

August 2020

From: [Bonitatibus, Ann N](#)
To: [Bonitatibus, Ann N](#)
Subject: SGA Proposals
Date: Wednesday, August 19, 2020 2:03:00 PM

<https://docs.google.com/document/d/1gulHEHToaRf-GZrioV3WUPN21Nv4OiQnPgFt1evra7w/edit>

Ann

Ann N. Bonitatibus, Ed.D.
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TJ Admissions Implementation Proposal

Administration Changes:

1. Changing the school mascot and dismantling a symbol that perpetuated racism in our country
2. Sending current students and recent alumni to their respective middle schools to encourage more applicants from underrepresented schools and groups

1. Changing the Mascot

Definition:

Colonialism: The control or governing influence of a nation over a dependent country, territory, or people. The system or policy by which a nation maintains or advocates such control or influence.

Situation: Considering the connotations associated with “Colonial” and our country’s history of exerting power over others, our school mascot is not a candid representation of TJHSST and its campus’ missions. We do not want to glorify racism and given the history of the Colonial, it is important to reevaluate the implication of this symbol. On June 18th, 2020, Fairfax High School altered its symbol from “Rebel Pride” to “Fairfax Lions” demonstrating their mission in stimulating inclusivity and integrity. The School Board voted unanimously to change the name of Robert E. Lee High School on June 16th, demonstrating the shift in FCPS toward a more all-embracing community.

Proposed Solution: Students should have a more thorough and nuanced education of Thomas Jefferson, so they recognize that he had his shortcomings and skeletons. By recognizing Thomas Jefferson as a slaveholder of over 600 people, we don’t blindly glorify him but acknowledge his individual faults. This can be actively mentioned and included in our U.S. history curriculum. There is also a need to change the school mascot from a colonial to a symbol less insensitive.

Proposed Timeline:

Mid August	Submit finalized proposal
Early September	Create various suggestions for an alternative mascot
Late September	Proposed findings and a formal recommendation for a change in mascot

Possible Obstacles:

- The financial burden of changing the school mascot (e.g. sports team uniforms, enlarged mascot, relevant branding, etc.)

2. Advertising TJ at underrepresented middle schools with current student presentations

Situation: There exists a negative feedback loop where middle school students are disincentivized from applying or choosing to attend TJ because they don't see students of their own skin color, culture, or from their middle school. Prospective applicants are wary of TJ because they feel it is out of reach and do not have friends who go to TJ or see a community at TJ for them. TJ does visit some middle schools to hold these presentations, but it's only after school and optional, so only a certain demographic of people already interested in TJ come to them. Furthermore, TJ has a reputation of lacking diversity, so there are a lack of student representatives of color, especially sent to underprivileged schools. Our goal is to get people interested in TJ in the first place by giving them a chance to see what TJ's all about and the opportunities they have there in STEM.

Proposed Solution: Current students, preferably upperclassmen, prepare presentations to advertise TJ at their respective underrepresented middle and elementary schools during school hours (eighth period or an excused class period) alongside the admissions officers. Students may serve as a more effective advertiser because younger students can better relate to and trust a fellow student as opposed to an adult. Furthermore, students may recognize the student representative and feel a more personal connection than an admissions officer and can speak to transitioning from that specific middle school to TJ. TJ has a reputation of being not diverse, so sending an underrepresented minority student of color could encourage others to apply. Admissions outreach must also expand the scope of which schools they currently reach, most notably to URMs in Title 1 schools.

- i. Research which elementary/middle schools TJ current does outreach to
- ii. TJ does visit some elementary/middle schools to conduct these presentation
- iii. We work with TJ Admin, Admissions, and FCPS elementary/middle schools on creating a standardized presentation and gather student involvement/interest
- iv. Contact Nancy Rowland (TJHSST Admissions Outreach Specialist):
NHRowland@fcps.edu

Proposed Timeline

August	Evaluate which individuals within TJ will give presentations as part of TJ Admissions Outreach, assign them their respective middle schools, and work alongside them to have students attend said sessions. Determine which elementary/middle schools are currently being contacted and find methods to diversify their outreach.
September	Finalize standardized presentation about TJ's academics (course selection, senior lab research, extracurricular events) and application process. Presentation shown at Rocky Run Middle School from 2018 here: https://rockyrunms.fcps.edu/sites/default/files/media/inline-files/Fall%202017%20Presentation%20FINAL.pdf

Student representatives will prepare individual testimonies about their experiences coming to TJ from their middle school and provide encouraging advice.

Contact school principals about scheduling a live virtual session hosted during school hours. The session will be recorded and available for both hybrid and online students.

October

Host the hour-long virtual outreach/informational session on Blackboard

Collaborate which includes an informational slideshow, personal testimony, and Q&A session.

Possible Obstacles

1. It may be hard to visit all middle schools, and it's not guaranteed if all will allow students/TJ admissions officers to present there

Teacher/Curriculum Changes:

1. Show a documentary about America's history with race issues (e.g. 13th which is 1 hour 40 min and free to watch: <https://www.youtube.com/watch?v=krfcq5pF8u8>) to the entire school.

Definition:

Documentary: Non-fictional motion-picture intended to "document reality, primarily for the purposes of instruction, education, or maintaining a historical record

Situation:

Systemic racism and cultural repression isn't a well-spoken or commonplace topic for rising freshmen and among the returning student body. Since there isn't an established forum, it's largely overlooked forming a cultural bubble where we don't actively talk about others' walks of life or background. When Class of 2021 were rising freshmen, those students were required to read *Rise of the Rocket Girls* followed by a viewing of *Hidden Figures* which opened conversations of women of color in STEM positions. Our objective is to reinstitute summer homework in the form of one documentary that introduces taboo topics into mainstream classrooms including racism or oppression.

Proposed Solution:

Summer homework was eliminated two years ago in order to reduce the mental burden and alleviate academic pressures. However, a documentary that only takes two hours to watch is a strong alternative to springboard conversations on unspoken topics. Beginning for the next academic school year (2021-2022), a documentary will be assigned that all students can readily watch that confronts a largely unspoken topic in the classroom. During the first day/week within English classes, teachers will utilize this documentary to initiate conversations about valuable topics; the student body can also speak amongst themselves of their insights allowing for peer discussions to occur.

Proposed Timeline

September	Present several documentaries for consideration for the 2021-2022 school year in process for administrative approval
May/June	English teachers explain the premise of the documentary and the importance that all students view it prior to the start of the following school year. (no homework is associated with the documentary)

Possible Obstacles

1. Lack of internet access/technology readily available at home may limit which student can view the documentary
2. No record of ensuring that students actively watched the documentary

Extracurricular Programs:

1. TJ applicant introduction video should better showcase underrepresented students of color and be of higher quality

Situation: There is an annual video published prior to the first round application that showcases TJ's academics, extracurriculars, and students. These videos are sent out to those applying only a few days before the application process and demonstrate the spirit of TJ, oftentimes disincentivizing them to attend. The videos should be more cognizant to include a variety of student culture and backgrounds so underrepresented minorities are more encouraged to attend, eliminating the negative feedback loop.

TJHSST Admissions Class of 2021: <https://www.youtube.com/watch?v=HnpbOI3qeTU>

TJHSST Admissions Class of 2022: <https://www.youtube.com/watch?v=nKuZsfHwMGI>

Proposed Solution: TJHSST students part of the Broadcast division of TJ Media will create the publicity video under the supervision and guidance of administration. The video will seek to better showcase a variety of student voices (not just Asian-Americans or Caucasians). The video will then be disseminated a few days before the first-round exam, where those underrepresented minorities will be able to see people of their color reflected on the screen.

Timeline:

August	Video will be in the planning phase and Broadcast division will present a formal script and concept to the promotion
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Possible Obstacles:

1. The video being made under COVID-19 circumstances may not be ready in time for release

2. 8th period presentations within the auditorium concerning diversity and racism

Situation: There are a lack of forum spaces that allow students to openly vent, speak on, and discuss issues pertaining to inequality in Fairfax County, police brutality in Fairfax County, hate crimes in Virginia, high school censorship, and other taboo topics. Eighth period is an opportunity for students interested to learn more about the diversity and inclusivity issues to hear and insert their input into the school-wide conversation.

Proposed Solution: Institute 8th period presentations that are led by faculty/administration but include student voice about aforementioned issues. Outside speakers such as Nathan Onibudo, the 2020-2021 FCPS student representative, could share his experiences and recommendations in improving inequality on the county level. Students should have a welcoming space to share their thoughts freely and without reservation about these topics. This will hopefully prompt dialogue throughout the whole school breaking down preconceived notions of other ethnicities and cultures.

Timeline:

September/October	Outreach to underrepresented teachers and administrators of color who would be willing to sponsor these special events
November	Formally host the first presentation, encouraging students to attend
December	Outreach to community members who are proactively working in these fields to speak on their experiences or work

Possible Obstacles:

1. COVID-19 pandemic may limit the ability in instituting new eighth periods, even for special occasions and thus the timeline, may need amendment

OTHER SUGGESTIONS

1. Create a Graduation Cord that is earned through completing x service hours in approved organizations targeting underrepresented communities (GIVE, STEMbassadors, LIFT, KAST, etc)
 - a. Write a reflection about your experience
 - i. Have respective senior English teachers grade at the end of senior year
2. Increase the manpower of existing service programs that seek to enable low-income, unrepresented students (STEMbassadors, LIFT, GIVE, KAST, WISE)
 - a. There are kids out there who probably would be interested in attending TJ, but wouldn't be ready for the academic rigor and the material taught at TJ
 - b. These tutoring programs can absolve that and extend academic opportunities out to underrepresented students who may not normally have access to them
 - c. These programs are effective but need more people in the program so they can have a greater impact
3. Advertise CPP and QuestBridge
 - a. Better advertisement of available grants/scholarships to attend an internship or summer camp

Situation:

Current English Honors 9, World History (HUM1), and APUSH (HUM2) curriculum is heavily Eurocentric.

Proposed Solution:

1. Reducing the number of Shakespeare novels read and more Latino and African American
2. Changing the curriculum:
 - a. Recognize and actively discuss the nuances of Thomas Jefferson's career and legacy
 - i. Talk about his history with slaves and educate ourselves
 - ii. TJ's naming history
 - b. Modify the curriculum to be "anti-racist"
 1. Talk about the lasting effects of racism in global history
 2. Teach about the achievements of anti-racism advocates in history (Malcolm X, MLK jr, etc)
 - c. **CONCERN:** Most books are Eurocentric
 - i. Freshman Curriculum
 1. Example: Shakespeare, The Odyssey, etc
 2. Suggestion: More diverse classics from around the world
 - ii. Sophomore World History Curriculum
 1. Example: Good assortment of books
 2. Problem: World history often told through the lens of Asians and Europeans (Africa was largely the "losers" in war)
 - iii. Junior APUSH/HUM 1 Curriculum
 1. Example: Huck Finn

2. Problem: Classics, but written from the perspective of a white man (rampant use of the n-word)
 3. Suggestion: Having a meeting with HUM teachers to discuss using offensive terms
- iv. Book suggestions:
1. Things Fall Apart (approved already)
 2. A Long Walk to Water
 3. To Kill a Mockingbird
 4. The Hate You Give
 5. Why are all the black kids sitting together in the cafeteria?
 6. Twelve Years a Slave
- v. Discussion ab race in general, doesn't have to be curriculum-oriented
- vi. Talk about the anti-black sentiment in the Asian community
- vii. Suggest talking to parents to generate these discussions

TJ "Equity Team"

Jenifer A. Hitchcock, TJ social studies teacher

Stephen Stern, TJ math teacher

Shawn J. Frank, TJ assistant principal

Cynthia A. Hawkins, TJ assistant principal

TJ Student Government Association Co-Sponsors

Rachel Mills, TJ geosystems teacher

Kathy Phillips, TJ geosystems teacher

From: [Bonitatibus, Ann N](#)
To: [Hitchcock, Jenifer A](#); [Stern, Stephen](#); [Frank, Shawn J](#); [Hawkins, Cynthia A.1](#)
Subject: SGA Anti-racism Activity proposal
Date: Wednesday, August 19, 2020 2:43:00 PM

Greetings, Equity Team.

