesday, May 20, 7-8 PM

TJ Virtual Book Club (online)

Thursday, May 21, 7 PM

Senior Meeting with Principal (online)

Monday, May 25

Memorial Day - no school

Tuesday, May 26

Last day for TJ seniors

Saturday, May 30

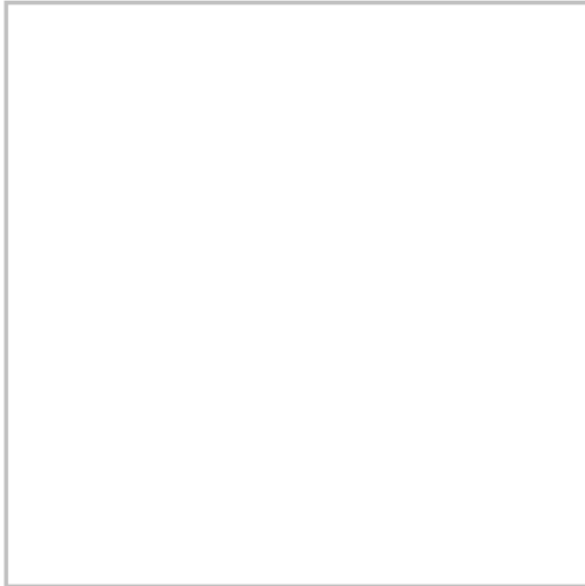
Conferred date on graduate diplomas

Wednesday, June 10

Current Virginia stay-at-home order through this date

Friday, June 12

Last day of school



Deadline to Buy a Yearbook is June 1

If you have already ordered a publications package, which includes a yearbook, spring supplement, special COVID-19 supplement (free of charge from our yearbook publisher), literary magazine and scientific journal, you will have already received a separate email confirming your order.

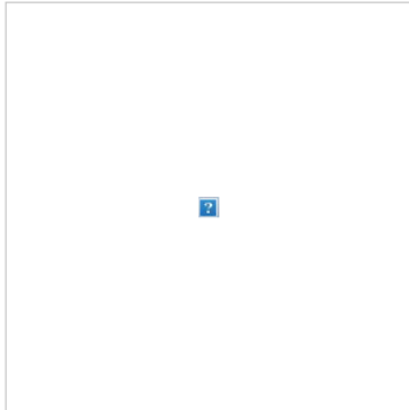
If you did not get the confirmation email, then our records show you have yet to buy a publications package. Never fear – there is still time to order, and we have 215 copies left to sell.

There are two ways to order:

1) www.yearbookordercenter.com, use school code 13621.

2) MySchoolBucks.com, search for "Publications Package."

The ordering window is open until June 1.



Does Your Employer Match Gifts?

Did you know that your employer may match (double or even triple) your donation to TJHSST Partnership Fund, a 501(c)3 organization? To see if an employer participates in a matching gifts program, check out its website or reach out directly to the employer's human resources department. We can help you navigate your internal corporate system to add TJHSST Partnership Fund to its list of recipient organizations or help you fill out the requests for matching funds.

Please email info@tjpartnershipfund.org (Subject: Matching Funds), and a parent volunteer will help you add the TJ Partnership Fund to your corporate giving portal to receive matching funds. Together, we can help the TJHSST Partnership Fund achieve its goals even faster.

[Learn More](#)

PTSA Representatives

TJPTSA.org

TJ PTSA Executive Committee President

Shaista Keating
president@tjptsa.org

President-Elect

Nick Costescu
presidentelect@tjptsa.org

1st Vice President

Yuyan Zhou
firstvp@tjptsa.org

2nd Vice President

Sophia Burki
secondvp@tjptsa.org

Treasurer Dinesh

Kumar treasurer@tjptsa.org

Recording Secretary

Anna Lee
Kim recordingsecretary@tjptsa.org

Corresponding Secretary

Asra Nomani
correspondingsecretary@tjptsa.org
This Week @ TJ Editor
Submissions, thisweek@tjptsa.org

Subscribe:

<https://www.tjptsa.org>

PTSA Faculty

Representatives Betsy Sandstorm, Denise Castaldo, and Michael Auerbach

PTSA Student

Representative Ronith Ranjan, President
TJ Student Government Association

Email This Week @ TJ

Submissions for This Week @ TJ

Please email submissions to thisweek@tjptsa.org by 5 p.m. Friday for publication in our Sunday issue. Please be sure to proofread all submissions. If you would like to submit a photo, please send it as a separate .jpg or .jpeg file. This Week @ TJ editors may make changes for length, clarity and style. If a submission is made after our deadline, it will be held for the following week's issue.

Questions? Email thisweek@tjptsa.org
We look forward to hearing from you!

[ABOUT US](#)

[NEWS AND INFO](#)

[VOLUNTEER](#)

[COMMITTEES](#)

[CONTACT US](#)

Follow TJHSST PTSA on Social Media!



Thomas Jefferson High School for Science & Technology Parent, Teacher, Student, Association
6560 Braddock Road, Alexandria VA 22312



TJHSST PTSA | 6560 Braddock Rd, Alexandria, VA 22312

[Unsubscribe {recipient's email}](#)

[Update Profile](#) | [About Constant Contact](#)

Sent by president@tjptsa.org

THIS IS A TEST EMAIL ONLY.

This email was sent by the author for the sole purpose of testing a draft message. If you believe you have received the message in error, please contact the author by replying to this message. Constant Contact takes reports of abuse very seriously. If you wish to report abuse, please forward this message to abuse@constantcontact.com.

From: Bonitatibus, Ann N
To: Shughart, Jeremy A
Cc: Duran, Francisco; Zuluaga, Fabio
Subject: FW: AYGS Equity subcommittee update
Date: Thursday, May 21, 2020 10:50:00 PM
Attachments: [AYGS Diversity Goals and Report Template draft.docx](#)
[District Questionnaire for Diversity Report.docx](#)

Hi, Jeremy.

Gov School's have been asked to submit a report from the district regarding goals to achieve equity in admissions per recent legislated requirements. While I might be able to help with ideas on equity relative to staffing, I do not feel well-equipped to speak on behalf of the district's plan for equity in admissions, nor do I have certain demographic trends at my fingertips; therefore, I'm asking if you can shepherd this report through the appropriate channels. Again, I'm happy to fill in some pieces where I can.

I've forward information below and attached so you can see what the guidance is among AYGS directors and Donna Poland at VDOE.

Thank you,

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Mark A. Levy [mailto:mlevy@rvgs.k12.va.us]

Sent: Tuesday, May 19, 2020 4:12 PM

To: 'Poland, Donna' <donna.poland@doe.virginia.gov>; Andrea Warren <awarren@gsarts.net>; Bonitatibus, Ann N <anbonitatibu@fcps.edu>; Brendon Albon <balbon@args.us>; Eddie Graham <egraham@dslcc.edu>; Jason Calhoun <wcalhoun@gmu.edu>; Jennifer Grigsby <jgrigsby@cgs.k12.va.us>; Joshua Boccock <jboccock@patrickhenry.edu>; Lee Ann Whitesell <whitesell@svgs.k12.va.us>; Marc Carraway <mcarr1@brvgs.k12.va.us>; Michael Robinson

<mrobinson@hgs.k12.va.us>; Rachel Ball <rball@cbgs.k12.va.us>; Rebecca Phillips <rphillips@swvgs.us>; Robert Lowerre <rlowerre@gsgis.k12.va.us>; Rosanne Williamson <rwilliamson@mvgshome.org>; Steve Smith <ssmith@cvgs.k12.va.us>; Susan Fream <srfream@shenandoah.k12.va.us>; Vikki Wismer <vikki.l.wismer@nhrec.org>; Wesley Swain <wesley.swain@southside.edu>

Subject: [External] AYGS Equity subcommittee update

Friends,

I hope all of you are doing well. A couple weeks ago, a subcommittee of directors and Donna had an online meetings to discuss the equity report and what might be featured. Donna reached out to get some additional guidance and it sounds like we don't need to worry about excessive details or drawing data from SSWS. It seems that they are looking for overarching goals from us (broad, long term priorities...not something short term that would be treated punitively if not met) so there is no need for district level goals. The report should end up rather simple, sticking closely to the specific wording of the budget language, with some basic data. They did want the report on Oct 1 next year without a delay in implementation.

I put together a template for the report, in alignment with the information that Donna received. You already have access to much of the information and data, but there are a few pieces of information you may need from your participating districts: information about their recruitment/selection and % of students attending with you who are economically disadvantaged (that data tends to be pretty restricted for individual students so you might not have it in your records).

Since there is some information needed from the home districts, I also put together a possible questionnaire/survey that could be used to collect that information. You wouldn't need to use the questionnaire in that format (maybe a phone call or web form would be easier), but I thought it could provide a good starting point.

If you have any questions, comments, or feedback on these documents, please let me know. We can plan to have a short meeting to discuss completion and submission of the report after we incorporate any input at this stage. Note that the October 1 deadline is for submission to the Governor's office, so Donna will need to receive our respective reports in advance of that to compile and send along. The report doesn't have a requirement to be approved by your Board, but when considering your timeline it would be good to consider allowing time to share with your Board in an informational or formal approval capacity (depending on how your Board likes to handle these types of things).

Thanks,

Mark A. Levy

Director

Roanoke Valley Governor's School for Science and Technology

2104 Grandin Road SW

Roanoke, VA 24015

Phone: 540-853-2116

Fax: 540-853-1056

DATE

Academic Year Governor's School Diversity Goals and Report

Submitted in accordance with FY2021 Budget Item 145,C-27, i

School Information

| | |
|---------------------------------------|--|
| Governor's School Name | |
| School Address | |
| School Phone Number | |
| Director | |
| Participating School Districts | |

Primary Diversity Goal(s)

[Broad "guiding principle" style goal; not necessarily intended to be immediately achievable, but will guide planning for future years. Could (should eventually) include both student body and faculty]

Plan for Progress toward Diversity Goal(s)

[Can include goals for AYGS actions, collective action of participating districts, and district level actions; can subdivide by district if desired; initial plan doesn't need to include elaborate actions by districts, individually or collaboratively]

[Include approaches by AYGS and divisions to promote access for historically underserved students and outreach and communication efforts deployed to recruit historically underserved students]

Racial/Ethnic and Socioeconomic Make-Up of (YEAR) Applicants by Percentage

| Sub-Group | AYGS Total | District 1 | District 2 | District 3 | District 4 | District 5 | District 6 | District 7 | |
|-------------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|--|
| American Indian/ Alaska Native | | | | | | | | | |
| Asian | | | | | | | | | |
| Black, not of Hispanic origin | | | | | | | | | |
| Hispanic | | | | | | | | | |
| Native Hawaiian or Pacific Islander | | | | | | | | | |
| Two or more races | | | | | | | | | |
| White, not of Hispanic origin | | | | | | | | | |
| Economically Disadvantaged | | | | | | | | | |

DATE

Racial/Ethnic and Socioeconomic Make-Up of Current AYGS Faculty by Percentage

| Sub-Group | Faculty Percentage |
|-------------------------------------|--------------------|
| American Indian/ Alaska Native | |
| Asian | |
| Black, not of Hispanic origin | |
| Hispanic | |
| Native Hawaiian or Pacific Islander | |
| Two or more races | |
| White, not of Hispanic origin | |

Text from Budget Bill:

Each Academic Year Governor's School shall set diversity goals for its student body and faculty, and develop a plan to meet said goals in collaboration with community partners at public meetings. Each school shall submit a report to the Governor by October 1 of each year on its goals and status of implementing its plan. The report shall include, but not be limited to the following: utilization of universal screenings in feeder divisions; admission processes in place or under consideration that promote access for historically underserved students; and outreach and communication efforts deployed to recruit historically underserved students. The report shall include the racial/ethnic make-up and socioeconomic diversity of its students, faculty, and applicants.

District Survey for Governor's School Diversity Goals and Report

Required in accordance with FY2021 Budget Item 145,C-27, i

Participating District staff,

The Virginia budget bill for the new biennium requires Academic Year Governor's Schools to submit a report to the Governor's office summarizing goals and additional information regarding diversity. We need your assistance in providing some necessary information for this report. Please provide the information requested below **by July 15.**

Thanks for your assistance,

Director

District Information

| | |
|--|--|
| District Name | |
| Appropriate District Contact Person | |
| Contact Phone Number/Email | |

Current Practices for Recruitment of Students

[Please describe any recruitment or identification efforts made by your district which are distinct from efforts made directly by the Governor's School. Please highlight any portions that specifically impact historically underserved communities.]

Current Practices for Screening and Selection

[Please describe the process your district uses to screen applicants and select students for acceptance to the Governor's School. Please highlight any portions that specifically impact historically underserved communities.]

*Note: Please provide subgroup data as a **percentage** of the total population from your district who attend the Governor's School. Economically disadvantaged should be a percentage of the total students attending, not subdivided within each subgroup.*

Racial/Ethnic and Socioeconomic Make-Up of (YEAR) Student Body by Percentage

| Sub-Group | Percentage of Students |
|-------------------------------------|------------------------|
| American Indian/ Alaska Native | |
| Asian | |
| Black, not of Hispanic origin | |
| Hispanic | |
| Native Hawaiian or Pacific Islander | |
| Two or more races | |
| White, not of Hispanic origin | |
| Economically Disadvantaged | |

From: [Superintendent Brabrand](#)
To: [FCPS All](#)
Subject: Message from the Superintendent
Date: Monday, June 1, 2020 1:57:17 PM

Dear FCPS,

I reach out to you today to acknowledge the hurt, anger and pain that exists among FCPS staff, that exists among our FCPS family, that exists in our FCPS community and in our country.

Racism and hate have no place in FCPS. FCPS is a place where we strive for love, inclusiveness, and compassion for all while providing hope for the future. Yet, I know there are still many situations and instances of racism, hate, and oppression across our country, particularly for Black people. This cannot be ignored. To our Black and African American students and staff, I want you to know that we see you, we believe in you, and we stand with you.

You may be struggling right now and your students may be as well. If you need someone to speak with, I urge you to speak with your colleagues, your supervisors, or engage with our Employee Assistance Program (EAP). Our Equity and Cultural Responsiveness team stands ready to collaborate with you, and I am here to listen as well.

You may have feelings of hopelessness right now, however we can take action. We know that our work as educators is one action that can change the future by teaching about systemic injustice and learning about the value of diversity in all forms. We will share additional resources with you this week to support you in this important dialogue, as you process thoughts and feelings with the adults and especially the children around you.

During this time, we cannot sit silently. We must lean into each other and into the community we've built to create places and spaces where all are welcome and seen. We must speak for the voiceless and for those whose voices go unheard. We must be relentless in our pursuit to learn about, understand, and embrace each other's differences so that we can create a better future for us all. I ask you to take a moment these final two weeks of school and reach out to your students, your parents, and your colleagues with words of care, compassion, and healing with the firm knowledge that FCPS can and will lead the way. I wish you strength and peace. Thank you for your efforts.

Sincerely,
Scott Brabrand, Superintendent

From: [Claude, Michelle M.](#)
To: [Principals Region 2](#)
Cc: [Zuluaga, Fabio](#); [Menuey, Brendan P.](#); [Chen, Dana](#); [Amenabar, Kim B](#)
Subject: R2 Principals Meeting 06.02.2020
Date: Wednesday, June 3, 2020 9:27:56 AM

Principals:

Below is the opening message I read to all of you during our R2 Principal Meeting yesterday. For those of you not able to attend yesterday's meeting, I wanted to make sure to include you on these reflections.

Good Afternoon Principals,

I wanted to share with you some of my thoughts around my sadness and indignation at the exhibitions of hate and racism that have occurred in our country and all over the world.

As you know R2 schools are a wonderful cluster of schools known for our diversity.

I believe with all my heart that we need to make every space available and use every opportunity to recognize racism and hate. We need to fight them and to make every effort possible, as leaders of this wonderful community, to eradicate racism and hate from our communities.

This morning, I had a very special opportunity to reflect during our weekly Leadership Team meeting. Our Division Superintendent gave us the space during this meeting to talk about racism in America and to share our emotions and feelings as a result of what is happening in our beloved country. During this reflection time our Deputy Superintendent, Dr. Frances Ivey, shared some pieces of her journey as an African American woman in the United States. She shared her experiences as a daughter, wife, mother, grandmother, and especially her experiences as a black professional in America. It was a compelling set of vivid recollections. Listening to her stories was very empowering for me as a regional leader. This is why I believe we, too, must find the space to share our stories, our experiences, and our tribulations. These are the conversations that will make us stronger and better practitioners.

Therefore, as a result of our reflections and during this time and space, I am asking you to reflect on the structures and practices that perpetuate inequalities in our school system and in our buildings. We need to change them; we need to redesign them and co-create them in an effort to create a better and a more just place for all of our children and for all of us.

Kim Amenabar shared with all of you last week during our R2 meeting the importance of the work being done by the Equity Teams. She also shared with us the importance of continuing this work during SY21, now more than ever before.

Remember what I have always shared with you: as leaders we have to “see it right, to make it right.” We have to see hate and racism for what they are. Hate and racism represent the evils of our society that we need to recognize, stand up to, and defeat. We must challenge racism and injustice by promoting strong school cultures where the diversity of our faculty, staff, students, and families is embraced, honored, and celebrated through equitable practices.

We need to be empowered by our diversity. Children and families of different colors and different ethnic backgrounds are not the enemy. Fear and isolation is the real enemy. The more we talk, discuss, and reflect on these important topics, the better equipped we are going to be to stand up to hate and racism in our country.

Let’s take time now to share our feelings and emotions as we reflect on the recent events that are currently happening in our country. Let’s be on the right side of history by making sure we do everything possible to redesign our school division structures and our practices as educators with the intent of creating a more equitable and a more just society.

Thank you for being wonderful leaders,

– Fabio

Fabio E. Zuluaga, Ed.D.

Region 2 Assistant Superintendent
FCPS

From: [Bonitatibus, Ann N](#)
To: [REDACTED]
Subject: RE: A Call to Action
Date: Wednesday, June 3, 2020 8:50:23 PM

Hi, [REDACTED]

Thank you for reaching out. I am doing great because we’re able to honor you, the Class of 2020 this week.

Like you, I am appalled and distraught by the institutional and generational racism that doggedly plagues our nation. Throughout my 30+ years at all levels in public education, I have been an active hand, not just a voice, in working to eradicate racism in school settings across multiple school district. This includes quelling race riots, changing the racist behaviors of self-proclaimed neo-Nazi skinheads, writing policies and legislation for equality, providing professional development for teachers and administrators, reaching out to the Department of Justice to run sessions for students and teachers, designing LGBTQ inclusion, and the list goes on.

The current societal advocacy is creating a strong and compelling impetus for all of us to rise to the occasion and do what is right to ensure racism, micro-aggressions, and cultural appropriation are replaced with acceptance (as opposed to tolerance), kindness, empathy, equity, and understanding.

Already, I am part of a group giving feedback on legislation targeting diversity concerns in VA Governor's Schools. Also, I have been engaged in substantive ongoing conversations with various district leaders about ideas that could address the racial inequities at our school. Finally, most recently, I have been personally calling TJ teachers and administrators talking to them about TJ being a leader in our community to dismantle symbols, practices and acts of racism. Coincidentally, my conversations have included how to involve students.

As you point out, I am in a position of leadership to influence and serve, but the title alone does not bear the sole onus of responsibility. In a school community, we all share responsibility and must move collectively to generate momentum; otherwise, a solo act can become engulfed and slowly drown in a sea filled with naysayers and those seeking status quo.

I would love students to aid in the journey we are compelled to take. Are you and other peers willing to go bold with me? If so, I have time to meet with you next Monday June 8 from 3-4.

Please let me know if you would be available. My deepest gratitude goes to you for having the courage and initiative to reach out and be an important link to the student body.

Again, congrats on your graduation!

Dr. Bonitatibus

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: [REDACTED]
Sent: Tuesday, June 2, 2020 2:43 AM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] A Call to Action

Dear Dr. Bonitatibus,

I hope this email finds you well.

I'm sure you are aware of the recent events surrounding the murder of George Floyd and countless innocent Black Americans throughout our country's history. The students of TJHSST, myself included, are working together to be active members of the community for a better tomorrow in which our friends, family, and classmates no longer have to suffer from inequality and hatred. While each of us is trying to speak up with our own voices, one of the best ways to be heard is to connect with those who have the power to speak louder and make a difference. And so I find myself here, writing to you.

Although I am a graduating senior, I care deeply about TJ and its future students. The school system is one of the biggest influences on youth, Black and others alike. Historically, TJ's student body and faculty have underrepresented black and other non-Asian minorities. In my four years at TJ, black students have made up less than 2% of the student population. I can only imagine this leaves our small number of black students to feel singled out. Additionally, I have heard racist remarks from students and staff, both intentional and unintentional. Furthermore, cultural appropriation is a prevalent issue at TJ, with many students taking elements of black culture and lingo with no sign of appreciation or acknowledgement for the struggles that accompany truly being part of that culture.

I would like to know what you and the administration and TJHSST are doing and will do to solve these problems that plague our school and nation. How can we improve the representation of black students at TJ and in STEM? How can we prevent racism amongst students and teachers and replace it with kindness and equality? How can we replace cultural appropriation with cultural understanding? As the principal of a notable school such as TJHSST, you not only have the power to create change for your students, but to inspire other schools to do the same. In a position where your voice will be heard by many, it is your responsibility to serve your students and community. I urge you to take action.

Please let me know how you will address this, as well as how the students can aid this process.

Thank you.

Sincerely,

[REDACTED]

[REDACTED]



From: [REDACTED]
To: [Bonitatibus, Ann N](#)
Subject: Re: A Call to Action
Date: Thursday, June 4, 2020 12:17:09 AM

Dear Dr. Bonitatibus,

Thank you for your response and for doing so much to give the class of 2020 a good farewell!

I commend you for the work that you are already doing to make the school system more inclusive! I would love to join you in this initiative. Would it be alright if I shared part of your response with other students to encourage them to reach out as well and get a conversation going about how we can all pitch in to make this work?

I'd love to meet with you next Monday. Please let me know how we can get students involved!

Thank you again,
[REDACTED]

On Jun 3, 2020, at 8:50 PM, Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

Hi [REDACTED]

Thank you for reaching out. I am doing great because we're able to honor you, the Class of 2020 this week.

Like you, I am appalled and distraught by the institutional and generational racism that doggedly plagues our nation. Throughout my 30+ years at all levels in public education, I have been an active hand, not just a voice, in working to eradicate racism in school settings across multiple school district. This includes quelling race riots, changing the racist behaviors of self-proclaimed neo-Nazi skinheads, writing policies and legislation for equality, providing professional development for teachers and administrators, reaching out to the Department of Justice to run sessions for students and teachers, designing LGBTQ inclusion, and the list goes on.

The current societal advocacy is creating a strong and compelling impetus for all of us to rise to the occasion and do what is right to ensure racism, micro-aggressions, and cultural appropriation are replaced with acceptance (as opposed to tolerance), kindness, empathy, equity, and understanding.

Already, I am part of a group giving feedback on legislation targeting diversity concerns in VA Governor's Schools. Also, I have been engaged in substantive ongoing conversations with various district leaders about ideas that could address the racial

inequities at our school. Finally, most recently, I have been personally calling TJ teachers and administrators talking to them about TJ being a leader in our community to dismantle symbols, practices and acts of racism. Coincidentally, my conversations have included how to involve students.

As you point out, I am in a position of leadership to influence and serve, but the title alone does not bear the sole onus of responsibility. In a school community, we all share responsibility and must move collectively to generate momentum; otherwise, a solo act can become engulfed and slowly drown in a sea filled with naysayers and those seeking status quo.

I would love students to aid in the journey we are compelled to take. Are you and other peers willing to go bold with me? If so, I have time to meet with you next Monday June 8 from 3-4.

Please let me know if you would be available. My deepest gratitude goes to you for having the courage and initiative to reach out and be an important link to the student body.

Again, congrats on your graduation!

Dr. Bonitatibus

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: [REDACTED]

Sent: Tuesday, June 2, 2020 2:43 AM

To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Subject: [External] A Call to Action

Dear Dr. Bonitatibus,

I hope this email finds you well.

I'm sure you are aware of the recent events surrounding the murder of George Floyd and countless innocent Black Americans throughout our country's history. The students of TJHSST, myself included, are working together to be active members of the community for a better tomorrow in which our friends, family, and classmates no longer have to suffer from inequality and hatred. While each of us is trying to speak up with our own voices, one of the best ways to be heard is to connect with those who have the power to speak louder and make a difference. And so I find myself here, writing to you.

Although I am a graduating senior, I care deeply about TJ and its future students. The school system is one of the biggest influences on youth, Black and others alike. Historically, TJ's student body and faculty have underrepresented black and other non-Asian minorities. In my four years at TJ, black students have made up less than 2% of the student population. I can only imagine this leaves our small number of black students to feel singled out. Additionally, I have heard racist remarks from students and staff, both intentional and unintentional. Furthermore, cultural appropriation is a prevalent issue at TJ, with many students taking elements of black culture and lingo with no sign of appreciation or acknowledgement for the struggles that accompany truly being part of that culture.

I would like to know what you and the administration and TJHSST are doing and will do to solve these problems that plague our school and nation. How can we improve the representation of black students at TJ and in STEM? How can we prevent racism amongst students and teachers and replace it with kindness and equality? How can we replace cultural appropriation with cultural understanding? As the principal of a notable school such as TJHSST, you not only have the power to create change for your students, but to inspire other schools to do the same. In a position where your voice will be heard by many, it is your responsibility to serve your students and community. I urge you to take action.

Please let me know how you will address this, as well as how the students can aid this process.

Thank you.

Sincerely,

[Redacted signature]



From: [Shah, Ruhee](#)
To: [Bonitatibus, Ann N](#)
Subject: [External] Request from an Alum
Date: Thursday, June 4, 2020 3:44:55 PM

Dear Dr. Bonitatibus,

My name is Ruhee Shah, and I am a Class of 2015 graduate of TJHSST. I graduated from the University of Virginia last May with a B.A. in Global Public Health, and a minor in Bioethics, and am now a second-year medical student at the Icahn School of Medicine at Mount Sinai in New York City. I am extremely grateful for the education that I got at TJ -- it helped foster my intellectual curiosity and passion for medicine.

However, as I took classes on systemic racism and racial inequities in college, learned about glaring racial inequities in healthcare, and re-examined my biases and privilege in the wake of the murder of George Floyd and protests against police brutality across the country, I have realized that **TJ failed to adequately teach me and my peers about racism, intersectionality, and privilege in the United States.**

I am writing to you to demand the implementation of programs that promote anti-racist learning throughout all four years at TJ, to prepare your students to go out into the world aware of their own privileges and equipped to dismantle systems of inequality and oppression.

1. **Add anti-racism to the core curriculum at TJ.** This should include adding anti-racist works to every year of English classes, teaching the roots of systemic racism in every History class, and explaining how science has been used to prop up racism and inequity in every core science class.
2. **Teach students to examine their own privilege.** Many students at TJ believe that spending thousands to prepare for a test allowing them to go to a prestigious high school where 100% of students graduate and go to college is “the norm” -- this could not be further from the truth, and students need to start learning otherwise.
3. **Critically examine TJ’s diversity, and exclusion of Black, Latino, and low-income students, and make a plan to fix it.** As I’m sure you’re aware, the recently graduated Class of 2019 was [1.6% Black and 2.4% Hispanic](#). The percentage of students on free and reduced lunches at TJ is routinely around 1%, compared to 28% in the rest of the county. This has been a longstanding problem that must be addressed if TJ has any hope of being part of the solution to educational racism.

Again, I am incredibly grateful for the education I received at TJ, and I am writing because I believe TJ has the capacity to graduate students capable of creating change and being a force for good in the world.

Thank you for your attention, and please keep your alumni updated on what changes you plan to make in pursuit of educating students to be active advocates in dismantling racism and oppression in the United States.

Best regards,
Ruhee Shah

--
Ruhee Shah
MD Candidate, Class of 2023
Icahn School of Medicine at Mount Sinai

From: [Shadin Ahmed](#)
To: [Bonitatibus, Ann N](#)
Cc: [Corbett Sanders, Karen \(School Board Member\)](#); [Derenak Kaufax, Tamara \(School Board Member\)](#)
Subject: [External] Addition of anti-racist curriculum at TJ
Date: Thursday, June 4, 2020 4:03:51 PM

Dear Dr. Bonitatibus,

My name is Shadin Ahmed, and I am a Class of 2015 graduate of TJHSST. I am a 2019 graduate from William & Mary and currently working on research at the NIH cancer institute.

In the wake of the murder of George Floyd and protests against police brutality across the country, I have realized that TJ failed to adequately teach me and my peers about racism, intersectionality, and privilege in the United States.

I am writing to you to demand the implementation of programs that promote anti-racist learning throughout all four years at TJ, to prepare your students to go out into the world aware of their own privileges and equipped to dismantle systems of inequality and oppression.

1. **Add anti-racism to the core curriculum at TJ.** This should include adding anti-racist works to every year of English classes, teaching the roots of systemic racism in every History class, and explaining how science has been used to prop up racism and inequity in every core science class.
2. **Teach students to examine their own privilege.** Many students at TJ believe that spending thousands to prepare for a test allowing them to go to a prestigious high school where 100% of students graduate and go to college is “the norm” in the United States -- this could not be further from the truth, and students need to start learning otherwise.
3. **Critically examine TJ’s diversity, and exclusion of Black, Latino, and low-income students, and make a plan to fix it.** As I’m sure you’re aware, the recently graduated Class of 2019 was [1.6% Black and 2.4% Hispanic](#). The percentage of students on free and reduced lunches at TJ is routinely around 1%, compared to 28% in the rest of the county. This has been a longstanding problem that must be addressed if TJ has any hope of being part of the solution to educational racism.

I want to point out that I was one of the few black students during my time at TJ. Although I cherished my education at TJ, I walked into school every day feeling isolated and not represented. This is a sentiment that I have carried with me even 5 years after graduating. I urge you to consider hiring more Black/diverse faculty so that the students of color can see themselves represented and can strive to succeed on the same level as their peers.

Thank you for your attention, and please keep your alumni updated on what changes you plan to make in pursuit of educating students to be active advocates in dismantling racism and oppression.

Best regards,
Shadin Ahmed

From: [Shilpa Kunnappillil](#)
To: [Bonitatibus, Ann N](#); [Corbett Sanders, Karen \(School Board Member\)](#); [Derenak Kaufax, Tamara \(School Board Member\)](#)
Subject: [External] Add anti-racism to TJ curriculum
Date: Thursday, June 4, 2020 5:31:22 PM

Dear Dr. Bonitatibus and FCPS school board,

My name is Shilpa Kunnappillil, and I am a Class of 2015 graduate of TJHSST.

In the wake of the murder of George Floyd and protests against police brutality across the country, I have realized that TJ failed to adequately teach me and my peers about racism, intersectionality, and privilege in the United States.

I am writing to you to demand the implementation of programs that promote anti-racist learning throughout all four years at TJ, to prepare your students to go out into the world aware of their own privileges and equipped to dismantle systems of inequality and oppression.

1.

Add anti-racism to the core curriculum at TJ. This should include adding anti-racist works to every year of English classes, teaching the roots of systemic racism in every History class, and explaining how science has been used to prop up racism and inequity in every core science class.

2.

Teach students to examine their own privilege. Many students at TJ believe that spending thousands to prepare for a test allowing them to go to a prestigious high school where 100% of students graduate and go to college is “the norm” in the United States -- this could not be further from the truth, and students need to start learning otherwise.

3.

Critically examine TJ’s diversity, and exclusion of Black, Latino, and low-income students, and make a plan to fix it. As I’m sure you’re aware, the recently graduated Class of 2019 was [1.6% Black and 2.4% Hispanic](#). The percentage of students on free and reduced-price lunches at TJ is routinely around 1%, compared to 28% in the rest of the county. This has been a longstanding problem that must be addressed if TJ has any hope of being part of the solution to educational racism.

Thank you for your attention, and please keep your alumni updated on what changes you plan to make in pursuit of educating students to be active advocates in dismantling racism and oppression.

Best regards,
Shilpa Kunnappillil

From: [Jessar, Alec](#)
To: [Bonitatibus, Ann N](#)
Cc: [Derenak Kaufax, Tamara \(School Board Member\)](#); [Corbett Sanders, Karen \(School Board Member\)](#)
Subject: [External] Making TJ a More Welcoming and Transformative Space in these Difficult Times
Date: Friday, June 5, 2020 12:51:22 AM

Dear Dr. Bonitatibus,

My name is Alec Jessar, and I am a Class of 2015 graduate of TJHSST. I am currently a law student at Washington University in Saint Louis, where I hope to train to be involved in immigration and criminal justice.

In the wake of the murder of George Floyd and protests against police brutality across the country, I have realized that TJ failed to adequately teach me and my peers about racism, intersectionality, and privilege in the United States.

I am writing to you to demand the implementation of programs that promote anti-racist learning throughout all four years at TJ, to prepare your students to go out into the world aware of their own privileges and equipped to dismantle systems of inequality and oppression.

1. **Add anti-racism to the core curriculum at TJ.** This should include adding anti-racist works to every year of English classes, teaching the roots of systemic racism in every History class, and explaining how science has been used to prop up racism and inequity in every core science class.
2. **Teach students to examine their own privilege.** Many students at TJ believe that spending thousands to prepare for a test allowing them to go to a prestigious high school where 100% of students graduate and go to college is “the norm” in the United States -- this could not be further from the truth, and students need to start learning otherwise.

3. **Critically examine TJ's diversity, and exclusion of Black, Latino, and low-income students, and make a plan to fix it.** As I'm sure you're aware, the recently graduated Class of 2019 was [1.6% Black and 2.4% Hispanic](#). In your most recently admitted class, the number of black students is recorded as "[too small for reporting](#)." The percentage of students on free and reduced-price lunches at TJ is routinely around 1%, compared to 28% in the rest of the county. This has been a longstanding problem that must be addressed if TJ has any hope of being part of the solution to educational racism.
4. **Hire more diverse faculty.** Black students and students of color currently do not see themselves reflected in the faculty body, and they did not when I was a student either. It is incredibly important for students to see teachers who look like them.

Thank you for your attention, and please keep your alumni updated on what changes you plan to make in pursuit of educating students to be active advocates in dismantling racism and oppression.

Best regards,
Alec Jessar
Pronouns: he/him/his

From: [Truphelia Parker](#)
To: [TJ Admissions](#); [Bonitatibus, Ann N](#)
Subject: [External] Welcome TJHSST Class of 2024
Date: Friday, June 5, 2020 8:53:55 AM

Good morning,
Would you please provide me the exact number of African-American/Black students admitted to the Class of 2024? The report indicates 160 applied but the acceptance was TS, this category includes numbers that are too small for reporting (TS). However, I am sure that the number of admitted African-American/Black students has been captured.

<https://www.fcps.edu/news/tjhsst-offers-admission-486-students?fbclid=IwAR3Nw7lv5A7f0EG9EKWomhblfREapEvbGLfXKYV1GVm-3V8mxRl4fltDxcI>

Thank you.

Truphelia Parker

From: [Shughart, Jeremy A](#)
To: [Bonitatibus, Ann N](#)
Subject: FW: [External] Welcome TJHSST Class of 2024
Date: Friday, June 5, 2020 11:23:36 AM

Ann,

I wanted to let you know that I have a draft response ready for this inquiry along with a few others we have received. However, I have reached out to John Torre and Marty Smith to confirm our response as I expect we may receive a number of questions as it relates to the situation surround the death of George Floyd and the demographics of TJHSST.

Thanks,
Jeremy

Jeremy Shughart, ED.S.
Director of Admissions
Thomas Jefferson High School for Science and Technology
Fairfax County Public Schools
571-423-3770

From: Truphelia Parker [REDACTED]
Sent: Friday, June 05, 2020 8:54 AM
To: TJ Admissions <tjadmissions@fcps.edu>; Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] Welcome TJHSST Class of 2024

Good morning,
Would you please provide me the exact number of African-American/Black students admitted to the Class of 2024? The report indicates 160 applied but the acceptance was TS, this category includes numbers that are too small for reporting (TS). However, I am sure that the number of admitted African-American/Black students has been captured.

<https://www.fcps.edu/news/tjhsst-offers-admission-486-students?fbclid=IwAR3Nw7lv5A7f0EG9FKWomhblfREapEybGLfXKYV1GVm-3V8mxRl4fltDxcI>

Thank you.

Truphelia Parker

From: [Frank, Shawn J](#)
To: [Bonitatibus, Ann N](#)
Subject: Fwd: Still there?
Date: Friday, June 5, 2020 11:51:33 AM

Sincerely,

Shawn J. Frank
Assistant Principal,
Thomas Jefferson High School for Science and Technology
6560 Braddock Rd
Alexandria, VA 22312

----- Forwarded message -----

From: Hamblin, Kerry <kchamblin@fcps.edu>
Date: Jun 5, 2020, 11:01 AM -0400
To: Frank, Shawn J <SJFrank@fcps.edu>
Subject: Still there?

Hey Shawn. Haven't heard much from you lately. Just checking in on you and your family. Actually, I'll be more direct. I saw the TJ Admissions Data yesterday for the Class of 2024 and it was like a punch in the gut given the recent awareness and activism. I know you have been on this crusade for years and I know I have been mostly silent, but not anymore. Something has got to be done to get more students of color at our school. We need their voices to make our school community better for all. Some time when we can actually see each other again I'd love to have a conversation on what's been done already and what we can do next. I'm asking you to hold me accountable. I hope you and your family are healthy, safe, and feeling like finally there might be some positive change.

Kerry Hamblin, Ed. S

TJHSST Counselor

(703) 750-8344 ph

(703) 750-5057 fax

If you are in crisis or know someone who is, please consider contacting

CrisisLink (703-527-4077) or CrisisText (text NEEDHELP to 85511).

From: [REDACTED]
To: [Bonitatibus, Ann N](#)
Subject: Re: A Call to Action
Date: Friday, June 5, 2020 12:42:27 PM

Hi Dr. Bonitatibus,

I'll start gathering interested students now! Thank you again for being open to discussing this and helping bring the school together to make a difference.

See you on Monday!

Sincerely,

[REDACTED]

On Fri, Jun 5, 2020 at 12:01 PM Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

Hi, [REDACTED]

Please feel free to share my sentiments among those you know who have a passion to join in a collective to lead our school through a movement that dismantles racism.

Here is the link to a Blackboard session that will run from 3:00-4:00 on Monday, June 8.

<https://us.bbcollab.com/quest/c4246ce4d103409197296e07076f955e>

My preference is that the link not be shared with the masses. Let's start with an interested core of TJ students (no more than 30is) and then decide how to widen the circle. I'll trust you to figure out how to get a representative group to the table.

Thanks for coordinating a team to get together for this initial important conversation. Looking forward to seeing you Monday!

Dr. Bonitatibus

Ann N. Bonitatibus, Ed.D.

Principal

Thomas Jefferson High School

for Science and Technology

6560 Braddock Road

Alexandria, VA 22312

(703) 750-8300

From: [REDACTED]

Sent: Thursday, June 4, 2020 12:17 AM

To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Subject: Re: A Call to Action

Dear Dr. Bonitatibus,

Thank you for your response and for doing so much to give the class of 2020 a good farewell!

I commend you for the work that you are already doing to make the school system more inclusive! I would love to join you in this initiative. Would it be alright if I shared part of your response with other students to encourage them to reach out as well and get a conversation going about how we can all pitch in to make this work?

I'd love to meet with you next Monday. Please let me know how we can get students involved!

Thank you again,

██████████

On Jun 3, 2020, at 8:50 PM, Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

Hi, ██████████.

Thank you for reaching out. I am doing great because we're able to honor you, the Class of 2020 this week.

Like you, I am appalled and distraught by the institutional and generational racism that doggedly plagues our nation. Throughout my 30+ years at all levels in public education, I have been an active hand, not just a voice, in working to eradicate racism in school settings across multiple school districts. This includes quelling race riots, changing the racist behaviors of self-proclaimed neo-Nazi skinheads, writing policies and legislation for equality, providing professional development for teachers and administrators, reaching out to the Department of Justice to run sessions for students and teachers, designing LGBTQ inclusion, and the list goes on.

The current societal advocacy is creating a strong and compelling impetus for all of us to rise to the occasion and do what is right to ensure racism, micro-aggressions, and cultural appropriation are replaced with acceptance (as opposed to tolerance), kindness, empathy, equity, and understanding.

Already, I am part of a group giving feedback on legislation targeting diversity concerns in VA Governor's Schools. Also, I have been engaged in substantive ongoing conversations with various district leaders about ideas that could address the racial inequities at our school. Finally, most recently, I have been personally calling TJ teachers and administrators talking to them about TJ being a leader in our community to dismantle symbols, practices and acts of racism. Coincidentally, my conversations have included how to involve students.

As you point out, I am in a position of leadership to influence and serve, but the title alone does not bear the sole onus of responsibility. In a school community, we all share responsibility and must move collectively to generate momentum; otherwise, a solo act can become engulfed and slowly drown in a sea filled with naysayers and those seeking status quo.

I would love students to aid in the journey we are compelled to take. Are you and other peers willing to go bold with me? If so, I have time to meet with you next Monday June 8 from 3-4.

Please let me know if you would be available. My deepest gratitude goes to you for having the courage and initiative to reach out and be an important link to the student body.

Again, congrats on your graduation!

Dr. Bonitatibus

Ann N. Bonitatibus, Ed.D.

Principal

Thomas Jefferson High School

for Science and Technology

6560 Braddock Road

Alexandria, VA 22312

(703) 750-8300

From: [REDACTED]

Sent: Tuesday, June 2, 2020 2:43 AM

To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Subject: [External] A Call to Action

Dear Dr. Bonitatibus,

I hope this email finds you well.

I'm sure you are aware of the recent events surrounding the murder of George Floyd and countless innocent Black Americans throughout our country's history. The students of TJHSST, myself included, are working together to be active members of the community for a better tomorrow in which our friends, family, and classmates no longer have to suffer from inequality and hatred. While each of us is trying to speak up with our own voices, one of the best ways to be heard is to connect with those who have the power to speak louder and make a difference. And so I find myself here, writing to you.

Although I am a graduating senior, I care deeply about TJ and its future students. The school system is one of the biggest influences on youth, Black and others alike. Historically, TJ's student body and faculty have underrepresented black and other non-Asian minorities. In my four years at TJ, black students have made up less than 2% of the student population. I can only imagine this leaves our small number of black students to feel singled out. Additionally, I have heard racist remarks from students and staff, both intentional and unintentional. Furthermore, cultural appropriation is a prevalent issue at TJ, with many students taking elements of black culture and lingo with no sign of appreciation or acknowledgement for the struggles that accompany truly being part of that culture.

I would like to know what you and the administration and TJHSST are doing and will do to solve these problems that plague our school and nation. How can we improve the representation of black students at TJ and in STEM? How can we prevent racism amongst students and teachers and replace it with kindness and equality? How can we replace cultural appropriation with cultural understanding? As the principal of a notable school such as TJHSST, you not only have the power to create change for your students, but to inspire other schools to do the same. In a position where your voice will be heard by many, it is your responsibility to serve your students and community. I urge you to take action.

Please let me know how you will address this, as well as how the students can aid this process.

Thank you.

Sincerely,

A black rectangular redaction box covering the signature of the sender.A black rectangular redaction box covering the name of the sender.

From: [Siddarth Anand](#)
To: [Bonitatibus, Ann N](#)
Cc: [Wilson, Margaret K](#)
Subject: [External] A Letter to the TJHSST Administration from an Alum
Date: Friday, June 5, 2020 12:51:03 PM

Dear Dr. Bonitatibus,

My name is Siddarth Anand, and I am a Class of 2015 graduate of TJHSST. After TJ, I studied computer science and theater at Princeton University, and am now a software engineer at Mastercard.

The murder of George Floyd and protests against police brutality across the country have once again brought into the national discourse the immense disparities that exist and have always existed for African-Americans in this country. These issues are not new, but the current moment provides an opportunity to reflect on how these inequalities have persisted through the institutions we have benefited from. The Thomas Jefferson High School for Science and Technology has utterly failed to adequately teach me and my peers about racism, intersectionality, and privilege in the United States.

I am writing to you to demand the implementation of programs that promote anti-racist learning throughout all four years at TJ, to prepare your students to go out into the world aware of their own privileges and equipped to dismantle systems of inequality and oppression. Many members of the class of 2015 have come together to put forward these demands.

1.

Add anti-racism to the core curriculum at TJ. TJ has had a consistent culture of treating Non-STEM classes as unimportant slack-off classes. Assignments and classes about history or ethics or race were not taken seriously at all. My senior year, millions of dollars were spent on a new research wing, while the humanities were relegated to the trailers. The research wing had a fancy event and ribbon cutting - the humanities trailers had a ribbon cutting ceremony for a new set of [flimsy wooden stairs](#). In English classes, we were encouraged to say the n-word while reading Huck

Finn. In history classes, we were told that the Civil War was a conflict about states rights. Nowhere in 4 years of schooling did we discuss the lasting impacts of systematic racism on this country: racism was taught as something that happened in the past, that effectively ended after slavery and the civil rights movement. Anti-racism classes should include adding anti-racist works to every year of English classes, teaching the roots of systemic racism in every History class, and explaining how science has been used to prop up racism and inequity in core science classes.

2.

Teach students to examine their own privilege. The most insidious export of an education at TJ is an elitist belief in achievement and meritocracy. Students are

constantly being told they are the smartest students at the best high school in the country. They are told that they deserved to get into TJ, that they deserved everything they accomplished, simply because they worked hard. Not once, whether in classrooms, homerooms, One Question discussions, or numerous other mandatory school wide events, were the race and class privileges at play ever acknowledged by the school. We've had mandatory assemblies where we watched slideshows of people's accomplishments in summer research or college admissions. This is a mindset actively enabled by the administration. At a school where many spent thousands of dollars on TJ prep, then tutoring, then SAT prep, at a school where almost 100% of students graduate and go to college as a "norm," at a school with less than 2 % Black students and 1% students of free and reduced lunches, it is appalling that Jefferson students are not made to substantially engage with their privilege even in a cursory way.

3.

Critically examine TJ's diversity, and exclusion of Black, Latino, and low-income students, and make a plan to fix it. As I'm sure you're aware, the recently graduated Class of 2019 was [1.6% Black and 2.4% Hispanic](#). In your most recently admitted class, the number of black students is recorded as "[too small for reporting](#)." The percentage of students on free and reduced-price lunches at TJ is routinely around 1%, compared to 28% in the rest of the county. This has been a longstanding problem that must be addressed if TJ has any hope of being part of the solution to educational racism. TJ cannot continue to make small changes to admission policies every 10 years - a sustained effort needs to be made to diversify the school and provide equal opportunities to black, latino, and low-income people of color.

Thank you for your attention, and please keep your alumni updated on what changes you plan to make in pursuit of educating students to be active advocates in dismantling racism and oppression.

Best regards,
Siddarth Anand

From: [Bonitatibus, Ann N](#)
To: [TJHSST Administration](#)
Subject: FW: [External] A Letter to the TJHSST Administration from an Alum
Date: Friday, June 5, 2020 12:53:18 PM

Below is the **form letter alumni** are sending.

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Siddarth Anand [REDACTED]
Sent: Friday, June 5, 2020 12:51 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Cc: **Wilson, Margaret K** <mkwilson@fcps.edu>
Subject: [External] A Letter to the TJHSST Administration from an Alum

Dear Dr. Bonitatibus,

My name is Siddarth Anand, and I am a Class of 2015 graduate of TJHSST. After TJ, I studied computer science and theater at Princeton University, and am now a software engineer at Mastercard.

The murder of George Floyd and protests against police brutality across the country have once again brought into the national discourse the immense disparities that exist and have always existed for African-Americans in this country. These issues are not new, but the current moment provides an opportunity to reflect on how these inequalities have persisted through the institutions we have benefited from. The Thomas Jefferson High School for Science and Technology has utterly failed to adequately teach me and my peers about racism, intersectionality, and privilege in the United States.

I am writing to you to demand the implementation of programs that promote anti-racist learning throughout all four years at TJ, to prepare your students to go out into the world aware of their own privileges and equipped to dismantle systems of inequality and oppression. Many members of the class of 2015 have come together to put forward these demands.

1. **Add anti-racism to the core curriculum at TJ.** TJ has had a consistent culture of treating Non-STEM classes as unimportant slack-off classes. Assignments and classes about history or ethics or race were not taken seriously at all. My senior year, millions of dollars were spent on a new research wing, while the humanities were relegated to the trailers. The research wing had a fancy event and ribbon

cutting - the humanities trailers had a ribbon cutting ceremony for a new set of [flimsy wooden stairs](#). In English classes, we were encouraged to say the n-word while reading Huck Finn. In history classes, we were told that the Civil War was a conflict about states rights. Nowhere in 4 years of schooling did we discuss the lasting impacts of systematic racism on this country; racism was taught as something that happened in the past, that effectively ended after slavery and the civil rights movement. Anti-racism classes should include adding anti-racist works to every year of English classes, teaching the roots of systemic racism in every History class, and explaining how science has been used to prop up racism and inequity in core science classes.

2. **Teach students to examine their own privilege.** The most insidious export of an education at TJ is an elitist belief in achievement and meritocracy. Students are constantly being told they are the smartest students at the best high school in the country. They are told that they deserved to get into TJ, that they deserved everything they accomplished, simply because they worked hard. Not once, whether in classrooms, homerooms, One Question discussions, or numerous other

mandatory school wide events, were the race and class privileges at play ever acknowledged by the school. We've had mandatory assemblies where we watched slideshows of people's accomplishments in summer research or college admissions. This is a mindset actively enabled by the administration. At a school where many spent thousands of dollars on TJ prep, then tutoring, then SAT prep, at a school where almost 100% of students graduate and go to college as a "norm," at a school with less than 2 % Black students and 1% students of free and reduced lunches, it is appalling that Jefferson students are not made to substantially engage with their privilege even in a cursory way.

- 3. Critically examine TJ's diversity, and exclusion of Black, Latino, and low-income students, and make a plan to fix it.** As I'm sure you're aware, the recently graduated Class of 2019 was [1.6% Black and 2.4% Hispanic](#). In your most recently admitted class, the number of black students is recorded as "[too small for reporting](#)." The percentage of students on free and reduced-price lunches at TJ is routinely around 1%, compared to 28% in the rest of the county. This has been a longstanding problem that must be addressed if TJ has any hope of being part of the solution to educational racism. TJ cannot continue to make small changes to admission policies every 10 years - a sustained effort needs to be made to diversify the school and provide equal opportunities to black, latino, and low-income people of color.

Thank you for your attention, and please keep your alumni updated on what changes you plan to make in pursuit of educating students to be active advocates in dismantling racism and oppression.

Best regards,
Siddarth Anand

From: [Bonitatibus, Ann N](#)
To: [Frank, Shawn J](#)
Subject: RE: Still there?
Date: Friday, June 5, 2020 1:11:00 PM

Nice.

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Frank, Shawn J
Sent: Friday, June 5, 2020 11:52 AM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: Fwd: Still there?

Sincerely,

Shawn J. Frank
Assistant Principal,
Thomas Jefferson High School for Science and Technology
6560 Braddock Rd
Alexandria, VA 22312

----- Forwarded message -----

From: Hamblin, Kerry <kchamblin@fcps.edu>
Date: Jun 5, 2020, 11:01 AM -0400
To: Frank, Shawn J <SJFrank@fcps.edu>
Subject: Still there?

Hey Shawn. Haven't heard much from you lately. Just checking in on you and your family. Actually, I'll be more direct. I saw the TJ Admissions Data yesterday for the Class of 2024 and it was like a punch in the gut given the recent awareness and activism. I know you have been on this crusade for years and I know I have been mostly silent, but not anymore. Something has got to be done to get more students of color at our school. We need their voices to make our school community better for all. Some time when we can actually see each other again I'd love to have a conversation on what's been done already and what we can do next. I'm asking you to hold me accountable. I hope you and your family are healthy, safe, and feeling like finally there might be some positive change.

Kerry Hamblin, Ed. S

TJHSST Counselor
(703) 750-8344 ph
(703) 750-5057 fax

If you are in crisis or know someone who is, please consider contacting CrisisLink (703-527-4077) or CrisisText (text NEEDHELP to 85511).

From: anbonitatibu@fcps.edu
To: [Brabrand, Scott S](#); [Ivey, Frances W](#); [Zuluaga, Fabio](#)
Subject: Fwd: Making TJ a More Welcoming and Transformative Space in these Difficult Times
Date: Friday, June 5, 2020 5:29:34 PM

Below is one of dozens of emails with a standardized form letter I've received from TJ alumni from across the nation.

Ann N. Bonitatibus, Ed.D.
Principal
TJHSST
(Sent from mobile phone)

Begin forwarded message:

From: "Jessar, Alec" [REDACTED]
Date: June 5, 2020 at 12:51:22 AM EDT
To: "Bonitatibus, Ann N" <anbonitatibu@fcps.edu>
Cc: "Derenak Kaufax, Tamara (School Board Member)" <tderenakkauf@fcps.edu>, "Corbett Sanders, Karen (School Board Member)" <klcorbettsan@fcps.edu>
Subject: [External] Making TJ a More Welcoming and Transformative Space in these Difficult Times

Dear Dr. Bonitatibus,

My name is Alec Jessar, and I am a Class of 2015 graduate of TJHSST. I am currently a law student at Washington University in Saint Louis, where I hope to train to be involved in immigration and criminal justice.

In the wake of the murder of George Floyd and protests against police brutality across the country, I have realized that TJ failed to adequately teach me and my peers about racism, intersectionality, and privilege in the United States.

I am writing to you to demand the implementation of programs that promote anti-racist learning throughout all four years at TJ, to prepare your students to go out into the world aware of their own privileges and equipped to dismantle systems of inequality and oppression.

1. **Add anti-racism to the core curriculum at TJ.** This should include adding anti-racist works to every year of English classes, teaching the roots of systemic racism in every History class, and explaining how science has been used to prop up racism and inequity in every core science class.
2. **Teach students to examine their own privilege.** Many students at TJ believe that spending thousands to prepare for a test allowing them to go to a prestigious high school where 100% of students graduate and go to college is “the norm” in the United States -- this could not be further from the truth, and students need to start learning otherwise.
3. **Critically examine TJ’s diversity, and exclusion of Black, Latino, and low-income students, and make a plan to fix it.** As I’m sure you’re aware, the recently graduated Class of 2019 was [1.6% Black and 2.4% Hispanic](#). In your most recently admitted class, the number of black students is recorded as “[too small for reporting](#).” The percentage of students on free and reduced-price lunches at TJ is routinely around 1%, compared to 28% in the rest of the county. This has been a longstanding problem that must be addressed if TJ has any hope of being part of the solution to educational racism.
4. **Hire more diverse faculty.** Black students and students of color currently do not see themselves reflected in the faculty body, and they did not when I was a student either. It is incredibly important for students to see teachers who look like them.

Thank you for your attention, and please keep your alumni updated on what changes you plan to make in pursuit of educating students to be active advocates in dismantling racism and oppression.

Best regards,
Alec Jessar
Pronouns: he/him/his

From: [Bonitatibus, Ann N](#)
To: [Brabrand, Scott S](#); [Ivey, Frances W](#); [Zuluaga, Fabio](#)
Subject: Fwd: Making TJ a More Welcoming and Transformative Space in these Difficult Times
Date: Friday, June 5, 2020 5:29:36 PM

Below is one of dozens of emails with a standardized form letter I've received from TJ alumni from across the nation.

Ann N. Bonitatibus, Ed.D.
Principal
TJHSST
(Sent from mobile phone)

Begin forwarded message:

From: "Jessar, Alec" [REDACTED]
Date: June 5, 2020 at 12:51:22 AM EDT
To: "Bonitatibus, Ann N" <anbonitatibu@fcps.edu>
Cc: "Derenak Kaufax, Tamara (School Board Member)" <tderenakkauf@fcps.edu>, "Corbett Sanders, Karen (School Board Member)" <klcorbettsan@fcps.edu>
Subject: [External] Making TJ a More Welcoming and Transformative Space in these Difficult Times

Dear Dr. Bonitatibus,

My name is Alec Jessar, and I am a Class of 2015 graduate of TJHSST. I am currently a law student at Washington University in Saint Louis, where I hope to train to be involved in immigration and criminal justice.

In the wake of the murder of George Floyd and protests against police brutality across the country, I have realized that TJ failed to adequately teach me and my peers about racism, intersectionality, and privilege in the United States.

I am writing to you to demand the implementation of programs that promote anti-racist learning throughout all four years at TJ, to prepare your students to go out into the world aware of their own privileges and equipped to dismantle systems of inequality and oppression.

1. **Add anti-racism to the core curriculum at TJ.** This should include adding anti-racist works to every year of English classes, teaching the roots of systemic racism in every History class, and explaining how science has been used to prop up racism and inequity in every core science class.
2. **Teach students to examine their own privilege.** Many students at TJ believe that spending thousands to prepare for a test allowing them to go to a prestigious high school where 100% of students graduate and go to

college is “the norm” in the United States -- this could not be further from the truth, and students need to start learning otherwise.

3. **Critically examine TJ’s diversity, and exclusion of Black, Latino, and low-income students, and make a plan to fix it.** As I’m sure you’re aware, the recently graduated Class of 2019 was [1.6% Black and 2.4% Hispanic](#). In your most recently admitted class, the number of black students is recorded as “[too small for reporting](#).” The percentage of students on free and reduced-price lunches at TJ is routinely around 1%, compared to 28% in the rest of the county. This has been a longstanding problem that must be addressed if TJ has any hope of being part of the solution to educational racism.
4. **Hire more diverse faculty.** Black students and students of color currently do not see themselves reflected in the faculty body, and they did not when I was a student either. It is incredibly important for students to see teachers who look like them.

Thank you for your attention, and please keep your alumni updated on what changes you plan to make in pursuit of educating students to be active advocates in dismantling racism and oppression.

Best regards,

Alec Jessar

Pronouns: he/him/his

From: [Eckel, Malcolm](#)
To: [Bonitatibus, Ann N](#)
Subject: TJHSST and anti-racism
Date: Friday, June 5, 2020 5:36:29 PM

Hi, Ann - I know these have been difficult weeks for all of us, for so many reasons, and I hope you're treating yourself well and finding the joys you can.

I feel the need to say a thing that we all know is true: TJHSST's admissions system is biased against black and brown students. It may be accidentally biased, it may be biased because the schools in primarily black and brown communities do a worse job preparing students for the process (and not because of anything in the process itself), it may be biased for cultural reasons in general that FCPS has no particular impact on - the world is complicated, and these inequities are deep. I'm not trying to assign blame. But our admissions system is biased.

I tried to make an impact on this problem with LIFT when I came to TJ, but that year only one student from LIFT was admitted. This was not effective and not sufficient. At that point, I'm ashamed to say that I abandoned the cause of addressing this bias. I was told by so many people that past efforts at convincing FCPS to change the admissions criteria / process had failed and there wasn't anything we could do about it. It didn't sit right with me then, but I let myself be persuaded to move my attention in other directions. But as the worldwide protests this week have reinforced, giving up makes me part of the problem, and I'm not willing to be part of the problem anymore.

So, next year, I'll either be a participant on an anti-racism committee or lead an anti-racism committee myself. I say "anti-racism" specifically as a distinction against color-blindness; equity and equality aren't the same thing. TJ's admissions process is a case study in the fact that providing the same opportunities to all does not result in the same outcomes for all. We must intentionally counteract the effects of systematic and historical racism if we are to solve this problem; ignoring it, or providing enrichment opportunities that don't actually change outcomes, are not good enough.

If someone else is already moving towards leadership on this issue, I'm happy to use my voice to amplify or assist theirs; I'm not in this for credit or for leadership opportunities. But if someone else isn't starting it, I'm going to - I'm no longer willing to continue working at TJ without addressing this inequality. And if efforts in this direction are completely shut down by FCPS and we make no progress, I don't think I'm willing to continue working at TJ at all. I have

known in my heart for four years that we must do better than this, and I'm unwilling to do myself the disservice of refusing to listen to that truth for another year. While TJ may not be the pathway to the ivy leagues that many of our parents wish it were, it is itself a privilege for a child to have the experiences that our school offers, and we have a responsibility to actively make a pathway for the students in our community who have the least privilege by the random circumstances of their birth to access what we have to offer.

I spend every summer working with students in NYC from underperforming middle schools, students that are mostly black and brown and have little chance at reaching STEM excellence in the traditional system. With our organization's *active* assistance, they are able to attend the finest NYC high schools, thrive there, and go on to graduate from universities with STEM degrees. Those students exist, and *we are failing them* every year that goes by without action. The difference in their lives between having an experience like TJ and not having an experience like TJ is much greater than the difference would be in the lives of many students that actually come to us. How often do we say that some students' chances of, eg, getting into Harvard would actually be higher if they went to their base school? But the concentration of expertise, opportunity, and excellence at our school could - and *should* - be changing the lives of students who might not otherwise have the opportunity to achieve at the highest levels without an experience like this, without an invitation into a space like ours.

I hope that if you hear of other staff members moving in this direction you'll put me in touch so we can join forces. I hope I can work with you or someone on the administrative team to better understand the previous barriers to success in reform of our admissions, and to better understand what needs to be done now. But regardless, I wanted you to know that I'm committing to this work.

-Malcolm

To: [Siddarth Anand](#)
Bcc: [Bonitatibus, Ann N](#)
Subject: RE: [External] A Letter to the TJHSST Administration from an Alum
Date: Saturday, June 6, 2020 4:01:32 PM

Greetings, Siddarth.

Thank you for reaching out on an important matter. I enjoy hearing from TJ alumni, particularly your reflections on the time spent at our school.

Like you, I am appalled and distraught by the institutional and generational racism that doggedly plagues our nation. Throughout my 30+ years at all levels in public education, I have been an active hand, not just a voice, in working to eradicate racism in school settings across multiple school districts and states. My efforts continue at TJ and within FCPS.

The current societal advocacy is creating a strong and compelling impetus for all of us to rise to the occasion and do what is right to ensure racism, micro-aggressions, privilege, and cultural appropriation are dismantled and replaced with actions that demonstrate acceptance (as opposed to tolerance), education, reflection, kindness, empathy, and equity. Your suggestions are highly appropriate and in several cases have already been initiated since you last were at TJ five years ago. However, we have tremendous room for growth with systemic and overt actions that will positively impact student experiences in classrooms and extracurricular activities, both at TJ and prior to arriving at TJ.

Already, I am part of a group giving feedback on legislation targeting diversity concerns in VA Governor's Schools. Also, I have been engaged in substantive ongoing conversations with various district leaders about ideas that could address the racial inequities at our school. Most recently, I have been personally calling TJ teachers, administrators and parents, talking to them about TJ being a leader in our community to dismantle symbols, practices and acts of racism. Meetings are set up with students and I plan to engage alumni, as well. Furthermore, I have shared the sentiments in your email with FCPS district leadership.

While I am in a school-based position of leadership to influence and serve, the title alone does not bear the sole onus for advancing anti-racism measures. In a school community, we all share responsibility and must move collectively to generate momentum. There may be discomfort in dismantling long-held discriminatory traditions and symbols at our school. For instance, we no longer have a Slounge or Seniors-Only lunch line because territorialism has no place in a school and

these were institutional practices that privileged some students and marginalized others. And as we think of our future, consider a stance whereby an individual or collection of people exert power over another as a means to economically exploit and oppress others. This is not a value we share as a TJ community. Yet, our mascot is a Colonial, which by definition, perpetrated these exact actions in our country, advanced slavery, and promoted the notion that those with black or brown skin were uncivilized and not capable of being educated. I have been embarrassed and saddened to have Colonials affiliated with our school. Can all of you, as alumni, support dismantling a symbol that perpetuated racism in our country?

I heartily welcome alumni who wish to aid in the journey we are compelled to take. Please stay abreast of TJ happenings that will occur in the upcoming months by visiting our website, registering for bulletins sent via [NewsYouChoose](#), or following me on Twitter @TJAnnB. I will also seek to leverage various alumni platforms to stay connected with you throughout this important movement.

Wishing you continued success in your career as a software engineer. Again, thank you for your advocacy and call to action.

Regards,

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Siddarth Anand [REDACTED]
Sent: Friday, June 5, 2020 12:51 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Cc: Wilson, Margaret K <mkwilson@fcps.edu>
Subject: [External] A Letter to the TJHSST Administration from an Alum

Dear Dr. Bonitatibus,

My name is Siddarth Anand, and I am a Class of 2015 graduate of TJHSST. After TJ, I studied computer science and theater at Princeton University, and am now a software engineer at Mastercard.

The murder of George Floyd and protests against police brutality across the country have once again brought into the national discourse the immense disparities that exist and have always existed for African-Americans in this country. These issues are not new, but the current moment provides an opportunity to reflect on how these inequalities have persisted through the institutions we have benefited from. The Thomas Jefferson High School for Science and Technology has utterly failed to adequately teach me and my peers about racism, intersectionality, and privilege in the United States.

I am writing to you to demand the implementation of programs that promote anti-racist learning throughout all four years at TJ, to prepare your students to go out into the world aware of their own privileges and equipped to dismantle systems of inequality and oppression. Many members of the class of 2015 have come together to put forward these demands.

1. **Add anti-racism to the core curriculum at TJ.** TJ has had a consistent culture of treating Non-STEM classes as unimportant slack-off classes. Assignments and classes about history or ethics or race were not taken seriously at all. My senior year, millions of dollars were spent on a new research wing, while the humanities

were relegated to the trailers. The research wing had a fancy event and ribbon cutting - the humanities trailers had a ribbon cutting ceremony for a new set of [flimsy wooden stairs](#). In English classes, we were encouraged to say the n-word while reading Huck Finn. In history classes, we were told that the Civil War was a conflict about states rights. Nowhere in 4 years of schooling did we discuss the lasting impacts of systematic racism on this country: racism was taught as something that happened in the past, that effectively ended after slavery and the civil rights movement. Anti-racism classes should include adding anti-racist works to every year of English classes, teaching the roots of systemic racism in every History class, and explaining how science has been used to prop up racism and inequity in core science classes.

2. **Teach students to examine their own privilege.** The most insidious export of an education at TJ is an elitist belief in achievement and meritocracy. Students are constantly being told they are the smartest students at the best high school in the country. They are told that they deserved to get into TJ, that they deserved everything they accomplished, simply because they worked hard. Not once, whether in classrooms, homerooms, One Question discussions, or numerous other mandatory school wide events, were the race and class privileges at play ever acknowledged by the school. We've had mandatory assemblies where we watched

slideshows of people's accomplishments in summer research or college admissions. This is a mindset actively enabled by the administration. At a school where many spent thousands of dollars on TJ prep, then tutoring, then SAT prep, at a school where almost 100% of students graduate and go to college as a "norm," at a school with less than 2 % Black students and 1% students of free and reduced lunches, it is appalling that Jefferson students are not made to substantially engage with their privilege even in a cursory way.

- 3. Critically examine TJ's diversity, and exclusion of Black, Latino, and low-income students, and make a plan to fix it.** As I'm sure you're aware, the recently graduated Class of 2019 was [1.6% Black and 2.4% Hispanic](#). In your most recently admitted class, the number of black students is recorded as "[too small for reporting](#)." The percentage of students on free and reduced-price lunches at TJ is routinely around 1%, compared to 28% in the rest of the county. This has been a longstanding problem that must be addressed if TJ has any hope of being part of the solution to educational racism. TJ cannot continue to make small changes to admission policies every 10 years - a sustained effort needs to be made to diversify the school and provide equal opportunities to black, latino, and low-income people of color.

Thank you for your attention, and please keep your alumni updated on what changes you plan to make in pursuit of educating students to be active advocates in dismantling racism and oppression.

Best regards,
Siddarth Anand

From: [Bonitatibus, Ann N](#)
To: [Siddarth Anand](#)
Subject: RE: [External] A Letter to the TJHSST Administration from an Alum
Date: Saturday, June 6, 2020 4:03:45 PM

Greetings, Siddarth.

Thank you for reaching out on an important matter. I enjoy hearing from TJ alumni, particularly your reflections on the time spent at our school.

Like you, I am appalled and distraught by the institutional and generational racism that doggedly plagues our nation. Throughout my 30+ years at all levels in public education, I have been an active hand, not just a voice, in working to eradicate racism in school settings across multiple school districts and states. My efforts continue at TJ and within FCPS.

The current societal advocacy is creating a strong and compelling impetus for all of us to rise to the occasion and do what is right to ensure racism, micro-aggressions, privilege, and cultural appropriation are dismantled and replaced with actions that demonstrate acceptance (as opposed to tolerance), education, reflection, kindness, empathy, and equity. Your suggestions are highly appropriate and in several cases have already been initiated since you last were at TJ five years ago. However, we have tremendous room for growth with systemic and overt actions that will positively impact student experiences in classrooms and extracurricular activities, both at TJ and prior to arriving at TJ.

Already, I am part of a group giving feedback on legislation targeting diversity concerns in VA Governor's Schools. Also, I have been engaged in substantive ongoing conversations with various district leaders about ideas that could address the racial inequities at our school. Most recently, I have been personally calling TJ teachers, administrators and parents, talking to them about TJ being a leader in our community to dismantle symbols, practices and acts of racism. Meetings are set up with students and I plan to engage alumni, as well. Furthermore, I have shared the sentiments in your email with FCPS district leadership.

While I am in a school-based position of leadership to influence and serve, the title alone does not bear the sole onus for advancing anti-racism measures. In a school community, we all share responsibility and must move collectively to generate momentum. There may be discomfort in dismantling long-held discriminatory traditions and symbols at our school. For instance, we no longer have a Slounge or Seniors-Only lunch line because territorialism has no place in a school and these were institutional practices that privileged some students and marginalized others. And as we think of our future, consider a stance whereby an individual or collection of people exert power over another as a means to economically exploit and oppress others. This is not a value we share as a TJ community. Yet, our mascot is a Colonial, which by definition, perpetrated these exact actions in our country, advanced slavery, and promoted the notion that those with black or brown skin were uncivilized and not capable of being educated. I have been embarrassed and saddened to have Colonials affiliated with our school. Can all of you, as alumni, support dismantling a symbol that perpetuated racism in our country?

I heartily welcome alumni who wish to aid in the journey we are compelled to take. Please stay abreast of TJ happenings that will occur in the upcoming months by following FCPS news, visiting our website, registering for bulletins sent via [NewsYouChoose](#), or following me on Twitter @TJAnnB. I will also seek to leverage various alumni platforms to stay connected with you throughout this important movement.

Wishing you continued success in your career as a software engineer. Again, thank you for your advocacy and call to action.

Regards,

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Siddarth Anand [REDACTED]
Sent: Friday, June 5, 2020 12:51 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Cc: Wilson, Margaret K <mkwilson@fcps.edu>
Subject: [External] A Letter to the TJHSST Administration from an Alum

Dear Dr. Bonitatibus,

My name is Siddarth Anand, and I am a Class of 2015 graduate of TJHSST. After TJ, I studied computer science and theater at Princeton University, and am now a software engineer at Mastercard.

The murder of George Floyd and protests against police brutality across the country have once again brought into the national discourse the immense disparities that exist and have always existed for African-Americans in this country. These issues are not new, but the current moment provides an opportunity to reflect on how these inequalities have persisted through the institutions we have benefited from. The Thomas Jefferson High School for Science and Technology has utterly failed to adequately teach me and my peers about racism, intersectionality, and privilege in the United States.

I am writing to you to demand the implementation of programs that promote anti-racist learning throughout all four years at TJ, to prepare your students to go out into the world aware of their own privileges and equipped to dismantle systems of inequality and oppression. Many members of the class of 2015 have come together to put forward these demands.

1. **Add anti-racism to the core curriculum at TJ.** TJ has had a consistent culture of treating Non-STEM classes as unimportant slack-off classes. Assignments and classes about history or ethics or race were not taken seriously at all. My senior

year, millions of dollars were spent on a new research wing, while the humanities were relegated to the trailers. The research wing had a fancy event and ribbon cutting - the humanities trailers had a ribbon cutting ceremony for a new set of [flimsy wooden stairs](#). In English classes, we were encouraged to say the n-word while reading Huck Finn. In history classes, we were told that the Civil War was a conflict about states rights. Nowhere in 4 years of schooling did we discuss the lasting impacts of systematic racism on this country: racism was taught as something that happened in the past, that effectively ended after slavery and the civil rights movement. Anti-racism classes should include adding anti-racist works to every year of English classes, teaching the roots of systemic racism in every History class, and explaining how science has been used to prop up racism and inequity in core science classes.

2. **Teach students to examine their own privilege.** The most insidious export of an education at TJ is an elitist belief in achievement and meritocracy. Students are constantly being told they are the smartest students at the best high school in the country. They are told that they deserved to get into TJ, that they deserved everything they accomplished, simply because they worked hard. Not once, whether in classrooms, homerooms, One Question discussions, or numerous other mandatory school wide events, were the race and class privileges at play ever acknowledged by the school. We've had mandatory assemblies where we watched slideshows of people's accomplishments in summer research or college admissions. This is a mindset actively enabled by the administration. At a school where many spent thousands of dollars on TJ prep, then tutoring, then SAT prep, at a school where almost 100% of students graduate and go to college as a "norm," at a school with less than 2 % Black students and 1% students of free and reduced lunches, it is appalling that Jefferson students are not made to substantially engage with their privilege even in a cursory way.
3. **Critically examine TJ's diversity, and exclusion of Black, Latino, and low-income students, and make a plan to fix it.** As I'm sure you're aware, the recently graduated Class of 2019 was [1.6% Black and 2.4% Hispanic](#). In your most recently admitted class, the number of black students is recorded as "[too small for reporting](#)." The percentage of students on free and reduced-price lunches at TJ is routinely around 1%, compared to 28% in the rest of the county. This has been a longstanding problem that must be addressed if TJ has any hope of being part of the solution to educational racism. TJ cannot continue to make small changes to admission policies every 10 years - a sustained effort needs to be made to diversify the school and provide equal opportunities to black, latino, and low-income people of color.

Thank you for your attention, and please keep your alumni updated on what changes you plan to make in pursuit of educating students to be active advocates in dismantling racism and oppression.

Best regards,
Siddarth Anand

From: [Bonitatibus, Ann N](#)
To: [Shilpa Kunnappilli](#)
Subject: RE: [External] Add anti-racism to TJ curriculum
Date: Saturday, June 6, 2020 4:07:26 PM

Greetings, Shilpa.

Thank you for reaching out on an important matter. I enjoy hearing from TJ alumni, particularly your reflections on the time spent at our school.

Like you, I am appalled and distraught by the institutional and generational racism that doggedly plagues our nation. Throughout my 30+ years at all levels in public education, I have been an active hand, not just a voice, in working to eradicate racism in school settings across multiple school districts and states. My efforts continue at TJ and within FCPS.

The current societal advocacy is creating a strong and compelling impetus for all of us to rise to the occasion and do what is right to ensure racism, micro-aggressions, privilege, and cultural appropriation are dismantled and replaced with actions that demonstrate acceptance (as opposed to tolerance), education, reflection, kindness, empathy, and equity. Your suggestions are highly appropriate and in several cases have already been initiated since you last were at TJ five years ago. However, we have tremendous room for growth with systemic and overt actions that will positively impact student experiences in classrooms and extracurricular activities, both at TJ and prior to arriving at TJ.

Already, I am part of a group giving feedback on legislation targeting diversity concerns in VA Governor's Schools. Also, I have been engaged in substantive ongoing conversations with various district leaders about ideas that could address the racial inequities at our school. Most recently, I have been personally calling TJ teachers, administrators and parents, talking to them about TJ being a leader in our community to dismantle symbols, practices and acts of racism. Meetings are set up with students and I plan to engage alumni, as well. Furthermore, I have shared the sentiments in your email with FCPS district leadership.

While I am in a school-based position of leadership to influence and serve, the title alone does not bear the sole onus for advancing anti-racism measures. In a school community, we all share responsibility and must move collectively to generate momentum. There may be discomfort in dismantling long-held discriminatory traditions and symbols at our school. For instance, we no longer have a Slounge or Seniors-Only lunch line because territorialism has no place in a school and these were institutional practices that privileged some students and marginalized others. And as we think of our future, consider a stance whereby an individual or collection of people exert power over another as a means to economically exploit and oppress others. This is not a value we share as a TJ community. Yet, our mascot is a Colonial, which by definition, perpetrated these exact actions in our country, advanced slavery, and promoted the notion that those with black or brown skin were uncivilized and not capable of being educated. I have been embarrassed and saddened to have Colonials affiliated with our school. Can all of you, as alumni, support dismantling a symbol that perpetuated racism in our country?

I heartily welcome alumni who wish to aid in the journey we are compelled to take. Please stay abreast of TJ happenings that will occur in the upcoming months by following FCPS news, visiting our website, registering for bulletins sent via [NewsYouChoose](#), or following me on Twitter @TJAnnB. I will also seek to leverage various alumni platforms to stay connected with you throughout this important movement.

Again, thank you for your advocacy and call to action.

Regards,

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Shilpa Kunnappillil [REDACTED]

Sent: Thursday, June 4, 2020 5:31 PM

To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>; Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>; Derenak Kaufax, Tamara (School Board Member) <tderenakkauf@fcps.edu>

Subject: [External] Add anti-racism to TJ curriculum

Dear Dr. Bonitatibus and FCPS school board,

My name is Shilpa Kunnappillil, and I am a Class of 2015 graduate of TJHSST.

In the wake of the murder of George Floyd and protests against police brutality across the country, I have realized that TJ failed to adequately teach me and my peers about racism, intersectionality, and privilege in the United States.

I am writing to you to demand the implementation of programs that promote anti-racist learning throughout all four years at TJ, to prepare your students to go out into the world aware of their own privileges and equipped to dismantle systems of inequality and oppression.

1. **Add anti-racism to the core curriculum at TJ.** This should include adding anti-racist works to every year of English classes, teaching the roots of systemic racism in every History class, and explaining how science has been used to prop up racism and inequity in every core science class.
2. **Teach students to examine their own privilege.** Many students at TJ believe that spending thousands to prepare for a test allowing them to go to a prestigious high school where 100% of students graduate and go to college is “the norm” in the United States -- this could not be further from the truth, and students need to start learning otherwise.
3. **Critically examine TJ’s diversity, and exclusion of Black, Latino, and low-income students, and make a plan to fix it.** As I’m sure you’re aware, the recently graduated Class of 2019 was [1.6% Black and 2.4% Hispanic](#). The percentage of students on free and reduced-price lunches at TJ is routinely around 1%, compared to 28% in the rest of the county. This has been a longstanding problem that must be addressed if TJ has any hope of being part of the solution to educational racism.

Thank you for your attention, and please keep your alumni updated on what changes you plan to make in pursuit of educating students to be active advocates in dismantling racism and oppression.

Best regards,
Shilpa Kunnappillil

To: [Shadin Ahmed](#)
Subject: RE: [External] Addition of anti-racist curriculum at TJ
Date: Saturday, June 6, 2020 4:17:39 PM

Greetings, Shadin.

Thank you for reaching out on an important matter. I enjoy hearing from TJ alumni, particularly your reflections on the time spent at our school.

Like you, I am appalled and distraught by the institutional and generational racism that doggedly plagues our nation. Throughout my 30+ years at all levels in public education, I have been an active hand, not just a voice, in working to eradicate racism in school settings across multiple school districts and states. My efforts continue at TJ and within FCPS.

The current societal advocacy is creating a strong and compelling impetus for all of us to rise to the occasion and do what is right to ensure racism, micro-aggressions, privilege, and cultural appropriation are dismantled and replaced with actions that demonstrate acceptance (as opposed to tolerance), education, reflection, kindness, empathy, and equity. Your suggestions are highly appropriate and in several cases have already been initiated since you last were at TJ five years ago. However, we have tremendous room for growth with systemic and overt actions that will positively impact student experiences in classrooms and extracurricular activities, both at TJ and prior to arriving at TJ.

Already, I am part of a group giving feedback on legislation targeting diversity concerns in VA Governor's Schools. Also, I have been engaged in substantive ongoing conversations with various district leaders about ideas that could address the racial inequities at our school. Most recently, I have been personally calling TJ teachers, administrators and parents, talking to them about TJ being a leader in our community to dismantle symbols, practices and acts of racism. Meetings are set up with students and I plan to engage alumni, as well. Furthermore, I have shared the sentiments in your email with FCPS district leadership.

While I am in a school-based position of leadership to influence and serve, the title alone does not bear the sole onus for advancing anti-racism measures. In a school community, we all share responsibility and must move collectively to generate momentum. There may be discomfort in dismantling long-held discriminatory traditions and symbols at our school. For instance, we no longer have a Slounge or Seniors-Only lunch line because territorialism has no place in a school and these were institutional practices that privileged some students and marginalized others. And as we think of our future, consider a stance whereby an individual or collection of people exert power over another as a means to economically exploit and oppress others. This is not a value we share as a TJ community. Yet, our mascot is a Colonial, which by definition, perpetrated these exact actions in our country, advanced slavery, and promoted the notion that those with black or brown skin were uncivilized and not capable of being educated. I have been embarrassed and saddened to have Colonials affiliated with our school. Can all of you, as alumni, support dismantling a symbol that perpetuated racism in our country?

You have a unique perspective as a black student at TJ. I commend you for breaking your silence now and sharing the painful days you endured feeling isolated and not represented. I am sorry you had to steel yourself against being marginalized; sadly, this may be a sentiment you carry with you always. TJ needs to do better because of students like you. Each year at TJ I have hired certificated and support staff who are black, including an assistant principal, English teacher, and school counselor. It's important to me that our faculty composition is one that reflects our student demographics; yet, the pipeline of teacher candidates remains largely white. If you would ever like to discuss your experiences in more detail, I would love to chat with you.

I heartily welcome alumni who wish to aid in the journey we are compelled to take. Please stay abreast of TJ happenings that will occur in the upcoming months by following FCPS news, visiting our website, registering for bulletins sent via [NewsYouChoose](#), or following me on Twitter @TJAnnB. I will also seek to leverage various alumni platforms to stay connected with you throughout this important movement.

Wishing you continued success in your career as a software engineer. Again, thank you for your advocacy and call to action.

Regards,

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Shadin Ahmed [mailto:████████████████████]
Sent: Thursday, June 4, 2020 4:03 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Cc: Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>; Derenak Kaufax, Tamara (School Board Member) <tderenakkauf@fcps.edu>
Subject: [External] Addition of anti-racist curriculum at TJ

Dear Dr. Bonitatibus,

My name is Shadin Ahmed, and I am a Class of 2015 graduate of TJHSST. I am a 2019 graduate from William & Mary and currently working on research at the NIH cancer institute.

In the wake of the murder of George Floyd and protests against police brutality across the country, I have realized that TJ failed to adequately teach me and my peers about racism, intersectionality, and privilege in the United States.

I am writing to you to demand the implementation of programs that promote anti-racist learning throughout all four years at TJ, to prepare your students to go out into the world aware of their own privileges and equipped to dismantle systems of inequality and oppression.

1. **Add anti-racism to the core curriculum at TJ.** This should include adding anti-racist works to every year of English classes, teaching the roots of systemic racism in every History class, and explaining how science has been used to prop up racism and inequity in every core science class.
2. **Teach students to examine their own privilege.** Many students at TJ believe that spending thousands to prepare for a test allowing them to go to a prestigious high school where 100% of students graduate and go to college is “the norm” in the United States -- this could not be further from the truth, and students need to start learning otherwise.

- Critically examine TJ's diversity, and exclusion of Black, Latino, and low-income students, and make a plan to fix it.** As I'm sure you're aware, the recently graduated Class of 2019 was [1.6% Black and 2.4% Hispanic](#). The percentage of students on free and reduced lunches at TJ is routinely around 1%, compared to 28% in the rest of the county. This has been a longstanding problem that must be addressed if TJ has any hope of being part of the solution to educational racism.

I want to point out that I was one of the few black students during my time at TJ. Although I cherished my education at TJ, I walked into school every day feeling isolated and not represented. This is a sentiment that I have carried with me even 5 years after graduating. I urge you to consider hiring more Black/diverse faculty so that the students of color can see themselves represented and can strive to succeed on the same level as their peers.

Thank you for your attention, and please keep your alumni updated on what changes you plan to make in pursuit of educating students to be active advocates in dismantling racism and oppression.

Best regards,
Shadin Ahmed

From: [Bonitatibus, Ann N](#)
To: [Shadin Ahmed](#)
Subject: RE: [External] Addition of anti-racist curriculum at TJ
Date: Saturday, June 6, 2020 4:22:05 PM

Greetings, Shadin.

Thank you for reaching out on an important matter. I enjoy hearing from TJ alumni, particularly your reflections on the time spent at our school.

Like you, I am appalled and distraught by the institutional and generational racism that doggedly plagues our nation. Throughout my 30+ years at all levels in public education, I have been an active hand, not just a voice, in working to eradicate racism in school settings across multiple school districts and states. My efforts continue at TJ and within FCPS.

The current societal advocacy is creating a strong and compelling impetus for all of us to rise to the occasion and do what is right to ensure racism, micro-aggressions, privilege, and cultural appropriation are dismantled and replaced with actions that demonstrate acceptance (as opposed to tolerance), education, reflection, kindness, empathy, and equity. Your suggestions are highly appropriate and in several cases have already been initiated since you last were at TJ five years ago. However, we have tremendous room for growth with systemic and overt actions that will positively impact student experiences in classrooms and extracurricular activities, both at TJ and prior to arriving at TJ.

Already, I am part of a group giving feedback on legislation targeting diversity concerns in VA Governor's Schools. Also, I have been engaged in substantive ongoing conversations with various district leaders about ideas that could address the racial inequities at our school. Most recently, I have been personally calling TJ teachers, administrators and parents, talking to them about TJ being a leader in our community to dismantle symbols, practices and acts of racism. Meetings are set up with students and I plan to engage alumni, as well. Furthermore, I have shared the sentiments in your email with FCPS district leadership.

While I am in a school-based position of leadership to influence and serve, the title alone does not bear the sole onus for advancing anti-racism measures. In a school community, we all share responsibility and must move collectively to generate momentum. There may be discomfort in dismantling long-held discriminatory traditions and symbols at our school. For instance, we no longer have a Slounge or Seniors-Only lunch line because territorialism has no place in a school and these were institutional practices that privileged some students and marginalized others. And as we think of our future, consider a stance whereby an individual or collection of people exert power over another as a means to economically exploit and oppress others. This is not a value we share as a TJ community. Yet, our mascot is a Colonial, which by definition, perpetrated these exact actions in our country, advanced slavery, and promoted the notion that those with black or brown skin were uncivilized and not capable of being educated. I have been embarrassed and saddened to have Colonials affiliated with our school. Can all of you, as alumni, support dismantling a symbol that perpetuated racism in our country?

You have a unique perspective as a black student at TJ. I commend you for breaking your silence now and sharing the painful days you endured feeling isolated and not represented. I am sorry you had to steel yourself against being marginalized; sadly, this may be a sentiment you carry with you always. TJ needs to do better because of students like you. Each year at TJ I have hired certificated and support staff who are black, including an assistant principal, English teacher, and school counselor. It's important to me that our faculty composition is one that reflects our student demographics; yet, the pipeline of teacher candidates remains largely white. If you would ever like to discuss your experiences in more detail, I would love to chat with you.

I heartily welcome alumni who wish to aid in the journey we are compelled to take. Please stay abreast of TJ happenings that will occur in the upcoming months by following FCPS news, visiting our website, registering for bulletins sent via [NewsYouChoose](#), or following me on Twitter @TJAnnB. I will also seek to leverage various alumni platforms to stay connected with you throughout this important movement.

Again, thank you for your advocacy and call to action. Most of all, I deeply appreciate you sharing your personal pain despite the fact you cherished your education at TJ.

Regards,

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Shadin Ahmed [REDACTED]
Sent: Thursday, June 4, 2020 4:03 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Cc: Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>; Derenak Kaufax, Tamara (School Board Member) <tderenakkauf@fcps.edu>
Subject: [External] Addition of anti-racist curriculum at TJ

Dear Dr. Bonitatibus,

My name is Shadin Ahmed, and I am a Class of 2015 graduate of TJHSST. I am a 2019 graduate from William & Mary and currently working on research at the NIH cancer institute.

In the wake of the murder of George Floyd and protests against police brutality across the country, I have realized that TJ failed to adequately teach me and my peers about racism, intersectionality, and privilege in the United States.

I am writing to you to demand the implementation of programs that promote anti-racist learning throughout all four years at TJ, to prepare your students to go out into the world aware of their own privileges and equipped to dismantle systems of inequality and

oppression.

1. **Add anti-racism to the core curriculum at TJ.** This should include adding anti-racist works to every year of English classes, teaching the roots of systemic racism in every History class, and explaining how science has been used to prop up racism and inequity in every core science class.
2. **Teach students to examine their own privilege.** Many students at TJ believe that spending thousands to prepare for a test allowing them to go to a prestigious high school where 100% of students graduate and go to college is “the norm” in the United States -- this could not be further from the truth, and students need to start learning otherwise.
3. **Critically examine TJ’s diversity, and exclusion of Black, Latino, and low-income students, and make a plan to fix it.** As I’m sure you’re aware, the recently graduated Class of 2019 was [1.6% Black and 2.4% Hispanic](#). The percentage of students on free and reduced lunches at TJ is routinely around 1%, compared to 28% in the rest of the county. This has been a longstanding problem that must be addressed if TJ has any hope of being part of the solution to educational racism.

I want to point out that I was one of the few black students during my time at TJ. Although I cherished my education at TJ, I walked into school every day feeling isolated and not represented. This is a sentiment that I have carried with me even 5 years after graduating. I urge you to consider hiring more Black/diverse faculty so that the students of color can see themselves represented and can strive to succeed on the same level as their peers.

Thank you for your attention, and please keep your alumni updated on what changes you plan to make in pursuit of educating students to be active advocates in dismantling racism and oppression.

Best regards,
Shadin Ahmed

From: Bonitatibus, Ann N
To: Shah, Ruhee
Subject: RE: [External] Request from an Alum
Date: Saturday, June 6, 2020 4:29:03 PM

Greetings, Ruhee.

Thank you for reaching out on an important matter. I enjoy hearing from TJ alumni, particularly your reflections on the time spent at our school.

Like you, I am appalled and distraught by the institutional and generational racism that doggedly plagues our nation. Throughout my 30+ years at all levels in public education, I have been an active hand, not just a voice, in working to eradicate racism in school settings across multiple school districts and states. My efforts continue at TJ and within FCPS.

The current societal advocacy is creating a strong and compelling impetus for all of us to rise to the occasion and do what is right to ensure racism, micro-aggressions, privilege, and cultural appropriation are dismantled and replaced with actions that demonstrate acceptance (as opposed to tolerance), education, reflection, kindness, empathy, and equity. Your suggestions are highly appropriate and in several cases have already been initiated since you last were at TJ five years ago. However, we have tremendous room for growth with systemic and overt actions that will positively impact student experiences in classrooms and extracurricular activities, both at TJ and prior to arriving at TJ.

Already, I am part of a group giving feedback on legislation targeting diversity concerns in VA Governor's Schools. Also, I have been engaged in substantive ongoing conversations with various district leaders about ideas that could address the racial inequities at our school. Most recently, I have been personally calling TJ teachers, administrators and parents, talking to them about TJ being a leader in our community to dismantle symbols, practices and acts of racism. Meetings are set up with students and I plan to engage alumni, as well. Furthermore, I have shared the sentiments in your email with FCPS district leadership.

While I am in a school-based position of leadership to influence and serve, the title alone does not bear the sole onus for advancing anti-racism measures. In a school community, we all share responsibility and must move collectively to generate momentum. There may be discomfort in dismantling long-held discriminatory traditions and symbols at our school. For instance, we no longer have a Slounge or Seniors-Only lunch line because territorialism has no place in a school and these were institutional practices that privileged some students and marginalized others. And as we

think of our future, consider a stance whereby an individual or collection of people exert power over another as a means to economically exploit and oppress others This is not a value we share as a TJ community. Yet, our mascot is a Colonial, which by definition, perpetrated these exact actions in our country, advanced slavery, and promoted the notion that those with black or brown skin were uncivilized and not capable of being educated. I have been embarrassed and saddened to have Colonials affiliated with our school. Can all of you, as alumni, support dismantling a symbol that perpetuated racism in our country?

I heartily welcome alumni who wish to aid in the journey we are compelled to take. Please stay abreast of TJ happenings that will occur in the upcoming months by following FCPS news, visiting our website, registering for bulletins sent via [NewsYouChoose](#), or following me on Twitter @TJAnnB. I will also seek to leverage various alumni platforms to stay connected with you throughout this important movement.

Best wishes for continued success as you pursue a career in the medical field. Again, thank you for your advocacy.

Regards,

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Shah, Ruhee [REDACTED]
Sent: Thursday, June 4, 2020 3:45 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] Request from an Alum

Dear Dr. Bonitatibus,

My name is Ruhee Shah, and I am a Class of 2015 graduate of TJHSST. I graduated from the University of Virginia last May with a B.A. in Global Public Health, and a minor in Bioethics, and am now a second-year medical student at the Icahn School of Medicine at Mount Sinai in New York City. I am extremely grateful for the education that I got at TJ -- it helped foster my intellectual curiosity and passion for medicine.

However, as I took classes on systemic racism and racial inequities in college, learned about glaring racial inequities in healthcare, and re-examined my biases and privilege in the wake of the murder of George Floyd and protests against police brutality across the country, I have realized that **TJ failed to adequately teach me and my peers about racism, intersectionality, and privilege in the United States.**

I am writing to you to demand the implementation of programs that promote anti-racist learning throughout all four years at TJ, to prepare your students to go out into the world aware of their own privileges and equipped to dismantle systems of inequality and oppression.

1. **Add anti-racism to the core curriculum at TJ.** This should include adding anti-racist works to every year of English classes, teaching the roots of systemic racism in every History class, and explaining how science has been used to prop up racism and inequity in every core science class.
2. **Teach students to examine their own privilege.** Many students at TJ believe that spending thousands to prepare for a test allowing them to go to a prestigious high school where 100% of students graduate and go to college is “the norm” -- this could not be further from the truth, and students need to start learning otherwise.
3. **Critically examine TJ’s diversity, and exclusion of Black, Latino, and low-income students, and make a plan to fix it.** As I’m sure you’re aware, the recently graduated Class of 2019 was [1.6% Black and 2.4% Hispanic](#). The percentage of students on free and reduced lunches at TJ is routinely around 1%, compared to 28% in the rest of the county. This has been a longstanding problem that must be addressed if TJ has any hope of being part of the solution to educational racism.

Again, I am incredibly grateful for the education I received at TJ, and I am writing because I believe TJ has the capacity to graduate students capable of creating change and being a force for good in the world.

Thank you for your attention, and please keep your alumni updated on what changes you plan to make in pursuit of educating students to be active advocates in dismantling racism and oppression in the United States.

Best regards,
Ruhee Shah

--
Ruhee Shah

MD Candidate, Class of 2023
Icahn School of Medicine at Mount Sinai

From: [Bonitatibus, Ann N](#)
To: [Jessar, Alec](#)
Subject: RE: [External] Making TJ a More Welcoming and Transformative Space in these Difficult Times
Date: Saturday, June 6, 2020 4:38:14 PM

Greetings, Alec.

Thank you for reaching out on an important matter. I enjoy hearing from TJ alumni, particularly your reflections on the time spent at our school.

Like you, I am appalled and distraught by the institutional and generational racism that doggedly plagues our nation. Throughout my 30+ years at all levels in public education, I have been an active hand, not just a voice, in working to eradicate racism in school settings across multiple school districts and states. My efforts continue at TJ and within FCPS.

The current societal advocacy is creating a strong and compelling impetus for all of us to rise to the occasion and do what is right to ensure racism, micro-aggressions, privilege, and cultural appropriation are dismantled and replaced with actions that demonstrate acceptance (as opposed to tolerance), education, reflection, kindness, empathy, and equity. Your suggestions are highly appropriate and in several cases have already been initiated since you last were at TJ five years ago. However, we have tremendous room for growth with systemic and overt actions that will positively impact student experiences in classrooms and extracurricular activities, both at TJ and prior to arriving at TJ.

Already, I am part of a group giving feedback on legislation targeting diversity concerns in VA Governor's Schools. Also, I have been engaged in substantive ongoing conversations with various district leaders about ideas that could address the racial inequities at our school. Most recently, I have been personally calling TJ teachers, administrators and parents, talking to them about TJ being a leader in our community to dismantle symbols, practices and acts of racism. Meetings are set up with students and I plan to engage alumni, as well. Furthermore, I have shared the sentiments in your email with FCPS district leadership.

While I am in a school-based position of leadership to influence and serve, the title alone does not bear the sole onus for advancing anti-racism measures. In a school community, we all share responsibility and must move collectively to generate momentum. There may be discomfort in dismantling long-held discriminatory traditions and symbols at our school. For instance, we no

longer have a Slounge or Seniors-Only lunch line because territorialism has no place in a school and these were institutional practices that privileged some students and marginalized others. And as we think of our future, consider a stance whereby an individual or collection of people exert power over another as a means to economically exploit and oppress others This is not a value we share as a TJ community. Yet, our mascot is a Colonial, which by definition, perpetrated these exact actions in our country, advanced slavery, and promoted the notion that those with black or brown skin were uncivilized and not capable of being educated. I have been embarrassed and saddened to have Colonials affiliated with our school. Can all of you, as alumni, support dismantling a symbol that perpetuated racism in our country?

I heartily welcome alumni who wish to aid in the journey we are compelled to take. Please stay abreast of TJ happenings that will occur in the upcoming months by following FCPS news, visiting our website, registering for bulletins sent via [NewsYouChoose](#), or following me on Twitter @TJAnnB. I will also seek to leverage various alumni platforms to stay connected with you throughout this important movement.

Best wishes in your continued studies as you pursue a career in immigration and criminal justice. Most of all, I appreciate your advocacy.

Regards,

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Jessar, Alec [REDACTED]
Sent: Friday, June 5, 2020 12:51 AM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Cc: Derenak Kaufax, Tamara (School Board Member) <tderenakkauf@fcps.edu>; Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>
Subject: [External] Making TJ a More Welcoming and Transformative Space in these Difficult Times

Dear Dr. Bonitatibus,

My name is Alec Jessar, and I am a Class of 2015 graduate of TJHSST. I am currently a law student at Washington University in Saint Louis, where I hope to train to be involved in immigration and criminal justice.

In the wake of the murder of George Floyd and protests against police brutality across the country, I have realized that TJ failed to adequately teach me and my peers about racism, intersectionality, and privilege in the United States.

I am writing to you to demand the implementation of programs that promote anti-racist learning throughout all four years at TJ, to prepare your students to go out into the world aware of their own privileges and equipped to dismantle systems of inequality and oppression.

1. **Add anti-racism to the core curriculum at TJ.** This should include adding anti-racist works to every year of English classes, teaching the roots of systemic racism in every History class, and explaining how science has been used to prop up racism and inequity in every core science class.
2. **Teach students to examine their own privilege.** Many students at TJ believe that spending thousands to prepare for a test allowing them to go to a prestigious high school where 100% of students graduate and go to college is “the norm” in the United States -- this could not be further from the truth, and students need to start learning otherwise.
3. **Critically examine TJ’s diversity, and exclusion of Black, Latino, and low-income students, and make a plan to fix it.** As I’m sure you’re aware, the recently graduated Class of 2019 was [1.6% Black and 2.4% Hispanic](#). In your most recently admitted class, the number of black students is recorded as “[too small for reporting](#).” The percentage of students on free and reduced-price lunches at TJ is routinely around 1%, compared to 28% in the rest of the county. This has been a longstanding problem that must be addressed if TJ has any hope of being part of the solution to educational racism.
4. **Hire more diverse faculty.** Black students and students of color currently do not see themselves reflected in the faculty body, and they did not when I was a student either. It is incredibly important for students to see teachers who look like them.

Thank you for your attention, and please keep your alumni updated on what changes you plan to make in pursuit of educating students to be active advocates in dismantling racism and oppression.

Best regards,
Alec Jessar
Pronouns: he/him/his

From: [Bonitatibus, Ann N](#)
To: [Edith Jin Zhang](#)
Subject: RE: [External] Why STEM alone will not suffice
Date: Saturday, June 6, 2020 5:02:35 PM

Greetings, Edith.

Thank you for reaching out on an important matter. I enjoy hearing from TJ alumni, particularly your reflections on the time spent at our school.

Your personal story is compelling and a stark reminder of the urgent work to be done at TJ and all schools. I have spoken to teachers who have been having conversations with their students, so I am sorry your brother is not having the same experience as other students. There are many caring teachers at TJ, many of whom are still processing their emotions. I promise you that as a community, we will be addressing many of these issues.

The current societal advocacy is creating a strong and compelling impetus for all of us to rise to the occasion and do what is right to ensure racism, micro-aggressions, privilege, and cultural appropriation are dismantled and replaced with actions that demonstrate acceptance (as opposed to tolerance), education, reflection, kindness, empathy, and equity. As you point out, we have tremendous room for growth with systemic and overt actions that will positively impact student experiences in classrooms and extracurricular activities, both at TJ and prior to arriving at TJ.

Already, I am part of a group giving feedback on legislation targeting diversity concerns in VA Governor's Schools. Also, I have been engaged in substantive ongoing conversations with various district leaders about ideas that could address the racial inequities at our school. Most recently, I have been personally calling TJ teachers, administrators and parents, talking to them about TJ being a leader in our community to dismantle symbols, practices and acts of racism. Meetings are set up with students and I plan to engage alumni, as well.

While I am in a school-based position of leadership to influence and serve, the title alone does not bear the sole onus for advancing anti-racism measures. In a school community, we all share responsibility and must move collectively to generate momentum. There may be discomfort in dismantling long-held discriminatory traditions and symbols at our school. For instance, we no longer have a Slounge or Seniors-Only lunch line because territorialism has no place in a school and these were institutional practices that privileged some students and marginalized others. And as we think of our future, consider a stance whereby an individual or collection of people exert power over another as a means to economically exploit and oppress others. This is not a value we share as a TJ community. Yet, our mascot is a Colonial, which by definition, perpetrated these exact actions in our country, advanced slavery, and promoted the notion that those with black or brown skin were uncivilized and not capable of being educated. I have been embarrassed and saddened to have Colonials affiliated with our school. Can all of you, as alumni, support dismantling a symbol that perpetuated racism in our country?

I heartily welcome alumni who wish to aid in the journey we are compelled to take. Please stay abreast of TJ happenings that will occur in the upcoming months by following FCPS news, visiting our website, registering for bulletins sent via NewsYouChoose, or following me on Twitter @TJAnnB. I will also seek to leverage various alumni platforms to stay connected with you throughout this important movement.

Best wishes as you pursue your doctorate at Columbia. Most of all, thank you for being honest, vulnerable and reflective about your own path. I hope to share your story with others and will keep your identity confidential. If you ever feel the need to speak further, please reach out and we can chat later this summer. Rest assured, TJ will emerge as a better school for all.

Regards,

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School

for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

-----Original Message-----

From: Edith Jin Zhang [REDACTED]
Sent: Thursday, June 4, 2020 9:14 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Cc: Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>; Derenak Kaufax, Tamara (School Board Member) <tderenakkauf@fcps.edu>
Subject: [External] Why STEM alone will not suffice

Dear Dr. Bonitatibus and FCPS school board members,

My name is Edith Zhang, and I am a Class of 2015 TJ graduate. I studied mathematics at UVA, and am now at Columbia working on my PhD in applied math. It's a lot of STEM, and a fairly typical TJ trajectory. I would like to share my experience having studied in a field that has allowed, and even encouraged, an unawareness of the world around me in favor of the abstract. I would like to make the case that TJ has a duty, especially as a STEM-focused school, to make an extra effort to educate its students on social issues, to develop them as thoughtful citizens and future leaders who are aware of the space they occupy in society.

I realized I was stunted in many ways as a student at UVA. My first year, I said the n-word around a group of friends (some of whom were Black) without realizing any issue. They called me out, and I responded defensively out of sheer confusion and embarrassment. That is one moment I still beat myself up about. I sat through multiple humanities classes writing sub-par essays — compared to my classmates who were articulate, well-read, and thoughtful about issues in our country, I was thoroughly below average. I really was unaware of the history of our country — I remember my APUSH teacher presented the civil war as a war about “states rights vs. national rights”.

Please note that I was an Echol's scholar, which meant I had no area requirements. I could have taken entirely STEM classes, completely unaware of any gaps in knowledge. I imagine many students do, and UVA engineering students have no area requirements at all — it is often up to the high school to provide the basic comprehensive education that will last one's lifetime.

[REDACTED] Yesterday, I asked him whether his group of friends has been discussing BLM, George Floyd, and the protests tearing up our country.

He said no.

They're unaware.

I realize: they do not care.

I find it incredibly disheartening that future leaders and entrepreneurs are this apathetic about human rights and the state of our country. And they are so privileged that they will never HAVE to learn. Such students have near-guaranteed career success, and I am afraid, for they will wield power over the underprivileged, with no true empathy or understanding of the forces that devised their differences.

TJ's mission is to disseminate educated young minds into the real world. I do not believe I was a positive representation of TJ that time I said the n-word in college; nor was I educated. But I think that scenario is all too common. I urge you to take a "social" education just as seriously as a STEM education at TJ, if not more. This can be through a mandatory course examining the unique kind of privilege that pervades TJ's student population, teaching students about the majority of people that are not like them (perhaps a seminar-style class will work). TJ should build up students to contribute to society, to think critically and to make a positive impact on their communities. Solving math problems is not enough — I would know.

Best,
Edith Zhang

From: [Kara Jenkins, FCPTA President](#)
To: [Remarius, Ann N](#)
Subject: [External] A Statement from Fairfax County Council PTA
Date: Saturday, June 6, 2020 6:15:16 PM



The following statement on Racial Inequity and Injustice in America can be attributed to Larry Mills on behalf of the Fairfax County Council PTA.

The Fairfax County Council PTA (FCCPTA) is deeply saddened, hurt, and angered by the death of George Floyd. The poisons of police brutality and racial injustice still infect our society and are in direct opposition to the values of the PTA.

We also recognize the losses sustained by those in the path of frustrated destruction perpetrated by a few individuals during an otherwise non-violent protest. Lives were disrupted and businesses lost, but we should not let the loss of property overshadow the unjust loss of life.

When PTAs respect differences and acknowledge shared commonalities uniting communities, and then develop meaningful priorities based upon that respect and knowledge, they genuinely represent their communities. When PTAs represent their communities, they gain strength and effectiveness through increased volunteer and resource support.

The recognition of diversity within organizations is defined by valuing differences and similarities in people through actions and accountability.

These differences and similarities include age, ethnicity, language and culture, economic status, educational background, gender, geographic location, marital status, mental ability, national origin, organizational position and tenure,

parental status, physical ability, political philosophy, race, religion, sexual orientation, and work experience.

In the truest sense of the phrase, we as the PTA genuinely believe that all lives matter. However, to suggest that all lives are impacted by the inequalities in our society ignores the systematic oppression of specific races, creeds, genders, and orientations. When society cares more about the loss of property over the loss of innocent lives who did not have the chance to be heard through our judicial system, we must take a stand. Not one more life should be lost at the hands of members of an institution created to protect and to serve all citizens equally. It stains the institution; it stains society; it perpetuates the racial discrimination we, as PTA, do not condone

In solidarity with the Floyd family and all others who have senselessly lost their lives at the hands of corruption and bigotry, we recognize #blacklivesmatter.

Need anything? We're here to help!

Kara Jenkins, president@fccpta.org
Shawna Garrett, vp.outreach@fccpta.org
La Guardia Myers, vp.advocacy@fccpta.org
Larry Mills, vp.programs@fccpta.org
Hamid Munir, vp.training@fccpta.org
Michelle Leete, vp.communications@fccpta.org
Jaime Yarussi, treasurer@fccpta.org
Brett Fox, secretary@fccpta.org

[Facebook](#) | [Website](#)

Fairfax County Council PTA | P. O. Box 3535, Merrifield, VA 22116-3535

[Unsubscribe anbonitatibu@fcps.edu](mailto:anbonitatibu@fcps.edu)

[Update Profile](#) | [About Constant Contact](#)

Sent by president@fccpta.org in collaboration with



Try email marketing for free today!

From: [Edith Zhang](#)
To: [Bonitatibus, Ann N](#)
Subject: Re: [External] Why STEM alone will not suffice
Date: Sunday, June 7, 2020 1:32:43 PM

Dear Dr. Bonitatibus,

Thank you for the thoughtful response; I am particularly interested in the Colonial mascot being replaced, as you mentioned. I think that's a great (and overdue) initiative.

I am interested to see how TJ can bring about positive change in response to the admissions statistics and the current racial climate. It is true that FCPS as a whole is imbued with racial inequities, and I would love to see TJ take the initiative in promoting fairness in education, because that is what it should stand for.

Best,
Edith

On Sat, Jun 6, 2020 at 5:02 PM Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:
Greetings, Edith.

Thank you for reaching out on an important matter. I enjoy hearing from TJ alumni, particularly your reflections on the time spent at our school.

Your personal story is compelling and a stark reminder of the urgent work to be done at TJ and all schools. I have spoken to teachers who have been having conversations with their students, so I am sorry your brother is not having the same experience as other students. There are many caring teachers at TJ, many of whom are still processing their emotions. I promise you that as a community, we will be addressing many of these issues.

The current societal advocacy is creating a strong and compelling impetus for all of us to rise to the occasion and do what is right to ensure racism, micro-aggressions, privilege, and cultural appropriation are dismantled and replaced with actions that demonstrate acceptance (as opposed to tolerance), education, reflection, kindness, empathy, and equity. As you point out, we have tremendous room for growth with systemic and overt actions that will positively impact student experiences in classrooms and extracurricular activities, both at TJ and prior to arriving at TJ.

Already, I am part of a group giving feedback on legislation targeting diversity concerns in VA Governor's Schools. Also, I have been engaged in substantive ongoing conversations with various district leaders about ideas that could address the racial inequities at our school. Most recently, I have been personally calling TJ teachers, administrators and parents, talking to them about TJ being a leader in our community to dismantle symbols, practices and acts of racism. Meetings are set up with students and I plan to engage alumni, as well.

While I am in a school-based position of leadership to influence and serve, the title alone does not bear the sole onus for advancing anti-racism measures. In a school community, we all share responsibility and must move collectively to generate momentum. There may be discomfort in dismantling long-held discriminatory traditions and symbols at our school. For instance, we no longer have a Slounge or Seniors-Only lunch line because territorialism has

no place in a school and these were institutional practices that privileged some students and marginalized others. And as we think of our future, consider a stance whereby an individual or collection of people exert power over another as a means to economically exploit and oppress others. This is not a value we share as a TJ community. Yet, our mascot is a Colonial, which by definition, perpetrated these exact actions in our country, advanced slavery, and promoted the notion that those with black or brown skin were uncivilized and not capable of being educated. I have been embarrassed and saddened to have Colonials affiliated with our school. Can all of you, as alumni, support dismantling a symbol that perpetuated racism in our country?

I heartily welcome alumni who wish to aid in the journey we are compelled to take. Please stay abreast of TJ happenings that will occur in the upcoming months by following FCPS news, visiting our website, registering for bulletins sent via NewsYouChoose, or following me on Twitter @TJAnnB. I will also seek to leverage various alumni platforms to stay connected with you throughout this important movement.

Best wishes as you pursue your doctorate at Columbia. Most of all, thank you for being honest, vulnerable and reflective about your own path. I hope to share your story with others and will keep your identity confidential. If you ever feel the need to speak further, please reach out and we can chat later this summer. Rest assured, TJ will emerge as a better school for all.

Regards,

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

-----Original Message-----

From: Edith Jin Zhang [mailto: [REDACTED]]

Sent: Thursday, June 4, 2020 9:14 PM

To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Cc: Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>; Derenak Kaufax, Tamara (School Board Member) <tderenakkauf@fcps.edu>

Subject: [External] Why STEM alone will not suffice

Dear Dr. Bonitatibus and FCPS school board members,

My name is Edith Zhang, and I am a Class of 2015 TJ graduate. I studied mathematics at UVA, and am now at Columbia working on my PhD in applied math. It's a lot of STEM, and a fairly typical TJ trajectory. I would like to share my experience having studied in a field that has allowed, and even encouraged, an unawareness of the world around me in favor of the abstract. I would like to make the case that TJ has a duty, especially as a STEM-focused school, to make an extra effort to educate its students on social issues, to develop them as thoughtful citizens and future leaders who are aware of the space they occupy in

society.

I realized I was stunted in many ways as a student at UVA. My first year, I said the n-word around a group of friends (some of whom were Black) without realizing any issue. They called me out, and I responded defensively out of sheer confusion and embarrassment. That is one moment I still beat myself up about. I sat through multiple humanities classes writing sub-par essays — compared to my classmates who were articulate, well-read, and thoughtful about issues in our country, I was thoroughly below average. I really was unaware of the history of our country — I remember my APUSH teacher presented the civil war as a war about “states rights vs. national rights”.

Please note that I was an Echol's scholar, which meant I had no area requirements. I could have taken entirely STEM classes, completely unaware of any gaps in knowledge. I imagine many students do, and UVA engineering students have no area requirements at all — it is often up to the high school to provide the basic comprehensive education that will last one's lifetime.

[REDACTED]. Yesterday, I asked him whether his group of friends has been discussing BLM, George Floyd, and the protests tearing up our country.

He said no.

They're unaware.

I realize: they do not care.

I find it incredibly disheartening that future leaders and entrepreneurs are this apathetic about human rights and the state of our country. And they are so privileged that they will never HAVE to learn. Such students have near-guaranteed career success, and I am afraid, for they will wield power over the underprivileged, with no true empathy or understanding of the forces that devised their differences.

TJ's mission is to disseminate educated young minds into the real world. I do not believe I was a positive representation of TJ that time I said the n-word in college; nor was I educated. But I think that scenario is all too common. I urge you to take a "social" education just as seriously as a STEM education at TJ, if not more. This can be through a mandatory course examining the unique kind of privilege that pervades TJ's student population, teaching students about the majority of people that are not like them (perhaps a seminar-style class will work). TJ should build up students to contribute to society, to think critically and to make a positive impact on their communities. Solving math problems is not enough — I would know.

Best,
Edith Zhang

[]

To: [TJHSST Administration; Fortier, Bethany](#)
Subject: DRAFT- CONFIDENTIAL
Date: Sunday, June 7, 2020 2:06:21 PM
Attachments: [NYC to Families.docx](#)

Greetings, everyone. Apologize for a Sunday email needing action.

After coming up for air and digging out of the pile of work that amassed while engaged in senior activities this past week, I've drafted a message to the community. This letter represents my truth as the school's leader, not some boilerplate adaptation from FCPS or otherwise cut and paste from other letters that might be floating around.

Please let me know if you see any major omission or source of confusion. I'm not worried about landmines or controversy. As your leadership moment, think about being the principal of the top school in the nation, knowing every time you send a communication it can be posted anywhere and the world is watching.

If you could get back to me by 6:00 p.m. tonight I'd appreciate it. Will post it later on NYC.

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

Dear TJHSST Students and Families:

While the world has been quietly hibernating in quarantine the past few months, we recognize the personal isolation, health fears, and academic challenges you have endured. Our homes have been familiar yet bustling enterprises of work and school as we awaited our world to return to normal.

However, disturbing and painful actions in our country have jarred us from our COVID-19 slumber. We are awakened to see that our country's normal continues to be laced with institutional and generational racism that has doggedly plagued our nation since its founding. The recent events in our nation with black citizens facing death and continued injustices remind us that we each have a responsibility to our community to speak up and take actions that counter racism.

I implore you to think about your own journey and discovery of race and economic advantage in America. As a young girl, I was not supported in having black friends, nor was I allowed to accept gifts from black friends. My parents never had to teach me about what it means to be white. I never have had to worry that someone would look at the color of my skin and think I may not be smart enough. No one has tailed me in a store while shopping or locked their cars or front doors out of fear when seeing me in their neighborhood. I have never had to worry law enforcement would use excessive means on me. While I did not come from a family with economic means, the color of my skin has given me privileges that others do not have. Please think of privileges you hold that others may not.