I met with SGA leaders [Va. Code 2.2-3705.4\(A\)\(1\)](#) today. They proposed an activity for summer 2021- see below. I shared with them that their idea didn't necessarily need to wait until next school year. There could be a way to think about their proposal or a variation of it for this year.

No obligation or expectation at this point. They know we're trying to get ready for a successful start, but they may reach out to you or you could always circle back to them when you feel ready. Kathy Phillips and Rachel Mills are aware of the proposal in case you have questions or want to follow up later with SGA.

Ann

Teacher/Curriculum Changes:

1. Show a documentary about America's history with race issues (e.g. 13th which is 1 hour 40 min and free to watch: <https://www.youtube.com/watch?v=krfcq5pF8u8>) to the entire school.

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Situation:

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Proposed Solution:

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Proposed Timeline

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English teachers explain the premise of the documentary and the
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is associated with the documentary)

Possible Obstacles

1. Lack of internet access/technology readily available at home may limit which student can view the documentary
2. No record of ensuring that students actively watched the documentary

September 2020

Mills, Rachel E

From: Bonitatibus, Ann N
Sent: Monday, September 28, 2020 2:43 PM
To: Applin, Anne
Cc: Phillips, Katherine A; Mills, Rachel E; Kosatka, Brandon
Subject: Re: Schoolwide Documentary Request
Attachments: R3007.pdf

Thanks, Anne, for this info and guidance. I like the idea of showing a short clip once or twice during one of our Social Emotional Learning lessons during 8th period.

I'm copying Kathy and Rachel and your response and attached doc since they work with SGA leadership and they can decide next steps. If taking the selected clips approach is acceptable to accomplish the goal (which I didn't yet ask the students to define, but hope it would connect to having an inclusive, welcoming, and caring culture), we can have our SEL planning team in student services work with student leaders to develop the plan and lessons. We were successful with the suicide prevention video and I think we could be equally effective with an activity like this.

Copying Brandon as a heads up.

Ann

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(703) 750-8300

From: Applin, Anne <aeapplin@fcps.edu>
Sent: Monday, September 28, 2020 12:19 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: RE: Schoolwide Documentary Request

Hi Ann,

The documentary 13th has been approved for TJ classroom use for 12th grade AP Language & Composition. If the SGA chooses a different film that is not approved, we'd have to go through the video approval process. The faculty sponsor can contact me and Tori for the appropriate forms that will need to be completed.

13th has been rated TV-MA. Several things for you to be aware of, per FCPS Regulation 3007.3, page 4, section 4 (which I have attached):

- FCPS discourages showing films in their entirety (advocates no longer than 20 minutes)
- In grades 9-12, excerpts may be shown from TV-MA programs. However, written notification to parents must be sent at least 2 weeks prior to showing the film (see Attachment C of regulation) and parents need to submit written permission prior to viewing.
- In terms of copyright, the regulation states that the media "must be used as part of a face-to-face instructional setting and must be used to teach specific objectives approved in the curriculum" (page 3).

I would have to contact FCPS Copyright office to determine any impact the virtual environment would have on copyright restrictions. Given the heavy subject matter of this particular film, specifically violent scenes from archival footage, such a documentary may be better shown in a face-to-face setting in order to introduce the film and provide context to what students will see on screen. Here is some information from Common Sense Media:

<https://www.common sense media.org/movie-reviews/13th>

I hope this information is helpful. Please let me know how I can be of help.

Best,
Anne

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

Sent: Monday, September 28, 2020 11:14 AM

To: Applin, Anne <aeapplin@fcps.edu>

Subject: Schoolwide Documentary Request

Hi, Anne.

SGA has asked if we could show a schoolwide documentary such as 13th (available on Netflix).

The students' idea is that we show the film to the school at the same time and then have follow up activities.

While I know you have helped student groups with movie screenings and permissions in the past, I am not sure what process might need to be used for a virtual environment, regardless if we return to school in a modified mode for the spring semester.

Thanks for sharing your thoughts.

Ann

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(703) 750-8300

From: [Bonitatibus, Ann N](#)
To: [Applin, Anne](#)
Subject: Schoolwide Documentary Request
Date: Monday, September 28, 2020 11:14:00 AM

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October 2020

November 2020

From: [Hitchcock, Jenifer A](#)
To: [Hawkins, Cynthia A.1](#); [Stern, Stephen](#); [Frank, Shawn J](#)
Subject: RE: VDOE #EdEquityVA Newsletter-November 2020
Date: Tuesday, November 24, 2020 1:13:00 PM

As it turns out, I can attend on Monday. Shall I schedule that time with Va. Code 2?

From: Hawkins, Cynthia A.1 <CAHawkins1@fcps.edu>
Sent: Tuesday, November 24, 2020 12:58 PM
To: Hitchcock, Jenifer A <JAHitchcock@fcps.edu>; Stern, Stephen <ssstern1@fcps.edu>; Frank, Shawn J <SJFrank@fcps.edu>
Subject: RE: VDOE #EdEquityVA Newsletter-November 2020

Hi again,

We are good to go on 1/25 for a student panel, if GSA is in.

I looked at Va. Code 2.2-3 proposal – I am wondering if teachers will need or want support for leading students through the discussion questions about witnessing or experiencing racism before doing so. I haven't watched the specific clip from 13th yet, but the infographic is fantastic!

I could meet at 9:30 on Monday 12/7 or during 8th periods except 8B on Fridays. Possibly other times too but those stick out.

Cynthia

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cahawkins1@fcps.edu

From: Hitchcock, Jenifer A <JAHitchcock@fcps.edu>
Sent: Tuesday, November 24, 2020 11:12 AM
To: Hawkins, Cynthia A.1 <CAHawkins1@fcps.edu>; Stern, Stephen <ssstern1@fcps.edu>; Frank, Shawn J <SJFrank@fcps.edu>
Subject: RE: VDOE #EdEquityVA Newsletter-November 2020

Thank you!

Couple of follow ups...

- Shawn: Can you convert the CRT&B to .azw3 and .pdf?
- Need to schedule 1/25 for student panel. I already emailed Mary Beth and John.
- Va. Code 2.2-3/05.4(A)(1) wants to schedule time with us before 12/14. He suggested sometime next

week. Are we all free at some time so I can circle back with him? He sent us a proposal. I forwarded it to you all.

Wool! We are moving now!

From: Hawkins, Cynthia A.1 <CAHawkins1@fcps.edu>
Sent: Tuesday, November 24, 2020 10:47 AM
To: Hitchcock, Jenifer A <JAHitchcock@fcps.edu>; Stern, Stephen <sstern1@fcps.edu>; Frank, Shawn J <SJFrank@fcps.edu>
Subject: FW: VDOE #EdEquityVA Newsletter-November 2020

Not sure if you all get the newsletter below, but there are some good resources, both internally for our team and externally for our staff. Attached and [here](#) are some that are specific to our last meeting discussions on supporting LGBTQ+ students.

Cynthia

Cynthia Hawkins, Assistant Principal
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703-750-8370
cahawkins1@fcps.edu

From: Virginia Department of Education <VDOE@public.govdelivery.com>
Sent: Monday, November 23, 2020 3:12 PM
To: Hawkins, Cynthia A.1 <CAHawkins1@fcps.edu>
Subject: VDOE #EdEquityVA Newsletter-November 2020

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



November 2020

EdEquityVA Monthly Newsletter

logo



Don't ever miss a newsletter, join our mailing list [here](#).

Celebrating EdEquityVA Week 2020

EEVAW



Governor Ralph S. Northam has [proclaimed](#) November 30-December 4, 2020 as EdEquityVA Week in the Commonwealth. EdEquityVA Week is an opportunity to recognize the efforts of Virginia educators to advance equity outcomes for all Virginia students. Throughout the week, the Department will be recognizing the work of school leaders, education stakeholders, advocates, policy makers, and teachers who have demonstrated courageous equity leadership in the Commonwealth.

In recognition of EdEquityVA Week, the Department is hosting the following events:

EdEquityVA Week Virtual Symposiums

Sym



Join Governor Northam, Virginia Secretary of Education Atif Qarni (invited), State Superintendent Dr. James Lane, and Chief Equity and Diversity Officer Dr. Janice Underwood for the following statewide conversations:

- [December 1, 2020 \(1:30-3:30 PM\)](#): Culturally Relevant Pedagogy featuring a Keynote Address by **Dr. Gloria Ladson Billings**, pioneer of the term culturally relevant pedagogy, esteemed pedagogical scholar, and author of *Dreamkeepers: Successful Teachers of African American Children*.
- [December 2, 2020 \(1:30-3:30 PM\)](#): Closing Opportunity Gaps featuring a Keynote Address by **Dr. John King**, 10th U.S. Secretary Education under President Obama and current President and CEO of the Education Trust.

The EdEquityVA Week Symposiums are free and open to all Virginia Educators, however advanced registration is required. Please register online here: [EdEquityVA Week Symposium Registration](#). **Registration will close at 12 noon on Monday, November 30, 2020.**

Celebration of the 2020 Recipients of the Mary Peake Award for Excellence in Education

MP

Join Governor Northam, First Lady of Virginia, Mrs. Pamela Northam, Virginia Secretary of Education Atif Qarni, and State Superintendent Dr. James Lane, as we announce and celebrate the educators, policymakers, school leaders, and stakeholder organizations whose service and leadership are impacting equity outcomes for Virginia students. [The Mary Peake Award for Excellence in Education Equity](#) honors individuals and organizations that have demonstrated a commitment to working to reduce inequity or remedy the effects of inequity in Virginia's public schools.

The Virtual Awards Ceremony will take place on December 3, 2020 from 1:30-2:30 PM

You may register in advance for this event here: [Mary Peake Award Recognition Registration](#). This celebration will also be live streamed on the VDOE's YouTube Channel here: [VDOE YouTube Channel](#).

Announcing Winners of the 2020 Mary Peake Award for Excellence in Education Equity

MP



The Virginia Department of Education is excited to announce the 2020 Winners of the Mary Peake Award for Excellence in Education Equity. Named after one of Virginia's first education equity pioneers, this award recognizes individuals making an impact on equity outcomes in the Commonwealth.

Join us in congratulating the following educators for their commitment to advancing education equity in their respective area of influence:

- **Educator Category:** Dr. Shantha Smith, *Equity and Excellence Coordinator, Gunston Middle School, Arlington Public Schools*
- **Policymaker Category:** Mr. Rodney A. Jordan, *Virginia School Board Association President and Norfolk City School Board Member*
- **School Leader Category:** Dr. Jeffery Smith, *Superintendent, Hampton City Schools*
- **Organization/Group Category:** Albemarle County Community Engagement Equity Specialists (Dr. Bernard Hairston, Mr. Lars Holmstrom, Ms. Leilani Keys, Ms. Ayanna Mitchell), *Albemarle County Public Schools*

The Office of Equity and Community Engagement would also like to thank everyone who took the time to submit a nomination for this year's awards.