As we watch events unfold in our nation and engage in self-reflection, children and adults can experience a range of emotions including hurt, anger, confusion, discomfort, defensiveness, hopelessness, resolve and advocacy.

During this last week of school, our teachers, too, are processing events. Even in our virtual environment, TJ teachers continue to create classrooms that are safe spaces where students can be respectful and kind. We encourage students to connect with teachers, counselors and administrators, particularly if they are struggling with how to cope with their range of emotions and ideas. Also, FCPS has several resources on countering racism and stigma you may [find here](#) on the district website.

Thank you for taking time to personally reflect. Give yourself the gift of feeling vulnerable as an individual and family as you process emotions. Reach out to trusted professionals and access resources that will help you through this time.

Within this message of acknowledging where we are as a nation and how to understand where we occupy that space, I would like to simultaneously call the TJ community to action.

Our school is a rich tapestry of heritages, ethnicities and religions; however, we are not representative of the demographic composition in FCPS. Our 32 black students fill one classroom. Our 47 Hispanic students fill a little more than one other classroom. By contrast, if our demographics represented FCPS, we would enjoy 180 black and 460 Hispanic students in our school, filling nearly 22 classrooms. Imagine the personal experiences our markedly underrepresented students and staff have in our school. Do all children who have high interest and aptitude for STEM enjoy the same privileges that put them on a path to TJ? Do the TJ admissions outcomes affirm that we believe TJ is accessible to all talented STEM-focused students regardless of race or personal circumstance?

Also, consider a stance whereby an individual or collection of people exert power over others as a means to economically exploit and oppress them. This stance was held by colonials who settled our nation. I speak for us all when I assert this is not a value we share as a TJ community. Yet, our mascot is a Colonial, which by definition, perpetrated these exact actions in our country, advanced slavery, and promoted the notion that those with black or brown skin were uncivilized and not capable of being educated. I am embarrassed to have Colonials affiliated with our school. Can our community support dismantling a symbol that perpetuated racism in our country?

Finally, the heart of public education is in the classroom. This is where students learn to become ethical and global citizens as espoused in the FCPS [Portrait of a Graduate](#). They learn to understand and accept, not merely tolerate, diverse cultures and perspectives. Students also learn to act responsibly and ethically with empathy and compassion. Curriculum will need to be adapted to better equip our TJ students so they understand the world outside the proverbial TJ bubble. As expressed by TJ alumni who have written to me, "STEM alone is not enough." Can our community support the new conversations, lessons and activities that will need to be infused across our entire TJ program of study in all content areas?

I acknowledge some of the questions I am asking may cause controversy as we examine our school's place within FCPS and the world. I also know that my words may not always be eloquent, my ideas may miss the mark, and I will make mistakes. I also know that I have enjoyed growing with you these past three years and have immense trust and faith in our community to pull together and do what is right for our students. As your principal, I am committed to partnering with you as we oppose racism and stand in solidarity, particularly with our black students, families, and staff.

By evaluating the racial representation at our school, dismantling long-held symbols of racism, and embracing curricula to better prepare TJ graduates for a truly diverse and culturally responsive world, you will play a role in how TJHSST continues to lead the nation as a public school that prepares students for the shared interests of humanity. Thank you for joining in this important work.

Sincerely,

Ann N. Bonitatibus, Ed.D.
TJHSST Principal

From: [Bonitatibus, Ann N](#)
To: [TJHSST Administration](#); [Fortier, Bethany](#)
Subject: DRAFT- CONFIDENTIAL
Date: Sunday, June 7, 2020 2:11:36 PM
Attachments: [NYC to Families.docx](#)

Greetings, everyone. Apologize for a Sunday email needing action.

After coming up for air and digging out of the pile of work that amassed while engaged in senior activities this past week, I've drafted a message to the community. This letter represents my truth as the school's leader, not some boilerplate adaptation from FCPS or otherwise cut and paste from other letters that might be floating around.

Please let me know if you see any major omission or source of confusion. I'm not worried about landmines or controversy. As your leadership moment, think about being the principal of the top school in the nation, knowing every time you send a communication it can be posted anywhere and the world is watching.

If you could get back to me by 6:00 p.m. tonight I'd appreciate it. Will post it later on NYC.

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

Dear TJHSST Students and Families:

While the world has been quietly hibernating in quarantine the past few months, we recognize the personal isolation, health fears, and academic challenges you have endured. Our homes have been familiar yet bustling enterprises of work and school as we awaited our world to return to normal.

However, disturbing and painful actions in our country have jarred us from our COVID-19 slumber. We are awakened to see that our country's normal continues to be laced with institutional and generational racism that has doggedly plagued our nation since its founding. The recent events in our nation with black citizens facing death and continued injustices remind us that we each have a responsibility to our community to speak up and take actions that counter racism.

I implore you to think about your own journey and discovery of race and economic advantage in America. As a young girl, I was not supported in having black friends, nor was I allowed to accept gifts from black friends. My parents never had to teach me about what it means to be white. I never have had to worry that someone would look at the color of my skin and think I may not be smart enough. No one has tailed me in a store while shopping or locked their cars or front doors out of fear when seeing me in their neighborhood. I have never had to worry law enforcement would use excessive means on me. While I did not come from a family with economic means, the color of my skin has given me privileges that others do not have. Please think of privileges you hold that others may not.

As we watch events unfold in our nation and engage in self-reflection, children and adults can experience a range of emotions including hurt, anger, confusion, discomfort, defensiveness, hopelessness, resolve and advocacy.

During this last week of school, our teachers, too, are processing events. Even in our virtual environment, TJ teachers continue to create classrooms that are safe spaces where students can be respectful and kind. We encourage students to connect with teachers, counselors and administrators, particularly if they are struggling with how to cope with their range of emotions and ideas. Also, FCPS has several resources on countering racism and stigma you may [find here](#) on the district website.

Thank you for taking time to personally reflect. Give yourself the gift of feeling vulnerable as an individual and family as you process emotions. Reach out to trusted professionals and access resources that will help you through this time.

Within this message of acknowledging where we are as a nation and how to understand where we occupy that space, I would like to simultaneously call the TJ community to action.

Our school is a rich tapestry of heritages, ethnicities and religions; however, we are not representative of the demographic composition in FCPS. Our 32 black students fill one classroom. Our 47 Hispanic students fill a little more than one other classroom. By contrast, if our demographics represented FCPS, we would enjoy 180 black and 460 Hispanic students in our school, filling nearly 22 classrooms. Imagine the personal experiences our markedly underrepresented students and staff have in our school. Do all children who have high interest and aptitude for STEM enjoy the same privileges that put them on a path to TJ? Do the TJ admissions outcomes affirm that we believe TJ is accessible to all talented STEM-focused students regardless of race or personal circumstance?

Also, consider a stance whereby an individual or collection of people exert power over others as a means to economically exploit and oppress them. This stance was held by colonials who settled our nation. I speak for us all when I assert this is not a value we share as a TJ community. Yet, our mascot is a Colonial, which by definition, perpetrated these exact actions in our country, advanced slavery, and promoted the notion that those with black or brown skin were uncivilized and not capable of being educated. I am embarrassed to have Colonials affiliated with our school. Can our community support dismantling a symbol that perpetuated racism in our country?

Finally, the heart of public education is in the classroom. This is where students learn to become ethical and global citizens as espoused in the FCPS Portrait of a Graduate. They learn to understand and accept, not merely tolerate, diverse cultures and perspectives. Students also learn to act responsibly and ethically with empathy and compassion. Curriculum will need to be adapted to better equip our TJ students so they understand the world outside the proverbial TJ bubble. As expressed by TJ alumni who have written to me, "STEM alone is not enough." Can our community support the new conversations, lessons and activities that will need to be infused across our entire TJ program of study in all content areas?

I acknowledge some of the questions I am asking may cause controversy as we examine our school's place within FCPS and the world. I also know that my words may not always be eloquent, my ideas may miss the mark, and I will make mistakes. I also know that I have enjoyed growing with you these past three years and have immense trust and faith in our community to pull together and do what is right for our students. As your principal, I am committed to partnering with you as we oppose racism and stand in solidarity, particularly with our black students, families, and staff.

By evaluating the racial representation at our school, dismantling long-held symbols of racism, and embracing curricula to better prepare TJ graduates for a truly diverse and culturally responsive world, you will play a role in how TJHSST continues to lead the nation as a public school that prepares students for the shared interests of humanity. Thank you for joining in this important work.

Sincerely,

Ann N. Bonitatibus, Ed.D.

TJHSST Principal

From: [Bonitatibus, Ann N](#)
To: [REDACTED] [Taylor, Robin](#); [Smith, Andrea](#); [Martinez, Susan L](#)
Subject: RE: [External] Rising Black Senior Concerns
Date: Sunday, June 7, 2020 6:51:00 PM

Hi [REDACTED]

Thank you for reaching out. You are courageous and thoughtful to speak up and explain how each layer we are experiencing, from COVID-19 and George Floyd to TJ admissions, has had a disturbing compounding impact on you. I sense the weight of responsibility you feel [REDACTED]
[REDACTED].

You are not in this alone. Others are and will continue to carry the responsibility to promote change. In addition to myself and other TJ staff, there are students, parents and alumni all working with FCPS leadership to address what is a systemic issue that prevents racial equity at TJ.

Since you are volunteering to be part of any effort that can inspire younger black students interested in STEM, I will put you in touch with our PTSA president who is working to put together a diversity panel for Young Scholars on June 20. You may be a perfect panel member.

Also, I invite you to join a conversation I am having with other TJ students who have contacted me. If you are available, please join a Blackboard Collaborate session from 3:00-4:00 tomorrow, Monday, June 8. Here is the link and you will be able to log in up to 15 minutes before the sessions starts:
<https://us.bbcollab.com/guest/c4246ce4d103409197296e07076f955e>

Again, I admire and respect you for reaching out and feeling compelled to take action. Know that you have friends and partners in this journey!

Dr. Bonitatibus

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: [Bonitatibus, Ann N](#)
To: [REDACTED]
Cc: [Shaista Keating](#)
Subject: TJ Diversity Panel June 20
Date: Sunday, June 7, 2020 6:55:00 PM

Hi, [REDACTED]

Per the other email I sent, I am recommending you to be a member of the TJ diversity panel hosted by PTSA on June 20.

Copied on this message is Ms. Keating, the PTSA president who is helping to coordinate the event. She will be able to give you the details regarding the purpose, expectations, time, etc. If you are not available or do not feel comfortable participating, that is OK, too.

Thank you for being awesome!

Dr. Bonitatibus

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: [Shaista Keating](#)
To: [Bonitatibus, Ann N](#)
Cc: [REDACTED]
Subject: [External] Re: TJ Diversity Panel June 20
Date: Sunday, June 7, 2020 6:58:07 PM

Dear Dr. Bonitatibus,

Thank you for recommending [REDACTED]

[REDACTED] I am happy to speak with you via phone and share details about this event. My number is [REDACTED].

Hope to hear from you soon.

.
Best,
Shaista

Sent from my iPhone

On Jun 7, 2020, at 6:55 PM, Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

Hi, [REDACTED]

Per the other email I sent, I am recommending you to be a member of the TJ diversity panel hosted by PTSA on June 20.

Copied on this message is Ms. Keating, the PTSA president who is helping to coordinate the event. She will be able to give you the details regarding the purpose, expectations, time, etc. If you are not available or do not feel comfortable participating, that is OK, too.

Thank you for being awesome!

Dr. Bonitatibus

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300



From: [TJHSST](#)
To: [Bonitatibus, Ann N](#)
Subject: Message from the Principal: TEST
Date: Sunday, June 7, 2020 8:19:22 PM

Having trouble viewing this email? [View it as a Web page.](#)

[TJHSST banner](#)



Dear TJHSST Students and Families:

While the world has been quietly hibernating in quarantine the past few months, we recognize the personal isolation, health fears, and academic challenges you have endured. Our homes have been familiar yet bustling enterprises of work and school as we awaited our world to return to normal.

However, disturbing and painful actions in our country have jarred us from our COVID-19 slumber. We are awakened to see that our country's normal continues to be laced with racism that has plagued our nation since its founding. The recent events in our nation with black citizens facing death and continued injustices remind us that we each have a responsibility to our community to speak up and take actions that counter racism and discrimination in our society.

I implore you to think about your own journey and discovery of race and

economic advantage in America. My parents never had to teach me about what it means to be white. I never have had to worry that someone would look at the color of my skin and think I either may not be smart enough to learn or I should be exceedingly smart in a certain subject. No one has surveilled me in a store while shopping, or locked their cars or front doors out of fear when seeing me in their neighborhood. While I did not come from a family with economic means, the color of my skin has given me privileges that others do not have. Please think of privileges you hold that others may not.

As we engage in self-reflection, children and adults can experience a range of emotions including hurt, anger, confusion, discomfort, defensiveness, hopelessness, humility, resolve and advocacy. These feelings are normal.

Our teachers, too, are processing everything while continuing to create classrooms that are safe and welcoming spaces. We encourage students to connect with teachers, counselors and administrators, particularly if they are struggling with how to cope with their range of emotions and ideas. Also, FCPS has several resources on countering racism and stigma you may [find here](#) on the district website.

Thank you for taking time to personally reflect. Give yourself the gift of feeling vulnerable as you process emotions individually and collectively. Reach out to trusted professionals and access resources that will help you through this time.

During this reflection period, I would like to simultaneously call the TJ community to action in three areas.

First, our school is a rich tapestry of heritages; however, we do not reflect the racial composition in FCPS. Our 32 black students and 47 Hispanic students fill three classrooms. If our demographics actually represented FCPS, we would enroll 180 black and 460 Hispanic students, filling nearly 22 classrooms. The most recent TJ admissions trend, unfortunately, does not close the equity gap. Do all FCPS children who have high interest and aptitude for STEM enjoy the same privileges that put them on a path to TJ? Do the TJ admissions outcomes affirm that we believe TJ is accessible to all talented STEM-focused students regardless of race or personal circumstance?

Second, consider colonialism's role in our country's history where certain classes exerted power over others as a means to economically exploit, oppress and enslave them. During the Colonial period, there were leaders who believed those with black or brown skin were uncivilized and not capable of being educated. I speak for us all when I assert this is not a value we share as a TJ community. Yet, our mascot is a Colonial. Can our community support dismantling a symbol that perpetuated racism in our country?

Finally, the heart of public education is in the classroom. This is where students learn to become ethical and global citizens as espoused in the FCPS [Portrait of a Graduate](#). Our students learn to understand and accept, not merely tolerate, diverse cultures and perspectives. Curriculum will need to be adapted to better equip our TJ students. As expressed by TJ alumni who have written to me, "STEM alone is not enough." Can our community support the new conversations, lessons and activities that will need to be infused across our entire TJ program of study in all content areas?

I acknowledge some of the questions I am asking may not equally resonate

with everyone as we examine our school's place within FCPS and the world. I also know that my words may not always be eloquent, my ideas may miss the mark, and I will make mistakes. I also know that I have enjoyed growing with you these past three years and have immense trust and faith in our community to pull together and do what is right, particularly those in our community experiencing the most pain right now.

By evaluating the racial equity at our school, dismantling a long-held symbol of racism, and embracing curricula to better prepare TJ graduates for a truly diverse and culturally responsive world, you will play a role in how TJHSST continues to lead the nation as a public school that prepares students for the shared interests of humanity. Thank you for joining in this important work.

Sincerely,

Ann N. Bonitatibus, Ed.D.

TJHSST Principal

6560 Braddock Rd, Alexandria, VA 22312 | Main Office: 703.750.8300
Attendance: 703.750.8315 | [Web](#) | [Twitter](#)

Update your subscriptions, modify your password or email address, or stop subscriptions at any time on your [Subscriber Preferences Page](#). You will need to use your email address to log in. If you have questions or problems with the subscription service, please visit subscriberhelp.govdelivery.com.

This email was sent to Email Address using GovDelivery Communications Cloud on behalf of: Fairfax County Public Schools · 8115 Gatehouse Road · Falls Church, VA 22042



From: [TJHSST](#)
To: [Bonitatibus, Ann N](#)
Subject: Message from the Principal
Date: Sunday, June 7, 2020 8:45:53 PM

Having trouble viewing this email? [View it as a Web page.](#)

[TJHSST banner](#)



Dear TJHSST Students and Families:

While the world has been quietly hibernating in quarantine the past few months, we recognize the personal isolation, health fears, and academic challenges you have endured. Our homes have been familiar yet bustling enterprises of work and school as we awaited our world to return to normal.

However, disturbing and painful actions in our country have jarred us from our COVID-19 slumber. We are awakened to see that our country's normal continues to be laced with racism that has plagued our nation since its founding. The recent events in our nation with black citizens facing death and

continued injustices remind us that we each have a responsibility to our community to speak up and take actions that counter racism and discrimination in our society.

I implore you to think about your own journey and discovery of race and

economic advantage in America. My parents never had to teach me about what it means to be white. I never have had to worry that someone would look at the color of my skin and think I either may not be smart enough to learn or I should be exceedingly smart in a certain subject. No one has surveilled me in a store while shopping, or locked their cars or front doors out of fear when seeing me in their neighborhood. While I did not come from a family with economic means, the color of my skin has given me privileges that others do not have. Please think of privileges you hold that others may not.

As we engage in self-reflection, children and adults can experience a range of emotions including hurt, anger, confusion, discomfort, defensiveness, hopelessness, humility, resolve and advocacy. These feelings are normal.

Our teachers, too, are processing everything while continuing to create classrooms that are safe and welcoming spaces. We encourage students to connect with teachers, counselors and administrators, particularly if they are struggling with how to cope with their range of emotions and ideas. Also, FCPS has several resources on countering racism and stigma you may [find here](#) on the district website.

Thank you for taking time to personally reflect. Give yourself the gift of feeling vulnerable as you process emotions individually and collectively. Reach out to trusted professionals and access resources that will help you.

During this reflection period, I would like to simultaneously call the TJ community to action in three areas.

First, our school is a rich tapestry of heritages; however, we do not reflect the racial composition in FCPS. Our 32 black students and 47 Hispanic students fill three classrooms. If our demographics actually represented FCPS, we would enroll 180 black and 460 Hispanic students, filling nearly 22 classrooms. The most recent TJ admissions trend, unfortunately, does not close the equity gap. Do all FCPS children who have high interest and aptitude for STEM enjoy the same privileges that put them on a path to TJ? Do the TJ admissions outcomes affirm that we believe TJ is accessible to all talented STEM-focused students regardless of race or personal circumstance?

Second, consider colonialism's role in our country's history where certain classes exerted power over others as a means to economically exploit, oppress and enslave them. During the Colonial period, there were leaders who believed those with black or brown skin were uncivilized and not capable of being educated. I speak for us all when I assert this is not a value we share as a TJ community. Yet, our mascot is a Colonial. Can our community support dismantling a symbol that perpetuated racism in our country?

Finally, the heart of public education is in the classroom. This is where students learn to become ethical and global citizens as espoused in the FCPS [Portrait of a Graduate](#). Our students learn to understand and accept, not merely tolerate, diverse cultures and perspectives. Curriculum will need to be adapted to better equip our TJ students. As expressed by TJ alumni who have written to me, "STEM alone is not enough." Can our community support the new conversations, lessons and activities that will need to be infused across our entire TJ program of study in all content areas?

I acknowledge some of the questions I am asking may not equally resonate

with everyone as we examine our school's place within FCPS and the world. I also know that my words may not always be eloquent, my ideas may miss the mark, and I will make mistakes. I also know that I have enjoyed growing with you these past three years and have immense trust and faith in our community to pull together and do what is right, particularly for those in our community experiencing the most pain right now.

By evaluating the racial equity at our school, dismantling a long-held symbol of racism, and embracing curricula to better prepare TJ graduates for a truly diverse and culturally responsive world, you will play a role in how TJHSST continues to lead the nation as a public school that prepares students for the shared interests of humanity. Thank you for joining in this important work.

Sincerely,

Ann N. Bonitatibus, Ed.D.

TJHSST Principal

6560 Braddock Rd, Alexandria, VA 22312 | Main Office: 703.750.8300
Attendance: 703.750.8315 | [Web](#) | [Twitter](#)

Update your subscriptions, modify your password or email address, or stop subscriptions at any time on your [Subscriber Preferences Page](#). You will need to use your email address to log in. If you have questions or problems with the subscription service, please visit subscriberhelp.govdelivery.com.

This email was sent to anbonitatibu@fcps.edu using GovDelivery Communications Cloud on behalf of: Fairfax County Public Schools - 8115 Gatehouse Road · Falls Church, VA 22042



From: [Ann Greenwood](#)
To: [Bonitatibus, Ann N](#)
Subject: [External] Re: Message from the Principal
Date: Monday, June 8, 2020 7:39:47 AM

I loved your letter.... it gave me hope!

Ann Greenwood
Coordinator of Admissions
TJHSST 1989-1999

On Jun 7, 2020, at 8:45 PM, TJHSST <fcps@public.govdelivery.com> wrote:

Having trouble viewing this email? [View it as a Web page.](#)

TJHSST banner



Dear TJHSST Students and Families:

While the world has been quietly hibernating in quarantine the past few months, we recognize the personal isolation, health fears, and academic challenges you have endured. Our homes have been familiar yet bustling enterprises of work and school as we awaited our world to return to normal.

However, disturbing and painful actions in our country have jarred us from our COVID-19 slumber. We are awakened to see that our country's normal continues to be laced with racism that has plagued our nation since its founding. The recent events in our nation with black citizens facing death and continued injustices remind us that we each have a responsibility to our community to speak up and take actions that counter racism and discrimination in our society.

I implore you to think about your own journey and discovery of race and economic advantage in America. My parents never had to teach me about what it means to be white. I never have had to worry that someone would look at the color of my skin and think I either may not be smart enough to learn or I should be exceedingly smart in a certain subject. No one has surveilled me in

a store while shopping, or locked their cars or front doors out of fear when seeing me in their neighborhood. While I did not come from a family with economic means, the color of my skin has given me privileges that others do not have. Please think of privileges you hold that others may not.

As we engage in self-reflection, children and adults can experience a range of emotions including hurt, anger, confusion, discomfort, defensiveness, hopelessness, humility, resolve and advocacy. These feelings are normal.

Our teachers, too, are processing everything while continuing to create classrooms that are safe and welcoming spaces. We encourage students to connect with teachers, counselors and administrators, particularly if they are struggling with how to cope with their range of emotions and ideas. Also, FCPS has several resources on countering racism and stigma you may [find here](#) on the district website.

Thank you for taking time to personally reflect. Give yourself the gift of feeling vulnerable as you process emotions individually and collectively. Reach out to trusted professionals and access resources that will help you.

During this reflection period, I would like to simultaneously call the TJ community to action in three areas.

First, our school is a rich tapestry of heritages; however, we do not reflect the racial composition in FCPS. Our 32 black students and 47 Hispanic students fill three classrooms. If our demographics actually represented FCPS, we would enroll 180 black and 460 Hispanic students, filling nearly 22 classrooms. The most recent TJ admissions trend, unfortunately, does not close the equity gap. Do all FCPS children who have high interest and aptitude for STEM enjoy the same privileges that put them on a path to TJ? Do the TJ admissions outcomes affirm that we believe TJ is accessible to all talented STEM-focused students regardless of race or personal circumstance?

Second, consider colonialism's role in our country's history where certain classes exerted power over others as a means to economically exploit, oppress and enslave them. During the Colonial period, there were leaders who believed those with black or brown skin were uncivilized and not capable of being educated. I speak for us all when I assert this is not a value we share as a TJ community. Yet, our mascot is a Colonial. Can our community support dismantling a symbol that perpetuated racism in our country?

Finally, the heart of public education is in the classroom. This is where students learn to become ethical and global citizens as espoused in the FCPS [Portrait of a Graduate](#). Our students learn to understand and accept, not merely tolerate, diverse cultures and perspectives. Curriculum will need to be adapted to better equip our TJ students. As expressed by TJ alumni who have written to me, "STEM alone is not enough." Can our community support the new conversations, lessons and activities that will need to be infused across our entire TJ program of study in all content areas?

I acknowledge some of the questions I am asking may not equally resonate with everyone as we examine our school's place within FCPS and the world. I also know that my words may not always be eloquent, my ideas may miss the mark, and I will make mistakes. I also know that I have enjoyed growing with you these past three years and have immense trust and faith in our community to pull together and do what is right, particularly for those in our community experiencing the most pain right now.

By evaluating the racial equity at our school, dismantling a long-held symbol of racism, and embracing curricula to better prepare TJ graduates for a truly diverse and culturally responsive world, you will play a role in how TJHSST continues to lead the nation as a public school that prepares students for the shared interests of humanity. Thank you for joining in this important work.

Sincerely,

Ann N. Bonitatibus, Ed.D.

TJHSST Principal

[6560 Braddock Rd, Alexandria, VA 22312](#) | Main Office: 703.750.8300

Attendance: 703.750.8315 | [Web](#) | [Twitter](#)

Update your subscriptions, modify your password or email address, or stop subscriptions at any time on your [Subscriber Preferences Page](#). You will need to use your email address to log in. If you have questions or problems with the subscription service, please visit [subscriberhelp.govdelivery.com](#).

This email was sent to ann.greenwood@verizon.net using GovDelivery Communications Cloud on behalf of: Fairfax County Public Schools 8115 Gatehouse Road Falls Church, VA 22042



From: [Bonitatibus, Ann N](#)
To: [Ann Greenwood](#)
Subject: RE: [External] Re: Message from the Principal
Date: Monday, June 8, 2020 8:17:00 AM

Yeah!! Thanks for the feedback. We have important work to do. 😊

Ann

Ann N Bonitatibus, Ed D
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Ann Greenwood [mailto:greenwood.ann@gmail.com]

Sent: Monday, June 8, 2020 7:40 AM

To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Subject: [External] Re: Message from the Principal

I loved your letter.... it gave me hope!

Ann Greenwood
Coordinator of Admissions
TJHSST 1989-1999

On Jun 7, 2020, at 8:45 PM, TJHSST <fcps@public.govdelivery.com> wrote:

Having trouble viewing this email? [View it as a Web page.](#)

Dear TJHSST Students and Families:

While the world has been quietly hibernating in quarantine the past few months, we recognize the personal isolation, health fears, and academic challenges you have endured. Our homes have been familiar yet bustling enterprises of work and school as we awaited our world to return to normal.

However, disturbing and painful actions in our country have jarred us from our COVID-19 slumber. We are awakened to see that our country's normal continues to be laced with racism that has plagued our nation since its founding. The recent events in our nation with black citizens facing death and continued injustices remind us that we each have a responsibility to our community to speak up and take actions that counter racism and discrimination in our society.

I implore you to think about your own journey and discovery of race and economic advantage in America. My parents never had to teach me about what it means to be white. I never have had to worry that someone would look at the color of my skin and think I either may not be smart enough to learn or I should be exceedingly smart in a certain subject. No one has surveilled me in a store while shopping, or locked their cars or front doors out of fear when seeing me in their neighborhood. While I did not come from a family with economic means, the color of my skin has given me privileges that others do not have. Please think of privileges you hold that others may not.

As we engage in self-reflection, children and adults can experience a range of emotions including hurt, anger, confusion, discomfort, defensiveness, hopelessness, humility, resolve and advocacy. These feelings are normal.

Our teachers, too, are processing everything while continuing to create classrooms that are safe and welcoming spaces. We encourage students to connect with teachers, counselors and administrators, particularly if they are struggling with how to cope with their range of emotions and ideas. Also, FCPS has several resources on countering racism and stigma you may [find here](#) on the district website.

Thank you for taking time to personally reflect. Give yourself the gift of feeling vulnerable as you process emotions individually and collectively. Reach out to trusted professionals and access resources that will help you.

During this reflection period, I would like to simultaneously call the TJ community to action in three areas.

First, our school is a rich tapestry of heritages; however, we do not reflect the racial composition in FCPS. Our 32 black students and 47 Hispanic students fill three classrooms. If our demographics actually represented FCPS, we would enroll 180 black and 460 Hispanic students, filling nearly 22 classrooms. The most recent TJ admissions trend, unfortunately, does not close the equity gap. Do all FCPS children who have high interest and aptitude for STEM enjoy the same privileges that put them on a path to TJ? Do the TJ admissions outcomes affirm that we believe TJ is accessible to all talented STEM-focused students regardless of race or personal circumstance?

Second, consider colonialism's role in our country's history where certain classes exerted power over others as a means to economically exploit, oppress and enslave them. During the Colonial period, there were leaders who believed those with black or brown skin were uncivilized and not capable of being educated. I speak for us all when I assert this is not a value we share as a TJ community. Yet, our mascot is a Colonial. Can our community support

dismantling a symbol that perpetuated racism in our country?

Finally, the heart of public education is in the classroom. This is where students learn to become ethical and global citizens as espoused in the FCPS [Portrait of a Graduate](#). Our students learn to understand and accept, not merely tolerate, diverse cultures and perspectives. Curriculum will need to be adapted to better equip our TJ students. As expressed by TJ alumni who have written to me, "STEM alone is not enough." Can our community support the new conversations, lessons and activities that will need to be infused across our entire TJ program of study in all content areas?

I acknowledge some of the questions I am asking may not equally resonate with everyone as we examine our school's place within FCPS and the world. I also know that my words may not always be eloquent, my ideas may miss the mark, and I will make mistakes. I also know that I have enjoyed growing with you these past three years and have immense trust and faith in our community to pull together and do what is right, particularly for those in our community experiencing the most pain right now.

By evaluating the racial equity at our school, dismantling a long-held symbol of racism, and embracing curricula to better prepare TJ graduates for a truly diverse and culturally responsive world, you will play a role in how TJHSST continues to lead the nation as a public school that prepares students for the shared interests of humanity. Thank you for joining in this important work.

Sincerely,

Ann N. Bonitatibus, Ed.D.

TJHSST Principal

[6560 Braddock Rd, Alexandria, VA 22312](#) | Main Office: 703.750.8300

Attendance: 703.750.8315 | [Web](#) | [Twitter](#)

Update your subscriptions, modify your password or email address, or stop subscriptions at any time on your [Subscriber Preferences Page](#). You will need to use your email address to log in. If you have questions or problems with the subscription service, please visit [subscriberhelp.govdelivery.com](#).

This email was sent to ann.greenwood@verizon.net using GovDelivery Communications Cloud on behalf of: Fairfax County Public Schools - 8115 Gatehouse Road Falls Church, VA 22042

From: [Mills, Rachel E](#)
To: [Bonitatibus, Ann N](#)
Subject: Thank you
Date: Monday, June 8, 2020 10:02:46 AM

Dear Ann,

I just wanted to thank you for your leadership on issues of equity and diversity at TJ. I think these are such important discussions to be having. I think it would be a great step if we could somehow change the admissions process to have a student body more reflecting the population in Fairfax County for this next fall.

Please let me know how I can help. This is a mission I firmly support.

Rachel

Rachel Mills
Geosystems & Astronomy Teacher
Astronomy & Astrophysics Lab Director
Thomas Jefferson High School for Science and Technology
6560 Braddock Road, Alexandria, VA 22312
703-750-8300
remills@fcps.edu

From: [Eckel, Malcolm](#)
To: [TJHSST All Staff](#)
Subject: TJ's admissions stats this year
Date: Monday, June 8, 2020 11:22:39 AM
Attachments: [Admissions Statistics Press Release Class of 2024.pdf](#)

As discussed in this morning's huddle, if you'd like to see the numbers. This is pretty hard to find on the FCPS website.

Note that even given that fewer black / hispanic students apply, the ones who do apply are *still* much less likely to be accepted than the other categories (even moreso for black students specifically). This isn't on the report directly, but in case you're curious:

24.9% of asian students who applied were admitted

Less than 5.6% of black students who applied were admitted (we don't know the actual number)

7.7% of hispanic students who applied were admitted

14.5% of white students who applied were admitted

-Malcolm

FCPS' THOMAS JEFFERSON HIGH SCHOOL FOR SCIENCE AND TECHNOLOGY OFFERS ADMISSION TO 486 STUDENTS

Fairfax County Public Schools (FCPS) has offered admission to 486 students for the Class of 2024 at Thomas Jefferson High School for Science and Technology (TJHSST).

A total of 2,539 students applied for admission. Approximately seventy-two (71.6) percent of the students offered admission reside in Fairfax County and twenty-eight (28.4) percent are from Arlington, Loudoun, and Prince William Counties and the City of Falls Church. Approximately ninety (89.5) percent of students offered admission are currently attending public schools.

Established in 1985, TJHSST is a governor's school offering a comprehensive college preparatory program emphasizing the sciences, mathematics, and technology. Specialized technical laboratories, including a technological computational center, enhance the academic curriculum and provide students with experience in state-of-the-art technology, opportunities for independent research and experimentation, and interaction with professionals from the scientific, technological, engineering, and industrial communities.

The selection process for admittance to TJHSST involves a holistic review of each candidate's semifinalist essay, teacher recommendations, and student-authored information sheet, as well as consideration of grades and test scores on the admissions examination. As always, a summer round of admissions for eighth graders newly moved to a participating district after September 30 of the previous year will add to the 486 offers at the end of June.

Note: For more information, contact the TJHSST Admissions Office at 571-423-3770.

Table 1 – TJHSST Admissions Statistics for Class of 2024

TJHSST Admissions Statistics for Class of 2024

| | Applicants | Percent | Admitted | Percent |
|--------------------|------------|---------|----------|---------|
| Gender | | | | |
| Male | 1,385 | 54.5% | 283 | 58.2% |
| Female | 1,154 | 45.5% | 203 | 41.8% |
| Total | 2,539 | | 486 | |
| | | | | |
| Ethnic | | | | |
| Asian | 1,423 | 56.0% | 355 | 73.0% |
| Black | 160 | 6.3% | TS** | N/A |
| Hispanic | 208 | 8.2% | 16 | 3.3% |
| White | 595 | 23.4% | 86 | 17.7% |
| Multiracial/Other* | 153 | 6.0% | 29 | 6.0% |
| Total | 2,539 | | 486 | |
| | | | | |
| School Type | | | | |
| Public | 2,354 | 92.7% | 435 | 89.5% |
| Private/Home | 185 | 7.3% | 51 | 10.5% |
| Total | 2,539 | | 486 | |

* This category includes students who checked "Multiracial" on their application and/or students whose ethnic designation numbered ten or fewer.

** This category includes records that are too small for reporting (TS). Those numbers have been included with the Multiracial/Other Category. This category includes students who numbered ten or fewer.

From: [Burke, Sean P.](#)
To: [Eckel, Malcolm](#); [TJHSST All Staff](#)
Subject: RE: TJ's admissions stats this year
Date: Monday, June 8, 2020 11:24:18 AM

More historical data....It was shared in the chat by Brian Kennedy.

<http://www.fcag.org/tjstatistics.shtml>

From: Eckel, Malcolm <mceckel@fcps.edu>
Sent: Monday, June 8, 2020 11:23 AM
To: TJHSST All Staff <TJHSSTAllStaff@fcps.edu>
Subject: TJ's admissions stats this year

As discussed in this morning's huddle, if you'd like to see the numbers. This is pretty hard to find on the FCPS website.

Note that even given that fewer black / hispanic students apply, the ones who do apply are *still* much less likely to be accepted than the other categories (even moreso for black students specifically). This isn't on the report directly, but in case you're curious:

24.9% of asian students who applied were admitted

Less than 5.6% of black students who applied were admitted (we don't know the actual number)

7.7% of hispanic students who applied were admitted

14.5% of white students who applied were admitted

-Malcolm

From: [REDACTED]
To: [Bonitatibus, Ann N](#)
Subject: [External] Re: Rethinking the mascot
Date: Monday, June 8, 2020 11:36:20 AM

Just noticed much of the content did not send with my e:mail:

Dear Principal Bonitatibus,

Thank you for your recent email addressing the challenges we have all experienced this school year.

I whole heartily support changing the mascot to reflect the values and diversity of the TJ Community.

My humble submission is the
TJ Freedom Fighters

It is a nod to the past and present, and reflects a healthy passion that can be embraced by our academic and sports teams.

Once again, thank you for your thoughtful letter. Hope you and your family are doing well during this difficult time in our history.

Sincerely,

[REDACTED]

On Mon, Jun 8, 2020 at 11:22 AM [REDACTED] wrote:

Thank you for your recent email addressing the challenges we have all experienced this school year.

From: [REDACTED]
To: [Bonitatibus, Ann N](#)
Subject: Re: A Call to Action
Date: Monday, June 8, 2020 11:49:06 AM

Hi Dr. Bonitatibus,

I've gathered a group of around 30 students across the classes at TJ to meet with us today. A few students were wondering if it would be alright to have the meeting be on the record, such that information could be used for a tjTODAY article. Would this be possible?

Let me know.

We look forward to speaking with you!

[REDACTED]

On Fri, Jun 5, 2020 at 12:41 PM [REDACTED] wrote:
| Hi Dr. Bonitatibus,

I'll start gathering interested students now! Thank you again for being open to discussing this and helping bring the school together to make a difference.

See you on Monday!

Sincerely,

██████████

On Fri, Jun 5, 2020 at 12:01 PM Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

Hi, ██████████

Please feel free to share my sentiments among those you know who have a passion to join in a collective to lead our school through a movement that dismantles racism.

Here is the link to a Blackboard session that will run from 3:00-4:00 on Monday, June 8.

<https://us.bbcollab.com/guest/c4246ce4d103409197296e07076f955e>

My preference is that the link not be shared with the masses. Let's start with an interested core of TJ students (no more than 30is) and then decide how to widen the circle. I'll trust you to

figure out how to get a representative group to the table.

Thanks for coordinating a team to get together for this initial important conversation. Looking forward to seeing you Monday!

Dr. Bonitatibus

Ann N. Bonitatibus, Ed.D.

Principal

Thomas Jefferson High School

for Science and Technology

6560 Braddock Road

Alexandria, VA 22312

(703) 750-8300

From: [REDACTED]

Sent: Thursday, June 4, 2020 12:17 AM

To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Subject: Re: A Call to Action

Dear Dr. Bonitatibus,

Thank you for your response and for doing so much to give the class of 2020 a good farewell!

I commend you for the work that you are already doing to make the school system more inclusive! I would love to join you in this initiative. Would it be alright if I shared part of your response with other students to encourage them to reach out as well and get a conversation going about how we can all pitch in to make this work?

I'd love to meet with you next Monday. Please let me know how we can get students involved!

Thank you again,

[REDACTED]

On Jun 3, 2020, at 8:50 PM, Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

Hi, [REDACTED]

Thank you for reaching out. I am doing great because we're able to honor you, the Class of 2020 this week.

Like you, I am appalled and distraught by the institutional and generational racism that doggedly plagues our nation. Throughout my 30+ years at all levels in public education, I have been an active hand, not just a voice, in working to eradicate racism in school settings across multiple school districts. This includes quelling race riots, changing the racist behaviors of self-proclaimed neo-Nazi skinheads, writing policies and legislation for equality, providing professional development for teachers and administrators, reaching out to the Department of Justice to run sessions for students and teachers, designing LGBTQ inclusion, and the list goes on.

The current societal advocacy is creating a strong and compelling impetus for all of us to rise to the occasion and do what is right to ensure racism, micro-aggressions, and cultural appropriation are replaced with acceptance (as opposed to tolerance), kindness, empathy, equity, and understanding.

Already, I am part of a group giving feedback on legislation targeting diversity concerns in VA Governor's Schools. Also, I have been engaged in substantive ongoing conversations with various district leaders about ideas that could address the racial inequities at our school. Finally, most recently, I have been personally calling TJ teachers and administrators talking to them about TJ being a leader in

our community to dismantle symbols, practices and acts of racism. Coincidentally, my conversations have included how to involve students.

As you point out, I am in a position of leadership to influence and serve, but the title alone does not bear the sole onus of responsibility. In a school community, we all share responsibility and must move collectively to generate momentum; otherwise, a solo act can become engulfed and slowly drown in a sea filled with naysayers and those seeking status quo.

I would love students to aid in the journey we are compelled to take. Are you and other peers willing to go bold with me? If so, I have time to meet with you next Monday June 8 from 3-4.

Please let me know if you would be available. My deepest gratitude goes to you for having the courage and initiative to reach out and be an important link to the student body.

Again, congrats on your graduation!

Dr. Bonitatibus

Ann N. Bonitatibus, Ed.D.

Principal

Thomas Jefferson High School

for Science and Technology

6560 Braddock Road

Alexandria, VA 22312

(703) 750-8300

From [REDACTED]

Sent: Tuesday, June 2, 2020 2:43 AM

To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Subject: [External] A Call to Action

Dear Dr. Bonitatibus,

I hope this email finds you well.

I'm sure you are aware of the recent events surrounding the murder of George Floyd and countless innocent Black Americans throughout our country's history. The students of TJHSST, myself included, are working together to be active members of the community for a better tomorrow in which our friends, family, and classmates no longer have to suffer from inequality and hatred. While each of us is trying to speak up with our own voices, one of the best ways to be heard is to connect with those who have the power to speak louder and make a difference. And so I find myself here, writing to you.

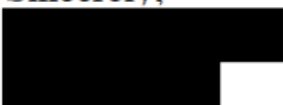
Although I am a graduating senior, I care deeply about TJ and its future students. The school system is one of the biggest influences on youth, Black and others alike. Historically, TJ's student body and faculty have underrepresented black and other non-Asian minorities. In my four years at TJ, black students have made up less than 2% of the student population. I can only imagine this leaves our small number of black students to feel singled out. Additionally, I have heard racist remarks from students and staff, both intentional and unintentional. Furthermore, cultural appropriation is a prevalent issue at TJ, with many students taking elements of black culture and lingo with no sign of appreciation or acknowledgement for the struggles that accompany truly being part of that culture.

I would like to know what you and the administration and TJHSST are doing and will do to solve these problems that plague our school and nation. How can we improve the representation of black students at TJ and in STEM? How can we prevent racism amongst students and teachers and replace it with kindness and equality? How can we replace cultural appropriation with cultural understanding? As the principal of a notable school such as TJHSST, you not only have the power to create change for your students, but to inspire other schools to do the same. In a position where your voice will be heard by many, it is your responsibility to serve your students and community. I urge you to take action.

Please let me know how you will address this, as well as how the students can aid this process.

Thank you.

Sincerely,

A black rectangular redaction box covering the signature of the sender.

□

From: [Shughart, Jeremy A](#)
To: [Truphelia Parker](#)
Cc: [Bonitatibus, Ann N](#)
Subject: RE: [External] Welcome TJHSST Class of 2024
Date: Monday, June 8, 2020 12:41:22 PM

Thank you for reaching out to us with your question regarding the admissions numbers at Thomas Jefferson High School for Science and Technology (TJHSST). Due to the VA Code [Va. Code 2.23705.4(1)], we are not permitted to release this information to the public as it relates to potentially personally identifiable information of individual students. For this reason, when we release any information related to the student body, if those numbers don't exceed a threshold of 10, we do not report the actual number.

We value diversity and believe that it contributes to the richness of the education at TJHSST. We are continually looking at ways to improve our admissions process. Below is information related to our current processes.

Admissions Policy:

- The admissions policy is established by the School Board. The admissions policy at Thomas Jefferson High School for Science and Technology has been debated and modified several times to address the diversity issue.
- Prior to 2013, all admission components were scored separately and those scores were compiled to arrive at a numerical score. Based on the numerical scores, the top 480 students were offered admission.
- In 2013, the school board changed the admissions policy which now provides that student semi-finalists undergo a comprehensive, holistic review process to assesses their exceptional quantitative skills and interest in STEM, ability to meet the rigors of the TJHSST curriculum and the potential to be effective contributors to the school's learning experience.
- The pool of semifinalists is determined strictly by the math, reading & science percentile ranks from the admissions tests and GPA.
- Under the admissions policy, the components that are evaluated are: essay question, student information sheet, teacher recommendations, math, reading & science percentile ranks from the admissions tests, grade point average and the math/science grade point average. A team of highly qualified, veteran educators, within all the participating jurisdictions, evaluates all application components and the strongest candidates are offered admission.
- No single component of the application will determine whether a student is granted or denied admission.

Outreach Efforts:

- The underrepresentation of students from culturally and ethnically diverse socioeconomic status backgrounds in gifted and talented programs across the United States is one of the most critical problems facing public educators today.
- Information on TJHSST and the TJHSST admissions process is distributed to counselors, churches, and community organizations. The admissions office also collaborates with groups within TJHSST that promote STEM opportunities and attending TJHSST to underrepresented students, including the PTSA Diversity Committee, the Staff Diversity & Engagement Committee, and student groups.
- Admissions Staff and TJ students, acting as student ambassadors, go into our elementary and middle schools to encourage students to find their passion for STEM and attend TJ. These aggressive outreach efforts will continue to encourage African American and Hispanic students with a passion for math and science to consider attending TJ as their high school option. Again, FCPS remains committed to diversity at TJ and will continue to pursue our outreach efforts to underrepresented populations.

Sincerely,
Jeremy

Jeremy Shughart, ED.S.
Director of Admissions
Thomas Jefferson High School for Science and Technology
Fairfax County Public Schools
571-423-3770

From: Truphelia Parker [REDACTED]
Sent: Friday, June 05, 2020 8:54 AM
To: TJ Admissions <tjadmissions@fcps.edu>; Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] Welcome TJHSST Class of 2024

Good morning,
Would you please provide me the exact number of African-American/Black students admitted to the Class of 2024? The report indicates 160 applied but the acceptance was TS, this

category includes numbers that are too small for reporting (TS). However, I am sure that the number of admitted African-American/Black students has been captured.

<https://www.fcps.edu/news/tjhsst-offers-admission-486-students?fbclid=IwAR3Nw7lv5A7f0EG9FKWomhblfREapEvbGLfXKYV1GVm-3V8mxRl4ftDxcI>

Thank you.

Truphelia Parker

From: [Kennedy, Brian J.](#)
To: [Burke, Sean P.](#)
Cc: [Eckel, Malcolm](#); [TJHSST All Staff](#)
Subject: Re: TJ's admissions stats this year
Date: Monday, June 8, 2020 1:03:50 PM

Thanks for re-sharing.

For some pre-meeting homework, I encourage checking out the Blue Ribbon report from 2004 (in the link below then at the bottom of that webpage).

Brian

On Jun 8, 2020, at 11:24 AM, Burke, Sean P. <SPBurke@fcps.edu> wrote:

More historical data....It was shared in the chat by Brian Kennedy.

<http://www.fcag.org/tjstatistics.shtml>

From: Eckel, Malcolm <mceckel@fcps.edu>
Sent: Monday, June 8, 2020 11:23 AM
To: TJHSST All Staff <TJHSSTAllStaff@fcps.edu>
Subject: TJ's admissions stats this year

As discussed in this morning's huddle, if you'd like to see the numbers. This is pretty hard to find on the FCPS website.

Note that even given that fewer black / hispanic students apply, the ones who do apply are *still* much less likely to be accepted than the other categories (even moreso for black students specifically). This isn't on the report directly, but in case you're curious:

24.9% of asian students who applied were admitted

Less than 5.6% of black students who applied were admitted (we don't know the actual number)

7.7% of hispanic students who applied were admitted

14.5% of white students who applied were admitted

-Malcolm

From: anbonitatibu@fcps.edu
To: [Shughart, Jeremy A](#)
Subject: Re: [External] Welcome TJHSST Class of 2024
Date: Monday, June 8, 2020 2:13:37 PM

Thanks. Be aware Ryan McElveen posted the number is zero black students admitted. Many in the community are citing his figure. I have told people that while I cannot confirm the actual number, the figure he cites is incorrect.

Ann N. Bonitatibus, Ed.D.
Principal
TJHSST
(Sent from mobile phone)

On Jun 8, 2020, at 12:41 PM, Shughart, Jeremy A <jshughart@fcps.edu> wrote:

Thank you for reaching out to us with your question regarding the admissions numbers at Thomas Jefferson High School for Science and Technology (TJHSST). Due to the VA Code [Va. Code 2.23705.4(1)], we are not permitted to release this information to the public as it relates to potentially personally identifiable information of individual students. For this reason, when we release any information related to the student body, if those numbers don't exceed a threshold of 10, we do not report the actual number.

We value diversity and believe that it contributes to the richness of the education at TJHSST. We are continually looking at ways to improve our admissions process. Below is information related to our current processes.

Admissions Policy:

- The admissions policy is established by the School Board. The admissions policy at Thomas Jefferson High School for Science and Technology has been debated and modified several times to address the diversity issue.
- Prior to 2013, all admission components were scored separately and those scores were compiled to arrive at a numerical score. Based on the numerical scores, the top 480 students were offered admission.
- In 2013, the school board changed the admissions policy which now provides that student semi-finalists undergo a comprehensive, holistic review process to assesses their exceptional quantitative skills and interest in STEM, ability to meet the rigors of the TJHSST curriculum and the potential to be effective contributors to the school's learning experience.
- The pool of semifinalists is determined strictly by the math, reading & science percentile ranks from the admissions tests and GPA.
- Under the admissions policy, the components that are evaluated are: essay question, student information sheet, teacher recommendations, math, reading & science percentile ranks from the admissions tests, grade point average and the math/science grade point average. A team of highly qualified, veteran educators, within all the participating jurisdictions, evaluates all application components and the strongest candidates are offered admission.

Outreach Efforts:

- The underrepresentation of students from culturally and ethnically diverse socioeconomic status backgrounds in gifted and talented programs across the United States is one of the most critical problems facing public educators today.
- Information on TJHSST and the TJHSST admissions process is distributed to counselors, churches, and community organizations. The admissions office also collaborates with groups within TJHSST that promote STEM opportunities and attending TJHSST to underrepresented students, including the PTSA Diversity Committee, the Staff Diversity & Engagement Committee, and student groups.
- Admissions Staff and TJ students, acting as student ambassadors, go into our elementary and middle schools to encourage students to find their passion for STEM and attend TJ. These aggressive outreach efforts will continue to encourage African American and Hispanic students with a passion for math and science to consider attending TJ as their high school option. Again, FCPS remains committed to diversity at TJ and will continue to pursue our outreach efforts to underrepresented populations.

Sincerely,
Jeremy

Jeremy Shughart, ED.S.
Director of Admissions
Thomas Jefferson High School for Science and Technology
Fairfax County Public Schools
571-423-3770

From: Truphelia Parker [REDACTED]
Sent: Friday, June 05, 2020 8:54 AM
To: TJ Admissions <tjadmissions@fcps.edu>; Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] Welcome TJHSST Class of 2024

Good morning,

Would you please provide me the exact number of African-American/Black students admitted to the Class of 2024? The report indicates 160 applied but the acceptance was TS, this category includes numbers that are too small for reporting (TS). However, I am sure that the number of admitted African-American/Black students has been captured.

<https://www.fcps.edu/news/tjhsst-offers-admission-486-students?fbclid=IwAR3Nw7lv5A7f0EG9FKWomhblfREapEvbGLfXKYV1GVm-3V8mxRl4fltDxcI>

Thank you.

Truphelia Parker

From: [Bonitatibus, Ann N](#)
To: [Shughart, Jeremy A](#)
Subject: Re: [External] Welcome TJHSST Class of 2024
Date: Monday, June 8, 2020 2:13:38 PM

Thanks. Be aware Ryan McElveen posted the number is zero black students admitted. Many in the community are citing his figure. I have told people that while I cannot confirm the actual number, the figure he cites is incorrect.

Ann N. Bonitatibus, Ed.D.
Principal
TJHSST
(Sent from mobile phone)

On Jun 8, 2020, at 12:41 PM, Shughart, Jeremy A <jshughart@fcps.edu> wrote:

Thank you for reaching out to us with your question regarding the admissions numbers at Thomas Jefferson High School for Science and Technology (TJHSST). Due to the VA Code [Va. Code 2.23705.4(1)], we are not permitted to release this information to the public as it relates to potentially personally identifiable information of individual students. For this reason, when we release any information related to the student body, if those numbers don't exceed a threshold of 10, we do not report the actual number.

We value diversity and believe that it contributes to the richness of the education at TJHSST. We are continually looking at ways to improve our admissions process. Below is information related to our current processes.

Admissions Policy:

- The admissions policy is established by the School Board. The admissions policy at Thomas Jefferson High School for Science and Technology has been debated and modified several times to address the diversity issue.
- Prior to 2013, all admission components were scored separately and those scores were compiled to arrive at a numerical score. Based on the numerical scores, the top 480 students were offered admission.
- In 2013, the school board changed the admissions policy which now provides that student semi-finalists undergo a comprehensive, holistic review process to assesses their exceptional quantitative skills and interest in STEM, ability to meet the rigors of the TJHSST curriculum and the potential to be effective contributors to the school's learning experience.
- The pool of semifinalists is determined strictly by the math, reading & science percentile ranks from the admissions tests and GPA.
- Under the admissions policy, the components that are evaluated are: essay question, student information sheet, teacher recommendations, math, reading & science percentile ranks from the admissions tests, grade point average and the math/science grade point average. A team of highly qualified, veteran educators, within all the participating jurisdictions, evaluates all application components and the strongest candidates are offered admission.
- No single component of the application will determine whether a student is granted or denied admission.

Outreach Efforts:

- The underrepresentation of students from culturally and ethnically diverse socioeconomic status backgrounds in gifted and talented programs across the United States is one of the most critical problems facing public educators today.

- Information on TJHSST and the TJHSST admissions process is distributed to counselors, churches, and community organizations. The admissions office also collaborates with groups within TJHSST that promote STEM opportunities and attending TJHSST to underrepresented students, including the PTSA Diversity Committee, the Staff Diversity & Engagement Committee, and student groups.
- Admissions Staff and TJ students, acting as student ambassadors, go into our elementary and middle schools to encourage students to find their passion for STEM and attend TJ. These aggressive outreach efforts will continue to encourage African American and Hispanic students with a passion for math and science to consider attending TJ as their high school option. Again, FCPS remains committed to diversity at TJ and will continue to pursue our outreach efforts to underrepresented populations.

Sincerely,
Jeremy

Jeremy Shughart, ED.S.
Director of Admissions
Thomas Jefferson High School for Science and Technology
Fairfax County Public Schools
571-423-3770

From: Truphelia Parker [REDACTED]
Sent: Friday, June 05, 2020 8:54 AM
To: TJ Admissions <tjadmissions@fcps.edu>; Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] Welcome TJHSST Class of 2024

Good morning,
Would you please provide me the exact number of African-American/Black students admitted to the Class of 2024? The report indicates 160 applied but the acceptance was TS, this category includes numbers that are too small for reporting (TS). However, I am sure that the number of admitted African-American/Black students has been captured.

<https://www.fcps.edu/news/tjhsst-offers-admission-486-students?fbclid=IwAR3Nw7lv5A7f0EG9FKWomhblfREapEvbGLfXKYV1GVm-3V8mxRI4fltDxcI>

Thank you.

Truphelia Parker

From: [Oszko, Szilvia](#)
To: [Kennedy, Brian J.](#); [Burke, Sean P.](#)
Cc: [Eckel, Malcolm](#); [TJHSST All Staff](#)
Subject: RE: TJ's admissions stats this year
Date: Monday, June 8, 2020 3:35:32 PM

I am adding another interesting resource for those of you who would like to see the big picture of what countywide processes impact our demographics at TJ.

[https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BPLQKV69B096/\\$file/FCPS%20final%20report%2005.05.20.pdf](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BPLQKV69B096/$file/FCPS%20final%20report%2005.05.20.pdf)

This is a comprehensive external evaluation of the FCPS advanced academic program with a wealth of data, just conducted in 2019-20. (Interesting mentions of TJ as well – just do a search in the document!) Since the vast majority of TJ students come from Level 4 advanced academic programs in the county, the disproportional selection of various demographic groups for Level 4 services in 2nd grade already puts in place a significant roadblock to improving our school's diversity. Table 4 on p. 9 gives a good summary of the demographic breakdown in 2nd grade Level 4.

This should not serve as an excuse for the disappointing statistics that Malcolm shared, just another perspective.

On a positive note, the report mentions that there has been a substantial increase in Black and Hispanic students' eligibility for level IV Advanced Academic services countywide over the past decade (increases of 186% and 322%, respectively, between 2008 and 2018). This reflects the paradigm shift and tremendous efforts put forth by the AAP office in recent years to close the excellence gap, including the advancement of the [Young Scholars model](#). I wish the same guiding principles were embraced by TJ admissions!

Szilvia

From: Kennedy, Brian J. <BJKennedy@fcps.edu>
Sent: Monday, June 8, 2020 1:04 PM
To: Burke, Sean P. <SPBurke@fcps.edu>
Cc: Eckel, Malcolm <mceckel@fcps.edu>; TJHSST All Staff <TJHSSTAllStaff@fcps.edu>
Subject: Re: TJ's admissions stats this year

Thanks for re-sharing.

For some pre-meeting homework, I encourage checking out the Blue Ribbon report from 2004 (in the link below then at the bottom of that webpage).

Brian

On Jun 8, 2020, at 11:24 AM, Burke, Sean P. <SPBurke@fcps.edu> wrote:

More historical data....It was shared in the chat by Brian Kennedy.

<http://www.fcag.org/tjstatistics.shtml>

From: Eckel, Malcolm <mceckel@fcps.edu>
Sent: Monday, June 8, 2020 11:23 AM
To: TJHSST All Staff <TJHSSTAllStaff@fcps.edu>
Subject: TJ's admissions stats this year

As discussed in this morning's huddle, if you'd like to see the numbers. This is pretty hard to find on the FCPS website.

Note that even given that fewer black / hispanic students apply, the ones who do apply are *still* much less likely to be accepted than the other categories (even moreso for black students specifically). This isn't on the report directly, but in case you're curious:

24.9% of asian students who applied were admitted
Less than 5.6% of black students who applied were admitted (we don't know the actual number)
7.7% of hispanic students who applied were admitted
14.5% of white students who applied were admitted

-Malcolm

From: [Wickliff, Jay D](#)
To: [Bonitatibus, Ann N](#)
Subject: Diversity
Date: Monday, June 8, 2020 6:18:17 PM

Good Evening,

First, thank you. Today was fabulous.