Presenting Virginia's Equity Framework:

Navigating EdEquityVA - Virginia's Roadmap to Equity

equity



In case you missed it, the Office of Equity and Community Engagement is pleased to present the Commonwealth's Education Equity Framework, [Navigating EdEquityVA - Virginia's Road Map to Equity](#). The comprehensive guidance document outlines the Commonwealth's shared education equity priorities and advances tools and resources that support local school divisions. With a focus on centering equity through cultural competency and the elimination of opportunity gaps, the framework affirms the Virginia Department of Education's commitment to dismantle any and all forms of inequity in Virginia's public education system.

[Navigating EdEquityVA - Virginia's Road Map to Equity](#) includes the following tools and resources to support education leaders:

- [The EdEquityVA Compass \(Virginia's Equity 5Cs\)](#)
- [The EdEquityVA Equity Audit Tool](#)
- [5 Key to Ensuring Equity in Advanced Programs](#)
- [5 Keys to Ensuring Equity Chiefs Succeed](#)

- EdEquityVA Strategy Notes for Supporting:
 - [Multilingual Students](#)
 - [Racially Marginalized Students](#)
 - [Students with Disabilities](#)
 - [Rigor for ALL Students](#)
 - [LGBTQ+ Students](#)
 - [Equitable School Discipline](#)

Virginia Board of Education Early Childhood Advisory Committee Application

public notice



The Virginia Board of Education is seeking applications to serve a three-year term on the Early Childhood Advisory Committee (ECAC), a new advisory committee to the Virginia Board of Education on all matters relating to early childhood care and education programs, systems, and regulations.

Educators, administrators, system leaders, advocates, associations and community members are invited to submit applications for these positions. Applicants who speak a language other than English are encouraged to apply.

Applications may be submitted by completing the [Application Form for Virginia Board of Education's Early Childhood Advisory Committee](#). Please send the completed form to Emily Webb, Director for Board Relations, at emily.webb@doe.virginia.gov. Applications may also be mailed to P. O. Box 2120, Richmond, VA 23218-2120.

Questions regarding the Board's Early Childhood Advisory Committee may be

addressed to Rebecca Ullrich, Coordinator for Early Childhood Policy and Planning, at Rebecca.ullrich@doe.virginia.gov.

All applications must be received by Friday, December 18, 2020.

VDOE Student Services Learning Resource Center

OSS



The VDOE Office of Student Services has partnered with the Center for Implementation and Evaluation of Education Systems at Old Dominion University to develop the [Student Services Learning Resource Center](#). This website is a one-stop professional development and resource collection for specialized instructional support personnel such as school counselors, school psychologists, school social workers, school nurses, and administrators.

Modules Include:

- Mental Health in Schools with a focus on Equity, Recovery, Virtual Supports, and Trauma
- Counseling Fundamentals Virtual Learning Series
- Chronic Absenteeism: Assisting Virginia's Students and Their Families
- Defusing Disruptive Behavior

Requesting your Feedback on the Virginia Longitudinal Data System

VLDS



VLDS would like your feedback on their research agenda. Please use [this link](#) to review and comment on our priority research questions. The feedback form will be available through Wednesday, November 25.

The [Virginia Longitudinal Data System](#), known as VLDS, is a federated system and partnership designed to meet agencies' and researchers' needs for data analysis on the outcomes of services provided to the citizens of our state.

Through a grant funded by the U.S. Department of Education's Institute of Education Sciences, the VLDS leadership team assembled state agency representatives, researchers, and legislators to create an equity-centered, policy-oriented research agenda. The intention of this agenda is to cultivate research projects, centered in equity, which guide policy development and promote equitable outcomes for all Virginians.

#EdEquityVA Webinar Series

equity



The Virginia Department of Education offers our monthly **EdEquityVA** webinar series to provide educators with professional learning opportunities aimed at advancing education equity in Virginia schools.

Upcoming EdEquityVA Webinars

Culturally Courageous Leaders and Educators: Open and Honest Conversations to Center Equity, December 8, 2020 from 3:00-4:30 PM.

Presenters include:

- Brenda Muse, *Director of Curriculum & Instruction, Franklin County Public Schools*;
- Anitra Holland, *Elementary School Principal, Franklin County Public Schools*;
- Matt Dunbar, *Middle School Assistant Principal, Franklin County Public Schools*
- Anthony Swan, *Virginia Teacher of the Year, Elementary School Teacher, Franklin County Public Schools*

Register [here](#).

To view recordings of previous webinars and the most up-to-date information about the **#EdEquityVA Webinar Series** please visit the [Virginia is for Learners website](#).

Tools You Can Use

General Equity Resources, Guides, and Webinars

comp

Relevant Superintendent's Memos

- Memo 283-20: [Reports to Law Enforcement](#) and [Guidance of Reports of Certain Acts to School Authorities](#) (Word) (VDOE)
- Memo 284-20: [Extension to the English Language Proficiency Assessments Test Administration Schedule for the 2020-2021 School Year](#) and [Revised 2020-2021 English Language Proficiency Assessments Test Administration Schedule](#) (VDOE)
- MEMO 277-20: [2021 United States Senate Youth Program \(Scholarship Opportunities for High School Juniors and Seniors\)](#) (VDOE)
 - [Student Application 2021 United States Senate Youth Program](#) and [Student Essay Response 2021 United States Senate Youth Program](#)

Recent Reports

- [Digital Equity for Students and Educators](#) (Public Policy Associates)
- [Modern-Day School Segregation](#): Addressing the Lasting Impacts of Racist Choices on Virginia's Education System (The Commonwealth Institute)
- [School Segregation by Boundary Line in Virginia: Scope, Significance and](#)

State Policy Solutions (Center for Education and Civil Rights and VCU School of Education)

Multilingual/English Learner Students

- [Webinars to Support Multilingual and English Learner Students](#) (WestEd)
- [A Framework for Effective Instruction of Secondary English Language Learners](#) (IDRA)
- [Successful Bilingual Education Programs: Criteria for Exemplary Practices in Bilingual Education](#) (IDRA)
- [Distance Learning for ELLs: Planning Instruction](#) (Colorín Colorado)
- [6 Key Considerations for Supporting English Learners with Distance Learning](#) (SEAL)
- [Supporting Multilingual Learners \(MLLs\)/English Language Learners \(ELLs\) During the COVID-19 Shutdown](#) (TNTP)

LGBTQ+ Students

- [Webinar](#) and [Slides](#): School PRIDE in the 21st Century: Strategies to Ensure Inclusive School Environments for LGBTQ+ students (VDOE)

Racial Equity & Anti-Racism

- [Training Bias Out of Teachers: Research Shows Little Promise So Far: Tips for Better Anti-bias Training](#) (Education Week)
- VDOE History and Social Science Webinar Series: Building a Community of Learners
 - [Thursday, December 3rd, 3:30 PM](#) - Virginia Museum of History & Culture: Abraham Lincoln, African Americans, and the Emancipation Proclamation
 - [Tuesday, December 8th, 4:00 PM](#) - Historic Markers as sites of Inquiry into Difficult and Marginalized Histories (Session #2)
- [Moving Schools Beyond Anti-Racist Words to Action](#) (Education Week Teacher)
- [Seizing the Moment: Race Equity Mindsets, Social and Emotional Well-Being, and Outcomes for Students](#) (WestEd)
- [Pursuing Equitable Outcomes](#): Exploring the Intersection of Race and Disability in K-12 Education Webinar Series (WestEd)
- [Learn and Teach Indigenous History Year-round](#) (Teaching Tolerance)

COVID Response

- [The Three Essential Elements for Forging Strong Student Relationships: Tips for Reaching Students in a Virtual Setting](#) (Education Week)
- Bridging Academic and Home Knowledge with [Home Works Lessons \(Elementary Curriculum for Distance Learning\)](#) – [Podcast Episode 206](#) (IDRA)

Other

- [Video about 1,2,3 Go!, Virginia's 3 Steps to College](#)
- [Teaching Online for Global Competence](#): A self-paced online course which explore tools and methods for virtual learning within cross-cultural communities, available until March 1, 2021 (U.S. Department of State)
- [Building a Foundation for School Discipline Reform](#): Action Steps for States to Improve the Collection and Use of Data on School Discipline (Mid-Atlantic Comprehensive Center)
- [Research in Brief: School-Based Law Enforcement](#) (WestEd)

To access the Office of Equity and Community Engagement's online repository of resources, visit the [Virginia is for Learners](#) website.

Before You Go...

Stay Connected & Get Social with Us!

To contact the Office of Equity and Community Engagement at the Virginia Department of Education, email EdEquityVA@doe.virginia.gov.

To stay updated on our latest projects, check out the Virginia is for Learners website at <http://www.virginiaisforlearners.virginia.gov/>.

Follow VDOE on [Facebook](#), [LinkedIn](#), and Twitter [@VDOE_News](#) & [@VAis4Learners](#). Search **#EdEquityVA** for the latest from the field!

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vdoe



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VDOE logo



December 2020

From: [Fortier, Bethany](#) on behalf of [Godart, Michelle](#)
To: [Resquin, Leo](#); [Kosatka, Brandon](#); [Frank, Shawn J](#); [Fitzgerald, Laura B](#); [Hawkins, Cynthia A.1](#); [Russell, Volita S](#); [Hodges, Rusty](#); [Waltz, Kathleen S.](#); [Principals HS All](#); [Principals MS All](#); [Boyd, Michelle](#); [Trouton, Lorraine](#); [Jeffrey Platenberg](#); [Moss, Justin](#); [Skurpski, Lea](#); [Hruda, Ludmila \(Lidi\)](#); [Kimberly Adams](#); [Wynne, Tracey](#); [Visioli, Beth](#); [Chou, Maple](#); [Gibson, Carol](#)
Cc: [Leadership Team](#); [Leadership Team Executive Administrative Assistants](#); [Nocco, James D](#); [Nguyen, Hoang](#); [McDonald, Sean](#); [Salerno, Kate](#); [Madigan, Kathryn](#); [Greenfelder, Mark G.](#); [Bonitatibus, Ann N](#); [Clayton, Chad](#); [Barnes, Margaret F.](#); [Thompson, Joe](#); [Whatley, Erin L](#); [Zuluaga, Fabio](#); [Litz, Jeffrey](#); [Goodloe, Amy T.](#); [Phillips, Tracey](#); [Morris, Gary M](#); [Morgan, Michelle](#); [Kownacki, Peter A.](#); [Pannutti, Jason M](#); [Harris, Anthony P](#); [Williams, Sharamaine D](#); [Lehman, Chad R.](#); [Retzer, Kim](#); [Conley, Cindy](#); [Barker, Darwin](#); [Nowak, Ben](#); [Copeland, Tony](#); [Erbrecht, Adam W.](#); [Burden, Leigh L](#); [Miller, Chuck](#); [Herring, Craig A.](#); [Noto, Liz](#); [Yocom, Julie A](#); [Edmunds-Heard, Terri](#); [Poole, Scott F](#); [Baenig, Rebecca G](#); [Kearns, Lindsey M](#); [Kohm, Becky](#); [Patrick, Jim](#); [Kelly, Peter R](#); [Tippins, Jessica](#); [Brown, Shawn D](#); [Brady, Charles](#); [Boak, Michele](#); [Larrick, Christopher S.](#); [Reilly, Ellen T](#); [Lane, Jamie](#); [Hunt, Bill](#); [Ferrer, Michelle](#) (msferrer@fcps.edu); [IAS Admin Team](#); [Knox, Jennifer](#); [Fulton, Nikki](#); [Smith, Daniel W](#); [Caldwell, Lucy H](#); [McCann, Eric G](#); [Fowler, Julie P.](#); [Penland, Dave](#); [Menuey, Brendan P.](#); [Holleb, Aimee J](#); [Claude, Michelle M.](#); [Lenart, Erin](#); [Grimm, Martin E.](#); [Pearson, Jay W.](#); [Petrich, Evangeline](#); [Foster, John](#); [Petrovic, Tara T](#); [West, Tina](#); [Mough, Matthew T.](#); [Reddel, Lisa](#); [Amico, Fred F](#); [Rogers, Jovon F](#); [Parisi, Patti \(Patricia\)](#); [Gros, Penny](#); [Stokes, Gordon K](#); [Presidio, Sloan](#); [Tenney, Sue](#); [Brumfield, Pamela E.](#); [Hanna, Tammara M](#); [Monticchio, Aimee L](#); [Miller, Amy \(Kilmer MS\) H](#); [Vigen, Sandy](#); [Norris, Meredith C.](#); JSCrumpStraw@fcps.edu; Stone, Catherine; JKKlena@fcps.edu; CDSciabica@fcps.edu; tgderusso@fcps.edu; YJHong@fcps.edu; jmobrien@fcps.edu; jpsimmons@fcps.edu; CRMooore@fcps.edu; sagiron@fcps.edu; sprolon@fcps.edu; THMillard@fcps.edu; rjones@fcps.edu; sdlucas@fcps.edu
Subject: FW: Return to School Safety Procedures--Secondary Admin