Second, not talking for 1:45 about something I care about was the most painful 1:45 of me life. Well maybe third degree torn ligaments, since I cheated and used the chat box.

Third, nothing the students said was new, but the enthusiasm was both heart-warming and encouraging.

Fourth, the faculty response was even more encouraging Two years of asking faculty to do a couple of hours of technical demonstration on Saturday morning produced one Saturday from Steve Schola. (Malcolm, Stepanie, Natalie, John Z. and Szilvia have made major contributions in other ways.) The Floyd murder looks lie it could be a real watershed event like my Presidential Classroom friend John Lewis' walk across the bridge in Selma.

Fifth, I didn't talk because I wanted to listen and knew once I started that I could not stop. I knew I would say this is a political issue and those who are interested in diversity have an hour attention span and those who are interested in getting their kids into TJ have a decade attention span.

Sixth, I think we need to be careful about demonizing parents, who work hard to get heir students into TJ. They are great parents.

Seventh, fairness is only one reason to want diversity. Developing students who are prepared for the real world they may live in some day is another reason. Perhaps the most important is to inspire more students in underrepresented schools to aspire to and prepare for TJ.

Finally (I know eight is already toooooo many), Malcolm was absolutely right. We need to focus and the focus needs to be admissions. That is the quickest, most direct and most controllable route. I am confident that we could multiply our representation with qualified students who are already applying. More admission would then have a multiplier effect.

Please let me know if there is anything that I can do to help.

Thanks again, Jay

To: glenn.s.miller@gmail.com
Subject: RE: Newsletter message
Date: Monday, June 8, 2020 8:50:14 PM

Good evening, Mr. Miller.

Thank you for reaching out to share your thoughts about the recent newsletter. I value diverse perspectives and welcome all views to the table as we continue to advance TJ as a school that provides a rewarding and challenging STEM experience while simultaneously preparing students to be global and ethical citizens who demonstrate empathy, understanding and cultural awareness.

I understand your view that other races may find the stance threatening as it seeks to close significant gaps in underrepresentation. Also, your point about Colonial and colonialism will be considered as more community input will be sought. As to your last point about changing STEM curricula, current students and alumni have requested we include more diverse representation when selecting texts and materials, along with expanding their repertoire of historical and scientific figures who have contributed to bodies of knowledge. Therefore, the curricula standards are the same, but the diversity of resources will be richer.

Again, thank you for sharing your perspective and advice.

Regards,

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

Sent By: Glenn S. Miller
Sender Email: glenn.s.miller@gmail.com
Time: 06/08/2020 - 00:55
Recipient: anbonitatibu@fcps.edu

Dr. Bonitatibus -

I was unhappy with the email that you just sent about racism, and I suspect a number of the Asian TJ students and their parents will find it unwelcoming and even threatening. The obvious implication of your comment about the merits of changing the TJ student body to reflect the racial composition in FCPS is that such a policy would result in far fewer Asians in the school and many more whites as well as more blacks and hispanics.

I also felt that the discussion about changing the name "Colonials" misrepresented the name in the context of the United States. When used in the context of the United States, the name refers to the 13 American Colonies and their residents - an entirely different meaning than "colonialism" and one that has long lost evil meaning.

I also would in no way support changing the STEM curriculum and an educator even discussing such a topic is shocking.

I would ask you to please stay out of highly partisan politics.

Glenn Miller

From: [Bonitatibus, Ann N](#)
To: glenn.s.miller@gmail.com
Subject: RE: Newsletter message
Date: Monday, June 8, 2020 8:50:24 PM

Good evening, Mr. Miller.

Thank you for reaching out to share your thoughts about the recent newsletter. I value diverse perspectives and welcome all views to the table as we continue to advance TJ as a school that provides a rewarding and challenging STEM experience while simultaneously preparing students to be global and ethical citizens who demonstrate empathy, understanding and cultural awareness.

I understand your view that other races may find the stance threatening as it seeks to close significant gaps in underrepresentation. Also, your point about Colonial and colonialism will be considered as more community input will be sought. As to your last point about changing STEM curricula, current students and alumni have requested we include more diverse representation when selecting texts and materials, along with expanding their repertoire of historical and scientific figures who have contributed to bodies of knowledge. Therefore, the curricula standards are the same, but the diversity of resources will be richer.

Again, thank you for sharing your perspective and advice.

Regards,

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

Sent By: Glenn S. Miller
Sender Email: glenn.s.miller@gmail.com
Time: 06/08/2020 - 00:55
Recipient: anbonitatibu@fcps.edu

Dr. Bonitatibus -

I was unhappy with the email that you just sent about racism, and I suspect a number of the Asian TJ students and their parents will find it unwelcoming and even threatening. The obvious implication of your comment about the merits of changing the TJ student body to reflect the racial composition in FCPS is that such a policy would result in far fewer Asians in the school and many more whites as well as more blacks and hispanics.

I also felt that the discussion about changing the name “Colonials” misrepresented the name in the context of the United States. When used in the context of the United States, the name refers to the 13 American Colonies and their residents - an entirely different meaning than “colonialism” and one that has long lost evil meaning.

I also would in no way support changing the STEM curriculum and an educator even discussing such a topic is shocking.

I would ask you to please stay out of highly partisan politics.

Glenn Miller

From: anbonitatibu@fcps.edu
To: [Taylor, Robin](#)
Subject: Re: My thoughts on diversity at TJ
Date: Monday, June 8, 2020 9:53:00 PM

Thank you for sharing your journey of solitude and strength. Very powerful. I'm proud and blessed to have you on the TJ staff. I look forward to creating paths for students where they are accepted, befriended and respected. It's our moral duty.

Best wishes for speedy recovery!

Ann N. Bonitatibus, Ed.D.
Principal
TJHSST
(Sent from mobile phone)

On Jun 8, 2020, at 1:45 PM, Taylor, Robin <rbtaylor@fcps.edu> wrote:

Dear ALL,

This story touches me to the core. I can relate on many aspects of her story. If you do not mind, I would also like to share with you.

I grew up in Willingboro NJ. The daughter of a father who was an Electrical Engineer (I thought he worked on a Train), and a mother who did not accept a scholarship to Howard University because her mother said she could not afford the clothes. My sister (15 months younger) was/is the “smart one” . We moved from NJ where it was a multicultural environment to Rochester, NY which was not. I was the ONLY black female at the school until my sister joined me. The 3 other black students were on the basketball team and did not acknowledge I existed. I was constantly asked, does the brown come off in the shower?, How do you get your hair to do that..... I was the first and only Black female to graduate from my high school of 525 graduates. It was a very lonely experience. I hated high school. I was not invited to parties, had very few friends. I would relate this to my parents. My Father said. “get used to it”, this is the way the world is, you will always be the only, or the minority. You just need to figure out how to deal with it. With those words, I was determined to go to the Blackest college/ or university I could find. I applied to only one school, Howard University, was accepted, majored in Chemistry. My father was adamant that we majored in something science or technology related. I am glad I did.

I Loved being in the chocolate rainbow, began being militant, belligerent,..... Then I came home after graduation. My father noting my new attitude said to me “get used to it”, this is the way the world is, you will always be the only, or the minority. You just need to figure out how to deal with it. With those words, I did. I wanted to work, to have a career I enjoyed. My father right or wrong with his attitude and advice was passing on what he had to do to be successful.

Every school I have taught at for the last 30years, I have been the only or the Minority. If you had not noticed. I am still the only Black Science teacher at TJ, and I have been here for 10 years.

I understand her frustration, and I am sorry she had the experiences she did. The way her brother was treated was wrong. My son, now 22, had the exact same experience his entire academic career in FFX county. I do not know how to fix it. It is a hard topic to talk about, accept and to deal with. But it is not anything new.

Thanks for reading,

Robin

Robin B. Taylor

Lead Mentor Teacher

AP Chemistry and Honors Chemistry I

Thomas Jefferson High School for Science and Technology

6560 Braddock Road

Alexandria VA, 22312

rbtaylor@fcps.edu

<image001.jpg>

From: Armstrong, Danielle <dsarmstrong@fcps.edu>

Sent: Monday, June 8, 2020 1:07 PM

To: Smith, Andrea <agsmith1@fcps.edu>; Taylor, Robin <rbtaylor@fcps.edu>; TJHSST Student Services <TJHSST_Student_Services@fcps.edu>; TJHSST Administration <TJHSSTAdministration@fcps.edu>; Harris, Erinn <EHarris1@fcps.edu>

Subject: RE: My thoughts on diversity at TJ

I would love for her to share. I have a lot of respect for her.

Danielle S. Armstrong, LCSW

School Social Worker

TJHSST: 703-750-5066

8:00am-4:30pm

If you or someone you care about is in crisis, take action; your friend will thank you later. You have options:

- Try [these tips](#) for supporting a friend or family member
- Call the [Crisis Link](#) Hotline at 703-527-4077 or text NEEDHELP to 85511
- Chat online with a specialist at [CrisisChat.org](#) or [ImAlive.org](#)
- Go to the nearest emergency room at your local hospital

- Call 911

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: [Bonitatibus, Ann N](#)
To: [Taylor, Robin](#)
Subject: Re: My thoughts on diversity at TJ
Date: Monday, June 8, 2020 9:53:01 PM

Thank you for sharing your journey of solitude and strength. Very powerful. I'm proud and blessed to have you on the TJ staff. I look forward to creating paths for students where they are accepted, befriended and respected. It's our moral duty.

Best wishes for speedy recovery!

Ann N. Bonitatibus, Ed.D.
Principal
TJHSST
(Sent from mobile phone)

On Jun 8, 2020, at 1:45 PM, Taylor, Robin <rbtaylor@fcps.edu> wrote:

Dear ALL,

This story touches me to the core. I can relate on many aspects of her story. If you do not mind, I would also like to share with you.

I grew up in Willingboro NJ. The daughter of a father who was an Electrical Engineer (I thought he worked on a Train), and a mother who did not accept a scholarship to Howard University because her mother said she could not afford the clothes. My sister (15 months younger) was/is the "smart one" . We moved from NJ where it was a multicultural environment to Rochester, NY which was not. I was the ONLY black female at the school until my sister joined me. The 3 other black students were on the basketball team and did not acknowledge I existed. I was constantly asked, does the brown come off in the shower?, How do you get your hair to do that..... I was the first and only Black female to graduate from my high school of 525 graduates. It was a very lonely experience. I hated high school. I was not invited to parties, had very few friends. I would relate this to my parents. My Father said. "get used to it", this is the

friends. I would relate this to my parents. My Father said. "get used to it", this is the way the world is, you will always be the only, or the minority. You just need to figure out how to deal with it. With those words, I was determined to go to the Blackest college/ or university I could find. I applied to only one school, Howard University, was accepted, majored in Chemistry. My father was adamant that we majored in something science or technology related. I am glad I did.

I Loved being in the chocolate rainbow, began being militant, belligerent,..... Then I came home after graduation. My father noting my new attitude said to me "get used to it", this is the way the world is, you will always be the only, or the minority. You just need to figure out how to deal with it. With those words, I did. I wanted to work, to have a career I enjoyed. My father right or wrong with his attitude and advice was passing on what he had to do to be successful.

Every school I have taught at for the last 30years, I have been the only or the Minority. If you had not noticed. I am still the only Black Science teacher at TJ, and I have been here for 10 years.

I understand her frustration, and I am sorry she had the experiences she did. The way her brother was treated was wrong. My son, now 22, had the exact same experience his entire academic career in FFX county. I do not know how to fix it. It is a hard topic to talk about, accept and to deal with. But it is not anything new.

Thanks for reading,

Robin

Robin B. Taylor

Lead Mentor Teacher

AP Chemistry and Honors Chemistry I

Thomas Jefferson High School for Science and Technology

6560 Braddock Road

Alexandria VA, 22312

rbtaylor@fcps.edu

<image001.jpg>

From: Armstrong, Danielle <dsarmstrong@fcps.edu>

Sent: Monday, June 8, 2020 1:07 PM

To: Smith, Andrea <agsmith1@fcps.edu>; Taylor, Robin <rbtaylor@fcps.edu>; TJHSST Student Services <TJHSST_Student_Services@fcps.edu>; TJHSST Administration <TJHSSTAdministration@fcps.edu>; Harris, Erinn <EHarris1@fcps.edu>

Subject: RE: My thoughts on diversity at TJ

I would love for her to share. I have a lot of respect for her.

Danielle S. Armstrong, LCSW
School Social Worker
TJHSST: 703-750-5066
8:00am-4:30pm

If you or someone you care about is in crisis, take action; your friend will thank you later. You have options:

- Try [these tips](#) for supporting a friend or family member
 - Call the [Crisis Link](#) Hotline at 703-527-4077 or text NEEDHELP to 85511
 - Chat online with a specialist at [CrisisChat.org](#) or [ImAlive.org](#)
 - Go to the nearest emergency room at your local hospital
- Call 911

[Redacted text block]

[Redacted text block]

[Redacted text block]

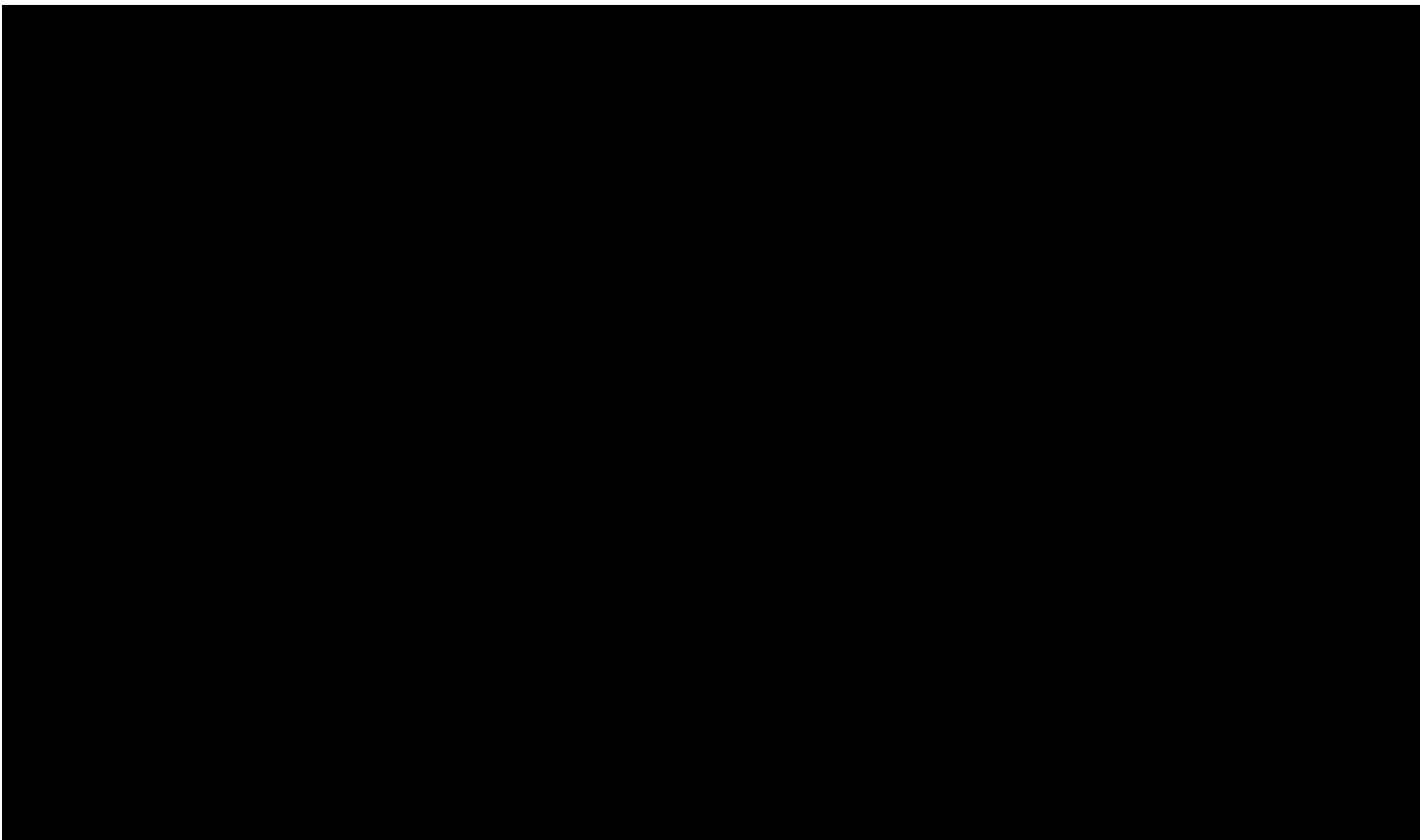
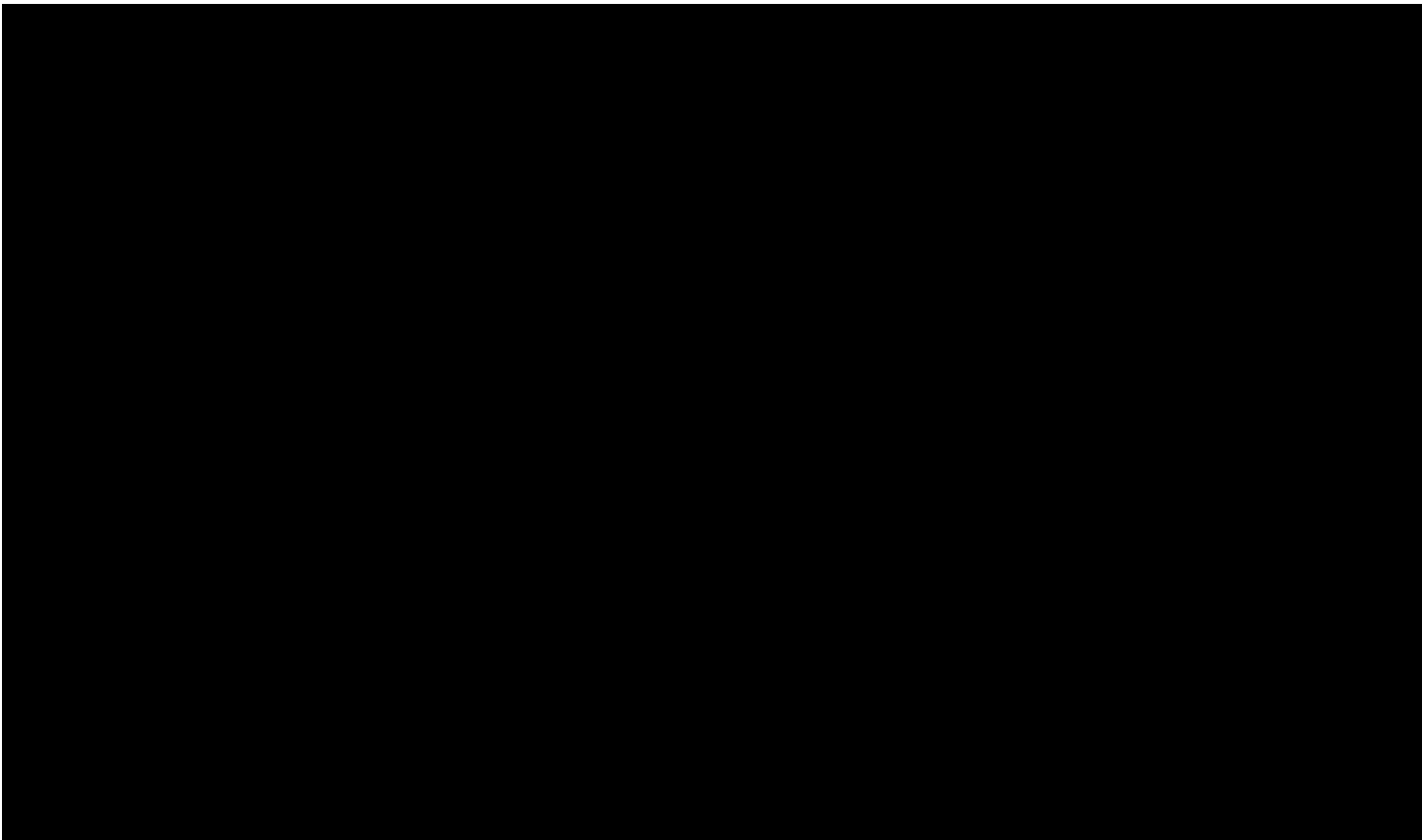
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



From: anbonitatibu@fcps.edu
To: [Mills, Rachel E](mailto:remills@fcps.edu)
Subject: Re: Thank you
Date: Monday, June 8, 2020 10:02:44 PM

Awwww. Thanks. Appreciate you seeing the clarion call we must answer and wanting to be a member of the team. Malcolm is leading a faculty charge and you may want to reach out to him. He's fired up!

Ann N. Bonitatibus, Ed.D.
Principal
TJHSST
(Sent from mobile phone)

On Jun 8, 2020, at 10:02 AM, Mills, Rachel E <remills@fcps.edu> wrote:

Dear Ann,

I just wanted to thank you for your leadership on issues of equity and diversity at TJ. I think these are such important discussions to be having. I think it would be a great step if we could somehow change the admissions process to have a student body more reflecting the population in Fairfax County for this next fall.

Please let me know how I can help. This is a mission I firmly support.

Rachel

Rachel Mills
Geosystems & Astronomy Teacher
Astronomy & Astrophysics Lab Director
Thomas Jefferson High School for Science and Technology
6560 Braddock Road, Alexandria, VA 22312
703-750-8300
remills@fcps.edu

From: [Bonitatibus, Ann N](#)
To: [Mills, Rachel E](#)
Subject: Re: Thank you
Date: Monday, June 8, 2020 10:02:45 PM

Awwww. Thanks. Appreciate you seeing the clarion call we must answer and wanting to be a member of the team. Malcolm is leading a faculty charge and you may want to reach out to him. He's fired up!

Ann N. Bonitatibus, Ed.D.
Principal
TJHSST
(Sent from mobile phone)

On Jun 8, 2020, at 10:02 AM, Mills, Rachel E <remills@fcps.edu> wrote:

Dear Ann,

I just wanted to thank you for your leadership on issues of equity and diversity at TJ. I think these are such important discussions to be having. I think it would be a great step if we could somehow change the admissions process to have a student body more reflecting the population in Fairfax County for this next fall.

Please let me know how I can help. This is a mission I firmly support.

Rachel

Rachel Mills
Geosystems & Astronomy Teacher
Astronomy & Astrophysics Lab Director
Thomas Jefferson High School for Science and Technology
6560 Braddock Road, Alexandria, VA 22312
703-750-8300
remills@fcps.edu

To: [Wickliff, Jay D](#)
Subject: RE: Diversity
Date: Monday, June 8, 2020 10:10:30 PM

You survived the challenge of being silent- congrats! ;-)

Appreciate your ongoing interest and support of initiatives that open doors for students. I was really energized by the student forum and the number of staff who attended and reflected openly afterward. Love your attention span observation in #5. So true. Same for making sure we do not demonize parents- the only

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Wickliff, Jay D
Sent: Monday, June 8, 2020 6:18 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: Diversity

Good Evening,

First, thank you. Today was fabulous.

Second, not talking for 1:45 about something I care about was the most painful 1:45 of me life. Well maybe third degree torn ligaments, since I cheated and used the chat box.

Third, nothing the students said was new, but the enthusiasm was both heart-warming and encouraging.

Fourth, the faculty response was even more encouraging Two years of asking faculty to do a couple of hours of technical demonstration on Saturday morning produced one Saturday from Steve Schola. (Malcolm, Stepanie, Natalie, John Z. and Szilvia have made major contributions in other ways.) The Floyd murder looks lie it could be a real watershed event like my Presidential Classroom friend John Lewis' walk across the bridge in Selma.

Fifth, I didn't talk because I wanted to listen and knew once I started that I could not stop. I knew I would say this is a political issue and those who are interested in diversity have an hour attention span and those who are interested in getting their kids into TJ have a decade attention span.

Sixth, I think we need to be careful about demonizing parents, who work hard to get their students into TJ. They are great parents.

Seventh, fairness is only one reason to want diversity. Developing students who are prepared for the real world they may live in some day is another reason. Perhaps the most important is to inspire more students in underrepresented schools to aspire to and prepare for TJ.

Finally (I know eight is already toooooo many), Malcolm was absolutely right. We need to focus and the focus needs to be admissions. That is the quickest, most direct and most controllable route. I am confident that we could multiply our representation with qualified students who are already applying. More admission would then have a multiplier effect.

Please let me know if there is anything that I can do to help.

Thanks again, Jay

From: [Bonitatibus, Ann N](#)
To: [Wickliff, Jay D](#)
Subject: RE: Diversity
Date: Monday, June 8, 2020 10:12:00 PM

You survived the challenge of being silent- congrats! ;-)

Appreciate your ongoing interest and support of initiatives that open doors for students. I was really energized by the student forum and the number of staff who attended and reflected openly afterward. Love your attention span observation in #5. So true. Same for making sure we do not demonize parents- they want what's best for their child and they follow a path they think will accomplish that goal. We need to create new paths.

Keep standing at the ready. Join with Malcolm- he is fired up and is getting a contingent together.

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Wickliff, Jay D
Sent: Monday, June 8, 2020 6:18 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: Diversity

Good Evening,

First, thank you. Today was fabulous.

Second, not talking for 1:45 about something I care about was the most painful 1:45 of me life. Well maybe third degree torn ligaments, since I cheated and used the chat box.

Third, nothing the students said was new, but the enthusiasm was both heart-warming and encouraging.

Fourth, the faculty response was even more encouraging Two years of asking faculty to do a couple of hours of technical demonstration on Saturday morning produced one Saturday from Steve Schola. (Malcolm, Stepanie, Natalie, John Z. and Szilvia have made major contributions in other ways.) The Floyd murder looks lie it could be a real watershed event like my Presidential Classroom friend John Lewis' walk across the bridge in Selma.

Fifth, I didn't talk because I wanted to listen and knew once I started that I could not stop. I knew I would say this is a political issue and those who are interested in diversity have an hour attention span and those who are interested in getting their kids into TJ have a decade attention span.

Sixth, I think we need to be careful about demonizing parents, who work hard to get heir students into TJ. They are great parents.

Seventh, fairness is only one reason to want diversity. Developing students who are prepared for the real world they may live in some day is another reason. Perhaps the most important is to inspire more students in underrepresented schools to aspire to and prepare for TJ.

Finally (I know eight is already toooooo many), Malcolm was absolutely right. We need to focus and the focus needs to be admissions. That is the quickest, most direct and most controllable route. I am confident that we could multiply our representation with qualified students who are already applying. More admission would then have a multiplier effect.

Please let me know if there is anything that I can do to help.

Thanks again, Jay

From: [REDACTED]
To: [Bonitatibus, Ann N](#)
Subject: [External] Re: Message from the Principal
Date: Monday, June 8, 2020 10:18:38 PM

Dr Bonitatibus

Thank you for your note. I have been saddened each year since we joined the TJ family in 2015 by the lack of black and hispanic students admitted each year. When I saw the statistics in the latest newsletter I pledged to finally act and be part of the change I want to see -there will no longer be an unfathomable *TS in the admitted column. We brainstormed as a family, including a grad, a junior, and an incoming freshman, evaluating what they saw as important factors to their preparation and those of admitted classmates, and hypotheses on what aspects might not be as understood or accessible to others. I think we have some actionable ideas.

I was heartened when I read your message yesterday. If there is a group forming to tackle the racial equity issue-please count me in. Prior to your note, I reached out to the PTSA to learn more about their diversity efforts, and am waiting to hear back.

Thank you for your leadership

On Jun 7, 2020, at 8:45 PM, TJHSST <fcps@public.govdelivery.com> wrote:

Having trouble viewing this email? [View it as a Web page.](#)

[TJHSST banner](#)



Dear TJHSST Students and Families:

While the world has been quietly hibernating in quarantine the past few months, we recognize the personal isolation, health fears, and academic challenges you have endured. Our homes have been familiar yet bustling enterprises of work and school as we awaited our world to return to normal.

However, disturbing and painful actions in our country have jarred us from our COVID-19 slumber. We are awakened to see that our country's normal continues to be laced with racism that has plagued our nation since its founding. The recent events in our nation with black citizens facing death and continued injustices remind us that we each have a responsibility to our community to speak up and take actions that counter racism and discrimination in our society.

I implore you to think about your own journey and discovery of race and economic advantage in America. My parents never had to teach me about what it means to be white. I never have had to worry that someone would look at the color of my skin and think I either may not be smart enough to learn or I should be exceedingly smart in a certain subject. No one has surveilled me in a store while shopping, or locked their cars or front doors out of fear when seeing me in their neighborhood. While I did not come from a family with economic means, the color of my skin has given me privileges that others do not have. Please think of privileges you hold that others may not.

As we engage in self-reflection, children and adults can experience a range of emotions including hurt, anger, confusion, discomfort, defensiveness, hopelessness, humility, resolve and advocacy. These feelings are normal.

Our teachers, too, are processing everything while continuing to create classrooms that are safe and welcoming spaces. We encourage students to connect with teachers, counselors and administrators, particularly if they are struggling with how to cope with their range of emotions and ideas. Also, FCPS has several resources on countering racism and stigma you may [find here](#) on the district website.

Thank you for taking time to personally reflect. Give yourself the gift of feeling vulnerable as you process emotions individually and collectively. Reach out to trusted professionals and access resources that will help you.

During this reflection period, I would like to simultaneously call the TJ community to action in three areas.

First, our school is a rich tapestry of heritages; however, we do not reflect the racial composition in FCPS. Our 32 black students and 47 Hispanic students fill three classrooms. If our demographics actually represented FCPS, we would enroll 180 black and 460 Hispanic students, filling nearly 22 classrooms. The most recent TJ admissions trend, unfortunately, does not close the equity gap. Do all FCPS children who have high interest and aptitude for STEM enjoy the same privileges that put them on a path to TJ? Do the TJ admissions outcomes affirm that we believe TJ is accessible to all talented STEM-focused students regardless of race or personal circumstance?

Second, consider colonialism's role in our country's history where certain classes exerted power over others as a means to economically exploit, oppress and enslave them. During the Colonial period, there were leaders who believed those with black or brown skin were uncivilized and not capable of being educated. I speak for us all when I assert this is not a value we share as

a TJ community. Yet, our mascot is a Colonial. Can our community support dismantling a symbol that perpetuated racism in our country?

Finally, the heart of public education is in the classroom. This is where students learn to become ethical and global citizens as espoused in the FCPS [Portrait of a Graduate](#). Our students learn to understand and accept, not merely tolerate, diverse cultures and perspectives. Curriculum will need to be adapted to better equip our TJ students. As expressed by TJ alumni who have written to me, "STEM alone is not enough." Can our community support the new conversations, lessons and activities that will need to be infused across our entire TJ program of study in all content areas?

I acknowledge some of the questions I am asking may not equally resonate with everyone as we examine our school's place within FCPS and the world. I also know that my words may not always be eloquent, my ideas may miss the mark, and I will make mistakes. I also know that I have enjoyed growing with you these past three years and have immense trust and faith in our community to pull together and do what is right, particularly for those in our community experiencing the most pain right now.

By evaluating the racial equity at our school, dismantling a long-held symbol of racism, and embracing curricula to better prepare TJ graduates for a truly diverse and culturally responsive world, you will play a role in how TJHSST continues to lead the nation as a public school that prepares students for the shared interests of humanity. Thank you for joining in this important work.

Sincerely,

Ann N. Bonitatibus, Ed.D.

TJHSST Principal

6560 Braddock Rd, Alexandria, VA 22312 | Main Office: 703.750.8300
Attendance: 703.750.8315 | [Web](#) | [Twitter](#)

Update your subscriptions, modify your password or email address, or stop subscriptions at any time on your [Subscriber Preferences Page](#). You will need to use your email address to log in. If you have questions or problems with the subscription service, please visit subscriberhelp.govdelivery.com.

This email was sent to [REDACTED] using GovDelivery Communications Cloud on behalf of: Fairfax County Public Schools 8115 Gatehouse Road Falls Church, VA 22042



From: [Bonitatibus Ann N](#)
To: [Shaista Keating](#)
Subject: FW: Possible Parent
Date: Monday, June 8, 2020 10:57:00 PM

Someone to recruit as a diversity parent leader?

Ann

From: [REDACTED]
Sent: Monday, June 8, 2020 10:18 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] Re: Message from the Principal

Dr Bonitatibus

Thank you for your note. I have been saddened each year since we joined the TJ family in 2015 by the lack of black and hispanic students admitted each year. When I saw the statistics in the latest newsletter I pledged to finally act and be part of the change I want to see -there will no longer be an unfathomable *TS in the admitted column. We brainstormed as a family, including a grad, a junior, and an incoming freshman, evaluating what they saw as important factors to their preparation and those of admitted classmates, and hypotheses on what aspects might not be as understood or accessible to others. I think we have some actionable ideas.

I was heartened when I read your message yesterday. If there is a group forming to tackle the racial equity issue-please count me in. Prior to your note, I reached out to the PTSA to learn more about their diversity efforts, and am waiting to hear back.

Thank you for your leadership
[REDACTED]

On Jun 7, 2020, at 8:45 PM, TJHSST <fcps@public.govdelivery.com> wrote:

Having trouble viewing this email? [View it as a Web page.](#)

Dear TJHSST Students and Families:

While the world has been quietly hibernating in quarantine the past few months, we recognize the personal isolation, health fears, and academic challenges you have endured. Our homes have been familiar yet bustling enterprises of work and school as we awaited our world to return to normal.

However, disturbing and painful actions in our country have jarred us from our COVID-19 slumber. We are awakened to see that our country's normal continues to be laced with racism that has plagued our nation since its

founding. The recent events in our nation with black citizens facing death and continued injustices remind us that we each have a responsibility to our community to speak up and take actions that counter racism and discrimination in our society.

I implore you to think about your own journey and discovery of race and economic advantage in America. My parents never had to teach me about what it means to be white. I never have had to worry that someone would look at the color of my skin and think I either may not be smart enough to learn or I should be exceedingly smart in a certain subject. No one has surveilled me in a store while shopping, or locked their cars or front doors out of fear when seeing me in their neighborhood. While I did not come from a family with economic means, the color of my skin has given me privileges that others do not have. Please think of privileges you hold that others may not.

As we engage in self-reflection, children and adults can experience a range of emotions including hurt, anger, confusion, discomfort, defensiveness, hopelessness, humility, resolve and advocacy. These feelings are normal.

Our teachers, too, are processing everything while continuing to create classrooms that are safe and welcoming spaces. We encourage students to connect with teachers, counselors and administrators, particularly if they are struggling with how to cope with their range of emotions and ideas. Also, FCPS has several resources on countering racism and stigma you may [find here](#) on the district website.

Thank you for taking time to personally reflect. Give yourself the gift of feeling vulnerable as you process emotions individually and collectively. Reach out to trusted professionals and access resources that will help you.

During this reflection period, I would like to simultaneously call the TJ community to action in three areas.

First, our school is a rich tapestry of heritages; however, we do not reflect the racial composition in FCPS. Our 32 black students and 47 Hispanic students fill three classrooms. If our demographics actually represented FCPS, we would enroll 180 black and 460 Hispanic students, filling nearly 22 classrooms. The most recent TJ admissions trend, unfortunately, does not close the equity gap. Do all FCPS children who have high interest and aptitude for STEM enjoy the same privileges that put them on a path to TJ? Do the TJ admissions outcomes affirm that we believe TJ is accessible to all talented STEM-focused students regardless of race or personal circumstance?

Second, consider colonialism's role in our country's history where certain classes exerted power over others as a means to economically exploit, oppress and enslave them. During the Colonial period, there were leaders who believed those with black or brown skin were uncivilized and not capable of being educated. I speak for us all when I assert this is not a value we share as a TJ community. Yet, our mascot is a Colonial. Can our community support dismantling a symbol that perpetuated racism in our country?

Finally, the heart of public education is in the classroom. This is where students learn to become ethical and global citizens as espoused in the FCPS [Portrait of a Graduate](#). Our students learn to understand and accept, not merely tolerate, diverse cultures and perspectives. Curriculum will need to be adapted to better equip our TJ students. As expressed by TJ alumni who have

written to me, "STEM alone is not enough." Can our community support the new conversations, lessons and activities that will need to be infused across our entire TJ program of study in all content areas?

I acknowledge some of the questions I am asking may not equally resonate with everyone as we examine our school's place within FCPS and the world. I also know that my words may not always be eloquent, my ideas may miss the mark, and I will make mistakes. I also know that I have enjoyed growing with you these past three years and have immense trust and faith in our community to pull together and do what is right, particularly for those in our community experiencing the most pain right now.

By evaluating the racial equity at our school, dismantling a long-held symbol of racism, and embracing curricula to better prepare TJ graduates for a truly diverse and culturally responsive world, you will play a role in how TJHSST continues to lead the nation as a public school that prepares students for the shared interests of humanity. Thank you for joining in this important work.

Sincerely,

Ann N. Bonitatibus, Ed.D.

TJHSST Principal

[6560 Braddock Rd, Alexandria, VA 22312](#) | Main Office: 703.750.8300
Attendance: 703.750.8315 | [Web](#) | [Twitter](#)

Update your subscriptions, modify your password or email address, or stop subscriptions at any time on your [Subscriber Preferences Page](#). You will need to use your email address to log in. If you have questions or problems with the subscription service, please visit subscriberhelp.govdelivery.com.

This email was sent to [REDACTED] using GovDelivery Communications Cloud on behalf of: Fairfax County Public Schools 8115 Gatehouse Road Falls Church, VA 22042



From: [Bonitatibus, Ann N](#)
To: [Anne Appler](#)
Subject: RE: [External] Chat tomorrow?
Date: Monday, June 8, 2020 11:01:00 PM

Sure. Anything for you! I'll try giving you a call around 10:30ish. I have a meeting before that with district leadership to discuss TJ admissions. People are definitely paying attention.

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

-----Original Message-----

From: Anne Appler [<mailto:anne@appler.net>]
Sent: Monday, June 8, 2020 10:00 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] Chat tomorrow?

I hate to ask this of you during the last week of school, but do you have time tomorrow for a quick chat? My inbox is blowing up a bit in the wake of the FCPS press release regarding the incoming class demographics. You are doing a fantastic job with proactive communications, and I want to make sure that the PF is supporting your message.

I have nothing that is time sensitive on my calendar tomorrow. I can make any time work.

Anne


From: [Shaista Keating](#)
To: [Bonitatibus, Ann N](#)
Subject: Re: Possible Parent
Date: Monday, June 8, 2020 11:03:59 PM

Yes! I have been hearing from parents, students and alumni. When you next have a minute, I would value updating you.

Best,
Shaista

Sent from my iPhone

On Jun 8, 2020, at 10:57 PM, Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

Someone to recruit as a diversity parent leader?

Ann

From: [REDACTED]
Sent: Monday, June 8, 2020 10:18 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] Re: Message from the Principal

Dr Bonitatibus

Thank you for your note. I have been saddened each year since we joined the TJ family in 2015 by the lack of black and hispanic students admitted each year. When I saw the statistics in the latest newsletter I pledged to finally act and be part of the change I want to see -there will no longer be an unfathomable *TS in the admitted column. We brainstormed as a family, including a grad, a junior, and an incoming freshman, evaluating what they saw as important factors to their preparation and those of admitted classmates, and hypotheses on what aspects might not be as understood or accessible to others. I think we have some actionable ideas.

I was heartened when I read your message yesterday. If there is a group forming to tackle the racial equity issue-please count me in. Prior to your note, I reached out to the PTSA to learn more about their diversity efforts, and am waiting to hear back.

Thank you for your leadership
[REDACTED]

On Jun 7, 2020, at 8:45 PM, TJHSST <fcps@public.govdelivery.com> wrote:

Having trouble viewing this email? [View it as a Web page.](#)

[<image001.jpg>](#)

Dear TJHSST Students and Families:

While the world has been quietly hibernating in quarantine the past few months, we recognize the personal isolation, health fears, and academic challenges you have endured. Our homes have been familiar yet bustling enterprises of work and school as we awaited our world to return to normal.

However, disturbing and painful actions in our country have jarred us from our

COVID-19 slumber. We are awakened to see that our country's normal continues to be laced with racism that has plagued our nation since its founding. The recent events in our nation with black citizens facing death and continued injustices remind us that we each have a responsibility to our community to speak up and take actions that counter racism and discrimination in our society.

I implore you to think about your own journey and discovery of race and economic advantage in America. My parents never had to teach me about what it means to be white. I never have had to worry that someone would look at the color of my skin and think I either may not be smart enough to learn or I should be exceedingly smart in a certain subject. No one has surveilled me in a store while shopping, or locked their cars or front doors out of fear when seeing me in their neighborhood. While I did not come from a family with economic means, the color of my skin has given me privileges that others do not have. Please think of privileges you hold that others may not.

As we engage in self-reflection, children and adults can experience a range of emotions including hurt, anger, confusion, discomfort, defensiveness, hopelessness, humility, resolve and advocacy. These feelings are normal.

Our teachers, too, are processing everything while continuing to create classrooms that are safe and welcoming spaces. We encourage students to connect with teachers, counselors and administrators, particularly if they are struggling with how to cope with their range of emotions and ideas. Also, FCPS has several resources on countering racism and stigma you may [find here](#) on the district website.

Thank you for taking time to personally reflect. Give yourself the gift of feeling vulnerable as you process emotions individually and collectively. Reach out to trusted professionals and access resources that will help you.

During this reflection period, I would like to simultaneously call the TJ community to action in three areas.

First, our school is a rich tapestry of heritages; however, we do not reflect the racial composition in FCPS. Our 32 black students and 47 Hispanic students fill three classrooms. If our demographics actually represented FCPS, we would enroll 180 black and 460 Hispanic students, filling nearly 22 classrooms. The most recent TJ admissions trend, unfortunately, does not close the equity gap. Do all FCPS children who have high interest and aptitude for STEM enjoy the same privileges that put them on a path to TJ? Do the TJ admissions outcomes affirm that we believe TJ is accessible to all talented STEM-focused students regardless of race or personal circumstance?

Second, consider colonialism's role in our country's history where certain classes exerted power over others as a means to economically exploit, oppress and enslave them. During the Colonial period, there were leaders who believed those with black or brown skin were uncivilized and not capable of being educated. I speak for us all when I assert this is not a value we share as a TJ community. Yet, our mascot is a Colonial. Can our community support dismantling a symbol that perpetuated racism in our country?

Finally, the heart of public education is in the classroom. This is where students learn to become ethical and global citizens as espoused in the FCPS [Portrait of a Graduate](#). Our students learn to understand and accept, not merely tolerate, diverse cultures and perspectives. Curriculum will need to be adapted to better equip our TJ students. As expressed by TJ alumni who have written to me, "STEM alone is not enough." Can our community support the

new conversations, lessons and activities that will need to be infused across our entire TJ program of study in all content areas?

I acknowledge some of the questions I am asking may not equally resonate with everyone as we examine our school's place within FCPS and the world. I also know that my words may not always be eloquent, my ideas may miss the mark, and I will make mistakes. I also know that I have enjoyed growing with you these past three years and have immense trust and faith in our community to pull together and do what is right, particularly for those in our community experiencing the most pain right now.

By evaluating the racial equity at our school, dismantling a long-held symbol of racism, and embracing curricula to better prepare TJ graduates for a truly diverse and culturally responsive world, you will play a role in how TJHSST continues to lead the nation as a public school that prepares students for the shared interests of humanity. Thank you for joining in this important work.

Sincerely,

Ann N. Bonitatibus, Ed.D.

TJHSST Principal

[6560 Braddock Rd, Alexandria, VA 22312](#) | Main Office: 703.750.8300
Attendance: 703.750.8315 | [Web](#) | [Twitter](#)

Update your subscriptions, modify your password or email address, or stop subscriptions at any time on your [Subscriber Preferences Page](#). You will need to use your email address to log in. If you have questions or problems with the subscription service, please visit [subscriberhelp.govdelivery.com](#).

This email was sent to [REDACTED] using GovDelivery Communications Cloud on behalf of:
Fairfax County Public Schools 8115 Gatehouse Road Falls Church, VA 22042

<!--[if !vml]-->
<image002.jpg>
<!--[endif]-->

<image003.jpg>

[]

From: do-not-reply@fcps.edu on behalf [REDACTED]
To: [Bonitatibus, Ann N](#)
Subject: [External] You have received a message from the online staff directory contact form.
Date: Monday, June 8, 2020 11:21:00 PM

Sent By: [REDACTED]
Sender Email: [REDACTED]
Time: 06/08/2020 - 23:20
Recipient: anbonitatibu@fcps.edu

IMPORTANT NOTICE

This email was sent via a contact form on your public staff profile and routed through an external mail server. This message's sender should be a parent, guardian, or student that you know. Never respond to individuals claiming to be FCPS staff requesting money, gifts, favors, or personally identifiable information. Always exercise caution opening links or attachments sent via email.

When replying to this email, the "Sender Email" address above will be used automatically. Do not respond if the email address or email contents appear suspicious. Forward spam and suspicious emails to spamremoval@fcps.edu

Original message follows:

believe that person can add to the company. And, there's plenty of practice tests and other material online too, although I recognize that some cultures may not be as aware of or (in our case) do not value this type of prep, but how do you try to influence admissions to allow certain students in? Perhaps you should continue offering prep classes to blacks and hispanics, but it is my understanding that this approach has been tried before with little success.

The TJ admissions are based on a blind evaluation of performance on a test. If you cease blind admission and offer some sort of advantage to whites, blacks and hispanics so as to even things up, you're racially discriminating against Asians. Why should they have any less chance of getting into TJ? And then again, if you're assuming that all Asians have tutoring and bias results to knock scores down, you're discriminating against the Asians whose parents didn't see the need for or couldn't afford tutoring. That is unfair.

From: do-not-reply@fcps.edu on behalf of [REDACTED]
To: [Bonitatibus, Ann N](#)
Subject: [External] You have received a message from the online staff directory contact form.
Date: Monday, June 8, 2020 11:22:40 PM

Sent By: [REDACTED]
Sender Email: [REDACTED]
Time: 06/08/2020 - 23:22
Recipient: anbonitatibu@fcps.edu

IMPORTANT NOTICE

This email was sent via a contact form on your public staff profile and routed through an external mail server. This message's sender should be a parent, guardian, or student that you know. Never respond to individuals claiming to be FCPS staff requesting money, gifts, favors, or personally identifiable information. Always exercise caution opening links or attachments sent via email.

When replying to this email, the "Sender Email" address above will be used automatically. Do not respond if the email address or email contents appear suspicious. Forward spam and suspicious emails to spamremoval@fcps.edu

Original message follows:

Quotas designed to try to influence children's futures based on your judgement on what should be right are a grave injustice. Do not base TJ admissions on your middle school (like don't put limits on the number of kids that can go to TJ from each middle school). Do not try to give certain demographics an unfair advantage just to make your school look better. We have already witnessed efforts to even the playing field by universities adding a "Diversity score" to try to admit more minorities and to try to bias admissions not on the merit of applying students but on demographics. Students aren't created equally. Some parents value hard work and study more than others. Some students work hard and study more than others. And if FCPS tells me "culture doesn't affect students, it's all race", then FCPS is being racist by saying that the cultural differences we see among students are race based and cannot be changed. I reject that. I believe the only thing really holding backs, Hispanics,

From: [Helen \[REDACTED\]](#)
To: [Bonitatibus, Ann N](#)
Subject: Re: [External] You have received a message from the online staff directory contact form.
Date: Tuesday, June 9, 2020 12:21:29 AM

Dear Dr. Bonitatibus,

I appreciate hearing back from you so quickly, and also that you responded directly to my concerns. I've calmed down since last night, although am now running on fumes after not sleeping.

In rereading your email from last night, I think part of what set me off is the "done deal" nature of the email. Not "would like to open a conversation" about these issues, but "I would like to simultaneously call the TJ community to action in three areas." If the intent was to start a conversation, then I would agree for starting a conversation, but it seems like the outcomes are already foreordained. Is there room for the community to reject any of these propositions? I would hope you would seek input from the entire community of students, alumni, teachers, staff, and parents before making any large changes in any of these areas.

I appreciate your words about [REDACTED] incident last year. Since it was a lone incident, we judged it not worth escalating. [REDACTED] always been a resilient boy - now young man - and he bounced back quickly and is confident in his abilities. If it had been a longer-term issue, we would have reached out.

The one area you did not address below is the TJ admissions process. Virtually from day one at TJ, there have been attempts to increase the number of minorities - read Black and Hispanic. TJ is already majority minority, just not the minorities everyone is focused on. An older, former TJ parent has told me more of the history with modifications to the application process. According to this account, in the 1990s TJ admissions had a two-tier process, whereby Whites and Asians had to be part of the student semi-finalist pool to be considered for admissions, but Blacks and Hispanics who were not in that pool were quietly admitted.

After a Vienna family threatened to sue in 1998 because their child who was in the pool was rejected, FCPS got an opinion from its outside counsel that the longstanding race-based affirmative action program put them at legal risk. FCPS eliminated that program in summer 1998 and admitted the 40 or so White and Asian kids who would have been admitted if their spots were not shifted to Black and Hispanic kids.

Since 1998, FCPS has repeatedly tweaked the TJ admissions process. From this parent's account, earlier changes resulted in the admission of more students who couldn't handle the courses as they were taught in the past. By the time the Class of 2015 was admitted, *The Washington Post* ran a feature because so many kids were transferring out of TJ (I understand about 100 total that year) and the teachers wrote a letter to the school board complaining. [REDACTED] class was the first one admitted after the switch to the new tests a couple of years ago. I think only a handful have left, from talking with [REDACTED]. Since I don't have experience with the old tests, I don't know what teachers think about the ability of the student population now using the new tests vs. older classes, but fewer students dropping out would to me indicate a good fit for most of them.

I know from my own reading of published articles that FCPS has tried various enrichment programs for minorities in elementary and middle schools, and changes to the STEM curriculum, all with little success of encouraging more TJ applications from and enrollment of minorities. So, this has been an intractable problem for over 20 years.

[REDACTED] loves TJ and [REDACTED] been getting a tremendous education (other than complaining that there wasn't enough rigor during Distance Learning). The problems and lessons learned from Distance Learning warrant a whole other set of emails!!

I appreciate your efforts, and appreciate that this has been an unprecedented time to be leading a school and steering us all through uncharted waters.

Sincerely,

Helen [REDACTED]

On Monday, June 8, 2020, 07:18:44 PM EDT, Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

Good evening, Mrs. [REDACTED]

I carefully read all your emails and appreciate you sharing your perspective. It is important to me that I hear from a wide array of beliefs and ideas that will continue to make TJ an outstanding school. As a matter of fact, without divulging your identity, I verbally shared your views with staff today as part of my transparency and education process with them so all can understand the pluralism in our community.

I acknowledge you are hopping mad and had a sleepless night; this is not the intended outcome I wish when sending community messages. I am also sorry to hear your son experienced a racial comment and wish he would have reported it. Several parents have had conversations with me over the years about being white and in the minority at TJ, so I am sensitive to all students' experiences.

Finally, I note your objections to the mascot proposal, as well as your dissatisfaction with any infusion in the curricula that better addresses race and discrimination. And I wholeheartedly agree with your suggestion that more can be done, particularly through our 8th period opportunities, to continue to influence positive behaviors like kindness and acceptance. In a school environment, it's important we cultivate free thinking and divergent views. Therefore, we do not aim to change beliefs as much as what we want to emphasize how our behaviors emulate common values, which includes not engaging in actions or practices that are discriminatory and racist against any student, regardless of race or circumstance.

Again, thank you so much for feeling comfortable enough to reach out and honestly express how my letter did not resonate with you and made you mad. Moreover, you provide suggestions for consideration. I plan to take all views into account as we continue to grow as a school and maintain our excellent standing.

Best wishes to you and your family for a healthy and fulfilling summer. Please give my regards to [REDACTED] we miss seeing [REDACTED]

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

-----Original Message-----

From: do-not-reply@fcps.edu [mailto:do-not-reply@fcps.edu]

Sent: Monday, June 8, 2020 9:11 AM

To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Subject: [External] You have received a message from the online staff directory contact form.

Sent By: Helen [REDACTED]
Sender Email: [REDACTED]
Time: 06/08/2020 - 09:11
Recipient: anbonitatibu@fcps.edu

IMPORTANT NOTICE

This email was sent via a contact form on your public staff profile and routed through an external mail server. This message's sender should be a parent, guardian, or student that you know. Never respond to individuals claiming to be FCPS staff requesting money, gifts, favors, or personally identifiable information. Always exercise caution opening links or attachments sent via email.

When replying to this email, the "Sender Email" address above will be used automatically. Do not respond if the email address or email contents appear suspicious. Forward spam and suspicious emails to spamremoval@fcps.edu

Original message follows:

Dear Dr. Bonitatibus,
Final email from me (for now). After not sleeping at all last night, I'm hopping mad!! There is much hurt out there in our country for sure, but you are compounding it with your proposals to blow up TJ. And YES, you are proposing to take the top high school in the country and blow up the model that has served well. Families don't need this right now. Students have already been having a very difficult time with Distance Learning, staying at home, then all the racial protests, and now you're proposing to blow up the school they know and love, which is -- should be -- a stable place for them in the midst of all this. Stick to what is great about TJ; provide forums or programs during 8th period for discussions and set the tone for the school and expectations about how we interact. Your email last night seems to me a knee-jerk reaction to political issues and a solution in search of a problem that I don't feel exists at TJ.

- Helen [REDACTED]

[]

From: [Anne Appler](#)
To: [Bonitatibus, Ann N](#)
Subject: Re: [External] Chat tomorrow?
Date: Tuesday, June 9, 2020 5:29:21 AM

Perfect!

Anne

> On Jun 8, 2020, at 11:01 PM, Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

>

> Sure. Anything for you! I'll try giving you a call around 10:30ish. I have a meeting before that with district leadership to discuss TJ admissions. People are definitely paying attention.

>

> Ann

>

>

> Ann N. Bonitatibus, Ed.D.

> Principal

> Thomas Jefferson High School

> for Science and Technology

> 6560 Braddock Road

> Alexandria, VA 22312

> (703) 750-8300

>

>

> -----Original Message-----

> From: Anne Appler [<mailto:anne@appler.net>]

> Sent: Monday, June 8, 2020 10:00 PM

> Sent: Monday, June 8, 2020 10:00 PM

> To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>

> Subject: [External] Chat tomorrow?

>

> I hate to ask this of you during the last week of school, but do you have time tomorrow for a quick chat? My inbox is blowing up a bit in the wake of the FCPS press release regarding the incoming class demographics. You are doing a fantastic job with proactive communications, and I want to make sure that the PF is supporting your message.

>

> I have nothing that is time sensitive on my calendar tomorrow. I can make any time work.

>

> Anne

>

> []

>

From: [REDACTED]
To: [Bonitatibus, Ann N](#)
Cc: [REDACTED]; [Wilson, Margaret K](#); [Superintendent Brabrand](#); [asranomani](#); [Shaista Keating](#); [Nicolae Costescu](#)
Subject: [External] Re: Message from the Principal
Date: Tuesday, June 9, 2020 9:12:21 AM

Dr. Bonitatibus,

You really "missed the mark" in your very weird Message from the Principal. It didn't "resonate" with us, on any level, and instead has caused us to lose "trust and faith" in your leadership at TJHSST. We think you ought to resign. Your Message espouses a sham, reductionist view of history and the problems of inequality and injustice which, in our view, belittles the intelligence and values of many of your students and their parents.

To suggest that racism and colonialism explain the problems that blacks face in America *today* is to completely *dismiss* their long history of progress in education, employment and self-sufficiency, which extended into the 1950s, that is, before programs designed by white progressives were enacted and when racism was, by every account, at least as pervasive. It is well-known, for example, that D.C.'s Dunbar High School, an all-black magnet school at the time, had outperformed all-white schools for many decades and sent graduates to prestigious universities, and yet it had inferior facilities and no "diversity." Dr. Martin Luther King would have said that it was the "content of their character" from which that progress was won. Would you, with your hang-ups about "racial composition" and "admission outcomes," insist that it was the color of their skin?

You ought to read what two, distinguished African-American economists, Thomas Sowell and Walter E. Williams, have written on the subject. Both grew up poor and fatherless. Or Shelby Steele and John McWhorter, if you prefer a more literary account. There are many, many others. None accepts your simplistic view.

For the principal of TJHSST to propose to its high-performing, often bilingual students--children of Indian, Chinese, Korean and Vietnamese immigrants, some of whom faced actual persecution and death, while others left what they had for just the hope of a better future--that somehow they need to be more "culturally responsive"...is the height of audacity and just laughable. You have no jurisdiction either to judge all of the other hard-working students and parents who've sacrificed more than you have any right to know and faced all manner of challenges unique to them. It's doubtful that your "gift of feeling vulnerable" and that silly thought experiment about "privilege" would appeal to them. We are privileged, of course, but not at another's expense; we reject the zero-sum, racist connotation you're so stuck on.

It's really amazing to us that you and other FCPS officials feel you have a right to make such presumptions about your students and their parents, to push such foolish ideas. As an educator, you ought to reject what obviously are fallacies of groupthink. At least try to act like a moderator; don't abuse the position by presenting one view. If you don't mean to sound pretentious and disrespectful, make an effort to read more widely about root causes, from different viewpoints, and do look at all the years of data with a more realistic eye. You would never presume so much as to write such a galling Message.

Why dump the Colonials mascot? Because today's petulant, unserious school officials won't muster a little generosity for a word to defend our country's forebears? You're all too cheap. Check *your* privilege! It took our teenage daughter exactly one sentence to find a few complimentary words, but she's smarter and more empathetic than you. Who civilized the land and made it safe for families and commerce, and whose testaments to and imperfect achievements in civil liberties and good government nevertheless continue to inspire the world? *Not your kind of people*, but they were a braver, more serious and practical lot than you, wiser in many ways, and most came from humbler beginnings. Shame on you for considering such a proposal, and may your descendants be as charitable about you.

Thoroughly Disgusted,

████████████████████

From: TJHSST <fcps@public.govdelivery.com>
Sent: Sunday, June 7, 2020 8:45 PM
To: leena_ted@hotmail.com <leena_ted@hotmail.com>
Subject: Message from the Principal

Having trouble viewing this email? [View it as a Web page.](#)

TJHSST banner



Dear TJHSST Students and Families:

While the world has been quietly hibernating in quarantine the past few

months, we recognize the personal isolation, health fears, and academic challenges you have endured. Our homes have been familiar yet bustling enterprises of work and school as we awaited our world to return to normal.