-----Original Appointment-----

From: Godart, Michelle <MAGodart@fcps.edu>

Sent: Friday, December 18, 2020 5:33 PM

To: Godart, Michelle; Waltz, Kathleen S.; Principals HS All; Principals MS All; Boyd, Michelle; Trouton, Lorraine; Jeffrey Platenberg; Moss, Justin; Skurpski, Lea; Hruda, Ludmila (Lidi); Kimberly Adams; Wynne, Tracey; Visioli, Beth; Chou, Maple; Gibson, Carol

Cc: Leadership Team; Leadership Team Executive Administrative Assistants; Nocco, James D; Nguyen, Hoang; McDonald, Sean; Salerno, Kate; Madigan, Kathryn; Greenfelder, Mark G.; Bonitatibus, Ann N; Clayton, Chad; Barnes, Margaret F.; Thompson, Joe; Whatley, Erin L; Zuluaga, Fabio; Litz, Jeffrey; Goodloe, Amy T.; Phillips, Tracey; Morris, Gary M; Morgan, Michelle; Kownacki, Peter A.; Pannutti, Jason M; Harris, Anthony P; Williams, Sharamaine D; Lehman, Chad R.; Retzer, Kim; Conley, Cindy; Barker, Darwin; Nowak, Ben; Copeland, Tony; Erbrecht, Adam W.; Burden, Leigh L; Miller, Chuck; Herring, Craig A.; Noto, Liz; Yocom, Julie A; Edmunds-Heard, Terri; Poole, Scott F; Baenig, Rebecca G; Kearns, Lindsey M; Kohm, Becky; Patrick, Jim; Kelly, Peter R; Tippins, Jessica; Brown, Shawn D; Brady, Charles; Boak, Michele; Larrick, Christopher S.; Reilly, Ellen T; Resquin, Leo; Lane, Jamie; Hunt, Bill; Ferrer, Michelle (msferrer@fcps.edu); IAS Admin Team; Knox, Jennifer; Fulton, Nikki; Smith, Daniel W; Caldwell, Lucy H; McCann, Eric G; Fowler, Julie P.; Penland, Dave; Menuey, Brendan P.; Holleb, Aimee J; Claude, Michelle M.; Lenart, Erin; Grimm, Martin E.; Pearson, Jay W.; Petrich, Evangeline; Foster, John; Petrovic, Tara T; West, Tina; Mough, Matthew T.; Reddel, Lisa; Amico, Fred F; Rogers, Jovon F; Parisi, Patti (Patricia); Gros, Penny; Stokes, Gordon K; Presidio, Sloan; Tenney, Sue; Brumfield, Pamela E.; Hanna, Tammara M; Monticchio, Aimee L; Miller, Amy (Kilmer MS) H; Vigen, Sandy; Norris, Meredith C.; JSCrumpStraw@fcps.edu; Stone, Catherine; JKKlena@fcps.edu; CDSciabica@fcps.edu; tgderusso@fcps.edu; YJHong@fcps.edu; jmobrien@fcps.edu; jpsimmons@fcps.edu; CRMooore@fcps.edu; sagiron@fcps.edu; sprolon@fcps.edu; THMillard@fcps.edu; rjones@fcps.edu; sdlucas@fcps.edu

Subject: Return to School Safety Procedures--Secondary Admin

When: Monday, January 4, 2021 12:30 PM-2:00 PM (UTC-05:00) Eastern Time (US & Canada).

Where: BBC Link

<https://us.bbcollab.com/guest/3ec4a6d937ae4429a2a69a499154b409>

From: [Frank, Shawn J](#)
To: [Amenabar, Kim B](#)
Subject: RE: Consult
Date: Tuesday, December 1, 2020 10:50:00 AM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)

Sorry 202

Shawn J. Frank

Assistant Principal, Thomas Jefferson High School for Science and Technology

📞 703-750-8307 | 🖱️ <https://tjhsst.fcps.edu/> | 🐦 [@mrshaw frank](#)

From: Amenabar, Kim B <KBAmenabar@fcps.edu>
Sent: Tuesday, December 1, 2020 10:49 AM
To: Frank, Shawn J <SJFrank@fcps.edu>
Subject: RE: Consult

Ok. Is that 203? One number is missing...

Kim

Kimberly B. Amenabar, M.Ed.

Assistant Principal

Virginia Run Elementary

15450 Martins Hundred Drive

Centreville, VA 20120

703-988-8900

From: Frank, Shawn J <SJFrank@fcps.edu>
Sent: Tuesday, December 1, 2020 10:03 AM
To: Amenabar, Kim B <KBAmenabar@fcps.edu>
Subject: RE: Consult

Sure that time works. Can you contact me on my personal cell at 20-413-5180 as I may be in my car?

Shawn J. Frank

Assistant Principal, Thomas Jefferson High School for Science and Technology

📞 703-750-8307 | 🖱️ <https://tjhsst.fcps.edu/> | 🐦 [@mrshaw frank](#)

From: Amenabar, Kim B <KBAmenabar@fcps.edu>
Sent: Monday, November 30, 2020 7:38 PM
To: Frank, Shawn J <SJFrank@fcps.edu>

Subject: RE: Consult

Hi Shawn,

Thanksgiving was small but nice. I haven't had a day off since January so it was just good to be away from the computer.

Can you talk tomorrow at 1:00 – 1:30?

Regards,

Kim

Kimberly B. Amenabar, M.Ed.

Educational Specialist, Equity & Cultural Responsiveness

Office of Professional Learning & Family Engagement

Willow Oaks Administrative Center, 8270 Willow Oaks Corporate Drive, Fairfax, VA 22031

571-423-4552 (desk) 571-424-7375 (cell)

"Remember that consciousness is power. Tomorrow's world is yours to build." ~ Yuri Kochiama

From: Frank, Shawn J <SJFrank@fcps.edu>

Sent: Monday, November 30, 2020 4:40 PM

To: Amenabar, Kim B <KBAmenabar@fcps.edu>

Subject: Consult

Kim,

How are you doing today, I hope you had a great Thanksgiving break. Below is a link from a student who is the current president on SGA. It contains a lesson on colonialism using the movie the 13th as the back drop. He wants teachers to use this for our activity period. Can I have your input on the lesson? Based on your availability, we want you to join us for a meeting with the student either December 7th or 14th at 1:00. Let me know if you would like to talk about this over the phone at 703-909-2022.

https://drive.google.com/drive/folders/1WxU3UowP-JIs4cZ3_SgxuA0zqvCvK6Ys?usp=sharing

Sincerely,

Shawn J. Frank

Assistant Principal, Thomas Jefferson High School for Science and Technology

📞 703-750-8307 | 🖱️ <https://tjhsst.fcps.edu/> | 🐦 [@mrshaw frank](https://twitter.com/mrshaw frank)

From: [Frank, Shawn J](#)
To: [Amenabar, Kim B](#)
Subject: RE: Consult
Date: Tuesday, December 1, 2020 10:02:00 AM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)

Sure that time works. Can you contact me on my personal cell at 20-413-5180 as I may be in my car?

Shawn J. Frank

Assistant Principal, Thomas Jefferson High School for Science and Technology

📞 703-750-8307 | 🖱️ <https://tjhsst.fcps.edu/> | 🐦 [@mrshaw frank](#)

From: Amenabar, Kim B <KBamenabar@fcps.edu>
Sent: Monday, November 30, 2020 7:38 PM
To: Frank, Shawn J <SJFrank@fcps.edu>
Subject: RE: Consult

Hi Shawn,

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Regards,

Kim

Kimberly B. Amenabar, M.Ed.

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571-423-4552 (desk) 571-424-7375 (cell)

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From: Frank, Shawn J <SJFrank@fcps.edu>
Sent: Monday, November 30, 2020 4:40 PM
To: Amenabar, Kim B <KBamenabar@fcps.edu>
Subject: Consult

Kim,

How are you doing today, I hope you had a great Thanksgiving break. Below is a link from a student who is the current president on SGA. It contains a lesson on colonialism using the movie the 13th as the back drop. He wants teachers to use this for our activity period. Can I have your input on the lesson? Based on your availability, we want you to join us for a meeting with the student either December 7th or 14th at 1:00. Let me know if you would like to talk about this over the phone at 703-909-2022.

https://drive.google.com/drive/folders/1WxU3UowP-Jls4cZ3_SgxuA0zqvCvK6Ys?usp=sharing

Sincerely,

Shawn J. Frank

Assistant Principal, Thomas Jefferson High School for Science and Technology

📞 703-750-8307 | 🖱️ <https://tjhsst.fcps.edu/> | 🐦 [@mrshaw frank](https://twitter.com/mrshaw frank)

From: [Frank, Shawn J](#)
To: [Amenabar, Kim B](#)
Cc: [Hawkins, Cynthia A.1](#)
Subject: RE: Consult
Date: Wednesday, December 2, 2020 11:18:00 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)

Good Evening,

I just forwarded you a link to the meeting. Can you add Cynthia Hawkins to the county equity lead folder in order to access those resources. She is other administrator over Equity & Cultural Responsiveness.

Sincerely,

Shawn J. Frank

Assistant Principal, Thomas Jefferson High School for Science and Technology

📞 703-750-8307 | 🖱️ <https://tjhsst.fcps.edu/> | 🐦 [@mrshawnfrank](#)

From: Amenabar, Kim B <KBamenabar@fcps.edu>
Sent: Wednesday, December 2, 2020 7:48 PM
To: Frank, Shawn J <SJFrank@fcps.edu>
Subject: RE: Consult

Hey Shawn,

I can do Monday the 7th at 1:00. Can you send a link?

Regards,

Kim

Kimberly B. Amenabar, M.Ed.

Educational Specialist, Equity & Cultural Responsiveness

Office of Professional Learning & Family Engagement

Willow Oaks Administrative Center, 8270 Willow Oaks Corporate Drive, Fairfax, VA 22031

571-423-4552 (desk) 571-424-7375 (cell)

"Remember that consciousness is power. Tomorrow's world is yours to build." ~ Yuri Kochiama

From: Frank, Shawn J <SJFrank@fcps.edu>
Sent: Monday, November 30, 2020 4:40 PM
To: Amenabar, Kim B <KBamenabar@fcps.edu>
Subject: Consult

Kim,

How are you doing today, I hope you had a great Thanksgiving break. Below is a link from a student who is the current president on SGA. It contains a lesson on colonialism using the movie the 13th as the back drop. He wants teachers to use this for our activity period. Can I have your input on the lesson? Based on your availability, we want you to join us for a meeting with the student either December 7th or 14th at 1:00. Let me know if you would like to talk about this over the phone at 703-909-2022.

https://drive.google.com/drive/folders/1WxU3UowP-Jls4cZ3_SgxuA0zqvCvK6Ys?usp=sharing

Sincerely,

Shawn J. Frank

Assistant Principal, Thomas Jefferson High School for Science and Technology

📞 703-750-8307 | 🖱️ <https://tjhsst.fcps.edu/> | 🐦 [@mrshaw frank](#)

From: [Hawkins, Cynthia A.](#)
To: [Va. Code § 2.2-3705.1\(1\)](#); [Frank, Shawn J.](#); [Stern, Stephen](#); [Hitchcock, Jennifer A](#)
Subject: Equity Team, SEALS, and SGA Equity lesson meeting

Good afternoon all,

The Equity Team would like to invite you to a meeting to talk about the Equity lesson that SGA has created. We will be meeting in BBCU on Monday, December 7 at 1 pm. We are excited to share your ideas with Equity Specialists from Region 2 and discuss how to best move forward. Please feel free to invite anyone else who contributed to the lesson to join us.

Mrs. Hawkins

Cynthia Hawkins, Assistant Principal

Thomas Jefferson High School <<https://tjhsst.fcps.edu/>> for Science and Technology <<https://tjhsst.fcps.edu/>>
6560 Braddock Road, Alexandria, VA 22312
703-750-8370

cahawkins1@fcps.edu <<mailto:cahawkins1@fcps.edu>>

From: [Hawkins, Cynthia A.](#)
To: [Va. Code 2.2-3705.4\(A\)\(1\)](#); [Frank, Shawn J.](#); [Stern, Stephen](#); [Hitchcock, Jennifer A](#)
Subject: Equity Team, SEALS, and SGA Equity lesson meeting

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Mrs. Hawkins

Cynthia Hawkins, Assistant Principal

Thomas Jefferson High School <<https://tjhsst.fcps.edu/>> for Science and Technology <<https://tjhsst.fcps.edu/>>
6560 Braddock Road, Alexandria, VA 22312
703-750-8370

cahawkins1@fcps.edu <<mailto:cahawkins1@fcps.edu>>

From: [Hawkins, Cynthia A.1](#)
To: [Va. Code 2.2-3705.4\(A\)\(1\)](#); [Frank, Shawn J](#); [Stern, Stephen](#); [Hitchcock, Jennifer A](#)
Cc: [Amenabar, Kim B](#)
Subject: Equity Team, SEALS, and SGA Equity lesson meeting

[Va. Code 2.2-3705.4\(A\)\(1\)](#)

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Mrs. Hawkins

Cynthia Hawkins, Assistant Principal

Thomas Jefferson High School <<https://tjhsst.fcps.edu/>> for Science and Technology <<https://tjhsst.fcps.edu/>>
6560 Braddock Road, Alexandria, VA 22312
703-750-8370

cahawkins1@fcps.edu <<mailto:cahawkins1@fcps.edu>>

From: [Hawkins, Cynthia A.1](#)
To: [Kosatka, Brandon](#)
Subject: February SEL blocks
Date: Wednesday, December 16, 2020 4:08:00 PM

Brandon,

I spoke with Ann who mentioned that the SGA lessons on colonialism and 13th are coming along, and that they would like to use SEL blocks in February to deliver those lessons. As it is also Black History Month, it provides a natural place to tie in these issues for our students regarding the history of our nation and its impact on the social/emotional experience of its citizens. Since the Equity team provided some guidance on the two lessons, and since we will likely continue to work with them on it, I wanted to put on your radar the possibility of using those February SEL blocks for this purpose.

Thoughts?

Cynthia

Cynthia Hawkins, Assistant Principal
[Thomas Jefferson High School for Science and Technology](#)
6560 Braddock Road, Alexandria, VA 22312
703-750-8370
cahawkins1@fcps.edu

From: [Hawkins, Cynthia A.1](#)
To: [Kosatka, Brandon](#)
Subject: RE: February SEL blocks
Date: Wednesday, December 16, 2020 5:06:00 PM

I believe both, but can verify.

Cynthia





Cynthia Hawkins, Assistant Principal
[Thomas Jefferson High School for Science and Technology](#)
6560 Braddock Road, Alexandria, VA 22312
703-750-8370
cahawkins1@fcps.edu

From: Kosatka, Brandon <bpkosatka@fcps.edu>
Sent: Wednesday, December 16, 2020 5:04 PM
To: Hawkins, Cynthia A.1 <CAHawkins1@fcps.edu>
Subject: RE: February SEL blocks

Believe we have two in February...so SGA is looking to use one or both?

No issue with them taking both – just need to know to let the team to know to plan around them.

BK

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: Hawkins, Cynthia A.1 <CAHawkins1@fcps.edu>
Sent: Wednesday, December 16, 2020 4:09 PM
To: Kosatka, Brandon <bpkosatka@fcps.edu>
Subject: February SEL blocks

Brandon,

I spoke with Ann who mentioned that the SGA lessons on colonialism and 13th are coming along, and that they would like to use SEL blocks in February to deliver those lessons. As it is also Black History Month, it provides a natural place to tie in these issues for our students regarding the history of our nation and its impact on the social/emotional experience of its citizens. Since the Equity team provided some guidance on the two lessons, and since we will likely continue to work with them on it, I wanted to put on your radar the possibility of using those February SEL blocks for this purpose.

Thoughts?

Cynthia





Cynthia Hawkins, Assistant Principal
[Thomas Jefferson High School for Science and Technology](#)
6560 Braddock Road, Alexandria, VA 22312
703-750-8370
cahawkins1@fcps.edu

From: [Kosatka, Brandon](#)
To: [Hawkins, Cynthia A.1](#)
Subject: RE: February SEL blocks
Date: Wednesday, December 16, 2020 5:04:25 PM

Believe we have two in February...so SGA is looking to use one or both?

No issue with them taking both – just need to know to let the team to know to plan around them.

BK

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: Hawkins, Cynthia A.1 <CAHawkins1@fcps.edu>
Sent: Wednesday, December 16, 2020 4:09 PM
To: Kosatka, Brandon <bpkosatka@fcps.edu>
Subject: February SEL blocks

Brandon,

I spoke with Ann who mentioned that the SGA lessons on colonialism and 13th are coming along, and that they would like to use SEL blocks in February to deliver those lessons. As it is also Black History Month, it provides a natural place to tie in these issues for our students regarding the history of our nation and its impact on the social/emotional experience of its citizens. Since the Equity team provided some guidance on the two lessons, and since we will likely continue to work with them on it, I wanted to put on your radar the possibility of using those February SEL blocks for this purpose.

Thoughts?

Cynthia

Cynthia Hawkins, Assistant Principal
[Thomas Jefferson High School for Science and Technology](#)
6560 Braddock Road, Alexandria, VA 22312
703-750-8370
cahawkins1@fcps.edu

From: [Hawkins, Cynthia A.1](#)
To: [Kosatka, Brandon](#)
Subject: Re: SEL dates for 2021
Date: Wednesday, December 16, 2020 7:16:26 PM

Va. Code 2.2-3705.4(A)(1) is leading it with two other members who worked on the lessons.





Cynthia Hawkins
Assistant Principal, TJHSST

On Dec 16, 2020, at 7:11 PM, Kosatka, Brandon <bpkosatka@fcps.edu> wrote:

FYI

Who is the POC for SGA so that you aren't playing middle man...or are you serving and middle man as one of the equity leads?

BK

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: Kosatka, Brandon
Sent: Wednesday, December 16, 2020 7:11 PM
To: TJHSST Counselors <TJHSSTCounselors@fcps.edu>
Cc: Barkat, Esther U <eubarkat@fcps.edu>; Armstrong, Danielle <dsarmstrong@fcps.edu>; Forgash, Mark T. <mforgash@fcps.edu>
Subject: RE: SEL dates for 2021

All,

Looks like SGA may be proposing not one but TWO lessons in FEBRUARY where they are looking to use Black History Month as an opportunity to unpack the documentary [Thirteenth](#) (99% sure this is the right reference, but not certain) to facilitate a conversation with students throughout the school about race, justice, and other important conversations.

I haven't gotten confirmation that they want to use both dates, but as soon as I do hear, I'll certainly let you know.

Just FYI for now...

BK

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: Kosatka, Brandon <bpkosatka@fcps.edu>
Sent: Monday, November 23, 2020 1:38 PM
To: TJHSST Counselors <TJHSSTCounselors@fcps.edu>
Cc: Barkat, Esther U <eubarkat@fcps.edu>; Armstrong, Danielle <dsarmstrong@fcps.edu>; Forgash, Mark T. <mforgash@fcps.edu>; Wolf, Samantha <sswolf@fcps.edu>; Cox, Kimberly <kacox2@fcps.edu>
Subject: SEL dates for 2021

DRAFT SEL dates for the rest of the year

- 12/2/20
- 12/18/20
- 1/8/20
- 2/3/21
- 2/19/21
- 3/3/21
- 3/19/21
- 4/7/21
- 4/23/21
- 5/5
- 5/21
- 6/2

This gives us a general idea of who many and approximately when they will be occurring...and plenty of notice to plan around...

12/2 lesson will go out later today...

Including Kim to ask if she would please update the DSS Google Calendar to reflect the same.

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☎ 703.750.8300 📠 703.750.5057 ✉ dss@tjhsst.edu 🌐 <https://tjhsst.fcps.edu/>

From: [Bonitatibus, Ann N](#)
To: [Bonitatibus, Ann N](#)
Subject: SGA Mascot and 13th
Date: Tuesday, December 15, 2020 12:45:00 PM

Mascot https://docs.google.com/presentation/d/1QqMntGdVPd8iK7ohV8APTe3gKlQrQJhr-YgTOl9sPks/edit#slide=id.g35f391192_00

13th
https://docs.google.com/presentation/d/1jPX8cmGYxejX8z6KV3lQNX5gsspbBobQpBl_Kyukbic/edit#slide=id.gb0f9938f16_0_41

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](#) on behalf of [Hawkins, Cynthia A.1](#)
To: [Va. Code 2.2-3705.4\(A\)\(1\)](#) [Frank, Shawn J](#); [Stern, Stephen](#); [Hitchcock, Jenifer A](#)
Subject: FW: Equity Team, SEALs, and SGA Equity lesson meeting

Here you go!