However, disturbing and painful actions in our country have jarred us from our COVID-19 slumber. We are awakened to see that our country's normal continues to be laced with racism that has plagued our nation since its founding. The recent events in our nation with black citizens facing death and continued injustices remind us that we each have a responsibility to our community to speak up and take actions that counter racism and discrimination in our society.

I implore you to think about your own journey and discovery of race and economic advantage in America. My parents never had to teach me about what it means to be white. I never have had to worry that someone would look at the color of my skin and think I either may not be smart enough to learn or I should be exceedingly smart in a certain subject. No one has surveilled me in a store while shopping, or locked their cars or front doors out of fear when seeing me in their neighborhood. While I did not come from a family with economic means, the color of my skin has given me privileges that others do not have. Please think of privileges you hold that others may not.

As we engage in self-reflection, children and adults can experience a range of emotions including hurt, anger, confusion, discomfort, defensiveness, hopelessness, humility, resolve and advocacy. These feelings are normal.

Our teachers, too, are processing everything while continuing to create classrooms that are safe and welcoming spaces. We encourage students to connect with teachers, counselors and administrators, particularly if they are struggling with how to cope with their range of emotions and ideas. Also, FCPS has several resources on countering racism and stigma you may [find here](#) on the district website.

Thank you for taking time to personally reflect. Give yourself the gift of feeling vulnerable as you process emotions individually and collectively. Reach out to trusted professionals and access resources that will help you.

During this reflection period, I would like to simultaneously call the TJ community to action in three areas.

First, our school is a rich tapestry of heritages; however, we do not reflect the racial composition in FCPS. Our 32 black students and 47 Hispanic students fill three classrooms. If our demographics actually represented FCPS, we would enroll 180 black and 460 Hispanic students, filling nearly 22 classrooms. The most recent TJ admissions trend, unfortunately, does not close the equity gap. Do all FCPS children who have high interest and aptitude for STEM enjoy the same privileges that put them on a path to TJ? Do the TJ admissions outcomes affirm that we believe TJ is accessible to all talented STEM-focused students regardless of race or personal circumstance?

Second, consider colonialism's role in our country's history where certain classes exerted power over others as a means to economically exploit, oppress and enslave them. During the Colonial period, there were leaders who believed those with black or brown skin were uncivilized and not capable of being educated. I speak for us all when I assert this is not a value we share as

a TJ community. Yet, our mascot is a Colonial. Can our community support dismantling a symbol that perpetuated racism in our country?

Finally, the heart of public education is in the classroom. This is where students learn to become ethical and global citizens as espoused in the FCPS [Portrait of a Graduate](#). Our students learn to understand and accept, not merely tolerate, diverse cultures and perspectives. Curriculum will need to be adapted to better equip our TJ students. As expressed by TJ alumni who have written to me, "STEM alone is not enough." Can our community support the new conversations, lessons and activities that will need to be infused across our entire TJ program of study in all content areas?

I acknowledge some of the questions I am asking may not equally resonate with everyone as we examine our school's place within FCPS and the world. I also know that my words may not always be eloquent, my ideas may miss the mark, and I will make mistakes. I also know that I have enjoyed growing with you these past three years and have immense trust and faith in our community to pull together and do what is right, particularly for those in our community experiencing the most pain right now.

By evaluating the racial equity at our school, dismantling a long-held symbol of racism, and embracing curricula to better prepare TJ graduates for a truly diverse and culturally responsive world, you will play a role in how TJHSST continues to lead the nation as a public school that prepares students for the shared interests of humanity. Thank you for joining in this important work.

Sincerely,

Ann N. Bonitatibus, Ed.D.

TJHSST Principal

6560 Braddock Rd, Alexandria, VA 22312 | Main Office: 703.750.8300
Attendance: 703.750.8315 | Web | Twitter

Update your subscriptions, modify your password or email address, or stop subscriptions at any time on your [Subscriber Preferences Page](#). You will need to use your email address to log in. If you have questions or problems with the subscription service, please visit subscriberhelp.govdelivery.com.

This email was sent to [REDACTED] using GovDelivery Communications Cloud on behalf of: Fairfax County Public Schools - 8115 Gatehouse Road - Falls Church, VA 22042



From: [Taylor, Robin](#)
To: [Bonitatibus, Ann N](#)
Subject: RE: My thoughts on diversity at TJ
Date: Tuesday, June 9, 2020 10:25:40 AM

Thank you for your kind words and well wishes. Have a great day.
Robin

Robin B. Taylor
Lead Mentor Teacher
AP Chemistry and Honors Chemistry I
Thomas Jefferson High School for Science and Technology
6560 Braddock Road
Alexandria VA, 22312
rbtaylor@fcps.edu



THOMAS JEFFERSON
— HIGH SCHOOL —
for science and technology

From: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Sent: Monday, June 8, 2020 9:53 PM
To: Taylor, Robin <rbtaylor@fcps.edu>
Subject: Re: My thoughts on diversity at TJ

Thank you for sharing your journey of solitude and strength. Very powerful. I'm proud and blessed to have you on the TJ staff. I look forward to creating paths for students where they are accepted, befriended and respected. It's our moral duty.

Best wishes for speedy recovery!

Ann N. Bonitatibus, Ed.D.
Principal
TJHSST
(Sent from mobile phone)

On Jun 8, 2020, at 1:45 PM, Taylor, Robin <rbtaylor@fcps.edu> wrote:

Dear ALL,

This story touches me to the core. I can relate on many aspects of her story. If you do not mind, I would also like to share with you.

I grew up in Willingboro NJ. The daughter of a father who was an Electrical Engineer (I thought he worked on a Train), and a mother who did not accept a scholarship to Howard University because her mother said she could not afford the clothes. My sister (15 months younger) was/is the “smart one” . We moved from NJ where it was a multicultural environment to Rochester, NY which was not. I was the ONLY black female at the school until my sister joined me. The 3 other black students were on the basketball team and did not acknowledge I existed. I was constantly asked, does the brown come off in the shower?, How do you get your hair to do that..... I was the first and only Black female to graduate from my high school of 525 graduates. It was a very

lonely experience. I hated high school. I was not invited to parties, had very few friends. I would relate this to my parents. My Father said. "get used to it", this is the way the world is, you will always be the only, or the minority. You just need to figure out how to deal with it. With those words, I was determined to go to the Blackest college/ or university I could find. I applied to only one school, Howard University, was accepted, majored in Chemistry. My father was adamant that we majored in something science or technology related. I am glad I did.

I Loved being in the chocolate rainbow, began being militant, belligerent,..... Then I came home after graduation. My father noting my new attitude said to me "get used to it", this is the way the world is, you will always be the only, or the minority. You just need to figure out how to deal with it. With those words, I did. I wanted to work, to have a career I enjoyed. My father right or wrong with his attitude and advice was passing on what he had to do to be successful.

Every school I have taught at for the last 30years, I have been the only or the Minority. If you had not noticed. I am still the only Black Science teacher at TJ, and I have been here for 10 years.

I understand her frustration, and I am sorry she had the experiences she did. The way her brother was treated was wrong. My son, now 22, had the exact same experience his entire academic career in FFX county. I do not know how to fix it. It is a hard topic to talk about, accept and to deal with. But it is not anything new.

Thanks for reading,

Robin

Robin B. Taylor

Lead Mentor Teacher

AP Chemistry and Honors Chemistry I

Thomas Jefferson High School for Science and Technology

6560 Braddock Road

Alexandria VA, 22312

rbtaylor@fcps.edu

<image001.jpg>

From: Armstrong, Danielle <dsarmstrong@fcps.edu>

Sent: Monday, June 8, 2020 1:07 PM

To: Smith, Andrea <agsmith1@fcps.edu>; Taylor, Robin <rbtaylor@fcps.edu>; TJHSST Student Services <TJHSST_Student_Services@fcps.edu>; TJHSST Administration <TJHSSTAdministration@fcps.edu>; Harris, Erinn <EHarris1@fcps.edu>

Subject: RE: My thoughts on diversity at TJ

I would love for her to share. I have a lot of respect for her.

Danielle S. Armstrong, LCSW

School Social Worker

TJHSST: 703-750-5066

8:00am-4:30pm

If you or someone you care about is in crisis, take action; your friend will thank you later. You have options:

- Try [these tips](#) for supporting a friend or family member
- Call the [Crisis Link](#) Hotline at 703-527-4077 or text NEEDHELP to 85511
- Chat online with a specialist at [CrisisChat.org](#) or [ImAlive.org](#)
- Go to the nearest emergency room at your local hospital
- Call 911

From: Smith, Andrea <agsmith1@fcps.edu>

Sent: Monday, June 8, 2020 10:06 AM

To: Taylor, Robin <rbtaylor@fcps.edu>; TJHSST Student Services <TJHSST_Student_Services@fcps.edu>; TJHSST Administration <TJHSSTAdministration@fcps.edu>; Harris, Erinn <EHarris1@fcps.edu>

Subject: My thoughts on diversity at TJ

Senior [REDACTED] thoughts on diversity at TJ with you and [REDACTED] is open to talking more about it on a broader scale.

Andrea Smith, MA, NCC

School Counselor

Thomas Jefferson HS for Science and Technology

6560 Braddock Road Alexandria, Virginia 22312

☎ 703.750.8348 📠 703.750.5057 🌐 <http://www.tjhsst.edu/studentservices/>

*If you or someone you care about is in crisis, **take action**. You have options:*

- *Reach out to a trusted adult (parent, counselor, teacher, coach, etc.)*
- *Try [these tips](#) for supporting a friend or family member*

- *Text **NEEDHELP** to 85511 for the [Crisis Link](#) Hotline at or call them at 703-527-4077*
- *Chat online with a specialist at [CrisisChat.org](#) or [ImAlive.org](#)*
- *Call an emergency mental health center at 703 573-5679 (Merrifield Center), 703-536-2000 (Dominion Hospital), or 703-289-7560 (INOVA emergency services)*
- *Go to the nearest emergency room at your local hospital*
- *Call 911*

From: [REDACTED] >

Sent: Saturday, June 6, 2020 11:58 PM

To: Smith, Andrea <agsmith1@fcps.edu>

Subject: My thoughts on diversity at TJ

Hi Ms. Smith!

[REDACTED]

[REDACTED]

[REDACTED]

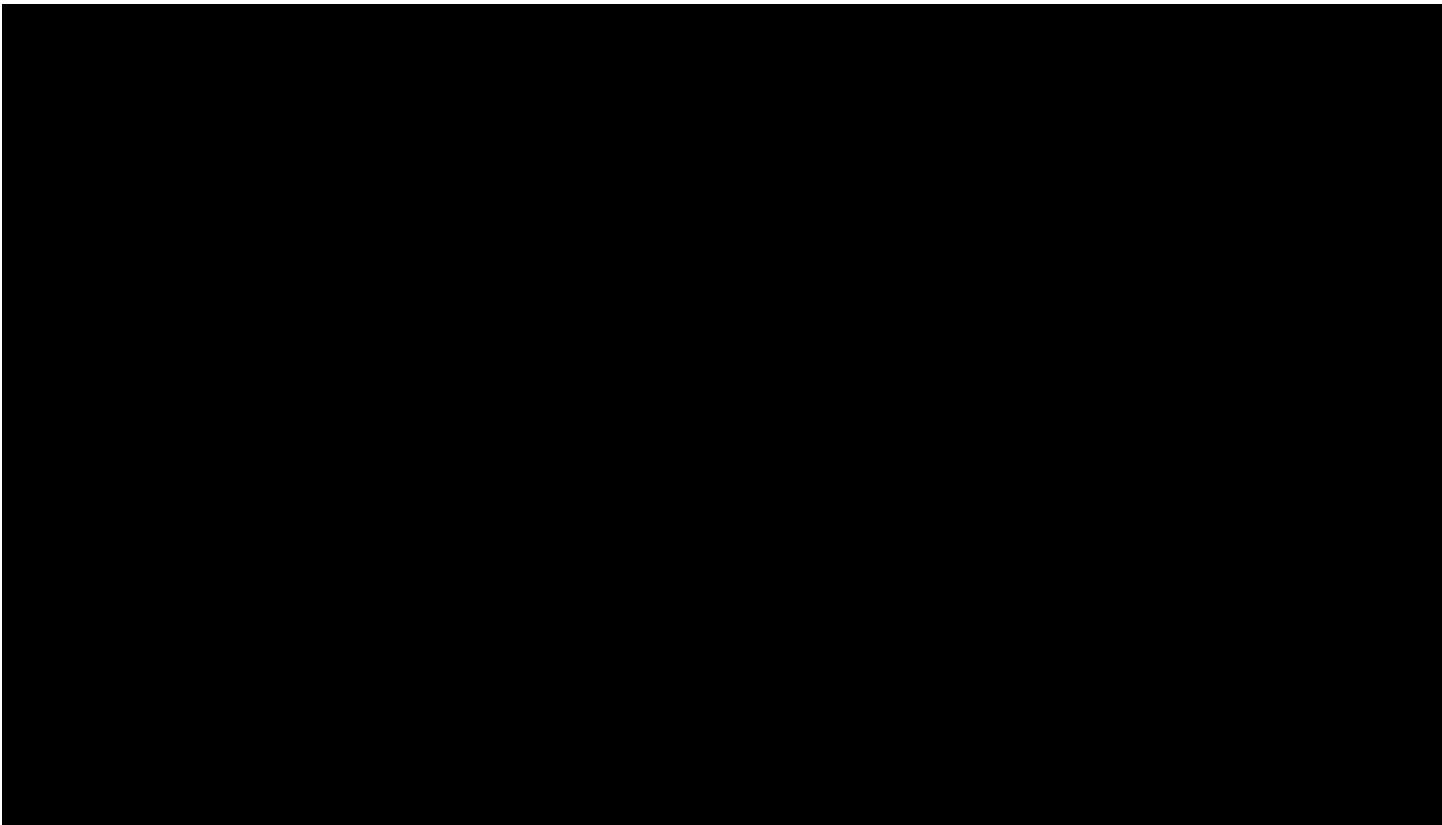
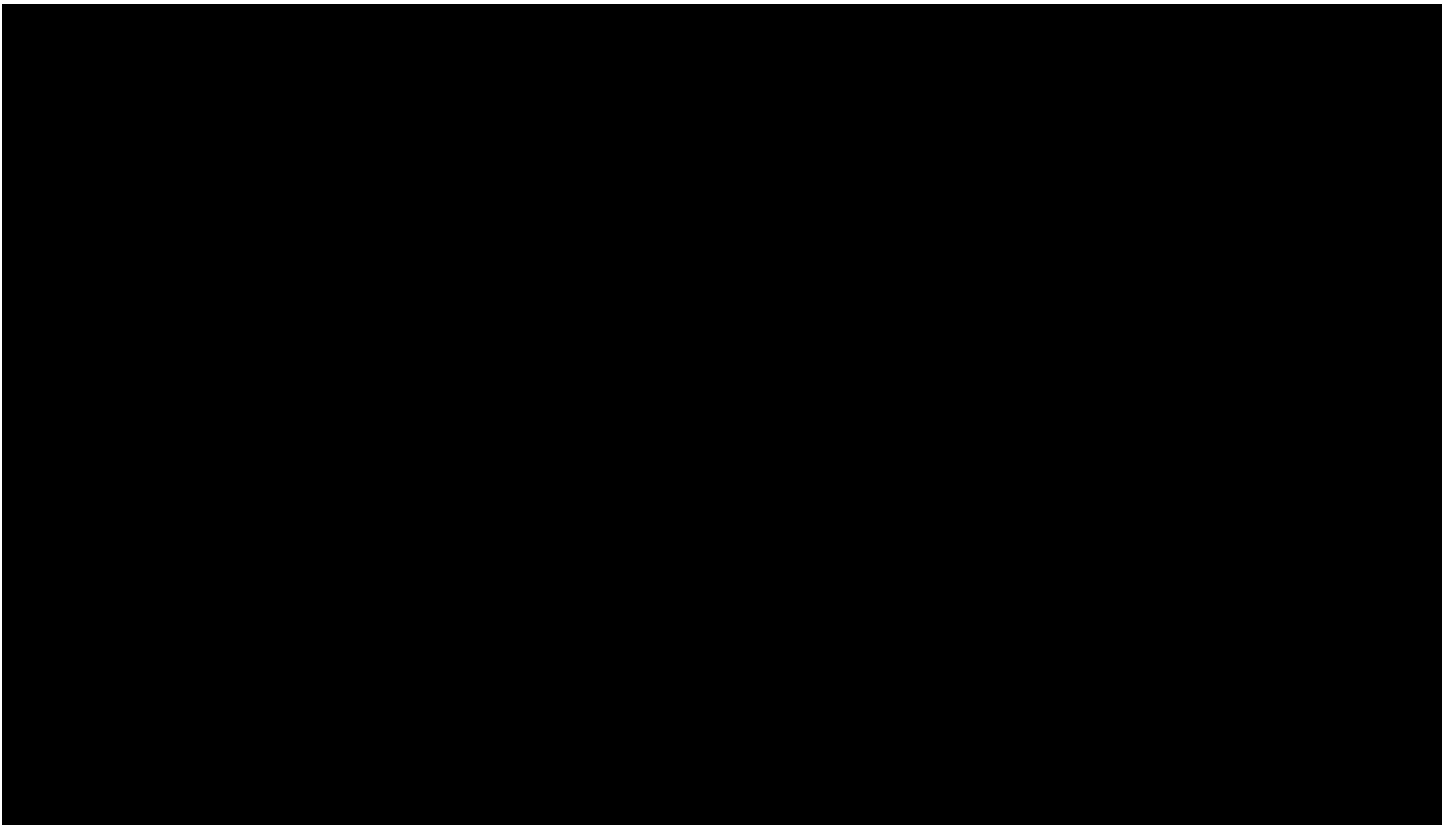
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



From: [Sharp Family](#)
To: [Bonitatibus Ann N](#)
Subject: [External] Re: Message from the Principal
Date: Tuesday, June 9, 2020 10:32:59 AM

Good morning,

I've seen so many messages in the past week and I really appreciate you highlighting specific ideas for action. Thank you for your leadership.

Amy

On Sun, Jun 7, 2020, 8:45 PM TJHSST <fcps@public.govdelivery.com> wrote:

Having trouble viewing this email? [View it as a Web page.](#)

[TJHSST banner](#)

Dear TJHSST Students and Families:

While the world has been quietly hibernating in quarantine the past few months, we recognize the personal isolation, health fears, and academic challenges you have endured. Our homes have been familiar yet bustling enterprises of work and school as we awaited our world to return to normal.

However, disturbing and painful actions in our country have jarred us from our

COVID-19 slumber. We are awakened to see that our country's normal continues to be laced with racism that has plagued our nation since its founding. The recent events in our nation with black citizens facing death and continued injustices remind us that we each have a responsibility to our community to speak up and take actions that counter racism and discrimination in our society.

I implore you to think about your own journey and discovery of race and economic advantage in America. My parents never had to teach me about what it means to be white. I never have had to worry that someone would look at the color of my skin and think I either may not be smart enough to learn or I should be exceedingly smart in a certain subject. No one has surveilled me in a store while shopping, or locked their cars or front doors out of fear when seeing me in their neighborhood. While I did not come from a family with economic means, the color of my skin has given me privileges that others do not have. Please think of privileges you hold that others may not.

As we engage in self-reflection, children and adults can experience a range of emotions including hurt, anger, confusion, discomfort, defensiveness, hopelessness, humility, resolve and advocacy. These feelings are normal.

Our teachers, too, are processing everything while continuing to create classrooms that are safe and welcoming spaces. We encourage students to connect with teachers, counselors and administrators, particularly if they are struggling with how to cope with their range of emotions and ideas. Also, FCPS has several resources on countering racism and stigma you may [find here](#) on the district website.

Thank you for taking time to personally reflect. Give yourself the gift of feeling vulnerable as you process emotions individually and collectively. Reach out to trusted professionals and access resources that will help you.

During this reflection period, I would like to simultaneously call the TJ community to action in three areas.

First, our school is a rich tapestry of heritages; however, we do not reflect the racial composition in FCPS. Our 32 black students and 47 Hispanic students fill three classrooms. If our demographics actually represented FCPS, we would enroll 180 black and 460 Hispanic students, filling nearly 22 classrooms. The most recent TJ admissions trend, unfortunately, does not close the equity gap. Do all FCPS children who have high interest and aptitude for STEM enjoy the same privileges that put them on a path to TJ? Do the TJ admissions outcomes affirm that we believe TJ is accessible to all talented STEM-focused students regardless of race or personal circumstance?

Second, consider colonialism's role in our country's history where certain classes exerted power over others as a means to economically exploit, oppress and enslave them. During the Colonial period, there were leaders who believed those with black or brown skin were uncivilized and not capable of being educated. I speak for us all when I assert this is not a value we share as a TJ community. Yet, our mascot is a Colonial. Can our community support dismantling a symbol that perpetuated racism in our country?

Finally, the heart of public education is in the classroom. This is where students learn to become ethical and global citizens as espoused in the FCPS [Portrait of a Graduate](#). Our students learn to understand and accept, not

merely tolerate, diverse cultures and perspectives. Curriculum will need to be adapted to better equip our TJ students. As expressed by TJ alumni who have written to me, "STEM alone is not enough." Can our community support the new conversations, lessons and activities that will need to be infused across our entire TJ program of study in all content areas?

I acknowledge some of the questions I am asking may not equally resonate with everyone as we examine our school's place within FCPS and the world. I also know that my words may not always be eloquent, my ideas may miss the mark, and I will make mistakes. I also know that I have enjoyed growing with you these past three years and have immense trust and faith in our community to pull together and do what is right, particularly for those in our community experiencing the most pain right now.

By evaluating the racial equity at our school, dismantling a long-held symbol of racism, and embracing curricula to better prepare TJ graduates for a truly diverse and culturally responsive world, you will play a role in how TJHSST continues to lead the nation as a public school that prepares students for the shared interests of humanity. Thank you for joining in this important work.

Sincerely,

Ann N. Bonitatibus, Ed.D.

TJHSST Principal

6560 Braddock Rd, Alexandria, VA 22312 | Main Office: 703.750.8300
Attendance: 703.750.8315 | [Web](#) | [Twitter](#)

Update your subscriptions, modify your password or email address, or stop subscriptions at any time on your [Subscriber Preferences Page](#). You will need to use your email address to log in. If you have questions or problems with the subscription service, please visit subscriberhelp.govdelivery.com.

This email was sent to amy.kay.sharp@gmail.com using GovDelivery Communications Cloud on behalf of: Fairfax County Public Schools 8115 Gatehouse Road Falls Church, VA 22042



From: [Bonitatibus, Ann N](#)
To: [Anne Appler](#)
Subject: FW: Letter to the TJHSST Administration from an Alum
Date: Tuesday, June 9, 2020 11:10:00 AM

Examples of a form letter template from members of Class of 2015.

Ann

In the wake of the murder of George Floyd and protests against police brutality across the country, I have realized that TJ failed to adequately teach me and my peers about racism, intersectionality, and privilege in the United States.

I am writing to you to demand the implementation of programs that promote anti-racist learning throughout all four years at TJ, to prepare your students to go out into the world aware of their own privileges and equipped to dismantle systems of inequality and oppression.

1. **Add anti-racism to the core curriculum at TJ.** This should include adding anti-racist works to every year of English classes, teaching the roots of systemic racism in every History class, and explaining how science has been used to prop up racism and inequity in every core science class.
2. **Teach students to examine their own privilege.** Many students at TJ believe that spending thousands to prepare for a test allowing them to go to a prestigious high school where 100% of students graduate and go to college is “the norm” in the United States -- this could not be further from the truth, and students need to start learning otherwise.
3. **Critically examine TJ’s diversity, and exclusion of Black, Latino, and low-income students, and make a plan to fix it.** As I’m sure you’re aware, the recently graduated Class of 2019 was [1.6% Black and 2.4% Hispanic](#). The percentage of students on free and reduced-price lunches at TJ is routinely around 1%, compared to 28% in the rest of the county. This has been a longstanding problem that must be addressed if TJ has any hope of being part of the solution to educational racism.

Thank you for your attention, and please keep your alumni updated on what changes you plan to make in pursuit of educating students to be active advocates in dismantling racism and oppression.

The murder of George Floyd and protests against police brutality across the country have once again brought into the national discourse the immense disparities that exist and have always existed for African-Americans in this country. These issues are not new, but the current moment provides an opportunity to reflect on how these inequalities have persisted through the institutions we have benefited from. The Thomas Jefferson High School for Science and Technology has utterly failed to adequately teach me and my peers about racism, intersectionality, and privilege in the United States.

I am writing to you to demand the implementation of programs that promote anti-racist learning throughout all four years at TJ, to prepare your students to go out into the world aware of their own privileges and equipped to dismantle systems of inequality and oppression. Many members of the class of 2015 have come together to put forward these demands.

1. **Add anti-racism to the core curriculum at TJ.** TJ has had a consistent culture of treating Non-STEM classes as unimportant slack-off classes. Assignments and classes about history or ethics or race were not taken seriously at all. My senior year, millions of dollars were spent on a new research wing, while the humanities were relegated to the trailers. The research wing had a fancy event and ribbon cutting - the humanities trailers had a ribbon cutting ceremony for a new set of [flimsy wooden stairs](#). In English classes, we were encouraged to say the n-word while reading Huck Finn. In history classes, we were told that the Civil War was a conflict about states rights. Nowhere in 4 years of schooling did we discuss the lasting impacts of systematic racism on this country: racism was taught as something that happened in the past, that effectively ended after slavery and the civil rights movement. Anti-racism classes should include adding anti-racist works to every year of English classes, teaching the roots of systemic racism in every History class, and explaining how science has been used to prop up racism and inequity in core science classes.

2. **Teach students to examine their own privilege.** The most insidious export of an education at TJ is an elitist belief in achievement and meritocracy. Students are constantly being told they are the smartest students at the best high school in the country. They are told that they deserved to get into TJ, that they deserved everything they accomplished, simply because they worked hard. Not once, whether in classrooms, homerooms, One Question discussions, or numerous other mandatory school wide events, were the race and class privileges at play ever acknowledged by the school. We've had mandatory assemblies where we watched slideshows of people's accomplishments in summer research or college admissions. This is a mindset actively enabled by the administration. At a school where many spent thousands of dollars on TJ prep, then tutoring, then SAT prep, at a school where almost 100% of students graduate and go to college as a "norm," at a school with less than 2 % Black students and 1% students of free and reduced lunches, it is appalling that Jefferson students are not made to substantially engage with their privilege even in a cursory way.

3. **Critically examine TJ's diversity, and exclusion of Black, Latino, and low-income students, and make a plan to fix it.** As I'm sure you're aware, the recently graduated Class of 2019 was [1.6% Black and 2.4% Hispanic](#). In your most recently admitted class, the number of black students is recorded as "[too small for reporting](#)." The percentage of students on free and reduced-price lunches at TJ is routinely around 1%, compared to 28% in the rest of the county. This has been a longstanding problem that must be addressed if TJ has any hope of being part of the solution to educational racism. TJ cannot continue to make small changes to admission policies every 10 years - a sustained effort needs to be made to diversify the school and provide equal opportunities to black, latino, and low-income people of color.

From: [Bonitatibus, Ann N](#)
To: [Sharp Family](#)
Subject: RE: [External] Re: Message from the Principal
Date: Tuesday, June 9, 2020 11:15:00 AM

Greetings. Thank you for reaching out. This has been a challenging time to lead for many reasons and I appreciate your support and positive vibes.

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Sharp Family [mailto:amy.kay.sharp@gmail.com]
Sent: Tuesday, June 9, 2020 10:30 AM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] Re: Message from the Principal

Good morning,

I've seen so many messages in the past week and I really appreciate you highlighting specific ideas for action. Thank you for your leadership.

Amy

On Sun, Jun 7, 2020, 8:45 PM TJHSST <fcps@public.govdelivery.com> wrote:

Having trouble viewing this email? [View it as a Web page.](#)

[TJHSST banner](#)



Dear TJHSST Students and Families:

While the world has been quietly hibernating in quarantine the past few months, we recognize the personal isolation, health fears, and academic challenges you have endured. Our homes have been familiar yet bustling enterprises of work and school as we awaited our world to return to normal.

However, disturbing and painful actions in our country have jarred us from our COVID-19 slumber. We are awakened to see that our country's normal continues to be laced with racism that has plagued our nation since its founding. The recent events in our nation with black citizens facing death and

continued injustices remind us that we each have a responsibility to our community to speak up and take actions that counter racism and discrimination in our society.

I implore you to think about your own journey and discovery of race and economic advantage in America. My parents never had to teach me about what it means to be white. I never have had to worry that someone would look at the color of my skin and think I either may not be smart enough to learn or I should be exceedingly smart in a certain subject. No one has surveilled me in a store while shopping, or locked their cars or front doors out of fear when seeing me in their neighborhood. While I did not come from a family with economic means, the color of my skin has given me privileges that others do not have. Please think of privileges you hold that others may not.

As we engage in self-reflection, children and adults can experience a range of emotions including hurt, anger, confusion, discomfort, defensiveness, hopelessness, humility, resolve and advocacy. These feelings are normal.

Our teachers, too, are processing everything while continuing to create classrooms that are safe and welcoming spaces. We encourage students to connect with teachers, counselors and administrators, particularly if they are struggling with how to cope with their range of emotions and ideas. Also, FCPS has several resources on countering racism and stigma you may [find here](#) on the district website.

Thank you for taking time to personally reflect. Give yourself the gift of feeling vulnerable as you process emotions individually and collectively. Reach out to trusted professionals and access resources that will help you.

During this reflection period, I would like to simultaneously call the TJ community to action in three areas.

First, our school is a rich tapestry of heritages; however, we do not reflect the racial composition in FCPS. Our 32 black students and 47 Hispanic students fill three classrooms. If our demographics actually represented FCPS, we would enroll 180 black and 460 Hispanic students, filling nearly 22 classrooms. The most recent TJ admissions trend, unfortunately, does not close the equity gap. Do all FCPS children who have high interest and aptitude for STEM enjoy the same privileges that put them on a path to TJ? Do the TJ admissions outcomes affirm that we believe TJ is accessible to all talented STEM-focused students regardless of race or personal circumstance?

Second, consider colonialism's role in our country's history where certain classes exerted power over others as a means to economically exploit, oppress and enslave them. During the Colonial period, there were leaders who believed those with black or brown skin were uncivilized and not capable of being educated. I speak for us all when I assert this is not a value we share as a TJ community. Yet, our mascot is a Colonial. Can our community support dismantling a symbol that perpetuated racism in our country?

Finally, the heart of public education is in the classroom. This is where students learn to become ethical and global citizens as espoused in the FCPS [Portrait of a Graduate](#). Our students learn to understand and accept, not merely tolerate, diverse cultures and perspectives. Curriculum will need to be

adapted to better equip our TJ students. As expressed by TJ alumni who have written to me, "STEM alone is not enough." Can our community support the new conversations, lessons and activities that will need to be infused across our entire TJ program of study in all content areas?

I acknowledge some of the questions I am asking may not equally resonate with everyone as we examine our school's place within FCPS and the world. I also know that my words may not always be eloquent, my ideas may miss the mark, and I will make mistakes. I also know that I have enjoyed growing with you these past three years and have immense trust and faith in our community to pull together and do what is right, particularly for those in our community experiencing the most pain right now.

By evaluating the racial equity at our school, dismantling a long-held symbol of racism, and embracing curricula to better prepare TJ graduates for a truly diverse and culturally responsive world, you will play a role in how TJHSST continues to lead the nation as a public school that prepares students for the shared interests of humanity. Thank you for joining in this important work.

Sincerely,

Ann N. Bonitatibus, Ed.D.

TJHSST Principal

[6560 Braddock Rd, Alexandria, VA 22312](#) | Main Office: 703.750.8300
Attendance: 703.750.8315 | [Web](#) | [Twitter](#)

Update your subscriptions, modify your password or email address, or stop subscriptions at any time on your [Subscriber Preferences Page](#). You will need to use your email address to log in. If you have questions or problems with the subscription service, please visit [subscriberhelp.govdelivery.com](#).

This email was sent to amy.kay.sharp@gmail.com using GovDelivery Communications Cloud on behalf of: Fairfax County Public Schools 8115 Gatehouse Road Falls Church, VA 22042

From: [Jessica Peyton](#)
To: [Bonitatibus, Ann N](#); [TJ Admissions](#)
Cc: [Derenak Kaufax, Tamara \(School Board Member\)](#); [Corbett Sanders, Karen \(School Board Member\)](#)
Subject: [External] Demanding Anti-Racist Action at TJHSST
Date: Tuesday, June 9, 2020 2:11:28 PM

Dear Dr. Bonitatibus,

My name is Jessica Peyton. In the wake of the murder of George Floyd and protests against police brutality across the country, I am writing to you to demand the implementation of programs that promote anti-racist learning throughout all four years at TJ, to prepare your students to go out into the world aware of their own privileges and equipped to dismantle systems of inequality and oppression.

1. Add anti-racism to the core curriculum at TJ. This should include adding anti-racist works to every year of English classes, teaching the roots of systemic racism in every History class, and explaining how science has been used to prop up racism and inequity in every core science class.

2. Teach students to examine their own privilege. Many students at TJ believe that spending thousands to prepare for a test allowing them to go to a prestigious high school where 100% of students graduate and go to college is “the norm” in the United States -- this could not be further from the truth, and students need to start learning otherwise.

3. Critically examine TJ's diversity, and exclusion of Black, Latino, and low-income students, and make a plan to fix it. As I'm sure you're aware, the recently graduated Class of 2019 was [1.6% Black and 2.4% Hispanic](#). In your most recently admitted class, the number of black students is recorded as "[too small for reporting](#)." The percentage of students on free and reduced-price lunches at TJ is routinely around 1%, compared to 28% in the rest of the county. This has been a longstanding problem that must be addressed if TJ has any hope of being part of the solution to educational racism.

Thank you for your attention, and please keep your alumni updated on what changes you plan to make in pursuit of educating students to be active advocates in dismantling racism and oppression.

Best regards,
Jessica

To: [Jessica Peyton](#)
Subject: RE: [External] Demanding Anti-Racist Action at TJHSST
Date: Tuesday, June 9, 2020 3:01:18 PM

Hi Jessica.

Thank you for writing as I believe you raise important point about TJ and how we can be responsive to best prepare students for a diverse world.

I encourage you to get in touch with the TJ Partnership Fund. They are gathering alumni as soon as this evening to talk about ways they can support school goals. Also, you may be encouraged by the recent communication I sent to the TJ community. You may read it [here](#). I hope you can support the proposed ideas.

Again, thank you for reaching out as I always enjoy hearing from TJ alumni. The TJ Partnership Fun will be the primary means through which I stay connected with alumni and I encourage you to get engaged with them.

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Jessica Peyton [mailto:jmpeyton@email.wm.edu]

Sent: Tuesday, June 9, 2020 2:11 PM

To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>; TJ Admissions <tjadmissions@fcps.edu>

Cc: Derenak Kaufax, Tamara (School Board Member) <tderenakkauf@fcps.edu>; Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>

Subject: [External] Demanding Anti-Racist Action at TJHSST

Dear Dr. Bonitatibus,

My name is Jessica Peyton. In the wake of the murder of George Floyd and protests against police brutality across the country, I am writing to you to demand the implementation of programs that promote anti-racist learning throughout all four years at TJ, to prepare your students to go out into the world aware of their own privileges and equipped to dismantle systems of inequality and oppression.

1. **1. Add anti-racism to the core curriculum at TJ.** This should include adding anti-racist works to every year of English classes, teaching the roots of systemic racism in every History class, and explaining how science has been used to prop up racism and inequity in every core science class.
2. **2. Teach students to examine their own privilege.** Many students at TJ believe that spending thousands to prepare for a test allowing them to go to a prestigious high school where 100% of students graduate and go to college is “the norm” in the

United States -- this could not be further from the truth, and students need to start learning otherwise.

3. **3. Critically examine TJ’s diversity, and exclusion of Black, Latino, and low-income students, and make a plan to fix it.** As I’m sure you’re aware, the recently graduated Class of 2019 was [1.6% Black and 2.4% Hispanic](#). In your most recently admitted class, the number of black students is recorded as “[too small for reporting](#).” The percentage of students on free and reduced-price lunches at TJ is routinely around 1%, compared to 28% in the rest of the county. This has been a longstanding problem that must be addressed if TJ has any hope of being part of the solution to educational racism.

Thank you for your attention, and please keep your alumni updated on what changes you plan to make in pursuit of educating students to be active advocates in dismantling racism and oppression.

Best regards,

Jessica

From: [Bonitatibus, Ann N](#)
To: [Jessica Peyton](#)
Subject: RE: [External] Demanding Anti-Racist Action at TJHSST
Date: Tuesday, June 9, 2020 3:03:00 PM

Hi, Jessica.

Thank you for writing. You raise important point about TJ and how we can be responsive to best prepare students for a diverse world.

I encourage you to get in touch with the TJ Partnership Fund. They are gathering alumni as soon as this evening to talk about ways they can support school goals. Also, you may be encouraged by the recent communication I sent to the TJ community. You may read it [here](#). I hope you can support the proposed ideas.

Again, thank you for reaching out as I always enjoy hearing from TJ alumni. The TJ Partnership Fun will be the primary means through which I stay connected with alumni and I encourage you to get engaged with them.

Regards,

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Jessica Peyton [mailto:jmpeyton@email.wm.edu]
Sent: Tuesday, June 9, 2020 2:11 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>; TJ Admissions <tjadmissions@fcps.edu>
Cc: Derenak Kaufax, Tamara (School Board Member) <tderenakkauf@fcps.edu>; Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>
Subject: [External] Demanding Anti-Racist Action at TJHSST

Dear Dr. Bonitatibus,
My name is Jessica Peyton. In the wake of the murder of George Floyd and protests against police brutality across the country, I am writing to you to demand the implementation of programs that promote anti-racist learning throughout all four years at TJ, to prepare your students to go out into the world aware of their own privileges and equipped to dismantle systems of inequality and oppression.

1. **1. Add anti-racism to the core curriculum at TJ.** This should include adding anti-racist works to every year of English classes, teaching the roots of systemic racism in every History class, and explaining how science has been used to prop up racism and inequity in every core science class.
2. **2. Teach students to examine their own privilege.** Many students at TJ believe that spending thousands to prepare for a test allowing them to go to a prestigious high school where 100% of students graduate and go to college is “the norm” in the

United States -- this could not be further from the truth, and students need to start learning otherwise.

3. **3. Critically examine TJ’s diversity, and exclusion of Black, Latino, and low-income students, and make a plan to fix it.** As I’m sure you’re aware, the recently graduated Class of 2019 was [1.6% Black and 2.4% Hispanic](#). In your most recently admitted class, the number of black students is recorded as “[too small for reporting](#).” The percentage of students on free and reduced-price lunches at TJ is routinely around 1%, compared to 28% in the rest of the county. This has been a longstanding problem that must be addressed if TJ has any hope of being part of the solution to educational racism.

Thank you for your attention, and please keep your alumni updated on what changes you plan to make in pursuit of educating students to be active advocates in dismantling racism and oppression.

Best regards,
Jessica

From: [Millard, Tangy](#)
To: [Bonitatibus, Ann N](#)
Subject: My Shero
Date: Tuesday, June 9, 2020 4:03:16 PM

You are my shero! I have over the years always been impressed with your leadership, but these days, I am inspired by your courage and care. This message is everything. Thank you. So would you consider,,,

So FCPS is having the Equity Lead Symposium July 22-23rd. I want to put in for a session that would be Break out session of principals discussing the planning, action steps to move forward equity work (supporting equity teacher leaders and teams) with all stakeholders. Panel of principals leading across the spectrum of school types.

Would you be interested in presenting with me, pls

Having trouble viewing this email? [View it as a Web page.](#)

TJHSST banner



Dear TJHSST Students and Families:

While the world has been quietly hibernating in quarantine the past few months, we recognize the personal isolation, health fears, and academic challenges you have endured. Our homes have been familiar yet bustling enterprises of work and school as we awaited our world to return to normal.

However, disturbing and painful actions in our country have jarred us from our COVID-19 slumber. We are awakened to see that our country's normal continues to be laced with racism that has plagued our nation since its founding. The recent events in our nation with black citizens facing death and continued injustices remind us that we each have a responsibility to our community to speak up and take actions that counter racism and discrimination in our society.

I implore you to think about your own journey and discovery of race and economic advantage in America. My parents never had to teach me about

what it means to be white. I never have had to worry that someone would look at the color of my skin and think I either may not be smart enough to learn or I should be exceedingly smart in a certain subject. No one has surveilled me in a store while shopping, or locked their cars or front doors out of fear when seeing me in their neighborhood. While I did not come from a family with economic means, the color of my skin has given me privileges that others do not have. Please think of privileges you hold that others may not.

As we engage in self-reflection, children and adults can experience a range of emotions including hurt, anger, confusion, discomfort, defensiveness, hopelessness, humility, resolve and advocacy. These feelings are normal.

Our teachers, too, are processing everything while continuing to create classrooms that are safe and welcoming spaces. We encourage students to connect with teachers, counselors and administrators, particularly if they are struggling with how to cope with their range of emotions and ideas. Also, FCPS has several resources on countering racism and stigma you may [find here](#) on the district website.

Thank you for taking time to personally reflect. Give yourself the gift of feeling vulnerable as you process emotions individually and collectively. Reach out to trusted professionals and access resources that will help you.

During this reflection period, I would like to simultaneously call the TJ community to action in three areas.

First, our school is a rich tapestry of heritages; however, we do not reflect the racial composition in FCPS. Our 32 black students and 47 Hispanic students fill three classrooms. If our demographics actually represented FCPS, we would enroll 180 black and 460 Hispanic students, filling nearly 22 classrooms. The most recent TJ admissions trend, unfortunately, does not close the equity gap. Do all FCPS children who have high interest and aptitude for STEM enjoy the same privileges that put them on a path to TJ? Do the TJ admissions outcomes affirm that we believe TJ is accessible to all talented STEM-focused students regardless of race or personal circumstance?

Second, consider colonialism's role in our country's history where certain classes exerted power over others as a means to economically exploit, oppress and enslave them. During the Colonial period, there were leaders who believed those with black or brown skin were uncivilized and not capable of

being educated. I speak for us all when I assert this is not a value we share as a TJ community. Yet, our mascot is a Colonial. Can our community support dismantling a symbol that perpetuated racism in our country?

Finally, the heart of public education is in the classroom. This is where students learn to become ethical and global citizens as espoused in the FCPS [Portrait of a Graduate](#). Our students learn to understand and accept, not merely tolerate, diverse cultures and perspectives. Curriculum will need to be adapted to better equip our TJ students. As expressed by TJ alumni who have written to me, "STEM alone is not enough." Can our community support the new conversations, lessons and activities that will need to be infused across our entire TJ program of study in all content areas?

I acknowledge some of the questions I am asking may not equally resonate with everyone as we examine our school's place within FCPS and the world. I also know that my words may not always be eloquent, my ideas may miss the mark, and I will make mistakes. I also know that I have enjoyed growing with you these past three years and have immense trust and faith in our community to pull together and do what is right, particularly for those in our community experiencing the most pain right now.

By evaluating the racial equity at our school, dismantling a long-held symbol of racism, and embracing curricula to better prepare TJ graduates for a truly diverse and culturally responsive world, you will play a role in how TJHSST continues to lead the nation as a public school that prepares students for the shared interests of humanity. Thank you for joining in this important work.

Sincerely,

Ann N. Bonitatibus, Ed.D.

TJHSST Principal

[6560 Braddock Rd, Alexandria, VA 22312](#) | Main Office: 703.750.8300
Attendance: 703.750.8315 | [Web](#) | [Twitter](#)

Update your subscriptions, modify your password or email address, or stop subscriptions at any time on your [Subscriber Preferences Page](#). You will need to use your email address to log in. If you have questions or problems with the subscription service, please visit subscriberhelp.govdelivery.com.

From: [Shah, Ruhee](#)
To: [Bonitatibus, Ann N](#)
Subject: [External] Letter from TJ Alumni
Date: Tuesday, June 9, 2020 6:14:36 PM
Attachments: [TJ Alumni Anti-Racism Letter.pdf](#)

Dear Dr. Bonitatibus,

I appreciate your response to my email earlier in the week. I wanted to pass along this letter, echoing the sentiments of my earlier email, that has been signed in solidarity by 82 TJ alumni.

We appreciate the attention you have already given this issue, and look forward to hearing about the specific changes to the curriculum and culture of TJ that must follow for our community to make necessary and long-overdue steps towards equity and anti-racism.

Sincerely,
Ruhee

--

Ruhee Shah
MD Candidate, Class of 2023
Icahn School of Medicine at Mount Sinai

June 9, 2020

In the wake of the murder of George Floyd and protests against police brutality across the country, we have realized that **TJ failed to adequately teach us about racism, intersectionality, and privilege in the United States.**

We are writing to you to demand the implementation of programs that promote anti-racist learning throughout all four years at TJ, to prepare your students to go out into the world aware of their own privileges and equipped to dismantle systems of inequality and oppression.

1. Add anti-racism to the core curriculum at TJ. This should include adding anti-racist works to every year of English classes, teaching the roots of systemic racism in every History class, and explaining how science has been used to prop up racism and inequity in every core science class.

2. Teach students to examine their own privilege. Many students at TJ believe that spending thousands to prepare for a test allowing them to go to a prestigious high school where 100% of students graduate and go to college is “the norm” in the United States -- this could not be further from the truth, and students need to start learning otherwise.

3. Critically examine TJ's diversity, and exclusion of Black, Latino, and low-income students, and make a plan to fix it. As I'm sure you're aware, the recently graduated Class of 2019 was 1.6% Black and 2.4% Hispanic. In your most recently admitted class, the number of black students is recorded as "too small for reporting." The percentage of students on free and reduced-price lunches at TJ is routinely around 1%, compared to 28% in the rest of the county. This has been a longstanding problem that must be addressed if TJ has any hope of being part of the solution to educational racism.

Thank you for your attention, and please keep your alumni updated on what changes you plan to make in pursuit of educating students to be active advocates in dismantling racism and oppression.

Signed,

1. Ruhee Shah, Class of 2015
2. Claire Murphy, Class of 2015
3. Anna Tursi, Class of 2015
4. Pegah Moradi, Class of 2015
5. Maria Kanevsky, Class of 2014
6. Shadin Ahmed, Class of 2015
7. Florence Glynn, Class of 2015
8. Amir Refai, Class of 2015
9. Yash Singh, Class of 2015
10. Teja Sathi, Class of 2015
11. Madeline Meyers, Class of 2015
12. Solomon Shewit, Class of 2015
13. Mimi Nguyen, Class of 2015
14. Alyssa Herbst, Class of 2015
15. Helen Zhang, Class of 2015
16. Steven Androphy, Class of 2015
17. Dilip Thiagarajan, Class of 2015
18. Siddarth Anand, Class of 2015
19. Sushma Reddy, Class of 2015
20. Shilpa Kunnappillil, Class of 2015
21. Priyal Gandhi, Class of 2013
22. Sajala Shukla, Class of 2013
23. Stephanie Levin, Class of 2013
24. Thuc Tran, Class of 2013
25. Divya Bhaskara, Class of 2013
26. Kristina Hu, Class of 2012
27. Arisa Smith, Class of 2013
28. Noah Bardash, Class of 2013
29. Megha Vipani, Class of 2013
30. Saniya Suri, Class of 2013
31. Sharon Zhao, Class of 2013

32. Samuel Dallstream, Class of 2013
33. Rahil Shah, Class of 2019
34. Rebecca Applin, Class of 2013
35. Lucy Bullen, Class of 2013
36. Sebastian Ibarra, Class of 2019
37. Kevin Zeng, Class of 2013
38. Jennifer Hernández, Class of 2019
39. Lohitha Kethu, Class of 2013
40. Malaika Murphy-Sierra, Class of 2013
41. Dina Ajalli, Class of 2013
42. Jennifer Peng, Class of 2013
43. Yihemba Yikona, Class of 2013
44. Nihar Gudiseva, Class of 2015
45. Ish Sethi, Class of 2019
46. Robin Sturm, Class of 2013
47. Pooja Chandrashekar, Class of 2015
48. Alec Grieser, Class of 2013
49. Molly Chheath, Class of 2013
50. Romita Mandal, Class of 2013
51. Benjamin Roodberg, Class of 2013
52. Siva Kodali, Class of 2015
53. Carolyn Carrithers, Class of 2013
54. Michaela Thornton, Class of 2013
55. Jane Berkowitz, Class of 2013
56. Saloni Chaswal, Class of 2013
57. Rucha Bhat, Class of 2013

58. Zachary Moser, Class of 2013
59. Nira Harikrishnan, Class of 2018
60. Kanvi Shah, Class of 2018
61. Yash Maniar, Class of 2013
62. Deanna Buttarro, Class of 2013
63. Rohin Dewan, Class of 2015
64. Ankit Agrawal, Class of 2018
65. Carrie Heilbrun, Class of 2015

66. Christine Galloway, Class of 2013
67. Niara Lezama, Class of 2013
68. Sarah Eltinge, Class of 2013
69. Annabelle Chang, Class of 2013
70. Isabel Ho, Class of 2015
71. Krista McGuigan, Class of 2013

72. Rhea Sharma, Class of 2015
73. Susie Lee, Class of 2015
74. Maddie Zug, Class of 2015
75. Suzanne Mueller, Class of 2013
76. Eric Lin, Class of 2013
77. Naini Shiswawala, Class of 2015
78. Mikaela Ruiz-Ramon, Class of 2015
79. Anna Pelletti, Class of 2013
80. Shantanu Gore, Class of 2015
81. Jeevan Karamsetty, Class of 2015
82. Lyuba Bolkhovitinov, Class of 2013

From: anbonitatibu@fcps.edu
To: [Anne Appler](#)
Subject: Fwd: Letter from 82 TJ Alumni
Date: Tuesday, June 9, 2020 6:20:51 PM
Attachments: [TJ Alumni Anti-Racism Letter.pdf](#)
[ATT00001.htm](#)

Here's a queue of 82 alumni ready to go!

Ann N. Bonitatibus, Ed.D.
Principal
TJHSST
(Sent from mobile phone)

Begin forwarded message:

June 9, 2020

In the wake of the murder of George Floyd and protests against police brutality across the country, we have realized that **TJ failed to adequately teach us about racism, intersectionality, and privilege in the United States.**

We are writing to you to demand the implementation of programs that promote anti-racist learning throughout all four years at TJ, to prepare your students to go out into the world aware of their own privileges and equipped to dismantle systems of inequality and oppression.

1. Add anti-racism to the core curriculum at TJ. This should include adding anti-racist works to every year of English classes, teaching the roots of systemic racism in every History class, and explaining how science has been used to prop up racism and inequity in every core science class.

2. Teach students to examine their own privilege. Many students at TJ believe that spending thousands to prepare for a test allowing them to go to a prestigious high school where 100% of students graduate and go to college is “the norm” in the United States -- this could not be further from the truth, and students need to start learning otherwise.

3. Critically examine TJ’s diversity, and exclusion of Black, Latino, and low-income students, and make a plan to fix it. As I’m sure you’re aware, the recently graduated Class of 2019 was 1.6% Black and 2.4% Hispanic. In your most recently admitted class, the number of black students is recorded as “too small for reporting.” The percentage of students on free and reduced-price lunches at TJ is routinely around 1%, compared to 28% in the rest of the county. This has been a longstanding problem that must be addressed if TJ has any hope of being part of the solution to educational racism.

Thank you for your attention, and please keep your alumni updated on what changes you plan to make in pursuit of educating students to be active advocates in dismantling racism and oppression.

Signed,

1. Ruhee Shah, Class of 2015
2. Claire Murphy, Class of 2015
3. Anna Tursi, Class of 2015
4. Pegah Moradi, Class of 2015
5. Maria Kanevsky, Class of 2014
6. Shadin Ahmed, Class of 2015

7. Florence Glynn, Class of 2015
8. Amir Refai, Class of 2015
9. Yash Singh, Class of 2015
10. Teja Sathi, Class of 2015
11. Madeline Meyers, Class of 2015
12. Solomon Shewit, Class of 2015
13. Mimi Nguyen, Class of 2015
14. Alyssa Herbst, Class of 2015
15. Helen Zhang, Class of 2015
16. Steven Androphy, Class of 2015
17. Dilip Thiagarajan, Class of 2015
18. Siddarth Anand, Class of 2015

19. Sushma Reddy, Class of 2015
20. Shilpa Kunnappillil, Class of 2015
21. Priyal Gandhi, Class of 2013
22. Sajala Shukla, Class of 2013
23. Stephanie Levin , Class of 2013
24. Thuc Tran, Class of 2013
25. Divya Bhaskara, Class of 2013
26. Kristina Hu, Class of 2012
27. Arisa Smith, Class of 2013
28. Noah Bardash, Class of 2013
29. Megha Vipani, Class of 2013
30. Saniya Suri, Class of 2013
31. Sharon Zhao, Class of 2013
32. Samuel Dallstream, Class of 2013
33. Rahil Shah, Class of 2019
34. Rebecca Applin, Class of 2013
35. Lucy Bullen, Class of 2013
36. Sebastian Ibararan, Class of 2019
37. Kevin Zeng, Class of 2013
38. Jennifer Hernández, Class of 2019
39. Lohitha Kethu, Class of 2013
40. Malaika Murphy-Sierra, Class of 2013
41. Dina Ajalli, Class of 2013
42. Jennifer Peng, Class of 2013
43. Yihemba Yikona, Class of 2013
44. Nihar Gudiseva, Class of 2015

45. Ish Sethi, Class of 2019
46. Robin Sturm, Class of 2013
47. Pooja Chandrashekar, Class of 2015
48. Alec Grieser, Class of 2013
49. Molly Chheath, Class of 2013
50. Romita Mandal, Class of 2013
51. Benjamin Roodberg, Class of 2013
52. Siva Kodali, Class of 2015
53. Carolyn Carrithers, Class of 2013
54. Michaela Thornton, Class of 2013
55. Jane Berkowitz, Class of 2013
56. Saloni Chaswal, Class of 2013

57. Rucha Bhat, Class of 2013
58. Zachary Moser, Class of 2013
59. Nira Harikrishnan, Class of 2018
60. Kanvi Shah, Class of 2018
61. Yash Maniar, Class of 2013
62. Deanna Buttaro, Class of 2013
63. Rohin Dewan, Class of 2015
64. Ankit Agrawal, Class of 2018
65. Carrie Heilbrun, Class of 2015

66. Christine Galloway, Class of 2013
67. Niara Lezama, Class of 2013
68. Sarah Eltinge, Class of 2013
69. Annabelle Chang, Class of 2013
70. Isabel Ho, Class of 2015
71. Krista McGuigan, Class of 2013
72. Rhea Sharma, Class of 2015
73. Susie Lee, Class of 2015
74. Maddie Zug, Class of 2015
75. Suzanne Mueller, Class of 2013
76. Eric Lin, Class of 2013
77. Naini Shiswawala, Class of 2015
78. Mikaela Ruiz-Ramon, Class of 2015
79. Anna Pelletti, Class of 2013
80. Shantanu Gore, Class of 2015
81. Jeevan Karamsetty, Class of 2015
82. Lyuba Bolkhovitinov, Class of 2013

From: [Bonitatibus, Ann N](#)
To: [Anne Appler](#)
Subject: Fwd: Letter from 82 TJ Alumni
Date: Tuesday, June 9, 2020 6:20:52 PM
Attachments: [TJ Alumni Anti-Racism Letter.pdf](#)
[ATT00001.htm](#)

Here's a queue of 82 alumni ready to go!

Ann N. Bonitatibus, Ed.D.
Principal
TJHSST
(Sent from mobile phone)

Begin forwarded message:

June 9, 2020

In the wake of the murder of George Floyd and protests against police brutality across the country, we have realized that **TJ failed to adequately teach us about racism, intersectionality, and privilege in the United States.**

We are writing to you to demand the implementation of programs that promote anti-racist learning throughout all four years at TJ, to prepare your students to go out into the world aware of their own privileges and equipped to dismantle systems of inequality and oppression.

- 1. Add anti-racism to the core curriculum at TJ.** This should include adding anti-racist works to every year of English classes, teaching the roots of systemic racism in every History class, and explaining how science has been used to prop up racism and inequity in every core science class.
- 2. Teach students to examine their own privilege.** Many students at TJ believe that spending thousands to prepare for a test allowing them to go to a prestigious high school where 100% of students graduate and go to college is “the norm” in the United States -- this could not be further from the truth, and students need to start learning otherwise.
- 3. Critically examine TJ’s diversity, and exclusion of Black, Latino, and low-income students, and make a plan to fix it.** As I’m sure you’re aware, the recently graduated Class of 2019 was 1.6% Black and 2.4% Hispanic. In your most recently admitted class, the number of black students is recorded as “too small for reporting.” The percentage of students on free and reduced-price lunches at TJ is routinely around 1%, compared to 28% in the rest of the county. This has been a longstanding problem that must be addressed if TJ has any hope of being part of the solution to educational racism.

Thank you for your attention, and please keep your alumni updated on what changes you plan to make in pursuit of educating students to be active advocates in dismantling racism and oppression.