-----Original Appointment-----

From: Hawkins, Cynthia A.1 <CAHawkins1@fcps.edu>

Sent: Tuesday, December 1, 2020 4:43 PM

To: Hawkins, Cynthia A.1; [Va. Code 2.2-3705.4\(A\)\(1\)](#) Frank, Shawn J; Stern, Stephen; Hitchcock, Jenifer A

Subject: Equity Team, SEALs, and SGA Equity lesson meeting

When: Monday, December 7, 2020 1:00 PM-2:00 PM (UTC-05:00) Eastern Time (US & Canada).

Where: BBCU

Good afternoon all,

The Equity Team would like to invite you to a meeting to talk about the Equity lesson that SGA has created. We will be meeting in BBCU on Monday, December 7 at 1 pm. We are excited to share your ideas with Equity Specialists from Region 2 and discuss how to best move forward. Please feel free to invite anyone else who contributed to the lesson to join us.

Mrs. Hawkins

Cynthia Hawkins, Assistant Principal

Thomas Jefferson High School <<https://tjhsst.fcps.edu/>> for Science and Technology <<https://tjhsst.fcps.edu/>>
6560 Braddock Road, Alexandria, VA 22312
703-750-8370

cahawkins1@fcps.edu <<mailto:cahawkins1@fcps.edu>>

January 2021

From: [Hawkins, Cynthia A.1](#)
To: [Kosatka, Brandon](#)
Subject: February SEL Lessons
Date: Thursday, January 7, 2021 2:22:00 PM

Hi Brandon,





The Equity Team felt that it would be best to push back the SGA SEL lessons to March. Wanted to let you know asap for planning purposes. Can talk more later.

Cynthia

Cynthia Hawkins, Assistant Principal
[Thomas Jefferson High School for Science and Technology](#)
6560 Braddock Road, Alexandria, VA 22312
703-750-8370
cahawkins1@fcps.edu

From: [Kosatka, Brandon](#)
To: [Hawkins, Cynthia A.1](#)
Subject: RE: February SEL Lessons
Date: Thursday, January 7, 2021 3:49:29 PM

Can we talk?

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: Hawkins, Cynthia A.1 <CAHawkins1@fcps.edu>
Sent: Thursday, January 7, 2021 2:23 PM
To: Kosatka, Brandon <bpkosatka@fcps.edu>
Subject: February SEL Lessons

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Cynthia

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[Thomas Jefferson High School for Science and Technology](#)
6560 Braddock Road, Alexandria, VA 22312
703-750-8370
cahawkins1@fcps.edu

From: Va. Code 2.2-3705.4(A)(1)
To: Va. Code 2.2-3705.4(A)(1)
Subject: [External] [Ion] Announcement: February Social and Emotional Learning
Date: Tuesday, January 12, 2021 8:33:52 AM

Hey TJ!

SGA is working on alternatives to the February SEL lessons which will cover the topic of race issues and colonialism, and we would love for you to be a part of it. We are looking for four panelists who would like to compare and contrast modern day race issues and talk about their personal experiences of confronting racial prejudice, and another four panelists to talk about the intersectionality of the minority and Asian American experience. This will be set up like an interview on a recorded Zoom meeting and used as a short video that will be shown during the homeroom lesson. You will have an opportunity to review the final version of the edited video to confirm we did not misquote or take your words out of context. Please fill out the form if you're interested!!

<https://tinyurl.com/SELAltLessonPanelists>

Va. Code 2.2-3705.4(A)(1)

[View this announcement on Intranet](#)

--



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To unsubscribe, update your Notification Preferences on Intranet.

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

From: [Hawkins, Cynthia A.1](#)
To: [Hitchcock, Jenifer A](#); [Stern, Stephen](#); [Frank, Shawn J](#)
Subject: RE: HW for this week
Date: Tuesday, January 12, 2021 3:44:00 PM

Jen, thank you for this work. We will be discussing Jan 25 at A Team tomorrow and will have info in the afternoon about how we can move forward.

One thing we may want to consider: how can we explicitly connect this work back to Challenge Success? It may land better for teachers to see how it connects to the school overall focus, given the fact that there are staff in lots of different places cognitively.

Cynthia

Cynthia Hawkins, Assistant Principal
[Thomas Jefferson High School for Science and Technology](#)
6560 Braddock Road, Alexandria, VA 22312
703-750-8370
cahawkins1@fcps.edu

From: Hitchcock, Jenifer A <JAHitchcock@fcps.edu>
Sent: Tuesday, January 12, 2021 2:20 PM
To: Stern, Stephen <sstern1@fcps.edu>; Frank, Shawn J <SJFrank@fcps.edu>; Hawkins, Cynthia A.1 <CAHawkins1@fcps.edu>
Subject: RE: HW for this week

Here is an outline of the activity for the 1/25 Huddle.

<https://sites.google.com/fcpsschools.net/tj-culturally-responsive-teach/professional-development/january-25th-understanding-lgbtq-students>

I intend on asking Dami and Michael to send a picture of themselves for inclusion on the site.

From: Hitchcock, Jenifer A
Sent: Monday, January 11, 2021 8:22 PM
To: Stern, Stephen <sstern1@fcps.edu>; Frank, Shawn J <SJFrank@fcps.edu>; Hawkins, Cynthia A.1 <CAHawkins1@fcps.edu>
Subject: HW for this week

I promised I would send out the “to do” list after the meeting. Here is what I had:

- 1/25: We will have a Huddle themed on Equity. Format:
 - Skim #17 in WIISTWT
 - Introduce Michael and Dami
 - Graffiti Board pulling take aways (something from PZ) – **Jen will assemble by Tuesday**

PM

- Student Panel **moderated by Stephen with GSA.**
- Wrap-up: TBD
- [Possible resource](#)
- Black History Month Speakers: Theme is Black Joy and Excellence. Stipends for speakers ?
 - [Rediet Abebe](#) (Stephen contact)
 - [Black Oak Collective](#) (Stephen contact)
 - Black Alumni?
 - @bugattispaceships on Twitter
 - Other suggestions...
- SGA Colonialism Lesson: Plans move ahead for Feb dates. **Cynthia and Shawn will contact SGA and determine what the plan is.**
- Quarter 2 Equity celebrations: Aiming to place questions in the Monday check in form on 1/25.
- Equity Bingo Board: Have teachers report out on padlet a lesson they presented that highlighted equity in classroom.
- Video Update: Jen has heard back from some folks:
 - Tiffany Ji says Yes
 - Yuan Yu says no
 - Kai Sam Ng says yes
 - Dami Awofisayo says yes

Also Jennifer Elder says yes.

- Invite Dami and Michael to 1/25 Equity team meeting to find out what they are to do and how we can support them.

Jenifer Hitchcock, MA M.Ed NBCT

[Thomas Jefferson High School for Science and Technology](#)

6560 Braddock Road Alexandria, VA 22312

TJHSST is situated near ancestral lands of the Manahoac and Piscataway Nations and Nacotchtank Tribes

Humanities Department – [AP Government](#) & [Law and Society](#)

[Click here to join office hours](#)

TJHSST Equity [Co-Lead](#)

TJ Swim & Dive Assistant Coach

Online Campus – AP Government

She/her



From: [Hawkins, Cynthia A.1](#)
To: [Frank, Shawn J](#)
Subject: RE: Draft (SGA Lessons)
Date: Thursday, January 14, 2021 11:43:00 AM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)

Looks good to me. Typos corrected below, if you haven't sent it yet.

Cynthia

Cynthia Hawkins, Assistant Principal
[Thomas Jefferson High School for Science and Technology](#)
6560 Braddock Road, Alexandria, VA 22312
703-750-8370
cahawkins1@fcps.edu

From: Frank, Shawn J <SJFrank@fcps.edu>
Sent: Thursday, January 14, 2021 11:07 AM
To: Hawkins, Cynthia A.1 <CAHawkins1@fcps.edu>
Subject: Draft (SGA Lessons)

This is what I intend on sending to Shawn and SGA; just walked away from it before coming back to give it another read.

Good Morning,

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The overall goal of this meeting is to see how the TJ Equity team can collaboratively work with SGA on delivering content that is both critical and relevant in our country.

Sincerely,

Shawn J. Frank

Assistant Principal, Thomas Jefferson High School for Science and Technology

📞 703-750-8307 | 🖱️ <https://tjhsst.fcps.edu/> | 🐦 [@mrshaw frank](https://twitter.com/mrshaw frank)

From: [Hawkins, Cynthia A.1](#)
To: [Frank, Shawn J](#)
Subject: RE: Draft (SGA Lessons)
Date: Thursday, January 14, 2021 11:43:46 AM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)

Looks good to me. Typos corrected below, if you haven't sent it yet.

Cynthia

Cynthia Hawkins, Assistant Principal
[Thomas Jefferson High School for Science and Technology](#)
6560 Braddock Road, Alexandria, VA 22312
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From: [Hawkins, Cynthia A.1](#)
To: [Frank, Shawn J](#)
Subject: Re: [External] Re: Follow Up on Lessons
Date: Tuesday, January 19, 2021 7:15:12 AM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)

2:30 so we can handle it. We have a lot to discuss at our regular equity meeting, I think. Can get input from Jen and Stephen and go from there.

Cynthia Hawkins
Assistant Principal, TJHSST

On Jan 19, 2021, at 7:12 AM, Frank, Shawn J <SJFrank@fcps.edu> wrote:

Couple this with our regular Equity or have it after around 2:30?

Shawn J. Frank

Assistant Principal, Thomas Jefferson High School for Science and Technology

<[image001.png](#)>
703-750-8307 |

<[image002.png](#)>
<https://tjhsst.fcps.edu/> |

<[image003.png](#)>
[@mrshawnfrank](#)

Va. Code 2.2-3705.4(A)(1)

On Thu, Jan 14, 2021 at 1:27 PM Frank, Shawn J <SJFrank@fcps.edu> wrote:

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[@mrshawnfrank](#)

From: [Amenabar, Kim B](#)
To: [Frank, Shawn J](#)
Subject: RE: [External] Re: Follow Up on Lessons
Date: Tuesday, January 26, 2021 4:54:17 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)

Hey Shawn,

There is not an official definition of Equity at the county level. It is something that is being worked on as policy needs to be put in place. CP Module III offered this definition: "Exposure, access, and opportunity that give everyone the means to reach a desired outcome"

13th Lesson

The video of TJ students and alum lesson is very powerful. I wonder how the students in the class will process the video and the clips from 13 as well. It's 3 videos in a row and no chance to talk about them.

Mascot Change Lesson

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Hope you and your family are well.

Regards,

Kim

Kimberly B. Amenabar, M.Ed.

Educational Specialist, Equity & Cultural Responsiveness

Office of Professional Learning & Family Engagement

Willow Oaks Administrative Center, 8270 Willow Oaks Corporate Drive, Fairfax, VA 22031

571-423-4552 (desk) 571-424-7375 (cell)

"Remember that consciousness is power. Tomorrow's world is yours to build." ~ Yuri Kochiama

From: Frank, Shawn J <SJFrank@fcps.edu>

Sent: Monday, January 25, 2021 3:31 PM

To: Amenabar, Kim B <KBamenabar@fcps.edu>

Subject: FW: [External] Re: Follow Up on Lessons

Kim,

How are you doing today, here is a follow up from the student you sat in to talk about his presentation. The other question which may be weird to ask. What is the counties official definition of equity?

Shawn J. Frank

Assistant Principal, Thomas Jefferson High School for Science and Technology

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Va. Code 2.2-3705.4(A)(1)

On Monday, January 25, 2021, 08:48:21 AM EST, Frank, Shawn J <sjfrank@fcps.edu> wrote:

Good Morning,

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Sincerely,

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Va. Code 2.2-3705.4(A)(1)

On Tue, Jan 19, 2021 at 1:47 PM Frank, Shawn J <SJFrank@fcps.edu> wrote:

Good Afternoon,

We have a meeting previously scheduled at 1:00. Can you do it at 2:30?

Shawn J. Frank

Assistant Principal, Thomas Jefferson High School for Science and Technology

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From: [Frank, Shawn J](#)
To: [Hawkins, Cynthia A.1](#); [Hitchcock, Jenifer A](#); [Stern, Stephen](#)
Subject: FW: [External] Re: Follow Up on Lessons
Date: Wednesday, January 27, 2021 1:48:50 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)

FYI....

Shawn J. Frank

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From: Amenabar, Kim B <KBamenabar@fcps.edu>
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Va. Code 2.2-3705.4(A)(1)

On Tue, Jan 19, 2021 at 1:47 PM Frank, Shawn J <SJFrank@fcps.edu> wrote:

Good Afternoon,

We have a meeting previously scheduled at 1:00. Can you do it at 2:30?

Shawn J. Frank

Assistant Principal, Thomas Jefferson High School for Science and Technology

📞 703-750-8307 | 🖱️ <https://tjhsst.fcps.edu/> | 🐦 [@mrshawnfrank](https://twitter.com/mrshawnfrank)

Va. Code 2.2-3705.4(A)(1)

On Thu, Jan 14, 2021 at 1:27 PM Frank, Shawn J <SJFrank@fcps.edu> wrote:

Good Afternoon,

We saw on the recent TJ Today show the SGA plans regarding [lessons](#) on Race and Colonialism. We had a meeting back in December to talk about them and one of the takeaways was to have a follow up meeting to see your progress. The TJ Equity Team wants to schedule a meeting to see where you are currently in terms of progress with the lessons. We want to also discuss what the timeline and mechanism for delivering the lesson.

The overall goal of this meeting is to see how the TJ Equity team can collaboratively work with SGA on delivering content that is both critical and relevant in our country.

Sincerely,

Shawn J. Frank

Assistant Principal, Thomas Jefferson High School for Science and Technology

📞 703-750-8307 | 🖱️ <https://tjhsst.fcps.edu/> | 🐦 [@mrshawnfrank](https://twitter.com/mrshawnfrank)

February 2021

WIT Notes

February 4, 2021

Attendees: Ann Bonitatibus, Brandon Kosatka, Karilee Schmitt, Mark Forgash, Volita Russell, Chuck dela Cuesta, Szilvia Oszko, Jennifer James, Susie Lebryk-Chao, Shane Torbert, Leo Resquin, Betsy Sandstrom, Anne Applin, Cynthia Hawkins, Laura Fitzgerald, Lisa Broadhead, Kerry Hamblin, Mike Roth, Bethany Fortier, Ryan Richardson, Shawn Frank

Good News to Share

- 32 students submitted essays for the Annual National Russian Essay Contest last week..
- TJ Virtual Science Fair was a success. Jennifer and Adam did an awesome job arranging volunteers and running the fair. Results will be out by Friday, February 5.
- TJ had many successful entries in the writing category for the DC Metro Scholastic Writing Awards.
- TJ won the 2020 AP Computer Science Female Diversity award.
- Book Distribution on January 25 went off without a hitch and the next one is on February 8.
- Counselors have been advising 21-22 class selections virtually and it has gone better than expected.
- Tracy Harris (Art teacher) did great job with student artists and video sent to staff this past week.

Red/Blue Calendar and Teacher Workdays

WIT discussed the upcoming calendar. February 19 is scheduled as a schoolwide catch-up day, with the 25th and 26th as teacher prep days. Teachers self-select one more catch-up day for third term and document with DL. March 2 grades 9, 12 return; March 9 is grades 10, 11 return. **Bell schedules will be adjusted those days for student orientation and training purposes.** LOT may need to come back to WIT with some possible schedule changes for the fourth quarter due to AP exams and SOLs.

SGA SEL Lesson

WIT reviewed and discussed the SEL lesson plans that SGA developed to be used during the February 13th scheduled homeroom. The feedback provided by WIT members will be presented to SGA, so that they may refine and update the lesson plans.

Return to School Logistics Professional Development [Concurrent Instruction Needs Assessment and Resources](#)

Ann asked if there were any lingering questions regarding returning and working from the building. WIT members provided questions and input that will be used in developing return to the building professional development for staff and students. Ryan Richardson spoke with WIT regarding concurrent instruction and computer support for the returning. On the TJ intranet site there is a section with tech information needed to set up technology for concurrent instruction and to request assistance with setting up.

Science Fair Feedback

Plenty of commendations for the management of volunteers, student participants, Jennifer James and Adam Smolinsky. The response to the science fair has been positive and was a very smooth-running event.

First Semester Student Survey Results

Ann discussed the student results with WIT. Many students commended teachers for being responsive and flexible. Majority of students report teachers continue to exceed the 75-minute per week per course maximum time for assigned homework and that we need to examine our practice and continue to make adjustments second semester.

Next WIT Meeting: March 4, 2021

March 2021

From: [Kosatka, Brandon](#)
Subject: Wednesday's SEL Lesson
Date: Monday, March 1, 2021 2:00:40 PM

Greetings TJ and Homeroom Teachers,

There were some crossed wires last week with the SGA who was preparing the lesson for this week's SEL lesson. They still need a little more time to put the finishing touches on their lesson and, as a backup, the SEL team has prepared the following lesson on Mindset.




=====

Please find the SEL lesson and Google Slides presentation on [Mindset](#). This lesson encompasses the theme of Self-Awareness. The inspiration is that Mindset impacts how we make sense of the world, and it determines the person we become. The major take away is that developing the right mindset can lead to a life that allows you to truly succeed.

During instruction, emphasize that developing a growth mindset is more than just changing your internal dialog; we must reinforce these thoughts more effectively with actions. The first exercise is introspective and asks students to assess and rate areas of life that affect their mindset (just ask them to think about each category or write down on scratch paper a rating for each area); this will be used later. Following this task, students are presented with definitions and examples of a fixed vs. growth mindset. The culminating activity in slides 7-8 (link to chart is provided in the notes) has them create a Mindset Log (example provided) that relates the lesson to their individual experiences.

=====

BK

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: [Hawkins, Cynthia A.1](#)
To: [Hitchcock, Jenifer A](#); [Stern, Stephen](#); [Frank, Shawn J](#)
Subject: RE: Update for Monday
Date: Friday, March 5, 2021 4:04:29 PM

Hi y'all,

[Here is the copy](#) of the slide deck with added intro slides. I'll be covering the slides with the sun in the bottom right corner and Shawn has the ones with the lightning bolt. We can do the intro slide together, in order of the names listed. We still need to add [Va. Code 2.2-3705.4\(A\)\(1\)](#) SGA video link, if he provides one; if not, we can mention it is coming and move on. Shawn, please provide the link to the feedback google form you make on the last slide, and put the url in the notes box so we can drop it in the chat.

Stephen mentioned that playing videos in BBCU doesn't always go well, so we may want to provide the video links in the chat and ask people to watch them, then reconvene after they've watched it individually. That's fine with me but I am happy to go with consensus if future thinking results in a different approach .

Any further edits needed? Anything else? (I have the copies from Jen of resources in additional languages).

Cynthia

Cynthia Hawkins, Assistant Principal
[Thomas Jefferson High School for Science and Technology](#)
6560 Braddock Road, Alexandria, VA 22312
703-750-8370
cahawkins1@fcps.edu

From: Hitchcock, Jenifer A <JAHitchcock@fcps.edu>
Sent: Friday, March 5, 2021 9:12 AM
To: Stern, Stephen <sstern1@fcps.edu>; Hawkins, Cynthia A.1 <CAHawkins1@fcps.edu>; Frank, Shawn J <SJFrank@fcps.edu>
Subject: Update for Monday

Here is the status as I know:

Module 7 for Equity Training

1. **Materials**

1. Welcome (Administrator)
2. Housekeeping (Administrator)
3. [Va. Code 2.2-3705.4\(A\)\(1\)](#) (Administrator) – **Have we received this**

yet?

4. Audit Video (Administrator)
5. Module 7 presentation – Va. Code 2.2-3705.4(A)(1) (Intro, Parts 1 and 3)
Va. Code 2.2 (Parts 2 and 4, closing)
6. Wrap Up (Administrator)

I have delivered the Session Support Docs to digital participants in the meeting reminder. I will make copies of the readings for the custodial and food service staff. Rusty and Cynthia are in the cafeteria with custodial and food service staff, who will sign in. We still may need to ask Junpei to offer translation help where he can. I am providing Spanish and Korean, and English readings for the event. We do not have Viet or Chinese available.

I believe that attendance has been taken care of by Ryan.

[@Hawkins, Cynthia A.1](#) and [@Frank, Shawn J](#) If you can decide who will take care of parts I-IV and VI that would be awesome. Thank you!

<https://drive.google.com/drive/folders/1rWHe2ix6RkEI9VzLiurvWn97dNb5FAEr?usp=sharing>

Jenifer Hitchcock, MA M.Ed NBCT

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TJHSST Equity [Co-Lead](#)

TJ Swim & Dive Assistant Coach

Online Campus – AP Government

She/her



From: [Cynthia Hawkins \(Google Docs\)](#)
To: sjfrank@fcpspschools.net
Subject: [External] 13th Documentary Teacher Guide
Date: Wednesday, March 10, 2021 3:23:58 PM

Cynthia Hawkins added comments to the following document

 13th Documentary Teacher Guide

New

5 comments

Comments

TJ



Shawn Frank

Ask what experiences they have had with racism overall.



Cynthia Hawkins **New**

Agree that asking people about their lived experience is a good place to start here. Experiences that happen outside of TJ still impact those at TJ, since lived experiences shape who people are and how they interact with the world (and the world with them). It may be a more gradual entry point than characterizing racial prejudice in all of TJ. The conversation can evolve to include examples at school.

[Reply](#)

[Open](#)

the idea of racism as a structure,



Shawn Frank

What are we moving from in regards to racism?

Cynthia Hawkins **New**

Slide 10: Kahoot Time! (Any Remaining Time) Kahoot based on ideas and foundations explained in the 13th Documentary Click the image on slide 5 in present mode to open the game Or copy and paste the following link into a new tab: <https://tinyurl.com/13thSELKahoot> After you get to the page, click play as a guest



Shawn Frank

I would cut this



Cynthia Hawkins **New**

Agree - while Kahoot is a great way to review info, I'm wondering if it aligns with the seriousness of this topic.

[Reply](#)

[Open](#)

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043,
USA

You have received this email because you are a participant in the updated discussion threads. [Change what Google Docs sends you.](#) You can not reply to this email.



From: [Kosatka, Brandon](#)
Subject: Friday March 19 SEL Lesson
Date: Friday, March 12, 2021 5:39:58 PM

Greetings TJ,

As was shared in the Cultural Competency training we had earlier this week, here is the SGA lesson that will be used for next Friday's SEL block.

Slide deck and teacher guide links are here for review ahead of time.