Signed,

1. Ruhee Shah, Class of 2015
2. Claire Murphy, Class of 2015
3. Anna Tursi, Class of 2015
4. Pegah Moradi, Class of 2015
5. Maria Kanevsky, Class of 2014
6. Shadin Ahmed, Class of 2015
7. Florence Glynn, Class of 2015
8. Amir Refai, Class of 2015
9. Yash Singh, Class of 2015
10. Teja Sathi, Class of 2015
11. Madeline Meyers, Class of 2015
12. Solomon Shewit, Class of 2015
13. Mimi Nguyen, Class of 2015
14. Alyssa Herbst, Class of 2015
15. Helen Zhang, Class of 2015
16. Steven Androphy, Class of 2015
17. Dilip Thiagarajan, Class of 2015
18. Siddarth Anand, Class of 2015

19. Sushma Reddy, Class of 2015
20. Shilpa Kunnappillil, Class of 2015
21. Priyal Gandhi, Class of 2013
22. Sajala Shukla, Class of 2013
23. Stephanie Levin , Class of 2013
24. Thuc Tran, Class of 2013
25. Divya Bhaskara, Class of 2013
26. Kristina Hu, Class of 2012
27. Arisa Smith, Class of 2013
28. Noah Bardash, Class of 2013
29. Megha Vipani, Class of 2013
30. Saniya Suri, Class of 2013
31. Sharon Zhao, Class of 2013
32. Samuel Dallstream, Class of 2013
33. Rahil Shah, Class of 2019
34. Rebecca Applin, Class of 2013
35. Lucy Bullen, Class of 2013
36. Sebastian Ibararan, Class of 2019
37. Kevin Zeng, Class of 2013
38. Jennifer Hernández, Class of 2019
39. Lohitha Kethu, Class of 2013

40. Malaika Murphy-Sierra, Class of 2013
41. Dina Ajalli, Class of 2013
42. Jennifer Peng, Class of 2013
43. Yihemba Yikona, Class of 2013
44. Nihar Gudiseva, Class of 2015
45. Ish Sethi, Class of 2019
46. Robin Sturm, Class of 2013
47. Pooja Chandrashekar, Class of 2015
48. Alec Grieser, Class of 2013
49. Molly Chheath, Class of 2013
50. Romita Mandal, Class of 2013
51. Benjamin Roodberg, Class of 2013
52. Siva Kodali, Class of 2015
53. Carolyn Carrithers, Class of 2013
54. Michaela Thornton, Class of 2013
55. Jane Berkowitz, Class of 2013
56. Saloni Chaswal, Class of 2013
57. Rucha Bhat, Class of 2013
58. Zachary Moser, Class of 2013
59. Nira Harikrishnan, Class of 2018
60. Kanvi Shah, Class of 2018
61. Yash Maniar, Class of 2013
62. Deanna Buttarro, Class of 2013
63. Rohin Dewan, Class of 2015
64. Ankit Agrawal, Class of 2018
65. Carrie Heilbrun, Class of 2015

66. Christine Galloway, Class of 2013
67. Niara Lezama, Class of 2013
68. Sarah Eltinge, Class of 2013
69. Annabelle Chang, Class of 2013
70. Isabel Ho, Class of 2015
71. Krista McGuigan, Class of 2013
72. Rhea Sharma, Class of 2015
73. Susie Lee, Class of 2015
74. Maddie Zug, Class of 2015

75. Suzanne Mueller, Class of 2013
76. Eric Lin, Class of 2013
77. Naini Shiswawala, Class of 2015
78. Mikaela Ruiz-Ramon, Class of 2015
79. Anna Pelletti, Class of 2013
80. Shantanu Gore, Class of 2015
81. Jeevan Karamsetty, Class of 2015
82. Lyuba Bolkhovitinov, Class of 2013

From: [Shaista Keating](#)
To: [Yolanda Theeke](#)
Cc: [Nicolae Costescu](#); [Bonitatibus, Ann N](#)
Subject: [External] Re: TJHSST Applicant & Admissions Analysis
Date: Wednesday, June 10, 2020 6:59:09 AM

Hi Yolanda,

Thank you for doing this detailed analysis. It will help us to ask better questions and better serve our Diversity Committee mission.

Best,
Shaista

Sent from my iPhone

On Jun 9, 2020, at 7:17 PM, Yolanda Theeke <ytheeke@yahoo.com> wrote:

Hi Shaista,

In response to your message, I spent a few hours last night/ this morning compiling official applicant and admissions data and doing some analysis.

I have found the official data for class of 2020 through class of 2024.

Please find attached the analysis.

Best
Yolanda

<TJHSST Class of 2020 to Class of 2024 Admissions Analysis.docx>

From: [Shaista Keating](#)
To: [Bonitatibus, Ann N](#)
Cc: [Yolanda Theeke](#); [Frank, Shawn J](#); [Natalie](#); [Rowland, Nancy H](#); [REDACTED]; [Kinis, Aristia](#); [Lamoreaux, Miriam](#); [REDACTED]; [REDACTED]
Subject: Re: [External] Re: Diversity Committee Request
Date: Wednesday, June 10, 2020 7:01:25 AM

Hi Team,

Hope you are doing well.

We have a diverse panel comprised of articulate and passionate students and alumni in our community. These students are committed to diversity and inclusion and have made significant contributions to our TJ community as STEMbassadors and as leaders of the Student Diversity Initiative and the Black Student Union. Two have written reflective and compelling articles.

I am delighted to share that [REDACTED] [REDACTED] have confirmed participation on our panel for the Young Scholars Program Session with TJ.

Nancy, thank you in advance for helping us market this event to students in the Young Scholars Program starting in 4th grade. Thank you Miriam for creating a registration site. We also have a Zoom link in the flyer. Here is a Google doc link to our flyer: <https://docs.google.com/presentation/d/1ZFD2IpBtM6Rz56EXK8QURj2JjA-R3O4ar8L9THyfGx0/edit#slide=id.p1>

Best,
Shaista

On Sun, Jun 7, 2020 at 7:17 PM Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

| Hi, Shaista and the team.

Thanks for all you are doing to host an event this year that reaches a targeted audience with Young Scholars. You know best what you will plan for the experience, which would in turn influence the grade levels.

I believe we would be reaching a good segment if we reached down as far as 4th grade, especially considering the virtual platform and what its capabilities will be. The younger ones really need an active experience with breakout rooms, opportunities to do something fun, etc., so it may be a stretch to include grades 2-3. I have already recommended a student to Shaista and will be able to give a back up if that student is not available.

Looking forward to this year's event.

Ann

Ann N. Bonitatibus, Ed.D.

Principal

Thomas Jefferson High School

for Science and Technology

6560 Braddock Road

Alexandria, VA 22312

(703) 750-8300

From: Shaista Keating [mailto:shaistakeating@gmail.com]

Sent: Sunday, June 7, 2020 6:32 PM

To: Yolanda [REDACTED] >

Cc: Bonitatibus, Ann N <anbonitatibu@fcps.edu>; Frank, Shawn J <SJFrank@fcps.edu>; [REDACTED]

[REDACTED] Rowland, Nancy H. <NHRowland@fcps.edu>; [REDACTED]

[REDACTED]; Kinis, Aristia <akinis@fcps.edu>; Lamoreaux, Miriam

<mlamoreaux@fcps.edu>; [REDACTED]

[REDACTED]

[REDACTED]

Subject: [External] Re: Diversity Committee Request

Hi Team,

Hope you are well.

Yolanda, Thank you for letting us know. I wish you luck with the global deployment.

Happy to take the lead and would value any support that you are able to provide. Please don't worry about the flyer. I have already updated it and will share it with everyone soon. One less thing on your plate.

Nancy, would you be willing to discuss TJ admissions in addition to advertising the event to the Young Scholars Program students.

Ann and Shawn, since this is an online event, would you be alright with inviting all Young Scholars or would you prefer upper elementary? Our software can support 2-6 grade scholars.

So far, we have a commitment from an alumna, [REDACTED] has also agreed to be on the panel to share her story as an individual and as a TJ parent. A few of us are looking to identify a current student and another alum. Yolanda, do let us know if you would be willing to serve on the panel on June 20 at 10:00am.

Thank you everyone.

Best,

Shaista

Sent from my iPhone

On Jun 7, 2020, at 5:13 PM, Yolanda Theeke <ytheeke@yahoo.com> wrote:

Hi Team,

I think this is a good idea, and worth pursuing.

I am working literally around the clock doing hypercare for a

large global deployment and don't have the bandwidth to be able to commit to take the lead to pull this event together.

I'll do my best to try to support if somebody else can lead and I will also produce revised flyers.

Best

Yolanda

On Friday, June 5, 2020, 01:19:13 PM EDT, Shaista Keating
<shaistakeating@gmail.com> wrote:

Thank you [REDACTED]. It would be wonderful if you would reach out to [REDACTED]

Best,

Shaista

Sent from my iPhone

On Jun 5, 2020, at 1:12 PM, [REDACTED] wrote:

Thanks Shaista,

would love to see [REDACTED] on the panel if she's willing. she graduated in 2019 and has completed her first year of college in Arizona - she has excellent perspectives and would represent the kind of diversity we are seeking in addition to [REDACTED] or others who might be interested and available. if it's ok, I'll reach to her...

Natalie

[REDACTED]

[REDACTED]

[REDACTED]

On Fri, Jun 5, 2020 at 1:05 PM Shaista Keating
<shaistakeating@gmail.com> wrote:

Excellent. Thank you Nancy.

Let me propose June 20 at 10:00am for a 1 hour session.

Yolanda, would you be willing to change the flyer you made to reflect the new date and the title to be?

“Young Scholars Session with TJ”

Tentative agenda:

Ann Bonitatibus and Shawn Frank - Welcome - 5 minutes

Yolanda - Diversity Committee and introduction of panelists. - 5 minutes

It would be ideal to have 2 or 3 students or alumni To discuss their experience at TJ and commitment to Sci-tech, 2 or 3 parents to discuss how to get into TJ on our panel. I am happy to moderate.

[REDACTED] has agreed to be on the panel and we are checking with [REDACTED] to see if she and [REDACTED] would be willing.

If you have recommendations on students or alumni, please let me know so we may invite them to join.

Best,
Shaista

Sent from my iPhone

> On Jun 5, 2020, at 12:21 PM, Shaista Keating
<ShaistaKeating@gmail.com> wrote:

>

> Hi Yolanda,

>

> Hope you are doing well.

>

> Are you available to schedule an online Zoom for a Young Scholars
Day at TJ?

>

> I think we could still work with Nancy Roland and do a wonderful event
online.

>

> Nancy, would it be possible to advertise an online event to Young
Scholars and their families?

>

> Thank you in advance for your consideration.

>

> Best,

> Shaista

>

> Sent from my iPhone

[]

From: [Bonitatibus, Ann N](#)
To: [Fortier, Bethany](#)
Subject: FW: [External] Re: Diversity Committee Request
Date: Wednesday, June 10, 2020 11:02:00 AM

This event/link/info needs to be on my calendar for June 20. Please register me via the link on the flyer. Thanks.

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Shaista Keating [mailto:shaistakeating@gmail.com]

Sent: Wednesday, June 10, 2020 7:01 AM

To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Cc: [REDACTED] Frank, Shawn J <SJFrank@fcps.edu>; [REDACTED]

[REDACTED] Rowland, Nancy H. <NHRowland@fcps.edu>; [REDACTED]

[REDACTED] >; Kinis, Aristia <akinis@fcps.edu>; Lamoreaux, Miriam

<mlamoreaux@fcps.edu>; [REDACTED]

Subject: Re: [External] Re: Diversity Committee Request

Hi Team,

Hope you are doing well.

We have a diverse panel comprised of articulate and passionate students and alumni in our community. These students are committed to diversity and inclusion and have made significant contributions to our TJ community as STEMbassadors and as leaders of the Student Diversity Initiative and the Black Student Union. Two have written reflective and compelling articles.

I am delighted to share that [REDACTED]

[REDACTED] have confirmed participation on our panel for the Young Scholars Program Session with TJ.

Nancy, thank you in advance for helping us market this event to students in the Young Scholars Program starting in 4th grade. Thank you Miriam for creating a registration site. We also have a Zoom link in the flyer. Here is a Google doc link to our

flyer: <https://docs.google.com/presentation/d/1ZFD2IpBtM6Rz56EXK8QURj2JjA-R3O4ar8L9THyfGx0/edit#slide=id.p1>

Best,
Shaista

On Sun, Jun 7, 2020 at 7:17 PM Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

| Hi, Shaista and the team.

Yolanda, Thank you for letting us know. I wish you luck with the global deployment. Happy to take the lead and would value any support that you are able to provide. Please don't worry about the flyer. I have already updated it and will share it with everyone soon. One less thing on your plate.

Nancy, would you be willing to discuss TJ admissions in addition to advertising the event to the Young Scholars Program students.

Ann and Shawn, since this is an online event, would you be alright with inviting all Young Scholars or would you prefer upper elementary? Our software can support 2-6 grade scholars.

So far, we have a commitment from an alumna, Victoria Africa. [REDACTED]

[REDACTED] A few of us are looking to identify a current student and another alum. Yolanda, do let us know if you would be willing to serve on the panel on June 20 at 10:00am.

Thank you everyone.

Best,
Shaista

Sent from my iPhone

On Jun 7, 2020, at 5:13 PM, Yolanda Theeke <ytheeke@yahoo.com> wrote:

Hi Team,

I think this is a good idea, and worth pursuing.

I am working literally around the clock doing hypercare for a large global deployment and don't have the bandwidth to be able to commit to take the lead to pull this event together.

I'll do my best to try to support if somebody else can lead and I will also produce revised flyers.

Best
Yolanda

On Friday, June 5, 2020, 01:19:13 PM EDT, Shaista Keating
<shaistakeating@gmail.com> wrote:

Thank you [REDACTED]. It would be wonderful if you would reach out [REDACTED]

Best,
Shaista

Sent from my iPhone

On Jun 5, 2020, at 1:12 PM, [REDACTED] > wrote:

Thanks Shaista,

would love to see Isabela Huckabee on the panel if she's willing. she graduated in 2019 and has completed her first year of college in Arizona - she has excellent perspectives and would represent the kind of diversity we are seeking in addition to [REDACTED] or others who might be interested and available. if it's ok, I'll reach to her...

Natalie

[REDACTED]

On Fri, Jun 5, 2020 at 1:05 PM Shaista Keating
<shaistakeating@gmail.com> wrote:

Excellent. Thank you Nancy.

Let me propose June 20 at 10:00am for a 1 hour session.

Yolanda, would you be willing to change the flyer you made to reflect the new date and the title to be?

“Young Scholars Session with TJ”

Tentative agenda:

Ann Bonitatibus and Shawn Frank - Welcome - 5 minutes

Yolanda - Diversity Committee and introduction of panelists. - 5 minutes

It would be ideal to have 2 or 3 students or alumni To discuss their experience at TJ and commitment to Sci-tech, 2 or 3 parents to discuss how to get into TJ on our panel. I am happy to moderate.



If you have recommendations on students or alumni, please let me know so we may invite them to join.

Best,
Shaista

Sent from my iPhone

> On Jun 5, 2020, at 12:21 PM, Shaista Keating
<ShaistaKeating@gmail.com> wrote:

>

> Hi Yolanda,

>

> Hope you are doing well.

>

> Are you available to schedule an online Zoom for a Young Scholars Day at TJ?

>

> I think we could still work with Nancy Roland and do a wonderful event online.

>
> Nancy, would it be possible to advertise an online event to Young
Scholars and their families?
>
> Thank you in advance for your consideration.
>
> Best,
> Shaista
>
> Sent from my iPhone

[]

From: [Bonitatibus, Ann N](#)
To: [Smith, Adam](#)
Subject: RE: Questions re yesterday"s huddle
Date: Wednesday, June 10, 2020 12:07:00 PM
Attachments: [TJ Alumni Anti-Racism Letter.pdf](#)

I assume the letter many of the grads are signing is a public document somewhere in the ether. I've attached it.

Ann

From: Smith, Adam
Sent: Wednesday, June 10, 2020 11:20 AM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: Re: Questions re yesterday's huddle

Thank you for the kind words about my speech, Ann. I was just hoping to share something I was in a unique position to speak about.

Your explanation of the schedule swaps we'll be able to do makes perfect sense, and that's exactly what I was asking about.

Your explanation of the schedule swaps we'll be able to do makes perfect sense, and that's exactly what I was asking about.

And yes, 2015 was the last class that Jon and I sponsored, so I'm proud of them. Can you share any names? (I understand if it would be a hassle to dig back into your mail at this point, or if sharing names would violate confidentiality.)

Adam Smith
Physics Teacher
Class of 2020 Sponsor
Thomas Jefferson High School for Science and Technology

On Jun 10, 2020, at 10:54 AM, Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

Hi, Adam.

Before I answer your questions ☺ thank you for the authenticity and personal story you share in your graduation video. Mike shared the link with me. Really touching and something with which our grads will connect.

With the master schedule, we'll ask Chuck and Volita to take the draft to you and, yes, teachers will be able to make vertical swaps. This means the periods aren't changed horizontally to distribute classes. Rather, if you like having first period off and you are scheduled to teach first with third off, and a colleague who teaches third and has first off is willing to accommodate you, you would vertically swap and move his third period to you and you would move your first period to him. Make sense?

The alumni class that has been active is 2015. Were they yours?

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Smith, Adam
Sent: Tuesday, June 9, 2020 5:11 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: Questions re yesterday's huddle

Hi, Ann.

Before I ask my questions, I want to thank you for doing to weekly huddles. Under these circumstances it's great to have something like that once a week just to feel like I'm staying socially plugged in.

First question: After the schedule is announced/published, will we have an opportunity to make "vertical" changes? I can't remember if that's the terminology; basically I'm talking about changes where, say, two or three physics teachers re-distribute classes among themselves in a way that preserves the number of classes taught each period, so that the student scheduling is not affected.

Second question: This is really a minor thing, but you mentioned yesterday that one particular alumni class had been very vocal in speaking up about the situation with minority admissions. Which class was that again?

Thanks!

Adam Smith
Physics Teacher
Class of 2020 Sponsor
Thomas Jefferson High School for Science and Technology

June 9, 2020

In the wake of the murder of George Floyd and protests against police brutality across the country, we have realized that **TJ failed to adequately teach us about racism, intersectionality, and privilege in the United States.**

We are writing to you to demand the implementation of programs that promote anti-racist learning throughout all four years at TJ, to prepare your students to go out into the world aware of their own privileges and equipped to dismantle systems of inequality and oppression.

1. Add anti-racism to the core curriculum at TJ. This should include adding anti-racist works to every year of English classes, teaching the roots of systemic racism in every History class, and explaining how science has been used to prop up racism and inequity in every core science class.

2. Teach students to examine their own privilege. Many students at TJ believe that spending thousands to prepare for a test allowing them to go to a prestigious high school where 100% of students graduate and go to college is “the norm” in the United States -- this could not be further from the truth, and students need to start learning otherwise.

3. Critically examine TJ’s diversity, and exclusion of Black, Latino, and low-income students, and make a plan to fix it. As I’m sure you’re aware, the recently graduated Class of 2019 was 1.6% Black and 2.4% Hispanic. In your most recently admitted class, the number of black students is recorded as “too small for reporting.” The percentage of students on free and reduced-price lunches at TJ is routinely around 1%, compared to 28% in the rest of the county. This has been a longstanding problem that must be addressed if TJ has any hope of being part of the solution to educational racism.

Thank you for your attention, and please keep your alumni updated on what changes you plan to make in pursuit of educating students to be active advocates in dismantling racism and oppression.

Signed,

1. Ruhee Shah, Class of 2015
2. Claire Murphy, Class of 2015
3. Anna Tursi, Class of 2015
4. Pegah Moradi, Class of 2015
5. Maria Kanevsky, Class of 2014
6. Shadin Ahmed, Class of 2015
7. Florence Glynn, Class of 2015
8. Amir Refai, Class of 2015
9. Yash Singh, Class of 2015

10. Teja Sathi, Class of 2015
11. Madeline Meyers, Class of 2015
12. Solomon Shewit, Class of 2015
13. Mimi Nguyen, Class of 2015
14. Alyssa Herbst, Class of 2015
15. Helen Zhang, Class of 2015
16. Steven Androphy, Class of 2015
17. Dilip Thiagarajan, Class of 2015
18. Siddarth Anand, Class of 2015

19. Sushma Reddy, Class of 2015
20. Shilpa Kunnappillil, Class of 2015
21. Priyal Gandhi, Class of 2013
22. Sajala Shukla, Class of 2013
23. Stephanie Levin, Class of 2013
24. Thuc Tran, Class of 2013
25. Divya Bhaskara, Class of 2013
26. Kristina Hu, Class of 2012

27. Arisa Smith, Class of 2013
28. Noah Bardash, Class of 2013
29. Megha Vipani, Class of 2013
30. Saniya Suri, Class of 2013
31. Sharon Zhao, Class of 2013
32. Samuel Dallstream, Class of 2013
33. Rahil Shah, Class of 2019
34. Rebecca Applin, Class of 2013
35. Lucy Bullen, Class of 2013
36. Sebastian Ibararan, Class of 2019
37. Kevin Zeng, Class of 2013
38. Jennifer Hernández, Class of 2019
39. Lohitha Kethu, Class of 2013
40. Malaika Murphy-Sierra, Class of 2013
41. Dina Ajalli, Class of 2013
42. Jennifer Peng, Class of 2013
43. Yihemba Yikona, Class of 2013
44. Nihar Gudiseva, Class of 2015
45. Ish Sethi, Class of 2019
46. Robin Sturm, Class of 2013
47. Pooja Chandrashekar, Class of 2015
48. Alec Grieser, Class of 2013
49. Molly Chheath, Class of 2013
50. Romita Mandal, Class of 2013
51. Benjamin Roodberg, Class of 2013
52. Siva Kodali, Class of 2015

53. Carolyn Carrithers, Class of 2013
54. Michaela Thornton, Class of 2013
55. Jane Berkowitz, Class of 2013
56. Saloni Chaswal, Class of 2013
57. Rucha Bhat, Class of 2013
58. Zachary Moser, Class of 2013
59. Nira Harikrishnan, Class of 2018
60. Kanvi Shah, Class of 2018
61. Yash Maniar, Class of 2013
62. Deanna Buttarro, Class of 2013
63. Rohin Dewan, Class of 2015
64. Ankit Agrawal, Class of 2018
65. Carrie Heilbrun, Class of 2015

66. Christine Galloway, Class of 2013
67. Niara Lezama, Class of 2013
68. Sarah Eltinge, Class of 2013
69. Annabelle Chang, Class of 2013
70. Isabel Ho, Class of 2015
71. Krista McGuigan, Class of 2013
72. Rhea Sharma, Class of 2015
73. Susie Lee, Class of 2015
74. Maddie Zug, Class of 2015
75. Suzanne Mueller, Class of 2013
76. Eric Lin, Class of 2013
77. Naini Shiswawala, Class of 2015
78. Mikaela Ruiz-Ramon, Class of 2015
79. Anna Pelletti, Class of 2013
80. Shantanu Gore, Class of 2015
81. Jeevan Karamsetty, Class of 2015
82. Lyuba Bolkhovitinov, Class of 2013

From: [Bonitatibus, Ann N](#)
To: [Millard, Tangy](#)
Subject: RE: My Shero
Date: Wednesday, June 10, 2020 12:13:00 PM

I am too embarrassed to even know what to say. A shero??!!! 😊 I'm flattered because I'm so in awe of your work.

Just doin' what I've always done- staying focused on kids, believing in them, and getting others to believe.

Would be honored to present with you. Let me know how I can help.

Take care,

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Millard, Tangy
Sent: Tuesday, June 9, 2020 4:03 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: My Shero

From: Millard, Tangy
Sent: Tuesday, June 9, 2020 4:03 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: My Shero

You are my shero! I have over the years always been impressed with your leadership, but these days, I am inspired by your courage and care. This message is everything. Thank you. So would you consider,,,

So FCPS is having the Equity Lead Symposium July 22-23rd. I want to put in for a session that would be Break out session of principals discussing the planning, action steps to move forward equity work (supporting equity teacher leaders and teams) with all stakeholders. Panel of principals leading across the spectrum of school types.

Would you be interested in presenting with me, pls

Having trouble viewing this email? [View it as a Web page.](#)

[TJHSST banner](#)



Dear TJHSST Students and Families:

While the world has been quietly hibernating in quarantine the past few months, we recognize the personal isolation, health fears, and academic challenges you have endured. Our homes have been familiar yet bustling enterprises of work and school as we awaited our world to return to normal.

However, disturbing and painful actions in our country have jarred us from our COVID-19 slumber. We are awakened to see that our country's normal continues to be laced with racism that has plagued our nation since its founding. The recent events in our nation with black citizens facing death and continued injustices remind us that we each have a responsibility to our community to speak up and take actions that counter racism and discrimination in our society.

I implore you to think about your own journey and discovery of race and economic advantage in America. My parents never had to teach me about what it means to be white. I never have had to worry that someone would look at the color of my skin and think I either may not be smart enough to learn or I should be exceedingly smart in a certain subject. No one has surveilled me in a store while shopping, or locked their cars or front doors out of fear when seeing me in their neighborhood. While I did not come from a family with economic means, the color of my skin has given me privileges that others do not have. Please think of privileges you hold that others may not.

As we engage in self-reflection, children and adults can experience a range of emotions including hurt, anger, confusion, discomfort, defensiveness, hopelessness, humility, resolve and advocacy. These feelings are normal.

Our teachers, too, are processing everything while continuing to create classrooms that are safe and welcoming spaces. We encourage students to connect with teachers, counselors and administrators, particularly if they are struggling with how to cope with their range of emotions and ideas. Also, FCPS has several resources on countering racism and stigma you may [find here](#) on the district website.

Thank you for taking time to personally reflect. Give yourself the gift of feeling vulnerable as you process emotions individually and collectively. Reach out to trusted professionals and access resources that will help you.

During this reflection period, I would like to simultaneously call the TJ community to action in three areas.

First, our school is a rich tapestry of heritages; however, we do not reflect the racial composition in FCPS. Our 32 black students and 47 Hispanic students fill three classrooms. If our demographics actually represented FCPS, we would enroll 180 black and 460 Hispanic students, filling nearly 22 classrooms. The most recent TJ admissions trend, unfortunately, does not close the equity gap. Do all FCPS children who have high interest and aptitude for STEM enjoy the same privileges that put them on a path to TJ? Do the TJ admissions outcomes affirm that we believe TJ is accessible to all talented STEM-focused students regardless of race or personal circumstance?

Second, consider colonialism's role in our country's history where certain classes exerted power over others as a means to economically exploit,

oppress and enslave them. During the Colonial period, there were leaders who believed those with black or brown skin were uncivilized and not capable of being educated. I speak for us all when I assert this is not a value we share as a TJ community. Yet, our mascot is a Colonial. Can our community support dismantling a symbol that perpetuated racism in our country?

Finally, the heart of public education is in the classroom. This is where students learn to become ethical and global citizens as espoused in the FCPS [Portrait of a Graduate](#). Our students learn to understand and accept, not merely tolerate, diverse cultures and perspectives. Curriculum will need to be adapted to better equip our TJ students. As expressed by TJ alumni who have written to me, "STEM alone is not enough." Can our community support the new conversations, lessons and activities that will need to be infused across our entire TJ program of study in all content areas?

I acknowledge some of the questions I am asking may not equally resonate with everyone as we examine our school's place within FCPS and the world. I also know that my words may not always be eloquent, my ideas may miss the mark, and I will make mistakes. I also know that I have enjoyed growing with you these past three years and have immense trust and faith in our community to pull together and do what is right, particularly for those in our community experiencing the most pain right now.

By evaluating the racial equity at our school, dismantling a long-held symbol of racism, and embracing curricula to better prepare TJ graduates for a truly diverse and culturally responsive world, you will play a role in how TJHSST continues to lead the nation as a public school that prepares students for the shared interests of humanity. Thank you for joining in this important work.

Sincerely,

Ann N. Bonitatibus, Ed.D.

TJHSST Principal

[6560 Braddock Rd, Alexandria, VA 22312](#) | Main Office: 703.750.8300
Attendance: 703.750.8315 | [Web](#) | [Twitter](#)

Update your subscriptions, modify your password or email address, or stop subscriptions at any time on your [Subscriber Preferences Page](#). You will need to use your email address to log in. If you have questions or problems with the subscription service, please visit subscriberhelp.govdelivery.com.

From: [Millard, Tangy](#)
To: [Bonitatibus, Ann N](#)
Subject: RE: My Shero
Date: Wednesday, June 10, 2020 12:45:11 PM

Woohoo, stay tuned I am going to pull together the panel and have a planning meeting next week.

From: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Sent: Wednesday, June 10, 2020 12:14 PM
To: Millard, Tangy <THMillard@fcps.edu>
Subject: RE: My Shero

I am too embarrassed to even know what to say. A shero??!!! 😊 I'm flattered because I'm so in awe of your work.

Just doin' what I've always done- staying focused on kids, believing in them, and getting others to believe.

Would be honored to present with you. Let me know how I can help.

Take care,

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Millard, Tangy
Sent: Tuesday, June 9, 2020 4:03 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: My Shero

You are my shero! I have over the years always been impressed with your leadership, but these days, I am inspired by your courage and care. This message is everything. Thank you. So would you consider,,,

So FCPS is having the Equity Lead Symposium July 22-23rd. I want to put in for a session that would be Break out session of principals discussing the planning, action steps to move forward equity work (supporting equity teacher leaders and teams) with all stakeholders. Panel of principals leading across the spectrum of school types.

Would you be interested in presenting with me, pls

Having trouble viewing this email? [View it as a Web page.](#)

TJHSST banner



Dear TJHSST Students and Families:

While the world has been quietly hibernating in quarantine the past few months, we recognize the personal isolation, health fears, and academic challenges you have endured. Our homes have been familiar yet bustling enterprises of work and school as we awaited our world to return to normal.

However, disturbing and painful actions in our country have jarred us from our COVID-19 slumber. We are awakened to see that our country's normal continues to be laced with racism that has plagued our nation since its founding. The recent events in our nation with black citizens facing death and continued injustices remind us that we each have a responsibility to our community to speak up and take actions that counter racism and discrimination in our society.

I implore you to think about your own journey and discovery of race and economic advantage in America. My parents never had to teach me about what it means to be white. I never have had to worry that someone would look at the color of my skin and think I either may not be smart enough to learn or I should be exceedingly smart in a certain subject. No one has surveilled me in a store while shopping, or locked their cars or front doors out of fear when seeing me in their neighborhood. While I did not come from a family with economic means, the color of my skin has given me privileges that others do not have. Please think of privileges you hold that others may not.

As we engage in self-reflection, children and adults can experience a range of emotions including hurt, anger, confusion, discomfort, defensiveness, hopelessness, humility, resolve and advocacy. These feelings are normal.

Our teachers, too, are processing everything while continuing to create classrooms that are safe and welcoming spaces. We encourage students to connect with teachers, counselors and administrators, particularly if they are struggling with how to cope with their range of emotions and ideas. Also, FCPS has several resources on countering racism and stigma you may [find here](#) on the district website.

Thank you for taking time to personally reflect. Give yourself the gift of feeling vulnerable as you process emotions individually and collectively. Reach out to trusted professionals and access resources that will help you.

During this reflection period, I would like to simultaneously call the TJ community to action in three areas.

First, our school is a rich tapestry of heritages; however, we do not reflect the

racial composition in FCPS. Our 32 black students and 47 Hispanic students fill three classrooms. If our demographics actually represented FCPS, we would enroll 180 black and 460 Hispanic students, filling nearly 22 classrooms. The most recent TJ admissions trend, unfortunately, does not close the equity gap. Do all FCPS children who have high interest and aptitude for STEM enjoy the same privileges that put them on a path to TJ? Do the TJ admissions outcomes affirm that we believe TJ is accessible to all talented STEM-focused students regardless of race or personal circumstance?

Second, consider colonialism's role in our country's history where certain classes exerted power over others as a means to economically exploit, oppress and enslave them. During the Colonial period, there were leaders who believed those with black or brown skin were uncivilized and not capable of being educated. I speak for us all when I assert this is not a value we share as a TJ community. Yet, our mascot is a Colonial. Can our community support dismantling a symbol that perpetuated racism in our country?

Finally, the heart of public education is in the classroom. This is where students learn to become ethical and global citizens as espoused in the FCPS [Portrait of a Graduate](#). Our students learn to understand and accept, not merely tolerate, diverse cultures and perspectives. Curriculum will need to be adapted to better equip our TJ students. As expressed by TJ alumni who have written to me, "STEM alone is not enough." Can our community support the new conversations, lessons and activities that will need to be infused across our entire TJ program of study in all content areas?

I acknowledge some of the questions I am asking may not equally resonate with everyone as we examine our school's place within FCPS and the world. I also know that my words may not always be eloquent, my ideas may miss the mark, and I will make mistakes. I also know that I have enjoyed growing with you these past three years and have immense trust and faith in our community to pull together and do what is right, particularly for those in our community experiencing the most pain right now.

By evaluating the racial equity at our school, dismantling a long-held symbol of racism, and embracing curricula to better prepare TJ graduates for a truly diverse and culturally responsive world, you will play a role in how TJHSST continues to lead the nation as a public school that prepares students for the shared interests of humanity. Thank you for joining in this important work.

Sincerely,

Ann N. Bonitatibus, Ed.D.

TJHSST Principal

[6560 Braddock Rd. Alexandria, VA 22312](https://www.fcps.edu/6560-Braddock-Rd-Alexandria-VA-22312) | Main Office: 703.750.8300
Attendance: 703.750.8315 | [Web](#) | [Twitter](#)

Update your subscriptions, modify your password or email address, or stop subscriptions at any time on your [Subscriber Preferences Page](#). You will need to use your email address to log in. If you have questions or problems with the

subscription service, please visit subscriberhelp.govdelivery.com.

From: [Bonitatibus, Ann N](#)
To: [REDACTED]
Bcc: [Shaista Keating](#)
Subject: RE: Diversity Committee
Date: Wednesday, June 10, 2020 12:51:00 PM

Hi, Ms. [REDACTED]

Thank you for reaching out and I hope [REDACTED] is doing well. I miss seeing [REDACTED] - please give [REDACTED] my best!

I am heartened to hear you have a passion for, and experience in, the important journey we will be taking. We need all the hands, hearts and minds we can muster.

Our PTSA has a diversity committee that is working to explore next steps. As a matter of fact, on June 20 they are hosting an upcoming outreach session to underrepresented youth in Young Scholars. Here is the flyer:
<https://docs.google.com/presentation/d/1ZFD2IpBtM6Rz56EXK8QURj2JjA-R3O4ar8L9THyfGx0/edit#slide=id.p1>

Please feel free to reach out to our PTSA president Shaista Keating president@tjpts.org for more information or how you can be involved in diversity initiatives. I will also share your message below with Ms. Keating so she may reach out to you, too.

I deeply appreciate your advocacy!

May you, [REDACTED] and your entire family enjoy a healthy and fulfilling summer.

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

Sent By: [REDACTED]
Sender Email: [REDACTED]
Time: 06/09/2020 - 19:50
Recipient: anbonitatibu@fcps.edu

I hope you are doing well and staying healthy. I am the parent of freshman [REDACTED], and I have long thought about the issue in your email where you wrote that TJ doesn't represent the African American population of our county. (As a child, I went to a very integrated public school in South Miami.) If a group forms to work on this issue, I'd like to be involved. I did a lot of education advocacy work in Arlington before we moved to Fairfax so I have a little experience working with school board members and on county wide committees that might be beneficial.

From: [Bonitatibus, Ann N](#)
To: [Gabor, Peter C](#)
Subject: RE: Fishbowl comment
Date: Wednesday, June 10, 2020 3:10:00 PM

Hi, Peter.

Thanks, Peter. Appreciate your additional reflections.

As to what the district could have done differently when reporting the numbers, the narrative of the report could have discussed the intention of reassigning. The absence of explanation gives the appearance that race is malleable to fit a predetermined category. Yes, the reader can understand the basics of the reassignment and do the math. However, the narrative could have said something to the effect of, "When a number is too small to report per federal guidelines, we must reassign students to the general category of multi-racial/other. This in no way suggests the students' race is being reassigned or deemed unimportant. Each student's race and identity is important to us. FCPS does not accept that any race at an admission-based school would be significantly underrepresented as it is in this case. FCPS is committed to"

I was pleased by the fishbowl conversation and did not insert comments that would correct or redirect the students because their experience is their experience. I can affirm that during pre-application meetings, because I've been part of them at underrepresented schools, everyone from the admissions office emphasizes fee waivers and cost not being a reason for a barrier. I agree that many of the past attempts have yielded little to no change. But not everything has been tried. Interesting idea about creating yet another program for high achievers that complements TJ.

Appreciate your involvement and commitment to a new journey that hopefully goes down a different path.

BTW- saw you wearing a sweater during PAC so I assume you're still in the NW because yesterday was not a sweater day in DC!

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Gabor, Peter C
Sent: Wednesday, June 10, 2020 12:00 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: Fishbowl comment

Hi Ann,

I've been thinking about your earlier comments and the fishbowl you conducted two days ago, and I have a question and a comment.

I read that stats that you referred to in the huddle, and I am curious as to what the people making the report should have done. If I understand it correctly, they were not allowed to publish the number they omitted because it was too small. If they simply omit the number, then it's deducible, so I assume that is why they lumped it into the otherwise smallest category. My question is, what should they have done instead?

Regarding the comments at the fishbowl, by both students and staff. I thought it was well done and the comments were dominated by constructive thoughts. For example, I think it is very reasonable to approach students who were admitted and chose to not come to TJ to determine the reasons and perhaps encourage them to come. At the same time, there was only one thing that surprised me [which was the \$100 for the application fee (to my mind, they have already paid their taxes)]. The reason for this was that this topic was explored fairly thoroughly during (I think) my first year at TJ (spring 2011). There were several stakeholders, and there was a packed board meeting that was attended by many TJ faculty (especially math), including Evan Glazer and the woman heading the

admissions process into TJ at the time. There was second time (I think it was one year later) when I was at a board meeting when TJ admissions came up in a different context. Stemming from these discussions, outreach programs were developed (or re-emphasized). My impression is that while they may have been very beneficial, they did not lead to great change at TJ. What I am saying is that the potential action items have, I think, been mostly tried, with sincere intent, so the likelihood of the same approaches producing systemic change are small. I was a neophyte teacher at the time, so while these events have stayed in my memory, perhaps the older guard teachers and even Dr. Glazer could offer more details, because the specific details are fuzzy in my mind.

However, the main motivation for my email is that I heard a positive suggestion on Monday that I haven't heard before. It comes from a former TJ teacher who had himself heard it from somewhere many years ago: Instead of trying to fiddle with the reallocation of small numbers, given that there are such large numbers of talented students applying to TJ, surely there is enough talent to support a second school of TJ stature, but perhaps with a different bent (ie. complement TJ rather than compete). I think there was no political will for this in the past, but now might be the greatest chance to put something like this into play, and it could have a larger reach.

Sincerely,
Peter

From: [Shaista Keating](#)
To: [Bonitatibus, Ann N](#)
Cc: [REDACTED]
Subject: [External] Re: Diversity Committee
Date: Wednesday, June 10, 2020 3:29:37 PM

Hi Kate,

Thank you for reaching out to Dr. Bonitatibus.

Welcome to our TJ Family. I wish [REDACTED] the very best as he embarks on his science and technology journey in Fairfax.

As Dr. Bonitatibus explained our TJ PTSA has an established Diversity Committee. It is wonderful that you would like to be involved in improving admissions for underrepresented students at TJ. The Diversity Committee would be a wonderful match for your volunteerIng interests.

Your education advocacy work in Arlington and experience working with school board members will be an asset.

Thank you again.

Best,
Shaista

Sent from my iPhone

> On Jun 10, 2020, at 12:51 PM, Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

>

> Hi, Ms. [REDACTED].

>

> Thank you for reaching out and I hope [REDACTED] is doing well. I miss seeing [REDACTED] - please give [REDACTED] my best!

>

> I am heartened to hear you have a passion for, and experience in, the important journey we will be taking. We need all the hands, hearts and minds we can muster.

>

> Our PTSA has a diversity committee that is working to explore next steps. As a matter of fact, on June 20 they are hosting an upcoming outreach session to underrepresented youth in Young Scholars. Here is the flyer:

> <https://docs.google.com/presentation/d/1ZFD2IpBtM6Rz56EXK8OURj2JjA-R3O4ar8L9THyfGx0/edit#slide=id.p1>

>

> Please feel free to reach out to our PTSA president Shaista Keating president@tjptsa.org for more information or how you can be involved in diversity initiatives. I will also share your message below with Ms. Keating so she may reach out to you, too.

>

> I deeply appreciate your advocacy!

>

> May you, [REDACTED] and your entire family enjoy a healthy and fulfilling summer.

>

>

> Ann

>

>

> Ann N. Bonitatibus, Ed.D.

> Principal

> Thomas Jefferson High School

> for Science and Technology

> 6560 Braddock Road

> Alexandria, VA 22312

> (703) 750-8300

>

>

>

> Sent By [REDACTED]

> Sender Email: [REDACTED]

> Time: 06/09/2020 - 19:50

> Recipient: anbonitatibu@fcps.edu

Thank you for your note. I have been saddened each year since we joined the TJ family in 2015 by the lack of black and hispanic students admitted each year. When I saw the statistics in the latest newsletter I pledged to finally act and be part of the change I want to see -there will no longer be an unfathomable *TS in the admitted column. We brainstormed as a family, including a grad, a junior, and an incoming freshman, evaluating what they saw as important factors to their preparation and those of admitted classmates, and hypotheses on what aspects might not be as understood or accessible to others. I think we have some actionable ideas.

I was heartened when I read your message yesterday. If there is a group forming to tackle the racial equity issue-please count me in. Prior to your note, I reached out to the PTSA to learn more about their diversity efforts, and am waiting to hear back.

Thank you for your leadership
[REDACTED]

On Jun 7, 2020, at 8:45 PM, TJHSST <fcps@public.govdelivery.com> wrote:

Having trouble viewing this email? [View it as a Web page.](#)

Dear TJHSST Students and Families:

While the world has been quietly hibernating in quarantine the past few months, we recognize the personal isolation, health fears, and academic challenges you have endured. Our homes have been familiar yet bustling enterprises of work and school as we awaited our world to return to normal.

However, disturbing and painful actions in our country have jarred us from our COVID-19 slumber. We are awakened to see that our country's normal continues to be laced with racism that has plagued our nation since its founding. The recent events in our nation with black citizens facing death and continued injustices remind us that we each have a responsibility to our community to speak up and take actions that counter racism and discrimination in our society.

I implore you to think about your own journey and discovery of race and economic advantage in America. My parents never had to teach me about what it means to be white. I never have had to worry that someone would look at the color of my skin and think I either may not be smart enough to learn or I should be exceedingly smart in a certain subject. No one has surveilled me in a store while shopping, or locked their cars or front doors out of fear when seeing me in their neighborhood. While I did not come from a family with economic means, the color of my skin has given me privileges that others do not have. Please think of privileges you hold that others may not.

As we engage in self-reflection, children and adults can experience a range of emotions including hurt, anger, confusion, discomfort, defensiveness, hopelessness, humility, resolve and advocacy. These feelings are normal.

Our teachers, too, are processing everything while continuing to create classrooms that are safe and welcoming spaces. We encourage students to connect with teachers, counselors and administrators, particularly if they are struggling with how to cope with their range of emotions and ideas. Also, FCPS has several resources on countering racism and stigma you may [find here](#) on the district website.

Thank you for taking time to personally reflect. Give yourself the gift of feeling vulnerable as you process emotions individually and collectively. Reach out to trusted professionals and access resources that will help you.

During this reflection period, I would like to simultaneously call the TJ community to action in three areas.

First, our school is a rich tapestry of heritages; however, we do not reflect the racial composition in FCPS. Our 32 black students and 47 Hispanic students fill three classrooms. If our demographics actually represented FCPS, we would enroll 180 black and 460 Hispanic students, filling nearly 22 classrooms. The most recent TJ admissions trend, unfortunately, does not close the equity gap. Do all FCPS children who have high interest and aptitude for STEM enjoy the same privileges that put them on a path to TJ? Do the TJ admissions outcomes affirm that we believe TJ is accessible to all talented STEM-focused students regardless of race or personal circumstance?

Second, consider colonialism's role in our country's history where certain classes exerted power over others as a means to economically exploit, oppress and enslave them. During the Colonial period, there were leaders who believed those with black or brown skin were uncivilized and not capable of

being educated. I speak for us all when I assert this is not a value we share as a TJ community. Yet, our mascot is a Colonial. Can our community support dismantling a symbol that perpetuated racism in our country?

Finally, the heart of public education is in the classroom. This is where students learn to become ethical and global citizens as espoused in the FCPS [Portrait of a Graduate](#). Our students learn to understand and accept, not merely tolerate, diverse cultures and perspectives. Curriculum will need to be adapted to better equip our TJ students. As expressed by TJ alumni who have written to me, "STEM alone is not enough." Can our community support the new conversations, lessons and activities that will need to be infused across our entire TJ program of study in all content areas?

I acknowledge some of the questions I am asking may not equally resonate with everyone as we examine our school's place within FCPS and the world. I also know that my words may not always be eloquent, my ideas may miss the mark, and I will make mistakes. I also know that I have enjoyed growing with you these past three years and have immense trust and faith in our community to pull together and do what is right, particularly for those in our community experiencing the most pain right now.

By evaluating the racial equity at our school, dismantling a long-held symbol of racism, and embracing curricula to better prepare TJ graduates for a truly diverse and culturally responsive world, you will play a role in how TJHSST continues to lead the nation as a public school that prepares students for the shared interests of humanity. Thank you for joining in this important work.

Sincerely,

Ann N. Bonitatibus, Ed.D.

TJHSST Principal

[6560 Braddock Rd, Alexandria, VA 22312](#) | Main Office: 703.750.8300
Attendance: 703.750.8315 | [Web](#) | [Twitter](#)

Update your subscriptions, modify your password or email address, or stop subscriptions at any time on your [Subscriber Preferences Page](#). You will need to use your email address to log in. If you have questions or problems with the subscription service, please visit subscriberhelp.govdelivery.com.

This email was sent to [REDACTED] using GovDelivery Communications Cloud on behalf of: Fairfax County Public Schools 8115 Gatehouse Road Falls Church, VA 22042

From: [Bonitatibus, Ann N](#)
To: [REDACTED]
Subject: RE: [External] Re: Message from the Principal
Date: Wednesday, June 10, 2020 4:19:47 PM

Greetings, Ms [REDACTED]

Thank you for reaching out and relaying your shared sentiments about diversity at TJ. You are correct- the outcomes of TJ admissions for black and Hispanic students are unfathomable and we need action.

I am heartened you already reached out to PTSA. You will learn of a June 20 program targeting Young Scholars and we have a tremendous panel of students prepared to inspire.

I will definitely keep you on a short list of parents who can serve on advocacy and action efforts. If you happen to have ideas written down from your family's brainstorming session, please feel free to forward them. It's so cool you took time as a family to do this. And I'm thrilled to know you'll be with us another four years- congrats!

Best wishes for a healthy and fulfilling summer. I look forward to our journey.

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: [REDACTED]
Sent: Monday, June 8, 2020 10:18 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] Re: Message from the Principal

Dr Bonitatibus

Thank you for your note. I have been saddened each year since we joined the TJ family in 2015 by the lack of black and hispanic students admitted each year. When I saw the statistics in the latest newsletter I pledged to finally act and be part of the change I want to see -there will no longer be an unfathomable *TS in the admitted column. We brainstormed as a family, including a grad, a junior, and an incoming freshman, evaluating what they saw as important factors to their preparation and those of admitted classmates, and hypotheses on what aspects might not be as understood or accessible to others. I think we have some actionable ideas.

I was heartened when I read your message yesterday. If there is a group forming to tackle the racial equity issue- please count me in. Prior to your note, I reached out to the PTSA to learn more about their diversity efforts, and am waiting to hear back.

Thank you for your leadership
[REDACTED]

On Jun 7, 2020, at 8:45 PM, TJHSST <fcps@public.govdelivery.com> wrote:

Having trouble viewing this email? [View it as a Web page.](#)

Dear TJHSST Students and Families:

While the world has been quietly hibernating in quarantine the past few months, we recognize the personal isolation, health fears, and academic challenges you have endured. Our homes have been familiar yet bustling enterprises of work and school as we awaited our world to return to normal.

However, disturbing and painful actions in our country have jarred us from our COVID-19 slumber. We are awakened to see that our country's normal continues to be laced with racism that has plagued our nation since its founding. The recent events in our nation with black citizens facing death and continued injustices remind us that we each have a responsibility to our community to speak up and take actions that counter racism and discrimination in our society.

I implore you to think about your own journey and discovery of race and economic advantage in America. My parents never had to teach me about what it means to be white. I never have had to worry that someone would look at the color of my skin and think I either may not be smart enough to learn or I should be exceedingly smart in a certain subject. No one has surveilled me in a store while shopping, or locked their cars or front doors out of fear when seeing me in their neighborhood. While I did not come from a family with economic means, the color of my skin has given me privileges that others do not have. Please think of privileges you hold that others may not.

As we engage in self-reflection, children and adults can experience a range of emotions including hurt, anger, confusion, discomfort, defensiveness, hopelessness, humility, resolve and advocacy. These feelings are normal.

Our teachers, too, are processing everything while continuing to create classrooms that are safe and welcoming spaces. We encourage students to connect with teachers, counselors and administrators, particularly if they are struggling with how to cope with their range of emotions and ideas. Also, FCPS has several resources on countering racism and stigma you may [find here](#) on the district website.

Thank you for taking time to personally reflect. Give yourself the gift of feeling vulnerable as you process emotions individually and collectively. Reach out to trusted professionals and access resources that will help you.

During this reflection period, I would like to simultaneously call the TJ community to action in three areas.

First, our school is a rich tapestry of heritages; however, we do not reflect the racial composition in FCPS. Our 32 black students and 47 Hispanic students fill three classrooms. If our demographics actually represented FCPS, we would enroll 180 black and 460 Hispanic students, filling nearly 22 classrooms.

The most recent TJ admissions trend, unfortunately, does not close the equity gap. Do all FCPS children who have high interest and aptitude for STEM enjoy the same privileges that put them on a path to TJ? Do the TJ admissions outcomes affirm that we believe TJ is accessible to all talented STEM-focused students regardless of race or personal circumstance?

Second, consider colonialism's role in our country's history where certain classes exerted power over others as a means to economically exploit, oppress and enslave them. During the Colonial period, there were leaders who believed those with black or brown skin were uncivilized and not capable of being educated. I speak for us all when I assert this is not a value we share as a TJ community. Yet, our mascot is a Colonial. Can our community support dismantling a symbol that perpetuated racism in our country?

Finally, the heart of public education is in the classroom. This is where students learn to become ethical and global citizens as espoused in the FCPS [Portrait of a Graduate](#). Our students learn to understand and accept, not merely tolerate, diverse cultures and perspectives. Curriculum will need to be adapted to better equip our TJ students. As expressed by TJ alumni who have written to me, "STEM alone is not enough." Can our community support the new conversations, lessons and activities that will need to be infused across our entire TJ program of study in all content areas?

I acknowledge some of the questions I am asking may not equally resonate with everyone as we examine our school's place within FCPS and the world. I also know that my words may not always be eloquent, my ideas may miss the mark, and I will make mistakes. I also know that I have enjoyed growing with you these past three years and have immense trust and faith in our community to pull together and do what is right, particularly for those in our community experiencing the most pain right now.

By evaluating the racial equity at our school, dismantling a long-held symbol of racism, and embracing curricula to better prepare TJ graduates for a truly diverse and culturally responsive world, you will play a role in how TJHSST continues to lead the nation as a public school that prepares students for the shared interests of humanity. Thank you for joining in this important work.

Sincerely,

Ann N. Bonitatibus, Ed.D.

TJHSST Principal

[6560 Braddock Rd, Alexandria, VA 22312](https://www.fcps.edu/6560-Braddock-Rd-Alexandria-VA-22312) | Main Office: 703.750.8300
Attendance: 703.750.8315 | [Web](#) | [Twitter](#)

Update your subscriptions, modify your password or email address, or stop subscriptions at any time on your [Subscriber Preferences Page](#). You will need to use your email address to log in. If you have questions or problems with the subscription service, please visit subscriberhelp.govdelivery.com.

This email was sent to [REDACTED] using GovDelivery Communications Cloud on behalf of: Fairfax County Public Schools 8115 Gatehouse Road Falls Church, VA 22042



From: [REDACTED]
To: [Bonitatibus, Ann N](#)
Subject: [External] TJ Diversity Meeting Follow-up
Date: Wednesday, June 10, 2020 5:53:49 PM

Dear Dr. Bonitatibus,

Thank you so much for hosting the meeting on TJ diversity on Monday afternoon. I'm a recent graduate from the class of 2020 and I attended the meeting. As a black graduate myself who is concerned about the lack of black and Hispanic representation at TJ and is part of the effort to address it, I am so happy to know that you are listening and working with staff and students on this issue! At the meeting, I was able to speak my mind about the lack of underrepresented minorities at TJ and some of the reasons for it.

I have a couple of questions about the current effort to increase diversity at the school:

1. As a school whose aim it is to recruit and enroll bright students who are passionate about STEM and academics as a whole, what, other than student-run outreach initiatives like WISE, is currently being done to find these students in all sorts of communities (including disadvantaged ones)?
2. Is there a plan in place right now for increasing minority application and enrollment at TJ? If not, does the TJ administrative team or admissions team intend to develop one?

I appreciate your time and approachability, especially with the current pandemic complicating things. I look forward to working with you in the future to ensure that bright students from all backgrounds are able to attend TJ in the future!

Sincerely,

[REDACTED]

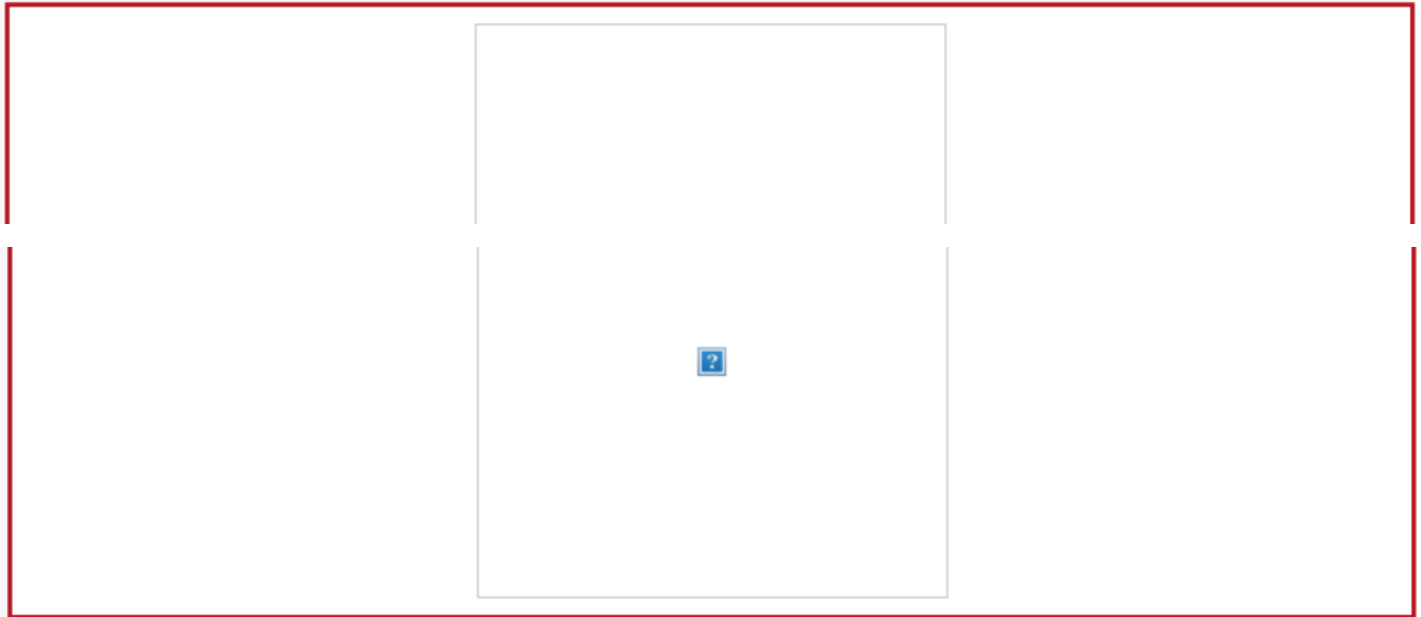
From: [Bonitatibus Ann N](#)
To: [Fortier Bethany](#)
Subject: Calendar and register....FW: [External] Thursday, June 11, 7 PM PTSA General Meeting
Date: Wednesday, June 10, 2020 8:55:00 PM

Please put on calendar and register me. Thanks.

Ann

Ann N Bonitatibus, Ed D
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: TJHSST PTSA [mailto:president@tjpts.org]
Sent: Wednesday, June 10, 2020 8:54 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] Thursday, June 11, 7 PM PTSA General Meeting



Please join us for our final TJ PTSA meeting of the year, via Zoom this Thursday, June 11, at 7 PM, where we will celebrate volunteers. [Register here for the PTSA meeting](#). After registering, you will receive a confirmation email containing information about joining the meeting.

[Register](#)

[ABOUT US](#)

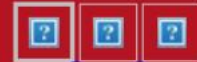
[NEWS AND INFO](#)

[VOLUNTEER](#)

[COMMITTEES](#)

[CONTACT US](#)

Follow TJHSST PTSA on Social Media!



Thomas Jefferson High School for Science & Technology Parent, Teacher Student Association
6560 Braddock Road, Alexandria VA 22312



TJHSST PTSA | 6560 Braddock Rd, Alexandria, VA 22312

[Unsubscribe anbonitatibu@fcps.edu](mailto:anbonitatibu@fcps.edu)

[Update Profile](#) | [About Constant Contact](#)

Sent by president@tjpts.org

To: ghirmay@yahoo.com
Subject: RE: [External] You have received a message from the online staff directory contact form.
Date: Wednesday, June 10, 2020 9:08:43 PM

Good evening. Thank you for reaching out and expressing grave concern which is warranted.

Please be aware the number you cite is a false reference. Rather, the number is too small to report according to federal guidelines. Nonetheless, I am equally appalled that the TJ admissions process has not closed racial parity gaps and find it unacceptable.

Unfortunately, TJHSST, and I as the principal, do not play a role in TJ admissions. There is an office that operates independently and it conducts outreach and assessments. You may contact them at tjadmissions@fcps.edu.

FCPS leadership is aware of my dissatisfaction. Furthermore, I called our community to action in a recent newsletter you may find here: <https://content.govdelivery.com/accounts/VAEDUFCPS/bulletins/28f8d9f>

I appreciate the concern you are demonstrating for severely underrepresented populations at our school, particularly black students. The TJ admissions office, FCPS school board, and FCPS leadership maintain jurisdiction over the policies, regulations, processes, and decisions that admit students to TJ. Please contact them to more explicitly state your concerns and offer suggestions.

I look forward to the community responding to a call for action and to FCPS leadership's support in this endeavor.

Regards,

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology

6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

-----Original Message-----

From: do-not-reply@fcps.edu [<mailto:do-not-reply@fcps.edu>]
Sent: Wednesday, June 10, 2020 8:19 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] You have received a message from the online staff directory contact form.

Sent By: Ghirmay Alazar
Sender Email: ghirmay@yahoo.com
Time: 06/10/2020 - 20:18
Recipient: anbonitatibu@fcps.edu

IMPORTANT NOTICE

This email was sent via a contact form on your public staff profile and routed through an external mail server. This message's sender should be a parent, guardian, or student that you know. Never respond to individuals claiming to be FCPS staff requesting money, gifts, favors, or personally identifiable information. Always exercise caution opening links or attachments sent via email.

When replying to this email, the "Sender Email" address above will be used automatically. Do not respond if the email address or email contents appear suspicious. Forward spam and suspicious emails to spamremoval@fcps.edu

Original message follows:

This message is for the principal. Your school "Admitted ZERO African Americans?" I demand an immediate explanation for this. Completely unacceptable. I would like to set up a meeting with you. Please email me back.

From: [Bonitatibus, Ann N](#)
To: ghirmay@yahoo.com
Subject: RE: [External] You have received a message from the online staff directory contact form.
Date: Wednesday, June 10, 2020 9:11:10 PM

Good evening. Thank you for reaching out and expressing grave concern which is warranted.

Please be aware the number you cite is a false reference. Rather, the number of freshmen black students enrolling in TJ this fall is too small to report according to federal guidelines. Nonetheless, I am equally appalled that the TJ admissions process has not closed racial parity gaps and I find it unacceptable.

Unfortunately, TJHSST as a school and I, as the principal, do not play a role in TJ admissions. There is an office that operates independently and it conducts outreach and assessments. You may contact them at tjadmissions@fcps.edu.

FCPS leadership is aware of my dissatisfaction. Furthermore, I called our community to action in a recent newsletter you may find here: <https://content.govdelivery.com/accounts/VAEDUFCPS/bulletins/28f8d9f>

I appreciate the concern you are demonstrating for severely underrepresented populations at our school, particularly black students. The TJ admissions office, FCPS school board, and FCPS leadership maintain jurisdiction over the policies, regulations, processes, and decisions that admit students to TJ. Please contact them to more explicitly state your concerns and offer suggestions.

I look forward to the community responding to a call for action and to FCPS leadership's support in this endeavor.

Regards,

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

-----Original Message-----

From: do-not-reply@fcps.edu [<mailto:do-not-reply@fcps.edu>]
Sent: Wednesday, June 10, 2020 8:19 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] You have received a message from the online staff directory contact form.

Sent By: Ghirmay Alazar
Sender Email: ghirmay@yahoo.com
Time: 06/10/2020 - 20:18
Recipient: anbonitatibu@fcps.edu

IMPORTANT NOTICE

This email was sent via a contact form on your public staff profile and routed through an external mail server. This message's sender should be a parent, guardian, or student that you know. Never respond to individuals claiming to be FCPS staff requesting money, gifts, favors, or personally identifiable information. Always exercise caution opening links or attachments sent via email.

When replying to this email, the "Sender Email" address above will be used automatically. Do not respond if the email address or email contents appear suspicious. Forward spam and suspicious emails to spamremoval@fcps.edu

Original message follows:

This message is for the principal. Your school "Admitted ZERO African Americans?" I demand an immediate explanation for this. Completely unacceptable. I would like to set up a meeting with you. Please email me back.

From: [Sandstrom, Betsy C](#)
To: [TJHSST All Staff](#)
Subject: FW: [External] Thursday, June 11, 7 PM PTSA General Meeting
Date: Wednesday, June 10, 2020 9:49:32 PM

Dear Colleagues,

The last meeting of the TJ PTSA for this year is tomorrow, Thursday, June 11 at 7:00pm – message below.
Please let me know if there is anything you would like me to share from the faculty.

Sincerely,

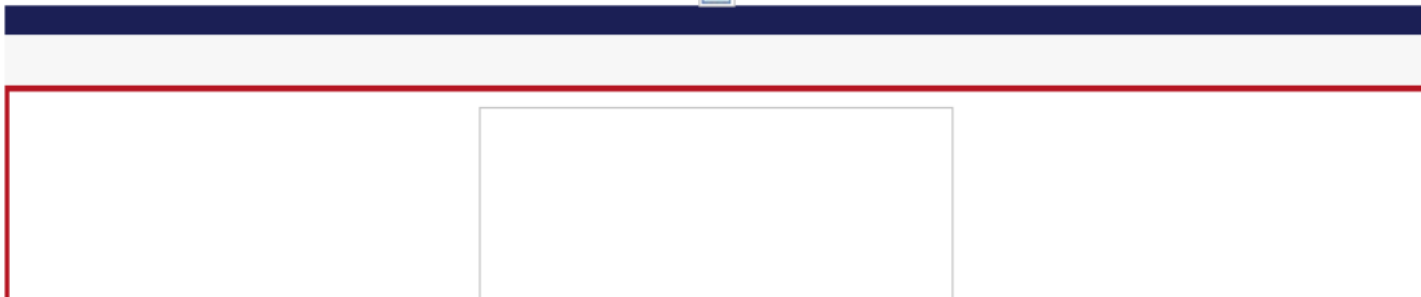
Betsy

Betsy Sandstrom
Russian Teacher
PTSA Faculty Rep
TJHSST

From: asranomani <asra@asranomani.com>
Sent: Wednesday, June 10, 2020 8:58 PM
To: Sandstrom, Betsy C <ecsandstrom@fcps.edu>
Cc: Phillips, Katherine A <kaphillips@fcps.edu>; Resquin, Leo <laresquin@fcps.edu>; Renee Rodriguez <reneeblrod@gmail.com>; Shaista Keating <shaistakeating@gmail.com>; Michelle Gilles <mgilles866@gmail.com>; Nick Costescu <nicolae.costescu@icloud.com>
Subject: [External] Thursday, June 11, 7 PM PTSA General Meeting

Hi Betsy, Here is an email just sent regarding our PTSA meeting on Thursday, June 11, 7 PM. Thanks much for forwarding to faculty and staff. Best, Asra

From: President TJPTSA <president@tjptsa.org>
Reply-To: President TJPTSA <president@tjptsa.org>
Date: Wednesday, June 10, 2020 at 8:53 PM
To: Asra Nomani <asra@asranomani.com>
Subject: Thursday, June 11, 7 PM PTSA General Meeting





Please join us for our final TJ PTSA meeting of the year, via Zoom this Thursday, June 11, at 7 PM, where we will celebrate volunteers. [Register here for the PTSA meeting](#). After registering, you will receive a confirmation email containing information about joining the meeting.

[Register](#)

[ABOUT US](#)

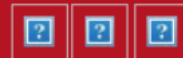
[NEWS AND INFO](#)

[VOLUNTEER](#)

[COMMITTEES](#)

[CONTACT US](#)

Follow TJHSST PTSA on Social Media!



Thomas Jefferson High School for Science & Technology Parent, Teacher Student Association
6560 Braddock Road, Alexandria VA 22312



TJHSST PTSA | 6560 Braddock Rd, Alexandria, VA 22312

[Unsubscribe asra@asranomani.com](mailto:unsubscribe_asra@asranomani.com)

[Update Profile](#) | [About Constant Contact](#)

Sent by president@tjptsa.org

From: [REDACTED]
To: [Bonitatibus, Ann N](#)
Cc: [REDACTED]
Subject: RE: [External] Re: Message from the Principal
Date: Wednesday, June 10, 2020 11:40:04 PM
Attachments: [Vision_noTS.docx](#)

Hi

Attached are my notes from our family meeting. I have learned through my work experience, developing clear objectives with measurable results to focus on those activities that must happen in order to be successful allow all involved to row together and see their role in the success of the plan. We tried to think about what must be done to get to the objective.

We do not know much about past/existing TJ efforts on this issue. If I do not hear back from the PTSA next week, I'll reach out again.

Our family is excited to continue with TJ. Her older two brothers definitely supported and encouraged our daughter to apply based on their positive experiences. It was awesome to hear them talk to her during the process about what made TJ special to them. They are very different people and students and both found it to be "the right choice" for them for different reasons.

All the best

[REDACTED]

From: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Sent: Wednesday, June 10, 2020 4:20 PM
To: [REDACTED]
Subject: RE: [External] Re: Message from the Principal

Greetings, Ms. [REDACTED]

Thank you for reaching out and relaying your shared sentiments about diversity at TJ. You are correct- the outcomes of TJ admissions for black and Hispanic students are unfathomable and we need action.

I am heartened you already reached out to PTSA. You will learn of a June 20 program targeting Young Scholars and we have a tremendous panel of students prepared to inspire.

I will definitely keep you on a short list of parents who can serve on advocacy and action efforts. If you happen to have ideas written down from your family's brainstorming session, please feel free to forward them. It's so cool you took time as a family to do this. And I'm thrilled to know you'll be with us another four years- congrats!

Best wishes for a healthy and fulfilling summer. I look forward to our journey.

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: [REDACTED]
Sent: Monday, June 8, 2020 10:18 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] Re: Message from the Principal

Dr Bonitatibus

Thank you for your note. I have been saddened each year since we joined the TJ family in 2015 by the lack of black and hispanic students admitted each year. When I saw the statistics in the latest newsletter I pledged to finally act and be part of the change I want to see -there will no longer be an unfathomable *TS in the admitted column. We brainstormed as a family, including a grad, a junior, and an incoming freshman, evaluating what they saw as important factors to their preparation and those of admitted classmates, and hypotheses on what aspects might not be as understood or accessible to others. I think we have some actionable ideas.

I was heartened when I read your message yesterday. If there is a group forming to tackle the racial equity issue-please count me in. Prior to your note, I reached out to the PTSA to learn more about their diversity efforts, and am waiting to hear back.

Thank you for your leadership
[REDACTED]

On Jun 7, 2020, at 8:45 PM, TJHSST <fcps@public.govdelivery.com> wrote:

Having trouble viewing this email? [View it as a Web page.](#)

Dear TJHSST Students and Families:

While the world has been quietly hibernating in quarantine the past few months, we recognize the personal isolation, health fears, and academic challenges you have endured. Our homes have been familiar yet bustling enterprises of work and school as we awaited our world to return to normal.

However, disturbing and painful actions in our country have jarred us from our COVID-19 slumber. We are awakened to see that our country's normal continues to be laced with racism that has plagued our nation since its founding. The recent events in our nation with black citizens facing death and continued injustices remind us that we each have a responsibility to our community to speak up and take actions that counter racism and discrimination in our society.

I implore you to think about your own journey and discovery of race and economic advantage in America. My parents never had to teach me about what it means to be white. I never have had to worry that someone would look at the color of my skin and think I either may not be smart enough to learn or I should be exceedingly smart in a certain subject. No one has surveilled me in a store while shopping, or locked their cars or front doors out of fear when

seeing me in their neighborhood. While I did not come from a family with economic means, the color of my skin has given me privileges that others do not have. Please think of privileges you hold that others may not.

As we engage in self-reflection, children and adults can experience a range of emotions including hurt, anger, confusion, discomfort, defensiveness, hopelessness, humility, resolve and advocacy. These feelings are normal.

Our teachers, too, are processing everything while continuing to create classrooms that are safe and welcoming spaces. We encourage students to connect with teachers, counselors and administrators, particularly if they are struggling with how to cope with their range of emotions and ideas. Also, FCPS has several resources on countering racism and stigma you may [find here](#) on the district website.

Thank you for taking time to personally reflect. Give yourself the gift of feeling vulnerable as you process emotions individually and collectively. Reach out to trusted professionals and access resources that will help you.

During this reflection period, I would like to simultaneously call the TJ community to action in three areas.

First, our school is a rich tapestry of heritages; however, we do not reflect the racial composition in FCPS. Our 32 black students and 47 Hispanic students fill three classrooms. If our demographics actually represented FCPS, we would enroll 180 black and 460 Hispanic students, filling nearly 22 classrooms. The most recent TJ admissions trend, unfortunately, does not close the equity gap. Do all FCPS children who have high interest and aptitude for STEM enjoy the same privileges that put them on a path to TJ? Do the TJ admissions outcomes affirm that we believe TJ is accessible to all talented STEM-focused students regardless of race or personal circumstance?

Second, consider colonialism's role in our country's history where certain classes exerted power over others as a means to economically exploit, oppress and enslave them. During the Colonial period, there were leaders who believed those with black or brown skin were uncivilized and not capable of being educated. I speak for us all when I assert this is not a value we share as a TJ community. Yet, our mascot is a Colonial. Can our community support dismantling a symbol that perpetuated racism in our country?

Finally, the heart of public education is in the classroom. This is where students learn to become ethical and global citizens as espoused in the FCPS [Portrait of a Graduate](#). Our students learn to understand and accept, not merely tolerate, diverse cultures and perspectives. Curriculum will need to be adapted to better equip our TJ students. As expressed by TJ alumni who have written to me, "STEM alone is not enough." Can our community support the new conversations, lessons and activities that will need to be infused across our entire TJ program of study in all content areas?

I acknowledge some of the questions I am asking may not equally resonate with everyone as we examine our school's place within FCPS and the world. I also know that my words may not always be eloquent, my ideas may miss the mark, and I will make mistakes. I also know that I have enjoyed growing with you these past three years and have immense trust and faith in our community to pull together and do what is right, particularly for those in our community experiencing the most pain right now.

By evaluating the racial equity at our school, dismantling a long-held symbol of racism, and embracing curricula to better prepare TJ graduates for a truly diverse and culturally responsive world, you will play a role in how TJHSST continues to lead the nation as a public school that prepares students for the shared interests of humanity. Thank you for joining in this important work.

Sincerely,

Ann N. Bonitatibus, Ed.D.

TJHSST Principal



[6560 Braddock Rd, Alexandria, VA 22312](#) | Main Office: 703.750.8300
Attendance: 703.750.8315 | [Web](#) | [Twitter](#)

Update your subscriptions, modify your password or email address, or stop subscriptions at any time on your [Subscriber Preferences Page](#). You will need to use your email address to log in. If you have questions or problems with the subscription service, please visit subscriberhelp.govdelivery.com.

This email was sent to [REDACTED] [hotmail.com](mailto:[REDACTED]@hotmail.com) using GovDelivery Communications Cloud on behalf of: Fairfax County Public Schools 8115 Gatehouse Road Falls Church, VA 22042

From: [Kosatka Brandon](#)
To: [TJHSST Administration](#)
Subject: FW: [External] Thursday, June 11, 7 PM PTSA General Meeting
Date: Thursday, June 11, 2020 7:08:32 AM

Don't forget to register for tonight's PTSA meeting...

Brandon Kosatka, Director of Student Services
Thomas Jefferson HS for Science and Technology
6560 Braddock Road Alexandria, Virginia 22312
 703 750 8300  703 750 5057  dss@tjhsst.edu  <https://tjhsst.fcps.edu/>

From: TJHSST PTSA <president@tjptsa.org>
Sent: Wednesday, June 10, 2020 8:54 PM
To: Kosatka, Brandon <bpkosatka@fcps.edu>
Subject: [External] Thursday, June 11, 7 PM PTSA General Meeting



Please join us for our final TJ PTSA meeting of the year, via Zoom this Thursday, June 11, at 7 PM, where we will celebrate volunteers. [Register here for the PTSA meeting](#). After registering, you will receive a confirmation email containing information about joining the meeting.

[Register](#)

[ABOUT US](#)

[NEWS AND INFO](#)

[VOLUNTEER](#)

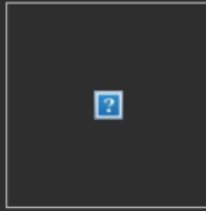
[COMMITTEES](#)

[CONTACT US](#)

Follow TJHSST PTSA on Social Media!



Thomas Jefferson High School for Science & Technology Parent, Teacher Student Association
6560 Braddock Road, Alexandria VA 22312



TJHSST PTSA | 6560 Braddock Rd, Alexandria, VA 22312

[Unsubscribe bpkosatka@fcps.edu](mailto:bpkosatka@fcps.edu)

[Update Profile](#) | [About Constant Contact](#)

Sent by president@tjptsa.org

From: anbonitatibu@fcps.edu
To: [Fortier, Bethany](#)
Subject: Fwd: [External] TJ PTSA General Meeting Confirmation
Date: Thursday, June 11, 2020 8:36:09 AM

For calendar

Ann N. Bonitatibus, Ed.D.
Principal
TJHSST
(Sent from mobile phone)

Begin forwarded message:

From: TJHSST PTSA <no-reply@zoom.us>

Date: June 11, 2020 at 7:52:44 AM EDT

To: "Bonitatibus, Ann N" <anbonitatibu@fcps.edu>

Subject: [External] TJ PTSA General Meeting Confirmation

Reply-To: nick15@qrts.com

Hi Ann Bonitatibus,

Thank you for registering for "TJ PTSA General Meeting".

Please submit any questions to: nick15@qrts.com

Date Time: Jun 11, 2020 07:00 PM Eastern Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: [Click Here to Join](#)

Password: 357027

Note: This link should not be shared with others; it is unique to you.

[Add to Calendar](#) [Add to Google Calendar](#) [Add to Yahoo Calendar](#)

Or iPhone one-tap

US: +13126266799,,91948239920# or +16465588656,,91948239920#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 312 626 6799 or +1 646 558 8656 or +1 301 715 8592 or +1
346 248 7799 or +1 669 900 9128 or +1 253 215 8782

Meeting ID: 919 4823 9920

Password: 357027

International numbers available: <https://zoom.us/j/91948239920>

You can [cancel](#) your registration at any time.

From: [Bonitatibus, Ann N](#)
To: [Fortier, Bethany](#)
Subject: Fwd: [External] TJ PTSA General Meeting Confirmation
Date: Thursday, June 11, 2020 8:36:10 AM

For calendar

Ann N. Bonitatibus, Ed.D.
Principal
TJHSST
(Sent from mobile phone)

Begin forwarded message:

From: TJHSST PTSA <no-reply@zoom.us>
Date: June 11, 2020 at 7:52:44 AM EDT
To: "Bonitatibus, Ann N" <anbonitatibu@fcps.edu>
Subject: **[External] TJ PTSA General Meeting Confirmation**
Reply-To: nick15@qrts.com

Hi Ann Bonitatibus,

Thank you for registering for "TJ PTSA General Meeting".

Please submit any questions to: nick15@qrts.com

Date Time: Jun 11, 2020 07:00 PM Eastern Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: [Click Here to Join](#)

Password: 357027

Note: This link should not be shared with others; it is unique to you.

[Add to Calendar](#) [Add to Google Calendar](#) [Add to Yahoo Calendar](#)

- After COVID-19 (scary for people of all ages), having to self-isolate and all that entails (lack of space with the entire family home, childcare for parents who still had to work outside the home, family frictions, internet access, potential illness, possible financial hardships, the disaster of Distance Learning (and it was personally a disaster for my youngest child, [REDACTED] [REDACTED]), to name a few), mourning the loss of the rest of the normal school year, loss of graduation traditions for seniors, and now the racial issues and protests, the students have been dealing with a lifetime's worth of issues in a very short time. In the fall, and possibly on-going throughout the school year, it would be important to have forums and/or small discussion groups for the students to process everything; to talk about events, struggles, and feelings during this time.

- In English class, students could discuss these issues and write personal essays about how these experiences have affected them.

- At Curriculum Night this year, I learned that in 11th or 12th-grade history, students pick a problem to research all year. I don't think they should be forced to pick racial injustice, but maybe encourage students to pick a topic from events of this past year to focus their research on (being TJ, maybe they want to focus on health issues, including the greater impact of covid on minority communities, or rapid changes in technology like virtual meetings, as well as racial issues)?

- 8th period - Students interested in working more deeply on these issues could tackle the issues in your original email:

Minority enrollment

- Raising minority enrollment - as per my previous emails, this has been an intractable issue. I would first examine the recent changes to the application process: Overall, are we doing a good job of identifying students who will thrive at TJ versus past testing? If so, maybe the focus should be on how to raise the profile of TJ among minority communities and encourage more kids to apply? For instance, until recently, I had no idea that the PTSA offers free test prep (I think it's for the entrance tests?). If true, why is it not better publicized for prospective students to take advantage of?

- Maybe enrollment also depends on better outreach? **What about a "TJ Ambassadors" program?** Maybe once a quarter TJ students could spend a day or part of a day at elementary and middle schools interacting with students? They could do science experiments, play games, or do buddy reading with

younger kids. I think the students are the best advertisement for TJ. Maybe have each class do a day per quarter - start with Seniors down to Freshmen in the last quarter. Students could earn service hours as well.

- Better outreach at younger ages? Ever since [REDACTED] heard about TJ in elementary school, [REDACTED] wanted to attend high school there! It gave [REDACTED] motivation to do well in school. Through outreach programs, you could also include more information about TJ and send home information with students for their parents, so more parents would also know about it and resources for their students. Parents help their students with the whole application process, so it's important to educate parents as well.

- Other outreach ideas ... ?

Mascot

- Put students to work on this one as well. Does the community want to change the Mascot? If so, have a group of students - or several - research options and make proposals for the community to vote on.

Integration into the curriculum

- By doing the above, you start conversations around these issues.
- Have a group or groups of students look into this and propose how they would like to see it further integrated? Maybe have interested alumni work with groups during 8th period - anything's possible with the rapid move into virtual meetings. What ideas do they have, having been through college and into work environments - what would they find useful?
- Student/alumni/parent survey of issues and areas they feel should be addressed? Having an anonymous survey would give everyone the chance to express their views.

Finally, I get emails from a travel site, and they sent an email this week that resonated with me: "Travel is built on inclusivity and diversity—on meeting and befriending people from different races and cultures ... [lessons learned from travels include] how to find common ground with people who are not like you ... Wherever you are in the world ... you can listen closely to the people you meet, find common ground, and bring those different perspectives to your community back home."

Families at TJ experience numerous cultures without even having to travel, which is a strength. How can we utilize that strength to promote greater understanding?

Sincerely,

Helen [REDACTED]

cc: President and President-Elect of the TJ PTSA

From: [Bonitatibus, Ann N](#)
To: [Helen \[REDACTED\]](#)
Subject: RE: [External] Suggestions for a Path Forward
Date: Thursday, June 11, 2020 4:10:00 PM

Thank you very much for these additional reflections and suggestions. Will incorporate with others received, as well.

Best,

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Helen [REDACTED]
Sent: Thursday, June 11, 2020 11:30 AM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Cc: president@tjpts.org; presidentelect@tjpts.org
Subject: Re: [External] Suggestions for a Path Forward

Dear Dr. Bonitatibus,

First of all, we appreciate that you answered [REDACTED] emails. Second, I'm not able to attend the PTSA meeting tonight, but after my initial reaction, have been thinking about ways to move forward.

I hope that this is the start of community engagement and discussion, and not a done deal which we'll come back to in the fall. If you truly mean to have the community engaged, the end of the year isn't a great time. Also, per my previous emails, some of these issues have been intractable over many, many years. What we've done in the past obviously hasn't worked, so how can we find new and hopefully better solutions? I would hope as a community, we could take time to explore solutions in a thoughtful way, without jumping in and making snap decisions.

What is the greatest asset of TJ? It's the students! Why not engage the students in tackling these problems? These would also allow faster integration of these issues into their education without rewriting the curriculum. Also, there could be multiple levels - it's appropriate to address these issues in wider school forums for all students; others may want to engage in a deeper way and research these issues and propose solutions. A few ideas:

- After COVID-19 (scary for people of all ages), having to self-isolate and all that entails (lack of space with the entire family home, childcare for parents who still had to work outside the home, family frictions, internet access, potential illness, possible financial hardships, the disaster of Distance Learning (and it was personally a disaster for my youngest child, [REDACTED] [REDACTED]), to name a few), mourning the loss of the rest of the normal school year, loss of graduation traditions for seniors, and now the racial issues and protests, the students have been dealing with a lifetime's worth of issues in a very short time. In the fall, and possibly on-going throughout the school year, it would be important to have forums and/or small discussion groups for the students to process everything; to talk about events, struggles, and feelings

during this time.

- In English class, students could discuss these issues and write personal essays about how these experiences have affected them.

- At Curriculum Night this year, I learned that in 11th or 12th-grade history, students pick a problem to research all year. I don't think they should be forced to pick racial injustice, but maybe encourage students to pick a topic from events of this past year to focus their research on (being TJ, maybe they want to focus on health issues, including the greater impact of covid on minority communities, or rapid changes in technology like virtual meetings, as well as racial issues)?

- 8th period - Students interested in working more deeply on these issues could tackle the issues in your original email:

Minority enrollment

- Raising minority enrollment - as per my previous emails, this has been an intractable issue. I would first examine the recent changes to the application process: Overall, are we doing a good job of identifying students who will thrive at TJ versus past testing? If so, maybe the focus should be on how to raise the profile of TJ among minority communities and encourage more kids to apply? For instance, until recently, I had no idea that the PTSA offers free test prep (I think it's for the entrance tests?). If true, why is it not better publicized for prospective students to take advantage of?

- Maybe enrollment also depends on better outreach? **What about a "TJ Ambassadors" program?** Maybe once a quarter TJ students could spend a day or part of a day at elementary and middle schools interacting with students? They could do science experiments, play games, or do buddy reading with younger kids. I think the students are the best advertisement for TJ. Maybe have each class do a day per quarter - start with Seniors down to Freshmen in the last quarter. Students could earn service hours as well.

- Better outreach at younger ages? Ever since [REDACTED] heard about TJ in elementary school, [REDACTED] wanted to attend high school there! It gave [REDACTED] motivation to do well in school. Through outreach programs, you could also include more information about TJ and send home information with students for their parents, so more parents would also know about it and resources for their students. Parents help their students with the whole application process, so it's important to educate parents as well.

- Other outreach ideas ... ?

Mascot

- Put students to work on this one as well. Does the community want to change the Mascot? If so, have a group of students - or several - research options and make proposals for the community to vote on.

Integration into the curriculum

- By doing the above, you start conversations around these issues.

- Have a group or groups of students look into this and propose how they would like to see it further integrated? Maybe have interested alumni work with groups during 8th period - anything's possible with the rapid move into virtual meetings. What ideas do they have, having been through college and into work environments - what would they find useful?

- Student/alumni/parent survey of issues and areas they feel should be addressed? Having an anonymous survey would give everyone the chance to express their views.

Finally, I get emails from a travel site, and they sent an email this week that resonated with me: "Travel is built on inclusivity and diversity—on meeting and befriending people from different races and cultures ... [lessons learned from travels include] how to find common ground with people who are not like you ... Wherever you are in the world ... you can listen closely to the people you meet, find common ground, and bring those different perspectives to your community back home."

Families at TJ experience numerous cultures without even having to travel, which is a strength. How can we utilize that strength to promote greater understanding?

Sincerely,

Helen [REDACTED]

cc: President and President-Elect of the TJ PTSA

From: [Bonitatibus, Ann N](#)
To: [Shughart, Jeremy A](#)
Subject: TJ Ideas
Date: Thursday, June 11, 2020 4:12:00 PM
Attachments: [Vision_noTS.docx](#)

Interesting thoughts shared from a family with three kids- one graduated, one current and one incoming. The family had a meeting to brainstorm ideas. See below and attached.

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: [REDACTED]
Sent: Wednesday, June 10, 2020 11:40 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Cc: [REDACTED]
Subject: RE: [External] Re: Message from the Principal

Hi

Attached are my notes from our family meeting. I have learned through my work experience, developing clear objectives with measurable results to focus on those activities that must happen in order to be successful allow all involved to row together and see their role in the success of the plan. We tried to think about what must be done to get to the objective.

We do not know much about past/existing TJ efforts on this issue. If I do not hear back from the PTSA next week, I'll reach out again.

Our family is excited to continue with TJ. Her older two brothers definitely supported and encouraged our daughter to apply based on their positive experiences. It was awesome to hear them talk to her during the process about what made TJ special to them. They are very different people and students and both found it to be "the right choice" for them for different reasons.

All the best

[REDACTED]

From: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Sent: Wednesday, June 10, 2020 4:20 PM
To: [REDACTED] >
Subject: RE: [External] Re: Message from the Principal

Greetings, Ms. [REDACTED]

Thank you for reaching out and relaying your shared sentiments about diversity at TJ. You are correct- the outcomes of TJ admissions for black and Hispanic students are unfathomable and we need action.

I am heartened you already reached out to PTSA. You will learn of a June 20 program targeting Young Scholars and we have a tremendous panel of students prepared to inspire.

I will definitely keep you on a short list of parents who can serve on advocacy and action efforts. If you happen to have ideas written down from your family's brainstorming session, please feel free to forward them. It's so cool you took time as a family to do this. And I'm thrilled to know you'll be with us another four years- congrats!

Best wishes for a healthy and fulfilling summer. I look forward to our journey.

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: [REDACTED]
Sent: Monday, June 8, 2020 10:18 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] Re: Message from the Principal

Dr Bonitatibus

Thank you for your note. I have been saddened each year since we joined the TJ family in 2015 by the lack of black and hispanic students admitted each year. When I saw the statistics in the latest newsletter I pledged to finally act and be part of the change I want to see -there will no longer be an unfathomable *TS in the admitted column. We brainstormed as a family, including a grad, a junior, and an incoming freshman, evaluating what they saw as important factors to their preparation and those of admitted classmates, and hypotheses on what aspects might not be as understood or accessible to others. I think we have some actionable ideas.

I was heartened when I read your message yesterday. If there is a group forming to tackle the racial equity issue- please count me in. Prior to your note, I reached out to the PTSA to learn more about their diversity efforts, and am waiting to hear back.

Thank you for your leadership
[REDACTED]

On Jun 7, 2020, at 8:45 PM, TJHSST <fcps@public.govdelivery.com> wrote:

Having trouble viewing this email? [View it as a Web page.](#)

Dear TJHSST Students and Families:

While the world has been quietly hibernating in quarantine the past few

months, we recognize the personal isolation, health fears, and academic challenges you have endured. Our homes have been familiar yet bustling enterprises of work and school as we awaited our world to return to normal.

However, disturbing and painful actions in our country have jarred us from our COVID-19 slumber. We are awakened to see that our country's normal continues to be laced with racism that has plagued our nation since its founding. The recent events in our nation with black citizens facing death and continued injustices remind us that we each have a responsibility to our community to speak up and take actions that counter racism and discrimination in our society.

I implore you to think about your own journey and discovery of race and economic advantage in America. My parents never had to teach me about what it means to be white. I never have had to worry that someone would look at the color of my skin and think I either may not be smart enough to learn or I should be exceedingly smart in a certain subject. No one has surveilled me in a store while shopping, or locked their cars or front doors out of fear when seeing me in their neighborhood. While I did not come from a family with economic means, the color of my skin has given me privileges that others do not have. Please think of privileges you hold that others may not.

As we engage in self-reflection, children and adults can experience a range of emotions including hurt, anger, confusion, discomfort, defensiveness, hopelessness, humility, resolve and advocacy. These feelings are normal.

Our teachers, too, are processing everything while continuing to create classrooms that are safe and welcoming spaces. We encourage students to connect with teachers, counselors and administrators, particularly if they are struggling with how to cope with their range of emotions and ideas. Also, FCPS has several resources on countering racism and stigma you may [find here](#) on the district website.

Thank you for taking time to personally reflect. Give yourself the gift of feeling vulnerable as you process emotions individually and collectively. Reach out to trusted professionals and access resources that will help you.

During this reflection period, I would like to simultaneously call the TJ community to action in three areas.

First, our school is a rich tapestry of heritages; however, we do not reflect the racial composition in FCPS. Our 32 black students and 47 Hispanic students fill three classrooms. If our demographics actually represented FCPS, we would enroll 180 black and 460 Hispanic students, filling nearly 22 classrooms. The most recent TJ admissions trend, unfortunately, does not close the equity gap. Do all FCPS children who have high interest and aptitude for STEM enjoy the same privileges that put them on a path to TJ? Do the TJ admissions outcomes affirm that we believe TJ is accessible to all talented STEM-focused students regardless of race or personal circumstance?

Second, consider colonialism's role in our country's history where certain classes exerted power over others as a means to economically exploit, oppress and enslave them. During the Colonial period, there were leaders who believed those with black or brown skin were uncivilized and not capable of being educated. I speak for us all when I assert this is not a value we share as a TJ community. Yet, our mascot is a Colonial. Can our community support

dismantling a symbol that perpetuated racism in our country?

Finally, the heart of public education is in the classroom. This is where students learn to become ethical and global citizens as espoused in the FCPS [Portrait of a Graduate](#). Our students learn to understand and accept, not merely tolerate, diverse cultures and perspectives. Curriculum will need to be adapted to better equip our TJ students. As expressed by TJ alumni who have written to me, "STEM alone is not enough." Can our community support the new conversations, lessons and activities that will need to be infused across our entire TJ program of study in all content areas?

I acknowledge some of the questions I am asking may not equally resonate with everyone as we examine our school's place within FCPS and the world. I also know that my words may not always be eloquent, my ideas may miss the mark, and I will make mistakes. I also know that I have enjoyed growing with you these past three years and have immense trust and faith in our community to pull together and do what is right, particularly for those in our community experiencing the most pain right now.

By evaluating the racial equity at our school, dismantling a long-held symbol of racism, and embracing curricula to better prepare TJ graduates for a truly diverse and culturally responsive world, you will play a role in how TJHSST continues to lead the nation as a public school that prepares students for the shared interests of humanity. Thank you for joining in this important work.

Sincerely,

Ann N. Bonitatibus, Ed.D.

TJHSST Principal

[6560 Braddock Rd, Alexandria, VA 22312](#) | Main Office: 703.750.8300
Attendance: 703.750.8315 | [Web](#) | [Twitter](#)

Update your subscriptions, modify your password or email address, or stop subscriptions at any time on your [Subscriber Preferences Page](#). You will need to use your email address to log in. If you have questions or problems with the subscription service, please visit [subscriberhelp.govdelivery.com](#).

This email was sent [REDACTED] using GovDelivery Communications Cloud on behalf of: Fairfax County Public Schools 8115 Gatehouse Road Falls Church, VA 22042

□

Vision: Last class with *TS at TJ (kids did not like as much as I do...works for my motivation)

Objective: Increase admission of Black and Hispanic students to TJ by at least 15 students per year starting with the class of 2025 by:

- Identify and develop focused plans for/with individual students/families to directly address gaps in "readiness" for the TJ admissions process
 - o Survey 2024 application pool on "readiness" factors (some thoughts on items based on understanding of our TJ kids' and peers' experiences that could focus on to find trends): number of yrs had been thinking about attending TJ, attended formal TJ test prep, attended formal TJ essay prep, discussed admission process with a TJ family, received

informal test/essay prep, 8th grade math course, attend additional math/science enrichment/classes (after school, weekend, summer), participated in math/science related clubs for 3 or more years, amount of support from middle school. (recognize this would require coordination with TJ admissions to be able to get results with demographic breakouts and tie to admissions outcome, possibly FCPS, and would be voluntary – adequate sample size and survey content matters – seek professional help...survey only Black/Hispanic applicants, or all?)

- Obtain data on number Black/Hispanic applicants that made it to stage 2 (help ID whether test prep is a key readiness issue)
- Review prior studies on Diversity on TJ admissions to see if “readiness” factors addressed
- Review prior (since 2015) PTSA Diversity efforts and lesson learn why not having desired impact
- Identify top three feeder middle schools and interview school staff and TJ families for understanding of their “readiness” models – mix of formal and informal preparations
- Create plans that target rising 5, 6, 7, 8th graders to address the factors that can be impacted given time to application (based on our assumptions about gaps in readiness if cannot do above research)
 - Identify pool of (x#) interested students/families from 6-8th grade (elementary and middle school math/science teacher outreach, principal outreach, community outreach...do not limit to AAP)
 - 7th/8th grader pool focus on TJ family mentors, formal test preps, potentially additional enrichment activities. Create tailored plan with/for each student in pool.
 - 5th/6th grade explore potential of the Deal/Wilson DCPS model to identify 5th grade talent and accelerate to get +2 in Math between summer of 6th grade and grade 8. See if program could also apply to 6th graders. (Reach out to Jenny Craig (Marcus) contacts at Deal for details on their program: head of the math dept and teaches some of the accelerated courses, Sydney Feagan -- sydney.feagen@k12.dc.gov; principal of Deal, and former math teacher. Diedre Neal -- diedre.neal@k12.dc.gov Determine how to pilot at a few Middle schools, or create program as a TJ program. (DCPS does not have AAP program. Hypothesis, FCPS AAP tracking at 3rd grade potentially eliminates a talent pool in

these populations - not ready for AAP testing that early...program could be modified to meet children where they are if teachers could identify potential at 5th or 6th grade level (AAP and non-AAP) and program can get them to math expectation of TJ admissions); Create tailored plans, to include plans for TJ prep support in 7th/8th grade

- Identify for profit/non-profit entities that would provide low/no-cost test preparation and/or enrichment activities to pool
 - Identify and match TJ families/student that could advise 5th, 6th, 7th grade families on enrichment opportunities based on student's interests (math, biological sciences, robotics, ...)
 - Identify math/science teachers across county, grads, students (and our family/friend network) that would be willing to provide extra tutor support/enrichment activities
 - Identify teachers/parents who can assist with review of sample essays during admissions prep stage 2
- Request TJ admissions return to providing sample essay prompts to assist with preparation.
 - Create collaboration site(s) for scheduled check in by leads/ track actions

Other observations:

- Many peers started focused preparations for TJ years in advance based on community (school, family community) experience and understanding of the process – prep targeted at goal of TJ admissions: weekend classes, summer classes, etc.
- Early classroom performance of some peers in school felt like they had prepped for admission but were not ready for the rigor of the classroom. Prep focused on the admissions process seemed to work for them. School has resources to help all students succeed.
- Many questions on the admission test were not written/presented in a way that was taught in MS classroom. A formal test prep class (FCPS ACE or Fairfax Collegiate in our family experience) helped A LOT on test day. Practice essay writing and review at home made a difference.
- Being in communities (we moved 3 times during oldest's middle school yrs) with a lot of options for enrichment activities (after school, summer camps, etc that 1) we knew about, 2) matched their interests, and 3) we could afford kept them more interested in STEM than school curriculum. Each had/have unique interests and we were very fortunate to be able to provide them opportunities to get deep in those interests. Our family network shared opportunities as we heard about them. Not sure which of these (knowledge of, availability, or affordability) is greatest barrier, we assume affordability.
- Our family periodically as our kids were growing up sat down and drew mind maps of things they were interested in to see what else they may be interested in, or if there seemed to be trends...led to discussions on where they might want to go deeper, or explore other areas. Found it helpful to track their interest in STEM as it evolved. The also ended up finding that process useful in their essay preparation. Could offer that to other families as a way to help match with TJ families of like student interests.

From: [Helen Miller](#)
To: [Bonitatibus, Ann N](#)
Subject: Re: [External] Suggestions for a Path Forward
Date: Thursday, June 11, 2020 5:09:06 PM

Great! I hope things go well tonight.

Helen

On Thursday, June 11, 2020, 04:10:31 PM EDT, Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

Thank you very much for these additional reflections and suggestions. Will incorporate with others received, as well.

Best,

Ann

Ann N. Bonitatibus, Ed.D.

Principal

Thomas Jefferson High School

for Science and Technology

6560 Braddock Road

Alexandria, VA 22312

(703) 750-8300

From: Helen [REDACTED]
Sent: Thursday, June 11, 2020 11:30 AM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Cc: president@tjpts.org; presidentelect@tjpts.org
Subject: Re: [External] Suggestions for a Path Forward

Dear Dr. Bonitatibus,

First of all, we appreciate that you answered [REDACTED] emails. Second, I'm not able to attend the PTSA meeting tonight, but after my initial reaction, have been thinking about ways to move forward.

I hope that this is the start of community engagement and discussion, and not a done deal which we'll come back to in the fall. If you truly mean to have the community engaged, the end of the year isn't a great time. Also, per my previous emails, some of these issues have been intractable over many, many years. What we've done in the past obviously hasn't worked, so how can we find new and hopefully better solutions? I would hope as a community, we could take time to explore solutions in a thoughtful way, without jumping in and making snap decisions.

What is the greatest asset of TJ? It's the students! Why not engage the students in tackling these problems? These would also allow faster integration of these issues into their education without rewriting the curriculum. Also, there could be multiple levels - it's appropriate to address these issues in wider school forums for all students; others may want to engage in a deeper way and research these issues and propose solutions. A few ideas:

- After COVID-19 (scary for people of all ages), having to self-isolate and all that entails (lack of space with the entire family home, childcare for parents who still had to work outside the home, family frictions, internet access, potential illness, possible financial hardships, the disaster of Distance Learning (and it was personally a disaster for my youngest child [REDACTED] to name a few), mourning the loss of the rest of the normal school year, loss of graduation traditions for seniors, and now the racial issues and protests, the students have been dealing with a lifetime's worth of issues in a very short time. In the fall, and possibly on-going throughout the school year, it would be important to have forums and/or small discussion groups for the students to process everything; to talk about events, struggles, and feelings during this time.

- In English class, students could discuss these issues and write personal essays about how these experiences have affected them.

- At Curriculum Night this year, I learned that in 11th or 12th-grade history, students pick a problem to research all year. I don't think they should be forced to pick racial injustice, but maybe encourage students to pick a topic from events of this past year to focus their research on (being TJ, maybe they want to focus on health issues, including the greater impact of covid on minority communities, or rapid changes in technology like virtual meetings, as well as racial issues)?

- 8th period - Students interested in working more deeply on these issues could tackle the issues in your original email:

Minority enrollment

- Raising minority enrollment - as per my previous emails, this has been an intractable issue. I would first examine the recent changes to the application process: Overall, are we doing a good job of identifying students who will thrive at TJ versus past testing? If so, maybe the focus should be on how to raise the profile of TJ among minority communities and encourage more kids to apply? For instance, until recently, I had no idea that the PTSA offers free test prep (I think it's for the entrance tests?). If true, why is it not better publicized for prospective students to take advantage of?

- Maybe enrollment also depends on better outreach? **What about a "TJ Ambassadors" program?** Maybe once a quarter TJ students could spend a day or part of a day at elementary and middle schools interacting with students? They could do science experiments, play games, or do buddy reading with younger kids. I think the students are the best advertisement for TJ. Maybe have each class do a day per quarter - start with Seniors down to Freshmen in the last quarter. Students could earn service hours as well.

- Better outreach at younger ages? Ever since [REDACTED] heard about TJ in elementary school, he wanted to attend high school there! It gave him motivation to do well in school. Through outreach programs, you could also include more information about TJ and send home information with students for their parents, so more parents would also know about it and resources for their students. Parents help their students with the whole application process, so it's important to educate parents as well.

- Other outreach ideas ... ?

Mascot

- Put students to work on this one as well. Does the community want to change the Mascot? If so, have a group of students - or several - research options and make proposals for the community to vote on.

Integration into the curriculum

- By doing the above, you start conversations around these issues.

- Have a group or groups of students look into this and propose how they would like to see it further integrated? Maybe have interested alumni work with groups during 8th period - anything's possible with the rapid move into virtual meetings. What ideas do they have, having been through college and into work environments - what would they find useful?

- Student/alumni/parent survey of issues and areas they feel should be addressed? Having an anonymous survey would give everyone the chance to express their views.

Finally, I get emails from a travel site, and they sent an email this week that resonated with me: "Travel is built on inclusivity and diversity—on meeting and befriending people from different races and cultures ... [lessons learned from travels include] how to find common ground with people who are not like you ... Wherever you are in the world ... you can listen closely to the people you meet, find common ground, and bring those different perspectives to your community back home."

Families at TJ experience numerous cultures without even having to travel, which is a strength. How can we utilize that strength to promote greater understanding?

Sincerely,

Helen [REDACTED]

cc: President and President-Elect of the TJ PTSA

From: [REDACTED]
To: [Bonitatibus Ann N](#)
Subject: [External] Re: Message from the Principal
Date: Thursday, June 11, 2020 8:03:02 PM

Dear Dr. Bonitatibus,

Thank you for your heartfelt note. Appreciate the candor and your personal reflection on race and equality. [REDACTED] is a freshman and TJ has been truly a great experience, thanks to you and your staff.

As a minority immigrant with several personal incidents where I felt discriminated both at school [yes, I went to Ole Miss :)] and at work (when you hit a glass ceiling), I can very easily understand and empathize with everything that is going on around us and can offer up a perspective/commentary on your call to action:

First call to action:

I don't think all FCPS students with high aptitude and interest have the privileges to put them on a path to TJ. The privileges or lack of, in my mind are a combination of financial and social factors. Even though the educational system is free, to nurture their interest and put them on a path, they would need tutoring help. That could come from specific school programs and volunteers. Maybe TJ seniors, PTSA and staff could set up a program that helps/advises those students on how to get in. I would even ping some of these private tutors and ask them to donate a spot in their program for such students. Socially too, maybe the parents need some coaching as well to create the type of environment for the kids to do well.

The second part of this is a tougher one. Having come from a caste based system, making reservations based on race or personal circumstances or who you are socially has never worked historically. It undermines the efforts of students and parents who have worked hard and have put in the time and effort missing countless family events and other fun activities. This has to be an ongoing activity/effort to figure out the options to help the really smart kids surface up. Maybe TJ works with the FCPS GT program to create a pool of such students and provide out of band support.

Second call to action:

Even in the early 90s, Ole Miss and in the city of Oxford, quite a few folks were still stuck in colonial times. And Ole Miss got rid of the colonel. SO, Yes! I agree that the current mascot should go.

Third call to action:

Brilliant idea. Treating people equally may not always equate to racial equality. Kids need to understand empathy and respect. It will go a long way in their personal and professional life. While some of it will come from personal experiences and family, the school can have a massive impact too and truly educate the kids. Maybe the kids in-turn can educate some of their parents.

I don't speak for everyone and the above comments are my observations based on my past experiences. Thank you again for this email. It shows you care and want to do something about it. We will support you in any way we can.

Best wishes to you and your family. Stay safe and stay healthy.

Regards
[REDACTED]

On Sun, Jun 7, 2020 at 8:45 PM TJHSST <fcps@public.govdelivery.com> wrote:

Having trouble viewing this email? [View it as a Web page.](#)

TJHSST banner



Dear TJHSST Students and Families:

While the world has been quietly hibernating in quarantine the past few months, we recognize the personal isolation, health fears, and academic challenges you have endured. Our homes have been familiar yet bustling enterprises of work and school as we awaited our world to return to normal.

However, disturbing and painful actions in our country have jarred us from our COVID-19 slumber. We are awakened to see that our country's normal continues to be laced with racism that has plagued our nation since its founding. The recent events in our nation with black citizens facing death and continued injustices remind us that we each have a responsibility to our community to speak up and take actions that counter racism and discrimination in our society.

I implore you to think about your own journey and discovery of race and economic advantage in America. My parents never had to teach me about what it means to be white. I never have had to worry that someone would look at the color of my skin and think I either may not be smart enough to learn or I should be exceedingly smart in a certain subject. No one has surveilled me in a store while shopping, or locked their cars or front doors out of fear when seeing me in their neighborhood. While I did not come from a family with economic means, the color of my skin has given me privileges that others do

not have. Please think of privileges you hold that others may not.

As we engage in self-reflection, children and adults can experience a range of emotions including hurt, anger, confusion, discomfort, defensiveness, hopelessness, humility, resolve and advocacy. These feelings are normal.

Our teachers, too, are processing everything while continuing to create classrooms that are safe and welcoming spaces. We encourage students to connect with teachers, counselors and administrators, particularly if they are struggling with how to cope with their range of emotions and ideas. Also, FCPS has several resources on countering racism and stigma you may [find here](#) on the district website.

Thank you for taking time to personally reflect. Give yourself the gift of feeling vulnerable as you process emotions individually and collectively. Reach out to trusted professionals and access resources that will help you.

During this reflection period, I would like to simultaneously call the TJ community to action in three areas.

First, our school is a rich tapestry of heritages; however, we do not reflect the racial composition in FCPS. Our 32 black students and 47 Hispanic students fill three classrooms. If our demographics actually represented FCPS, we would enroll 180 black and 460 Hispanic students, filling nearly 22 classrooms. The most recent TJ admissions trend, unfortunately, does not close the equity gap. Do all FCPS children who have high interest and aptitude for STEM enjoy the same privileges that put them on a path to TJ? Do the TJ admissions outcomes affirm that we believe TJ is accessible to all talented STEM-focused students regardless of race or personal circumstance?

Second, consider colonialism's role in our country's history where certain classes exerted power over others as a means to economically exploit, oppress and enslave them. During the Colonial period, there were leaders who believed those with black or brown skin were uncivilized and not capable of being educated. I speak for us all when I assert this is not a value we share as a TJ community. Yet, our mascot is a Colonial. Can our community support dismantling a symbol that perpetuated racism in our country?

Finally, the heart of public education is in the classroom. This is where students learn to become ethical and global citizens as espoused in the FCPS [Portrait of a Graduate](#). Our students learn to understand and accept, not merely tolerate, diverse cultures and perspectives. Curriculum will need to be adapted to better equip our TJ students. As expressed by TJ alumni who have written to me, "STEM alone is not enough." Can our community support the new conversations, lessons and activities that will need to be infused across our entire TJ program of study in all content areas?

I acknowledge some of the questions I am asking may not equally resonate with everyone as we examine our school's place within FCPS and the world. I also know that my words may not always be eloquent, my ideas may miss the mark, and I will make mistakes. I also know that I have enjoyed growing with you these past three years and have immense trust and faith in our community to pull together and do what is right, particularly for those in our community experiencing the most pain right now.

By evaluating the racial equity at our school, dismantling a long-held symbol of racism, and embracing curricula to better prepare TJ graduates for a truly

diverse and culturally responsive world, you will play a role in how TJHSST continues to lead the nation as a public school that prepares students for the shared interests of humanity. Thank you for joining in this important work.

Sincerely,

Ann N. Bonitatibus, Ed.D.

TJHSST Principal

6560 Braddock Rd, Alexandria, VA 22312 | Main Office: 703.750.8300
Attendance: 703.750.8315 | [Web](#) | [Twitter](#)

Update your subscriptions, modify your password or email address, or stop subscriptions at any time on your [Subscriber Preferences Page](#). You will need to use your email address to log in. If you have questions or problems with the subscription service, please visit subscriberhelp.govdelivery.com.

This email was sent to [REDACTED] using GovDelivery Communications Cloud on behalf of: Fairfax County Public Schools 8115 Gatehouse Road Falls Church, VA 22042



From: [Hawkins, Cynthia A.1](#)
To: [Bonitatibus, Ann N](#); [Frank, Shawn J](#)
Subject: FW: Essays that offer "food for thought" re Gov, Gov HUM & HUM 2 curricula
Date: Friday, June 12, 2020 3:52:01 PM

Sharing as a glimpse into the discussions that have sparked in the past few weeks, to Ann as principal (obviously) and Shawn as Equity Lead Administrator. Monte's message below is just the latest, though I don't always get a cc from each sender...

Happy weekend,
Cynthia

Cynthia Hawkins

Assistant Principal
[Thomas Jefferson High School
for Science and Technology](#)
6560 Braddock Rd
Alexandria, VA 22312
703-750-8370
cahawkins1@fcps.edu



THOMAS JEFFERSON
HIGH SCHOOL
for science and technology

From: Bourjaily, Monte F. <MFBourjaily@fcps.edu>
Sent: Friday, June 12, 2020 3:20 PM
To: Field, Brian <bjfield@fcps.edu>; Hawkins, Cynthia A.1 <CAHawkins1@fcps.edu>; Henry, Suzette <SHenry@fcps.edu>; Hitchcock, Jennifer A. <JAHitchcock@fcps.edu>; LebrykChao, Susie <SLebrykChao@fcps.edu>; Morris, Melanie A <mamorris@fcps.edu>; Qamar, Sofia <sqamar@fcps.edu>; Savran, Scott <ssavran@fcps.edu>; Tinkelman, Ilsa <imtinkelman@fcps.edu>; Wright, Gwendolyn G <ggwright@fcps.edu>; Porcelli, Joey G <jgporcelli@fcps.edu>; Sheptyck, Lizzie <easheptyck@fcps.edu>
Cc: LebrykChao, Susie <SLebrykChao@fcps.edu>; Castaldo, Denise <DCastaldo@fcps.edu>; Gilbert, Maria D. <MDGilbert@fcps.edu>; Lang Boswell, Michelle <mslangboswel@fcps.edu>; Klein, Lona <lcklein@fcps.edu>; Laffey, John W. <JWLaffey@fcps.edu>
Subject: Essays that offer "food for thought" re Gov, Gov HUM & HUM 2 curricula

Dear Team,

I just finished reading Ta-Nehisi Coates' "[The Case for Reparations](#)" from *The Atlantic's* June 2014 issue and James Baldwin's "[A Talk to Teachers](#)" delivered as a speech on October 16, 1963. While I don't have a hard, clear curricular plan to offer, these essays interest me, because they present an alternative historical perspective that we might find valuable as we refine our overall vision of our teaching objectives for next year and plan units and lessons. I try to teach America's history and political system as evidence and elements of an imperfect project that possesses a powerful capacity to reflect on mistakes rather than avoid them. I don't think I do enough, however, to examine stories, perspectives, interpretations and experiences beyond the mainstream narrative.

I want to do more and offer these articles as valuable to me in case anyone else is looking for inspiration. The Coates piece is interesting because of its depth and focus. He does not reference Baldwin, but clearly offers a look at issues fifty years later. Fifty years not only after Baldwin's essay, but after the Civil Rights Act of 1964 and the Voting Rights Act of 1965. For those of us teaching Gov, putting these ideas together with Martin Luther King's ideas in Letter from Birmingham Jail creates an opportunity to examine both what inspired King's words, but also why his and Baldwin's words still echo so loudly as reflecting a unresolved problem.

There is a lot of good writing and work out there, so these are not the only pieces or even the right pieces to use. They also don't directly address concerns and interests that students with other backgrounds have. I am sharing, because they made me think about how I can think differently about how I teach and help our kids see that our capacity to reflect and change is one good that I believe is an inherent strength of our system and who we are as Americans. If I have missed anyone in the HUM2 or Gov HUM pairings, please share this email with them.

Yours truly,

Monte

Monte F. Bourjaily, IV

AP US Government, Law & Society and Philosophy Teacher

Thomas Jefferson High School for Science and Technology

mfbourjaily@fcps.edu

From: [Bonitatibus, Ann N](#)
To: [Hawkins, Cynthia A.1](#)
Subject: RE: Essays that offer "food for thought" re Gov, Gov HUM & HUM 2 curricula
Date: Friday, June 12, 2020 4:15:00 PM

Thanks for sharing. We never really know how closely our students, teachers, etc. watch for us to lead and give them strength.

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Hawkins, Cynthia A.1
Sent: Friday, June 12, 2020 3:52 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>; Frank, Shawn J <SJFrank@fcps.edu>
Subject: FW: Essays that offer "food for thought" re Gov, Gov HUM & HUM 2 curricula

Sharing as a glimpse into the discussions that have sparked in the past few weeks, to Ann as principal (obviously) and Shawn as Equity Lead Administrator. Monte's message below is just the latest, though I don't always get a cc from each sender...

Happy weekend,
Cynthia

Cynthia Hawkins

Assistant Principal
[Thomas Jefferson High School](#)
[for Science and Technology](#)
6560 Braddock Rd
Alexandria, VA 22312
703-750-8370
cahawkins1@fcps.edu



From: Bourjaily, Monte F. <MEBourjaily@fcps.edu>

Sent: Friday, June 12, 2020 3:20 PM

To: Field, Brian <bjfield@fcps.edu>; Hawkins, Cynthia A.1 <CAHawkins1@fcps.edu>; Henry, Suzette <SHenry@fcps.edu>; Hitchcock, Jennifer A. <JAHitchcock@fcps.edu>; LebrykChao, Susie <SLebrykChao@fcps.edu>; Morris, Melanie A <mamorris@fcps.edu>; Qamar, Sofia <sgamar@fcps.edu>; Savran, Scott <ssavran@fcps.edu>; Tinkelman, Ilsa <imtinkelman@fcps.edu>; Wright, Gwendolyn G <ggwright@fcps.edu>; Porcelli, Joey G <jgporcelli@fcps.edu>; Sheptyck, Lizzie <easheptyck@fcps.edu>

Cc: LebrykChao, Susie <SLebrykChao@fcps.edu>; Castaldo, Denise <DCastaldo@fcps.edu>; Gilbert, Maria D. <MDGilbert@fcps.edu>; Lang Boswell, Michelle <mclangboswel@fcps.edu>; Klein, Lona <lcklein@fcps.edu>; Laffey, John W. <JWLaffey@fcps.edu>

Subject: Essays that offer "food for thought" re Gov, Gov HUM & HUM 2 curricula

Dear Team,

I just finished reading Ta-Nehisi Coates' "[The Case for Reparations](#)" from *The Atlantic's* June 2014 issue and James Baldwin's "[A Talk to Teachers](#)" delivered as a speech on October 16, 1963. While I don't have a hard, clear curricular plan to offer, these essays interest me, because they present an alternative historical perspective that we might find valuable as we refine our overall vision of our teaching objectives for next year and plan units and lessons. I try to teach America's history and political system as evidence and elements of an imperfect project that possesses a powerful capacity to reflect on mistakes rather than avoid them. I don't think I do enough, however, to examine stories, perspectives, interpretations and experiences beyond the mainstream narrative.

I want to do more and offer these articles as valuable to me in case anyone else is looking for inspiration. The Coates piece is interesting because of its depth and focus. He does not reference Baldwin, but clearly offers a look at issues fifty years later. Fifty years not only after Baldwin's essay, but after the Civil Rights Act of 1964 and the Voting Rights Act of 1965. For those of us teaching Gov, putting these ideas together with Martin Luther King's ideas in Letter from Birmingham Jail creates an opportunity to examine both what inspired King's words, but also why his and Baldwin's words still echo so loudly as reflecting a unresolved problem.

There is a lot of good writing and work out there, so these are not the only pieces or even the right pieces to use. They also don't directly address concerns and interests that students with other backgrounds have. I am sharing, because they made me think about how I can think differently about how I teach and help our kids see that our capacity to reflect and change is one good that I believe is an inherent strength of our system and who we are as Americans. If I have missed anyone in the HUM2 or Gov HUM pairings, please share this email with them.

Yours truly,

Monte

Monte F. Bourjaily, IV

AP US Government, Law & Society and Philosophy Teacher
Thomas Jefferson High School for Science and Technology
mfbourjaily@fcps.edu

From: [Shaista Keating](#)
To: [Bonitatibus, Ann N](#)
Cc: [Nick Costescu](#)
Subject: Re: TJ Planners
Date: Friday, June 12, 2020 4:15:04 PM

Thank you Ann.

Betsy did work on the planners for us last year.

Nick, I am forwarding this email so you and you and next year's EC may determine how to proceed.

Best,
Shaista

Sent from my iPhone

> On Jun 12, 2020, at 3:56 PM, Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

>

> Shaista-

>

> This might be a solicitation since TJ does not use planners for students; however, I did not want to hit the delete button in case this is in reference to the contact book PTSA puts together for parents and Betsy Wilusz's name is mentioned. Either way, I am not going to respond to the message. And you can hit delete, too, if not relevant.

>
> Ann
>
> -----Original Message-----
> From: do-not-reply@fcps.edu [<mailto:do-not-reply@fcps.edu>]
> Sent: Friday, June 12, 2020 1:54 PM
> To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
> Subject: [External] You have received a message from the online staff directory contact form.

>
> Sent By: Laine Lightsey
> Sender Email: llightsey@shoolplanner.com
> Time: 06/12/2020 - 13:54
> Recipient: anbonitatibu@fcps.edu

> IMPORTANT NOTICE

> This email was sent via a contact form on your public staff profile and routed through an external mail server. This message's sender should be a parent, guardian, or student that you know. Never respond to individuals claiming to be FCPS staff requesting money, gifts, favors, or personally identifiable information. Always exercise caution opening links or attachments sent via email.

> When replying to this email, the "Sender Email" address above will be used automatically. Do not respond if the email address or email contents appear suspicious. Forward spam and suspicious emails to spamremoval@fcps.edu

> Original message follows:

> ----

> Hello,

> Last year I worked with Betsy Wilusz to design and produce the planners for your school. I haven't been able to reach her this year and so I was wondering if there was someone else that I should email about planners for the upcoming school year?

> I'll be glad to help however I can.

> Thank you,

> Laine

> []

To: [REDACTED]
Subject: RE: [External] Looking for a chance to discuss, re your message on equity
Date: Friday, June 12, 2020 5:03:49 PM

Greetings, Sra. [REDACTED]

Thank you so much for reaching out. It's important to me that all students find success at TJ and I'm extremely saddened to hear about [REDACTED] intent. I would welcome the opportunity to talk to you and to [REDACTED] if there is anything we can do to better support [REDACTED] and help [REDACTED] realize the dream [REDACTED] had for TJ.

I follow your comments from time to time on Twitter and see the amazing work you do for students at Key. They are so fortunate to have you and I wish you the very best as you close out the school year with your community.

My school is closed out on Monday, so I have greater flexibility than you. Please let me know when a couple good times may be to chat, either next week or even over the weekend if that is better for you. And my offer stands to talk to [REDACTED] too.

Regards,

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

-----Original Message-----

From: [REDACTED] [mailto:[REDACTED]@gmail.com]
Sent: Friday, June 12, 2020 4:39 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] Looking for a chance to discuss, re your message on equity

Dear Dr. Bonitatibus-

Greetings and my best wishes for a successful conclusion of the school year.

I have hesitated to contact you directly before, but your recent message to the community (very courageous) prompted me to do so. As the parent of one of the [REDACTED] TJ, who sadly intends to leave and return to our base school, I believe I have a somewhat unique perspective to offer.

I am also a former high school assistant principal (Washington-Liberty) and now an elementary Principal.

I know how very busy you are, and I am closing our school year next week however, if you have some time for a call, I would love to offer my impressions and believe they perhaps offer valuable information as you lead TJ in conversations and specific actions related to equity.

Kind regards and thank you for all ypu do, [REDACTED] [REDACTED] [REDACTED] Sent from my iPhone

From: [Bonitatibus, Ann N](#)
To: [REDACTED]
Subject: RE: [External] Looking for a chance to discuss, re your message on equity
Date: Friday, June 12, 2020 5:04:00 PM

Greetings, Sra. [REDACTED]

Thank you so much for reaching out. It's important to me that all students find success at TJ and I'm extremely saddened to hear about [REDACTED] intent. I would welcome the opportunity to talk to you and to [REDACTED] if there is anything we can do to better support [REDACTED] and help [REDACTED] realize the dream [REDACTED] had for TJ.

I follow your comments from time to time on Twitter and see the amazing work you do for students at Key. They are so fortunate to have you and I wish you the very best as you close out the school year with your community.

My school is closed out on Monday, so I have greater flexibility than you. Please let me know when a couple good times may be to chat, either next week or even over this weekend if that is better for you. And my offer stands to talk to [REDACTED] too.

Regards,

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

-----Original Message-----

From: [REDACTED] [mailto:[REDACTED]@gmail.com]
Sent: Friday, June 12, 2020 4:39 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] Looking for a chance to discuss, re your message on equity

Dear Dr. Bonitatibus-

Greetings and my best wishes for a successful conclusion of the school year.

I have hesitated to contact you directly before, but your recent message to the community (very courageous) prompted me to do so. As the parent of one of the [REDACTED] at TJ, who sadly intends to leave and return to our base school, I believe I have a somewhat unique perspective to offer.

I am also a former high school assistant principal (Washington-Liberty) and now an elementary Principal.

I know how very busy you are, and I am closing our school year next week however, if you have some time for a call, I would love to offer my impressions and believe they perhaps offer valuable information as you lead TJ in conversations and specific actions related to equity.

Kind regards and thank you for all ypu do, [REDACTED] [REDACTED] [REDACTED] Sent from my iPhone

From: [REDACTED]
To: executive@tjptsa.org; Nicolae Costescu; TJHSST PTSA
Cc: [Bonitabus Ann N](#); [Shaista Keating](#)
Subject: [External] Re: The last PTSA meeting and This Week @ TJ 6/10/2020
Date: Friday, June 12, 2020 6:35:30 PM

To the Executive Committee:

Suparna and I are parents of a [REDACTED] and attended Thursday night's PTSA meeting, our first. We received a very unaccommodating welcome about an hour before, dressed up in your latest newsletter: another sanctimonious, badly written message, this time from Shaista Keating, your outgoing president. We took it as a brazen abuse of her position; the partisanship therein is not in the spirit of your organization.

There are the same tired assertions, false assumptions, non sequiturs, lack of supporting evidence...and some admittedly agreeable quotations, which unfortunately are provided for blandishment and don't actually service her argument. In her defense, Ms. Keating does manage to get her point across without the graceless phrasing in the Message from the Principal, but it's otherwise the same bullying bravado and there's no rigor to it.

She leaps from assumed racism behind recent headline-making homicides to a systemic racism, from disappointing admissions results to implicit discrimination--the whole way unburdened by any supporting or connecting evidence. To show proof of a supposedly biased admissions process, she offers us a few kids uttering slurs in the hallways. Are we to suppose that the admissions officers' kids are doing the slurring? Such a weak anecdote seems gratuitous, anyway, because Ms. Keating has the comfort of believing that unequal outcomes are ipso facto unequal treatment. It is so easy to act cocksure when one's vision won't be tested by challenges and facts, when one allows no room for more thoughtful people to disagree or ask for evidence before approving.

Who would debate that diverse opinions can enhance innovation? It's flatly mistaken, however, to presume that they depend on race, where one's parents called home or their financial station. To the contrary, black people naturally have viewpoint diversity, all kinds of opinions, habits and personal stories among them, as do Hispanics and Indians, Samoans, too; so do lawyers, athletes, landscapers and software developers. Many viewpoints and experiences are shared between, and they clearly are in flux, not set in stone or skin color. It is ignorant, even racist to deny that diversity, but Ms. Keating's argument depends on it.

After all that, a martial call to "elevate" and "eliminate" might give one pause. Who would step into such a lineup? Wouldn't you intend to enlist in order to reach all individuals who want help, wherever they are, whatever they look like? Not because some zealots have arbitrarily selected and boxed a few, for the purpose of balancing their ledger.

At the meeting, we heard from, among others, Ms. Keating herself, a diversity committee member, a health and wellness committee member, and outgoing and incoming student government representatives. Each echoed the one before in supposing systemic racism and calling for admissions reform, but it was clear enough who sets the tone. How arrogant. Of perhaps 70+ in attendance, nobody challenged them. Maybe it wasn't the forum, the last meeting of the year, but neither was it for those insulting, highly debatable remarks. All around, a terrible example for students.

Hoping the incoming EC will be more tolerant and reasonable,

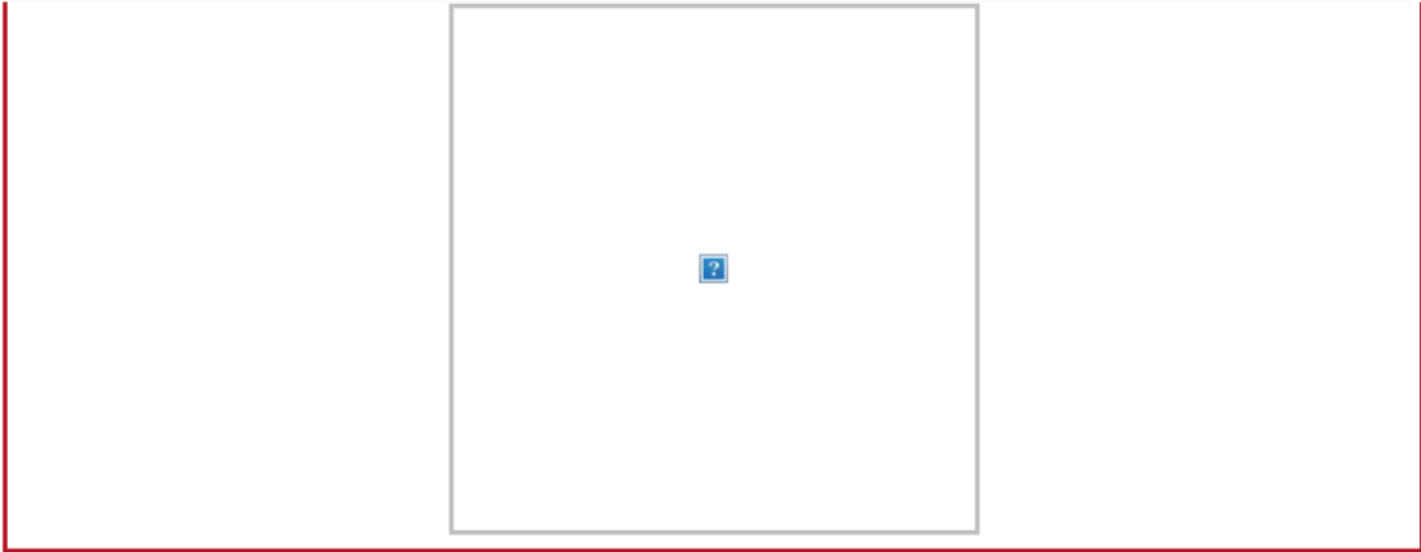
[REDACTED]

From: TJHSST PTSA <president@tjptsa.org>

Sent: Thursday, June 11, 2020 5:24 PM

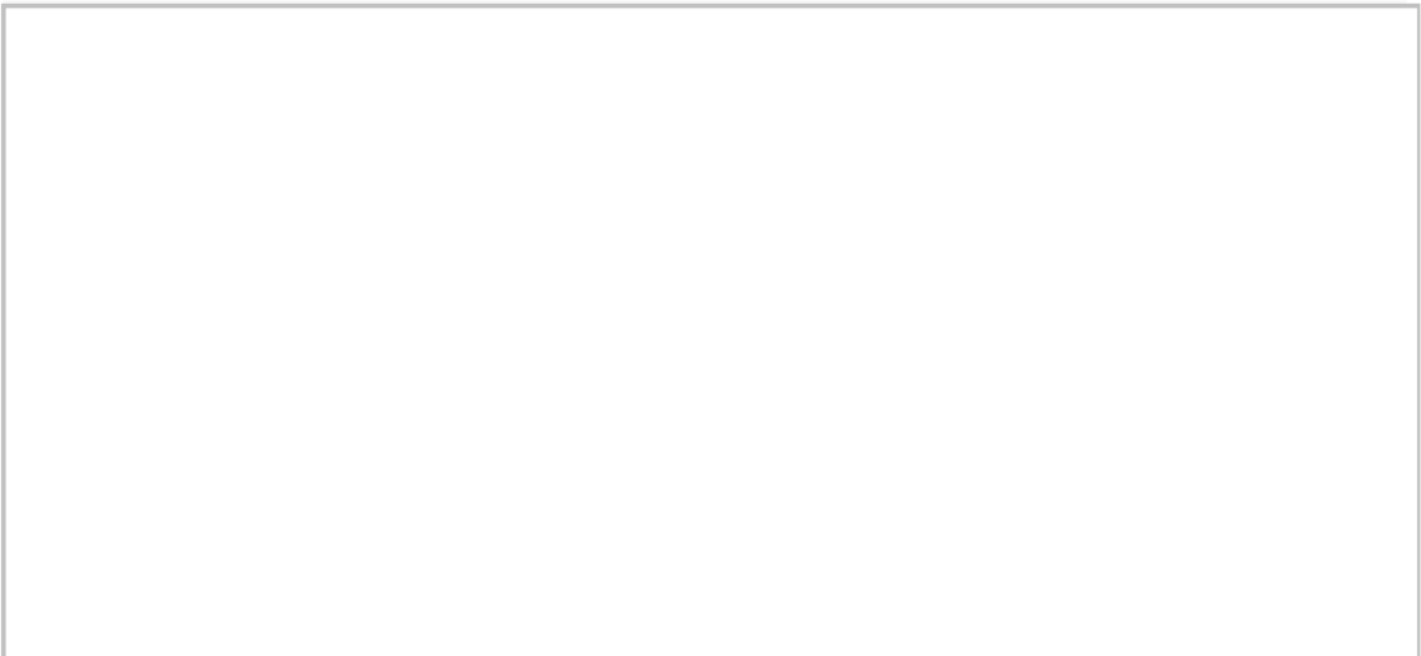
To: [REDACTED]

Subject: This Week @ TJ 6/10/2020



June 10, 2020 

Official TJHSST PTSA Weekly Newsletter



[View this email as a webpage](#)

Hello Suparna,

Martin Luther King said, "the ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy."

The heartless killing of George Floyd and tragic shootings of Ahmaud Arbery and Breonna Taylor compel me to ask each and every member of our TJ community to confront racism, and fight for justice.

During this time, several dozen students, parents, and alumni have reached out to me and our PTSA to address racial inequities, calling for our support to address the underrepresentation of African American, Hispanic, and economically disadvantaged students in our school.

Students, alumni and parents have expressed their strong desire to question and improve the TJ admissions process. A few have shared personal stories about being discriminated against in the halls of TJ, including those who have been called racially derogatory names and have been subjected to racist jokes.

Students have called upon us to speak up as a PTSA and shared they are no longer willing to remain silent on the low number of Black and Hispanic students in our community.

As Robert F. Kennedy has said "It is from numberless diverse acts of courage and belief that human history is shaped. Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring, those ripples build a current that can sweep down the mightiest walls of oppression and resistance."

I have a fundamental belief that diverse ideas, perspectives, and people create the conditions for innovation and creativity in solving our most pressing scientific problems and social injustices.

Having worked with so many of you over the last four years, I have faith that our thoughtful, caring, and culturally rich community can come together to address these vital student and alumni social justice concerns.

Let's all contribute to diversity and inclusion efforts at our school. As an example, you may join our PTSA Diversity Committee. You may also contribute to initiatives, events, and programs such as Student Diversity Initiative, Techstravaganza, STEMbassadors, LIFT, and STEM Mayhem. Many thanks to the students, parents, and teachers who are doing this important STEM Outreach work at TJ.

More must be done.

We must explore what is working well and what we need to improve in terms of policies, practices, and culture to elevate diverse student voices and eliminate inequities. We must work together so our students live and learn in an environment that reflects our county and our nation. We must take positive action and must do so with love.

"Love recognizes no barriers. It jumps hurdles, leaps fences, penetrates walls to arrive at its destination full of hope."
- Maya Angelou

Shaista Keating
PTSA President



Please join us for our **final TJ PTSA meeting of the year, via Zoom this Thursday, June 11, at 7 PM**, where we will celebrate our volunteers. [Register here for PTSA meeting](#). After registering, you will receive a confirmation email containing information about joining the meeting.

We look forward to seeing you.

[Register for June 11 Meeting](#)





[Freshmen and New Families: Sign Up](#)

[Returning Families: Renew](#)

Use 22312 when you register for your zip code.

Reset your password if you've forgotten it.

TJ Executive Committee

TJ PTSA Executive Committee Selects Candidates

Thank you to our TJ PTSA Nominating Committee for interviewing candidates for next year's TJ PTSA Executive Committee and submitting a report to the TJ PTSA President on May 25, 2020. The report contains the slate for the TJPTSA Executive Committee members for 2020-2021, listed below.

TJ PTSA 2020-2021 Executive Committee Slate

In order to recommend candidates for the 2020-21 TJPTSA Executive Committee (EC), the nominating committee

interviewed 15 candidates across three days. Following careful deliberation, nominating committee members unanimously nominate the following individuals for positions as indicated. Accompanying the list, please find a summary of each nominee's qualifications that we believe make him or her well suited for the indicated position.

President Elect – Bonnie Qin

Bonnie is a class of 2023 parent who immersed herself in the TJ community during her daughter's freshman year. Bonnie acts as Class of 2023 Liaison and helped set up and manage the class parent Facebook page during the past year. She is in the parent committee for the Challenge Success initiative and has worked with the Academic and Homework Committee, as well as ANGP, Pi-Miller and the Principal's Book Club. A lawyer, Bonnie has proven herself reliable over the past year and a valuable team player within the TJ community. In the coming year, Bonnie hopes to work with TJPF to enhance education in areas of career pathway for students. As a current freshman parent, she brings several years of future continuity to TJPTSA EC.

1st Vice President – Anna Lee Kim

Anna is a class of 2020 and 2022 parent. She has valuable institutional knowledge of how the TJPTSA EC works based on one year of experience as recording secretary, and she plans to remain at TJ for two more years. She enjoys working with people. She is a natural communicator and a lawyer by training. Anna has proven her attention to detail during her time as recording secretary as well as her willingness to serve wherever she is needed.

2nd Vice President – Kaushik Goswami

Kaushik is a class of 2022 parent. For two years, Kaushik has been active as an advocate for students with TJ Academic Boosters (TJAB). Currently, he holds the role of president in TJAB. In this role, Kaushik has demonstrated solid leadership skills including the ability to collaborate with a variety of organizations representing various stakeholders within the TJ community, including TJPTSA and TJPF, to the benefit of TJ's student body. Kaushik has also been involved with the TJPTSA College Outreach Committee in the most recent academic year. His goal is to see the TJPTSA become an even greater advocate for students.

Corresponding Secretary – Asra Nomani

Asra is a class of 2021 parent. Asra has served on the TJPTSA EC as corresponding secretary for two years, and she has agreed to fulfill this role once again during her son's senior year. During her time as corresponding secretary, Asra has assumed many communications responsibilities beyond her original role of publishing the weekly newsletter. These responsibilities include managing TJPTSA's social media presence. In the coming year, she hopes to provide valuable transition experience to parents of younger TJ students interested in taking over her duties in the future. Asra has developed an extensive network within the TJ community. She is intimately familiar with TJPTSA's organizational structure, events, processes, and procedures. She is committed to developing a manual for future TJ leaders to highlight how to organize community events. She is also interested in developing the technology infrastructure to enable TJPTSA to better connect with members, meet with people where they are, capture their interest, and encourage greater involvement.

Recording Secretary – Stacey Heller

Stacey is a class of 2020 and 2022 parent. She has participated actively as a TJPTSA member for the past four years, most recently as a College Outreach Committee member, and she plans to remain at TJ for two more years. Through her work as a lawyer, TJ Chess Club parent sponsor, and with non-profit Chess 4 Charity, Stacey has acquired fundraising, administrative, and event planning experience to bring to her role as TJPTSA EC member. Stacey enjoys motivating others and would love to encourage more parent participation with TJPTSA and TJPF. She is passionate about TJ students and the mission of TJ, and she is interested in advocating for students.

Treasurer - Li Yang

Li is a class of 2021, 2022, and 2024 parent. With all 3 of her children slated to attend TJ next year, Li is interested in focusing substantial efforts toward working for the TJ community. In the past, she has volunteered for TJ's computer team and dance team. As an active member, she has a solid working knowledge of TJPTSA structure and culture as well as some prior experience as a treasurer for Girl Scouts. A statistician by training, Li is detail oriented and enjoys working with number and dates. She is willing to devote the substantial time necessary to serve as treasurer and is looking forward to the challenge of honing her treasury skills and utilizing new (to her) technologies to this end. It has been our pleasure to provide these recommendations and nominations. Please reach out if you have any questions.

TJ PTSA Nominating Committee Members:

Yuyan Zhou, Chair

Sofia Burki

Dinesh Kumar

Mona Advani

Anne Appler

PTSA Diversity Committee

If you would like to volunteer with the PTSA Diversity Committee, contact [Yolanda Theeke](#), Chair. Students who would like to volunteer with diversity outreach programs may join the [TJ Outreach](#) facebook group.

In light of recent events, the National PTA as well as the FCPS School Board, FCPS Superintendent, and Principal Bonitatibus have shared statements, which are linked here:

- [Message from the Principal](#)
- [Racism and Hate Have No Place in FCPS](#), by FCPS Superintendent Scott Brabrand
- [Letter from the Fairfax County School Board](#)
- [National PTA Statement on Racial Inequity and Injustice in America](#)

In addition, FCPS has provided these resources for families:

- [FCPS and Fairfax County Government: Countering Stigma and Racism](#)
- [Teaching Tolerance - Beyond the Golden Rule: A Parent's Guide to Preventing and Responding to Prejudice](#)
- [Embrace Race - 10 Tips for Teaching & Talking to Kids about Race](#)
- [National Museum of African American History - Talking About Race: Resources for Parent](#)

PTSA Health & Wellness Committee

Virtual Summer Yoga with PE Teacher Mr. Arthur

By popular demand, the PTSA Health & Wellness Committee is excited to bring summer yoga to students, staff and families of the TJ Community, led by our very own PE teacher, Mr. Arthur! Classes will be held live twice a week, and recordings posted for those who are not free at the planned class time (which is expected to be 4:30 PM). More information on dates, times, and links, will be forthcoming, but [sign up here](#) if you are interested so you will be sure to get the information as soon as it's available. Contact **Michelle Gilles** with questions.

Yoga Monday #3



TJ Class News

Class of 2020

Senior Celebration Signup

The Senior Celebration Committee is hard at work planning a celebration for the Class of 2020. To help us

out, please complete this Google Form indicating your student's availability to attend and your willingness to volunteer (if you can). Thanks!

Jen Atkin
Chair, 2020 Senior Celebration Committee
jen@tigerinnovations.com

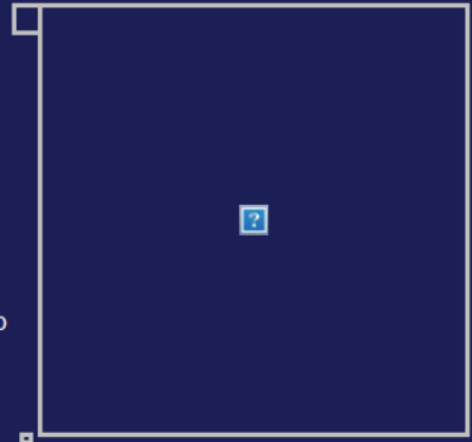
[RSVP for Senior Celebration](#)



Class of 2024

Here are 3 things you can do to get engaged with our TJ PTSA family.

- 1) Please share this newsletter with other families who may not yet be receiving it (subscribe [here](#)).
- 2) Follow TJHSST PTSA on social media (see buttons at top or bottom of this newsletter) and join the [TJHSST Class of 2024 Parents Group](#) on Facebook.
- 3) Check out the [PTSA website](#) to learn more about the many committees to see what fits with your area of interest. Become a member and volunteer!



TJ Black Student Union

Over the past weeks, our nation has been gripped by the horrific death of George Floyd. For the first time in recent history, the country has come together as one to protest police brutality and the unjust treatment of blacks in our society. Not surprisingly, this systemic inequality extends to our school community in many ways. It is our duty as members of the TJ community to work together to make positive changes to our school. As officers of the Black Student Union (BSU), we plan on taking the initiative to make TJ a more diverse and racially aware student body.

Ever since TJ's inception, the school has been lacking racial diversity, with black students currently making up less than two percent of the student body. Considering the 10% black population in Fairfax County, the black community is drastically unrepresented at TJ.

To work towards solving this issue, BSU is planning on reviving the STEM outreach program TJInspire. The goal of TJInspire is to ignite a passion for STEM in underprivileged areas and schools and encourage these students to consider applying to TJ in the future. To achieve this, we will run STEM workshops at these schools on weekends. If you are interested in participating in this program, consider attending our eighth-period

TJHSST Calendar

Thursday, June 11

PTSA Online Meeting, 7 PM. [Register here.](#)

Friday, June 12

Last day of school

PTSA Representatives

TJPTSA.org

TJ PTSA Executive Committee President

Shaista Keating
president@tjptsa.org

President-Elect

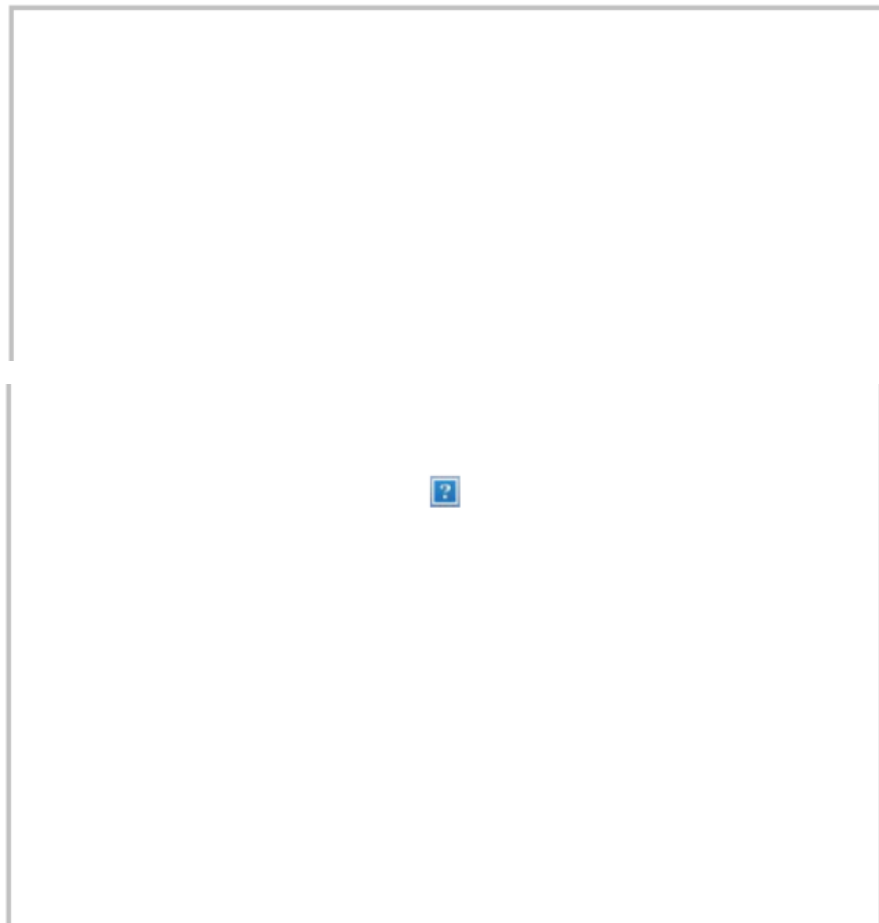
Nick Costescu
presidenelect@tjptsa.org

meetings in the upcoming school year. We also ask that you take the time to reflect on how you can contribute to eliminating racial disparities in our country and educate yourself on these issues. We hope that our efforts will lead to major strides in increasing the diversity of our school and erasing personal biases against blacks.

If you would like to continue the conversation of dismantling systemic inequality in our school, again, we urge you to attend our eighth-period meetings during Wednesday B block. If you have any further questions or comments please reach out to one of our officers or contact us at officialtjhsstbsu@gmail.com.

Sincerely,
Black Student Union Officers
Rashad Philizaire, Caden Phillips, Austin Kim, Andy Cao, Saahil Singh

Robot Uprising Virtual Summer Camp



1st Vice President

Yuyan Zhou
firstvp@tjptsa.org

2nd Vice President

Sophia Burki
secondvp@tjptsa.org

Treasurer

Dinesh Kumar
treasurer@tjptsa.org

Recording Secretary

Anna Lee
Kim recordingsecretary@tjptsa.org

Corresponding Secretary

correspondingsecretary@tjptsa.org
This Week @ TJ Editor
Submissions, thisweek@tjptsa.org

Subscribe:

<https://www.tjptsa.org>

PTSA Faculty Representatives Betsy Sandstorm, Denise Castaldo, and Michael Auerbach

PTSA Student Representative Ronith Ranjan, President
TJ Student Government Association

Email This Week @ TJ

TJHSST's FIRST Tech Challenge Team 14607 Robot Uprising is proud to offer **two free virtual summer camps**, open to the community and general public. Classes are **targeted at middle-school aged students**, although anyone is free to attend and learn. These classes teach the fundamentals to technology and robotics, through CAD (Computer Aided Design), design principles, advanced manufacturing techniques, working with the Arduino microcontroller, programming in C/C++, and working with simple electronics.

Each course has a **five-week curriculum with two classes per week**. These semi-weekly classes will run on Monday and Wednesday nights. Registration for both courses is open, and participants may register for either course or both. Classes will run for five weeks from June 15

through July 17. To learn more about the camp or register, click below.

[Robot Uprising Virtual Summer Camp](#)

TJ Student is Part of Odyssey of the Mind World Finals Team

A TJ class of 2023 student, **Laura Ridgway**, was part of a mixed team of students that competed over the past several weeks in the Odyssey of the Mind World Finals tournament. Odyssey of the Mind is a problem-solving competition that has rewarded students for imaginative thinking and teamwork for over 40 years, and involves thousands of teams every year from dozens of countries around the world. The students' participation in the World Finals this year is a particularly huge accomplishment because of all the extra work involved in adapting to an online format, so only a small percentage of teams from all the regional, state, and national competitions took part. Without being able to present their problem solutions live, which is how they trained all year to do, the students worked hard during the shutdown to rework them into new formats and record them online with team members at a distance, and then also took part in a timed, online spontaneous competition.

Here is the full team: **Lake Braddock/West Springfield/TJ: 7th-9th grades, Technical Division III.** *TJHSST: Laura Ridgway (9th); Lake Braddock SS: Maliha Sheikh (9th), Kate Burns (9th), Evan Adams (8th), Ella Ridgway (7th), Zach Davis (7th); West Springfield HS: Robbie Kugler (9th).*

TJ Enrichment

TJ Summer Online Enrichment Courses

Skill enrichment courses are designed to focus on various skills development and supplement certain curricula. These modules will have synchronous and asynchronous opportunities for students. We encourage students to register for a course if they desire additional support with specific content areas or skills. **The modules are not required, not for credit and not graded.** Students may register for multiple courses as long as the schedule does not conflict. For details see the school webpage. Registration: June 3 – July 1; Course Dates: July 6-31. Open to TJ students only. All courses are free of charge, no credit or weight given.

- **TJ Chemistry.** Enrichment. Grades 10-12.
- **Global Cuisine.** All interested students.
- **China on the World Stage, 20th Century to the Present.** All students interested in and have some working knowledge of-history of 18th-19th century China.
- **Happiness and Well-Being Studies.** All interested students.
- **Apartheid in South Africa.** All interested students.
- **Global Population Growth in the 20th Century.** All interested students.
- **Colonization and Independence in Africa.** All interested students.
- **Experiencing Religions Through Sacred Spaces.** All interested students.
- **Civic Duty During a Pandemic.** All interested students.
- **Brazil: A History of Change in the 19th—20th Century.** All interested students.
- **A Global Controversy: The U.S. Invasion of Iraq.** All interested students.
- **Genocide: Never Again?** All interested students.

Register

TJHSST 2020 Academic Summer School

Current TJ students can earn one credit for a full-year course and one-half credit for each semester course. Students may not take a TJHSST program course and an FCPS online campus course during the summer. Students should have previously talked with their counselor about taking a summer school course as part of their schedule.

Dates: Full-year courses: Monday, June 22 to Thursday, July 30 (No classes July 3)

Semester courses: Monday, July 6 to Friday, July 31

Time: 8 AM to 3 PM

Location: Online

Registration dates: May 20 - June 12

Fee: Standard FCPS fees apply (see registration)

Courses: Full-year -- Computer Science; Semester -- Research Statistics 1, rising 9th grade students only; TJ Math 5, current 9th-11th grade students

Register

Other FCPS Classes

In addition, here is list of options for others seeking credit-bearing coursework this summer. Registration is open and runs through June 12. Students may not take a TJHSST program course and an FCPS online campus course during the summer. Students should have previously talked with their counselor about taking a summer school course as part of their schedule.

- **Incoming TJ freshmen** can enroll in **Economics and Personal Finance (EPF) online** because there will not be an option to take Ancient Civilization during the summer. There will be ample opportunity to fulfill all Social Studies credits during the next four years. (Note: there is an option for self-directed EPF or
- **Current upperclassmen TJ students** who traditionally would enroll in Chemistry Honors during the summer may choose to enroll in the **FCPS Online Campus Chemistry**.
- **Current upperclassmen TJ students** who traditionally would enroll in Ancient Civilization or another TJ Social Studies course during the summer may choose to enroll in **World History & Geography 1** with the FCPS Online Campus.

Standard FCPS program fees apply to the courses noted above. Note: the FCPS Online Chemistry and Social Studies courses do not receive grade weighting for honors level work.

Register

FCPS Online Summer Arts Enrichment Program

Fairfax County Public Schools will offer a **free online arts enrichment program** for current K-12 students over five weeks from **July 6 to August 7**. A variety of classes will be offered in **art, music, theater and dance**.

- **Elementary classes** include K-6 Art, Stitchery and Weaving, Claymation and Recycled Art, K-6 Music, Drumming, Contemporary Vocals, Sixth Grade Band, Sixth Grade Strings, K-6 Theater, and K-6 Dance.
- **Secondary classes** include Cartooning, Cell Phone Photography and Animation, Digital Art, Exploratory Drawing and Painting, Guitar, Jazz Band, Creative Strings, Show Choir, Musical Theater, Acting, Theatre Games and Improv, Technical Theater Design and Production, Creative Writing, Yoga for the Artist, Summer Dance Exploration, Summer Dance Intensive, and Fitness for the Performing Artist.

Email fasummerlearning@fcps.edu for more information and to gain access to programs.

TJ Athletics

TJ Fall Sports

Although the start of the 2020 fall season is uncertain, if your student is a returning athlete or wants to play a sport this fall, click on the button to learn more about scheduled start dates, coach contact information, required paperwork and physicals. The planned start date for Fall sports are fast approaching. **Golf** will start on **July 30**. All other fall sports (**football, field hockey, volleyball, cheerleading, cross country**) may start on **Monday, August 3**. **All paperwork is due to Heather Murphy by July 30 for golf and July 31 for all the other fall sports.**

Please email [Rusty Hodges](#), Director of Student Activities, or [Heather Murphy](#), Head Athletic Trainer, if you have any questions. Link to [2020 Fall Coaches Contact Information.doc](#).

[Learn More](#)

TJ Alumni Voices

Two Class of 2019 TJ alumni have recently posted reflections on diversity at TJ and wanted to share them with the TJ community:

- "[The Race to a Better TJ](#)," by Neil Kohthari, former SGA President
- "[Enact Real Change at TJ with Affirmative Action](#)," Jennifer Hernández

Open Mind Lecture:

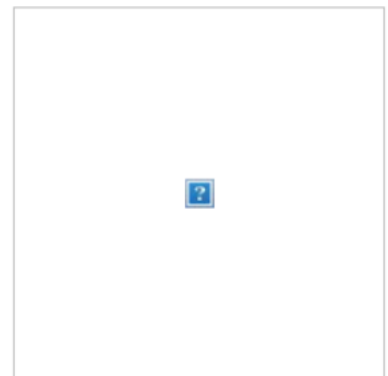
Parenting During the Pandemic

Join **Lori Gottlieb** and **Dr. Dan Siegel** for a virtual Open Mind program. Lori Gottlieb is the New York Times best-selling author of *Maybe You Should Talk to Someone*, psychotherapist, and "Dear Therapist" columnist for *The Atlantic*. Dr. Daniel Siegel is a psychiatrist, best-selling author of numerous books including *Parenting From the Inside Out*, *The Whole Brain Child*, and *The Developing Mind*, and is co-founder of The Mindsight Institute.

Friday, June 12

Program begins at **7 PM**

Registration is required for this free live private Zoom event (after registering you can submit questions). For questions email WKelman@mednet.ucla.edu



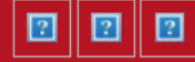
Submissions for This Week @ TJ

Please email submissions to thisweek@tjptsa.org by 5 PM Friday for publication in our Sunday issue. Please be sure to proofread all submissions. If you would like to submit a photo, please send it as a separate .jpg or .jpeg file. This Week @ TJ editors may make changes for length, clarity and style. If a submission is made after our deadline, it will be held for the following week's issue.

Questions? Email thisweek@tjptsa.org

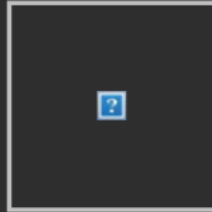
We look forward to hearing from you!

Follow TJHSST PTSA on Social Media!



Thomas Jefferson High School for Science & Technology Parent, Teacher, Student Association

6560 Braddock Road, Alexandria VA 22312



TJHSST PTSA | 6560 Braddock Rd, Alexandria, VA 22312

[Unsubscribe leena_ted@hotmail.com](#)

[Update Profile](#) | [About Constant Contact](#)

Sent by president@tjptsa.org

From: [Renee \[REDACTED\]](#)
To: [Bonitatibus, Ann N; TJ Admissions](#)
Cc: [REDACTED]
Subject: [External] Student Acceptance Rate Question
Date: Friday, June 12, 2020 9:32:47 PM

Hello Principal Bonitatibus,

My name is Renee [REDACTED], upon recommendation of [REDACTED] counselors at Gunston Middle School, applied to Thomas Jefferson High School for the 2020-2021 school year. This winter we received notification that [REDACTED] did not advance to the semi-final round of applicants as a result of [REDACTED] placement test scores. [REDACTED] is a STEM enthusiast, so naturally [REDACTED] was disappointed upon learning [REDACTED] was not going to be accepted. However, [REDACTED] is a very resilient and easy going [REDACTED] so [REDACTED] moved [REDACTED] focus to other STEM related opportunities, and we accepted that it was not meant to be for him.

Then an article was shared with me this week that stated not a single African American students was accepted into the Thomas Jefferson High School incoming freshmen class. Below is the link to this article. As you can image this was extremely upsetting to learning. I can accept that my child did not met the requirements of the placement test and was therefore not accepted, but I question how it is possible that not a single Black child meet the qualifications and was accepted into your school.

So I am doing my due diligence to confirm if the data reported in this article is correct. Did 160 Black Students apply to Thomas Jefferson and 0 were admitted for the coming school year?

<https://www.thevablacklifestylemagazine.com/post/not-one-black-student-was-accepted-into-virginia-s-top-high-school-s-class-of-2024>

thank you,

Renee [REDACTED]

Renee [REDACTED]
[REDACTED]

From: anbonitatibu@fcps.edu
To: [Renee \[REDACTED\]](#)
Cc: [TJ Admissions; \[REDACTED\]](#)
Subject: Re: [External] Student Acceptance Rate Question
Date: Friday, June 12, 2020 9:38:38 PM

<https://content.govdelivery.com/accounts/VAEDUEFCPS/bulletins/28f8d9f#.XuNrsi6EQSk.twitter>

Ann N. Bonitatibus, Ed.D.
Principal
TJHSST
(Sent from mobile phone)

On Jun 12, 2020, at 9:32 PM, Renee [REDACTED]
wrote:

Hello Principal Bonitatibus,

My name is Renee [REDACTED], upon recommendation of [REDACTED] counselors at Gunston Middle School, applied to Thomas Jefferson High School for the 2020-2021 school year. This winter we received notification that [REDACTED] did not advance to the semi-final round of applicants as a result of [REDACTED] placement test scores. [REDACTED] is a STEM enthusiast, so naturally [REDACTED] was disappointed upon learning [REDACTED] was not going to be accepted. However, [REDACTED] is a very resilient and easy going [REDACTED] so [REDACTED] moved [REDACTED] focus to other STEM related opportunities, and we accepted that it was not meant to be for [REDACTED].

Then an article was shared with me this week that stated not a single African American students was accepted into the Thomas Jefferson High School incoming freshmen class. Below is the link to this article. As you can image this was extremely upsetting to learning. I can accept that my child did not met the requirements of the placement test and was therefore not accepted, but I question how it is possible that not a single Black child meet the qualifications and was accepted into your school.

So I am doing my due diligence to confirm if the data reported in this article is correct. Did 160 Black Students apply to Thomas Jefferson and 0 were admitted for the coming school year?

<https://www.thevablacklifestylemagazine.com/post/not-one-black-student-was-accepted-into-virginia-s-top-high-school-s-class-of-2024>

thank you,

Renee [REDACTED]

Renee [REDACTED]
[REDACTED]

From: anbonitatibu@fcps.edu
To: [Renee \[REDACTED\]](#)
Cc: [TJ Admissions; \[REDACTED\]](#)
Subject: Re: [External] Student Acceptance Rate Question
Date: Friday, June 12, 2020 9:51:22 PM

Greetings, Ms. [REDACTED]

Thank you for writing and seeking answers.

First, I'd like to thank [REDACTED] for [REDACTED] interest in TJ and commend [REDACTED] for applying. Also admirable is the focus and resilience you describe. While [REDACTED] did not advance this year, I invite [REDACTED] to apply next year and I'd be happy to meet personally with [REDACTED] and you to discuss [REDACTED] STEM interests.

Next, the information in the article is incorrect. Unfortunately, an individual without knowledge or authority to speak about TJ admissions results gave inaccurate information that has been perpetuated in social media and other outlets. As you are aware, admissions processes are handled separately from the school and I do not have access to information. However, I would like to direct you to this statement on the admissions website:

<https://www.fcps.edu/node/41298>

Finally, the pathways for Black and Latino students to

<https://content.govdelivery.com/accounts/VAEDUFPCPS/bulletins/28f8d9f#.XuNrsi6EQSk.twitter>

Ann N. Bonitatibus, Ed.D.
Principal
TJHSST
(Sent from mobile phone)

On Jun 12, 2020, at 9:32 PM, Renee [REDACTED] wrote:

Hello Principal Bonitatibus,

My name is Renee [REDACTED], upon recommendation of [REDACTED] counselors at Gunston Middle School, applied to Thomas Jefferson High School for the 2020-2021 school year. This winter we received notification that [REDACTED] did not advance to the semi-final round of applicants as a result of [REDACTED] placement test scores. [REDACTED] is a STEM enthusiast, so naturally [REDACTED] was disappointed upon learning [REDACTED] was not going to be accepted. However, [REDACTED] is a very resilient and easy going [REDACTED] so [REDACTED] moved [REDACTED] focus to other STEM related opportunities, and we accepted that it was not meant to be for [REDACTED]

Then an article was shared with me this week that stated not a single African American students was accepted into the Thomas Jefferson High School incoming freshmen class. Below is the link to this article. As you can image this was extremely upsetting to learning. I can accept that my child did not met the requirements of the placement test and was therefore not accepted, but I question how it is possible that not a single Black child meet the qualifications and was accepted into your school.

So I am doing my due diligence to confirm if the data reported in this article is correct. Did 160 Black Students apply to Thomas Jefferson and 0 were admitted for the coming school year?

<https://www.thevablacklifestylemagazine.com/post/not-one-black-student-was-accepted-into-virginia-s-top-high-school-s-class-of-2024>

thank you,

Renee [REDACTED]

Renee [REDACTED]
[REDACTED]

From: [Bonitatibus, Ann N](#)
To: [Renee](#) [REDACTED]
Cc: [TJ Admissions](#); [REDACTED]
Subject: Re: [External] Student Acceptance Rate Question
Date: Friday, June 12, 2020 10:09:51 PM

Greetings, Ms. [REDACTED]

Thank you for writing with an introduction, describing [REDACTED], and seeking answers.

First, I'd like to thank [REDACTED] for [REDACTED] interest in TJ and commend [REDACTED] for applying. Also admirable is the focus and resilience you describe. While [REDACTED] did not advance this year, I invite [REDACTED] to apply next year and I'd be happy to meet personally with [REDACTED] and you to discuss [REDACTED] STEM interests.

Next, the information in the article is incorrect. Unfortunately, an individual without knowledge or authority to speak about TJ admissions results gave inaccurate information that has been perpetuated in social media and other outlets. As you are aware, admissions processes are handled separately from the school and I do not have access to certain information. However, I would like to direct you to this statement on the admissions website:

<https://www.fcps.edu/node/41298>

Finally, the academic pathways for Black and Latino students into advanced programs have not yielded acceptable outcomes and these students remain significantly underrepresented when compared to other peers. While I have been at TJ for a relatively short time, less than three years, I cannot accept the enrollment trends as there are many talented STEM-focused students who are not getting opportunities and support that would lead them to programs at TJ and other high school academy programs. Please see my call to action here :

<https://content.govdelivery.com/accounts/VAEDUFCPS/bulletins/28f8d9f#.XuNrsi6EQSk.twitter>

It is my sincerest hope our community will converge and address systemic practices and inequities that have served as a barrier for far too long. Our children deserve better.

Regards,

Ann N. Bonitatibus, Ed.D.
Principal
TJHSST
(Sent from mobile phone)

On Jun 12, 2020, at 9:32 PM, Renee [REDACTED] wrote:

Hello Principal Bonitatibus,

My name is Renee [REDACTED], upon recommendation of [REDACTED] counselors at Gunston Middle School, applied to Thomas Jefferson High School for the 2020-

2021 school year. This winter we received notification that [REDACTED] did not advance to the semi-final round of applicants as a result of [REDACTED] placement test scores. [REDACTED] is a STEM enthusiast, so naturally [REDACTED] was disappointed upon learning [REDACTED] was not going to be accepted. However, [REDACTED] is a very resilient and easy going [REDACTED] so [REDACTED] moved [REDACTED] focus to other STEM related opportunities, and we accepted that it was not meant to be for [REDACTED].

Then an article was shared with me this week that stated not a single African American students was accepted into the Thomas Jefferson High School incoming freshmen class. Below is the link to this article. As you can image this was extremely upsetting to learning. I can accept that my child did not met the requirements of the placement test and was therefore not accepted, but I question how it is possible that not a single Black child meet the qualifications and was accepted into your school.

So I am doing my due diligence to confirm if the data reported in this article is correct. Did 160 Black Students apply to Thomas Jefferson and 0 were admitted for the coming school year?

<https://www.thevablacklifestylemagazine.com/post/not-one-black-student-was-accepted-into-virginia-s-top-high-school-s-class-of-2024>

thank you,

Renee [REDACTED]

Renee [REDACTED]
[REDACTED]

From: Renee [REDACTED]
To: Bonitatibus, Ann N
Cc: TJ Admissions; [REDACTED]
Subject: Re: [External] Student Acceptance Rate Question
Date: Friday, June 12, 2020 10:36:33 PM

Thank you for your quick response. So in reading your statements would it be accurate to say the number is greater than 0 but less than 10, so it was reported as 0?

As for [REDACTED] reapplying next year that is something my husband and I would really have to pray and reflect upon, because I am not comfortable with our child enrolling at a school with so little representation of [REDACTED]. This was a concern of ours when [REDACTED] started the application process initially, but we supported [REDACTED] desire to try.

Thank you again for your response, you have shared information for us to reflect upon, but 0, 10, or somewhere in between this makes my heart ache for all black and brown children.

Renee [REDACTED]
Sent from AOL Mobile Mail
Get the new AOL app: mail.mobile.aol.com

On Friday, June 12, 2020, Bonitatibus, Ann N <anbonitatibu@fcps.edu> wrote:

Greetings, Ms. [REDACTED]

Thank you for writing with an introduction, describing [REDACTED], and seeking answers.

First, I'd like to thank [REDACTED] for [REDACTED] interest in TJ and commend [REDACTED] for applying. Also admirable is the focus and resilience you describe. While [REDACTED] did not advance this year, I invite [REDACTED] to apply next year and I'd be happy to meet personally with [REDACTED] and you to discuss [REDACTED] STEM interests.

Next, the information in the article is incorrect. Unfortunately, an individual without knowledge or authority to speak about TJ admissions results gave inaccurate information that has been perpetuated in social media and other outlets. As you are aware, admissions processes are handled separately from the school and I do not have access to certain information. However, I would like to direct you to this statement on the admissions website:

<https://www.fcps.edu/node/41298>

Finally, the academic pathways for Black and Latino students into advanced programs have not yielded acceptable outcomes and these students remain significantly underrepresented when compared to other peers. While I have been at TJ for a relatively short time, less than three years, I cannot accept the enrollment trends as there are many talented STEM-focused students who are not getting opportunities and support that would lead them to programs at TJ and other high school academy programs. Please see my call to action here :

<https://content.govdelivery.com/accounts/VAEDUFCPS/bulletins/28f8d9f#.XuNrsi6EQSk.twitter>

It is my sincerest hope our community will converge and address systemic practices and inequities that have served as a barrier for far too long. Our children deserve better.

Regards,

Ann N. Bonitatibus, Ed.D.
Principal
TJHSST
(Sent from mobile phone)

On Jun 12, 2020, at 9:32 PM, Renee [REDACTED] wrote:

Hello Principal Bonitatibus,

My name is Renee [REDACTED], upon recommendation of [REDACTED] counselors at Gunston Middle School, applied to Thomas Jefferson High School for the 2020-2021 school year. This winter we received notification that [REDACTED] did not advance to the semi-final round of applicants as a result of [REDACTED] placement test scores. [REDACTED] is a STEM enthusiast, so naturally [REDACTED] was disappointed upon learning [REDACTED] was not going to be accepted. However [REDACTED] is a very resilient and easy going [REDACTED] so [REDACTED] moved [REDACTED] focus to other STEM related opportunities, and we accepted that it was not meant to be for [REDACTED]

Then an article was shared with me this week that stated not a single African American students was accepted into the Thomas Jefferson High School incoming freshmen class. Below is the link to this article. As you can image this was extremely upsetting to learning. I can accept that my child did not met the requirements of the placement test and was therefore not accepted, but I question how it is possible that not a single Black child meet the qualifications and was accepted into your school.

So I am doing my due diligence to confirm if the data reported in this article is correct. Did 160 Black Students apply to Thomas Jefferson and 0 were admitted for the coming school year?

<https://www.thevablacklifestylemagazine.com/post/not-one-black-student-was-accepted-into-virginia-s-top-high-school-s-class-of-2024>

thank you,
Renee [REDACTED]

Renee [REDACTED]
[REDACTED]

To: [Foust, John W.](#)
Subject: RE: Task Force Interest for Racial Parity
Date: Friday, June 12, 2020 10:37:26 PM
Attachments: [image001.png](#)

Dear Supervisor Foust:

Thank you very much for giving my request due consideration, along with strongly recommending my membership to Chairman McKay and including his Chief of Staff Taylor Holland.

Ann

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Foust, John W. [mailto:John.Foust@fairfaxcounty.gov]
Sent: Friday, June 12, 2020 5:53 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Cc: Edmondson, Jane P. <Jane.Edmondson@fairfaxcounty.gov>
Subject: FW: Task Force Interest for Racial Parity

Dear Dr. Bonitatibus

I am very pleased that you are interested in serving on the Chairman's Task Force on Equity and Opportunity.

Membership on the Task Force will be determined by Chairman McKay. I am forwarding your email to his Chief and Staff (Taylor Holland) and strongly recommending that you be selected. I will ask Taylor to reach out to you if he needs any additional information. Thank you,

John

John W. Foust

Dranesville District Supervisor

McLean Governmental Center

[1437 Balls Hill Road](#)

[McLean, VA 22101](#)

PH: [703-356-0551](#)

FAX: [703-821-4275](#)

[Click here to subscribe to the Dranesville Dispatch e-Newsletter, the e-Bulletin "Dranesville Happenings" and important community notices](#)

From: Edmondson, Jane P. <Jane.Edmondson@fairfaxcounty.gov>

Sent: Thursday, June 11, 2020 12:58 PM

To: Foust, John W. <John.Foust@fairfaxcounty.gov>

Subject: FW: Task Force Interest for Racial Parity

Jane Edmondson

Chief of Staff

Office of Supervisor John W. Foust

Dranesville District

1437 Balls Hill Road

McLean, VA 22101

(703) 356-0551

Fax: (703) 821-4275



[Click here to subscribe to the Dranesville Dispatch e-Newsletter, the e-Bulletin "Dranesville Happenings" and important community notices.](#)

From: Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Sent: Wednesday, June 10, 2020 9:27 PM

To: Dranesville BOS <DranesvilleBOS@fairfaxcounty.gov>

Subject: Task Force Interest for Racial Parity

Dear Supervisor Foust:

I appreciate the updates you provide in the bulletins you send to the community. I am particularly interested in the Task Force that will assemble to address equity and opportunity.

As the leader of the #1 high school in the nation, I am distraught at the lack of racial parity at Thomas Jefferson High School for Science and Technology. While FCPS leadership will address systemic practices that could aid in increasing access for underrepresented populations, there is an important nexus with the community. We cannot make change as a school or school district without the support of the broader community. To that end, I issued a charge that can be found [here](#).

As a former school district superintendent in California and COO in Maryland, I have extensive experience in deliberative democratic processes that coalesce in common ground and action. I would welcome an opportunity to serve on the task force, and if there is an application process, please let me know how I can pursue the opportunity.

Thank you for your work to fight racism and bring equity and opportunity to all.

Regards,

Dr. Ann N. Bonitatibus
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

[]

From: [Bonitatibus, Ann N](#)
To: [Foust, John W.](#)
Subject: RE: Task Force Interest for Racial Parity
Date: Friday, June 12, 2020 10:40:00 PM
Attachments: [image001.png](#)

Dear Supervisor Foust:

Thank you very much for giving my request due consideration, along with strongly recommending membership to Chairman McKay and including his Chief of Staff Taylor Holland. I look forward to serving in whatever capacity is helpful to the greater cause for our children.

Regards,

Ann N. Bonitatibus, Ed.D.
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

From: Foust, John W. [mailto:John.Foust@fairfaxcounty.gov]
Sent: Friday, June 12, 2020 5:53 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Cc: Edmondson, Jane P. <Jane.Edmondson@fairfaxcounty.gov>
Subject: FW: Task Force Interest for Racial Parity

Dear Dr. Bonitatibus

I am very pleased that you are interested in serving on the Chairman's Task Force on Equity and Opportunity.

Membership on the Task Force will be determined by Chairman McKay. I am forwarding your email to his Chief and Staff (Taylor Holland) and strongly recommending that you be selected. I will ask Taylor to reach out to you if he needs any additional information. Thank you,

John

John W. Foust

Dranesville District Supervisor

McLean Governmental Center

[1437 Balls Hill Road](#)

[McLean, VA 22101](#)

PH: [703-356-0551](#)

FAX: [703-821-4275](#)

[Click here to subscribe to the Dranesville Dispatch e-Newsletter, the e-Bulletin "Dranesville Happenings" and important community notices](#)

From: Edmondson, Jane P. <Jane.Edmondson@fairfaxcounty.gov>

Sent: Thursday, June 11, 2020 12:58 PM

To: Foust, John W. <John.Foust@fairfaxcounty.gov>

Subject: FW: Task Force Interest for Racial Parity

Jane Edmondson
Chief of Staff
Office of Supervisor John W. Foust
Dranesville District
1437 Balls Hill Road
McLean, VA 22101
(703) 356-0551
Fax: (703) 821-4275



[Click here to subscribe to the Dranesville Dispatch e-Newsletter, the e-Bulletin “Dranesville Happenings” and important community notices.](#)

From: Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Sent: Wednesday, June 10, 2020 9:27 PM

To: Dranesville BOS <DranesvilleBOS@fairfaxcounty.gov>

Subject: Task Force Interest for Racial Parity

Dear Supervisor Foust:

I appreciate the updates you provide in the bulletins you send to the community. I am particularly interested in the Task Force that will assemble to address equity and opportunity.

As the leader of the #1 high school in the nation, I am distraught at the lack of racial parity at Thomas Jefferson High School for Science and Technology. While FCPS leadership will address systemic practices that could aid in increasing access for underrepresented populations, there is an important nexus with the community. We cannot make change as a school or school district without the support of the broader community. To that end, I issued a charge that can be found [here](#).

As a former school district superintendent in California and COO in Maryland, I have extensive experience in deliberative democratic processes that coalesce in common ground and action. I would welcome an opportunity to serve on the task force, and if there is an application process, please let me know how I can pursue the opportunity.

Thank you for your work to fight racism and bring equity and opportunity to all.

Regards,

Dr. Ann N. Bonitatibus
Principal
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312
(703) 750-8300

[]