13th Presentation:





<http://bit.ly/13thPresentation>

13th Presentation Teacher Guide:

<http://bit.ly/13thTeacherGuide>

Best wishes,

BK & The SEL Team

Brandon Kosatka, Director of Student Services
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 703.750.8300  703.750.5057  dss@tjhsst.edu  <https://tjhsst.fcps.edu/>

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 703.750.8300  703.750.5057  dss@tjhsst.edu  <https://tjhsst.fcps.edu/>

Mills, Rachel E

From: Kosatka, Brandon
Sent: Friday, March 12, 2021 5:40 PM
Subject: Friday March 19 SEL Lesson

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From: [Frank, Shawn J](#)
To: [Kosatka, Brandon](#)
Cc: [Hawkins, Cynthia A.1](#)
Subject: RE: Friday March 19 SEL Lesson
Date: Monday, March 15, 2021 11:56:00 AM
Attachments: [image001.png](#)
[image002.png](#)

If there are comments or questions regarding the lesson, feel free to send them my way.

Shawn J. Frank

Assistant Principal, Thomas Jefferson High School for Science and Technology

 703-750-8307 |  <https://tjhsst.fcps.edu/> |

From: Kosatka, Brandon <bpkosatka@fcps.edu>

Sent: Friday, March 12, 2021 5:40 PM

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From: [Frank, Shawn J](#)
To: [Kosatka, Brandon](#)
Cc: [Hawkins, Cynthia A.1](#)
Subject: RE: Friday March 19 SEL Lesson
Date: Monday, March 15, 2021 11:56:52 AM
Attachments: [image001.png](#)
[image002.png](#)

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Shawn J. Frank

Assistant Principal, Thomas Jefferson High School for Science and Technology

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From: [Hitchcock, Jenifer A](#)
To: [Hawkins, Cynthia A.1](#); [Frank, Shawn J](#); [Stern, Stephen](#)
Subject: Request from staff
Date: Monday, March 15, 2021 1:37:00 PM

I received a staff request to run folks through the SEL lesson during lunches. I am happy to do so on Thursday for lunch time, as I have 3rd period off. Any one object?

Jenifer Hitchcock, MA M.Ed NBCT

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TJ Swim & Dive Assistant Coach

Online Campus – AP Government

She/her



From: [Hitchcock, Jenifer A](#)
To: [Hawkins, Cynthia A.1](#); [Frank, Shawn J](#); [Stern, Stephen](#)
Subject: Request from staff
Date: Monday, March 15, 2021 1:37:32 PM

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She/her



THOMAS JEFFERSON
HIGH SCHOOL
for science and technology

From: [Frank, Shawn J](#)
To: [Hitchcock, Jenifer A](#); [Hawkins, Cynthia A.1](#); [Stern, Stephen](#)
Subject: RE: Request from staff
Date: Monday, March 15, 2021 1:43:33 PM
Attachments: [image002.png](#)
[image003.png](#)

I have no problem with that, I can assist.

Shawn J. Frank

Assistant Principal, Thomas Jefferson High School for Science and Technology

📞 703-750-8307 | 🖱️ <https://tjhsst.fcps.edu/> |

From: Hitchcock, Jenifer A <JAHitchcock@fcps.edu>
Sent: Monday, March 15, 2021 1:37 PM
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TJHSST Equity [Co-Lead](#)

TJ Swim & Dive Assistant Coach

Online Campus – AP Government

She/her





THOMAS JEFFERSON
— HIGH SCHOOL —
for science and technology

March 18, 2021

From: [Hitchcock, Jenifer A](#)
To: [Hawkins, Cynthia A.1](#)
Subject: Can you come bug me before lunch?
Date: Thursday, March 18, 2021 9:06:46 AM

I need to talk about the sel lesson

Jenifer Hitchcock, MA M.Ed NBCT

Thomas Jefferson High School for Science and Technology

6560 Braddock Road Alexandria, VA 22312

Humanities Department – AP Government & Law and Society

TJHSST Equity Co-Lead

Online Campus – AP Government

Mills, Rachel E

Subject: 13 SEL Lesson Walk Through
Location: <https://meet.google.com/mbj-uiuo-goe>

Start: Thu 3/18/2021 12:00 PM
End: Thu 3/18/2021 12:30 PM
Show Time As: Tentative

Recurrence: (none)

Meeting Status: Not yet responded

Organizer: Hitchcock, Jenifer A

Optional Attendees: TJHSST All Staff; Fisher, Jennifer M; Henry, Suzette; Ketchem, Christina Z.; Russell, Volita S; Lang Boswell, Michelle; Kosatka, Brandon; Lampazzi, Amy; Hannum, Mark; Yuan, Junpei; Burke, Sean P.; Phan, Tinhvan; Gillevet, Emilia Z; Xu, Qin1; Fortier, Bethany; Frank, Shawn J; Scott, Catherine E; Van De Kamp Washington, Cynthia; Handlon, Mary; Rose, Stephen R; Richardson, Ryan D; Fitzgerald, Laura B; Gilbert, Maria D.; Seavey, Jennifer A; LebrykChao, Susie; Pendleton, Virginia L; Taylor, Caroline; Holman, Aubrie; Bonitatibus, Ann N; Hamblin, Kerry; Smolinsky, Adam; McCormick, Robert D.; Murphy, Heather; Razzino, Marianne P.; Broadhead, Lisa K.; Hawkins, Cynthia A.1; Kobren, Rae E.; Wolf, Samantha; Armstrong, Danielle; Jirari Scavotto, Dr. J; Locklear, Laura; Morris, Melanie A; Klein, Lona; Barkat, Esther U

OPTIONAL LUNCH BUNCH: Members of the Equity Team will walk through the SGA 13 lesson order to help support TJ staff conducting the SEL lesson in homeroom on Friday, March 19th

The discussions in A lunch will be repeated in B lunch; one does not have to attend both sessions.

Please consult the materials provided by the SGA.

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<http://bit.ly/13thPresentation>

13th Presentation Teacher Guide:

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Mills, Rachel E

Subject: 13 SEL Lesson Walk Through - forgive me. The links are not stable today! :(

Location: <https://meet.google.com/xme-cbhi-gcz>

Start: Thu 3/18/2021 1:30 PM

End: Thu 3/18/2021 2:00 PM

Show Time As: Tentative

Recurrence: (none)

Meeting Status: Not yet responded

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Cc: [TJHSST All Staff](#); [Henry, Suzette](#); [Ketchem, Christina Z.](#); [Russell, Volita S](#); [Lang Boswell, Michelle](#); [Kosatka, Brandon](#); [Lampazzi, Amy](#); [Fisher, Jennifer M](#); [Hannum, Mark](#); [Yuan, Junpei](#); [Burke, Sean P.](#); [Phan, Tinhvan](#); [Gillevet, Emilia Z](#); [Fortier, Bethany](#); [Frank, Shawn J](#); [Scott, Catherine E](#); [Van De Kamp Washington, Cynthia](#); [Kochman, Mary Beth](#); [Handlon, Mary](#); [Richardson, Ryan D](#); [Fitzgerald, Laura B](#); [LebrykChao, Susie](#); [Pendleton, Virginia L](#); [Broadhead, Lisa K.](#); [Bonitatibus, Ann N](#); [Hamblin, Kerry](#); [Smolinsky, Adam](#); [McCormick, Robert D.](#); [Murphy, Heather](#); [Juster, Kathleen M](#); [Razzino, Marianne P.](#); [Schmitt, Karilee R.](#); [Holman, Aubrie](#); [Hawkins, Cynthia A.1](#); [Kobren, Rae E.](#); [Wolf, Samantha](#); [Seavey, Jennifer A](#); [Armstrong, Danielle](#); [Janac, Kathy E](#); [Klein, Lona](#); [Mills, Rachel E](#); [Barkat, Esther U](#); [Nelson, Lauren H](#)
Subject: 13 SEL Lesson Walk Through - forgive me. The links are not stable today! :(

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TALKING ABOUT RACE

*AS SHOWN BY 13TH
DOCUMENTARY*



PREFACE



While there are countless different groups that experience racism other than the target group in *13th*, African Americans are the only group of whom the majority of their ancestors were brought here against their will. Their unique experience is the reason this presentation focuses more heavily on them.

Racism is a very prevalent issue affecting a variety of people and many ethnicities. It's important to understand racism as well as how we can work together to fight it so we can build a better future.

INTRODUCTION





RACISM AS A STRUCTURE



ABOUT THE 13TH



13TH CLIPS



PLAY VIDEO AT THIS LINK

<http://bit.ly/13thClips>

SUMMARY OF THE 13TH

- ★ Racism has persisted and evolved as an institution
- ★ Criminals are constitutionally deprived of freedom
- ★ African Americans arrested en masse
 - War against crime = War on drugs = War on race
 - Super predator: portrays African Americans as dangerous
 - Three Strikes law: third felony results in mandatory sentencing
 - Private prisons monetized mass incarceration
 - Financial disparities force plea bargains that almost always result in jail time
- ★ Felons who are released from correctional institutions are vastly limited in occupational, housing, etc. opportunities in society
- ★ **RACISM IS NOT A CONCEPT OF THE PAST**

WHITEBOARD DISCUSSION



What stereotypes might you have about your own culture and how can you work to change these perceptions?

INTERSECTIONALITY OF THIS MOVEMENT



STUDENT SURVEY

**FILL OUT A SURVEY
ON TODAY'S LESSON
AT THIS LINK:**

bit.ly/13thSurvey

Feedback on the 13th Lesson

While the 13th documentary specifically focuses on the historical experiences of Black Americans, its commentary about structural and systemic racism in America is still very pertinent to a variety of marginalized groups. The issue is particularly relevant now in the wake of recent social and civil movements such as Black Lives Matter, which has shown the importance of such education and has highlighted the failure of America to properly address this issue. There is no better time than now for students to engage in discussions regarding the history of racism within the United States.

Therefore, the 13th Lesson is part of an ongoing curriculum under development for the past five months from the TJ Equity Team and Student Government Association (SGA).

There will be a follow-up lesson concerning TJ's mascot (the Colonial) and its connotations. Any feedback, whether positive or negative, is appreciated and may be used to help improve this follow-up lesson. This form is completely anonymous.

What were your thoughts on the lesson?

Your answer

What are aspects that can be improved?

Your answer

EXTRA RESOURCES

- The full *13th* documentary: <https://bit.ly/36boQG5>
- Black Lives Matter: <http://bit.ly/2fGemTc>
- Equal Justice Initiative: <http://bit.ly/2fGfOoL>
- *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander: <http://bit.ly/2fWa8aL>
- *Minor Feelings: An Asian American Reckoning* by Cathy Park Hong: <https://bit.ly/2JVHhXm>
- *Caste: The Origins of Our Discontents* by Isabel Wilkerson: <https://bit.ly/3nsuaL8>
- *The House I Live In* (2012) directed by Eugene Jarecki: <http://bit.ly/2dBUWAH>
- Showing Up for Racial Justice (SURJ): <http://bit.ly/2fGhZZi>
- “On Solidarity with the Black Lives Matter Movement” : <https://bit.ly/3a2vlvY>

- Ways to address racism can include being upfront and vocal or pushing for social change through your own actions.
 - Reference *if needed*: One example of being upfront is during iNite when there are clubs like BSU or Spanish Honor Society. You should participate in the performance, but also acknowledge the cultural nuances outside of iNite by engaging in activities beyond dance.

Slide 4: Racism as a Structure (< 1 minute)

- “All of the testimonials you will see today offer unique perspectives on how racism has existed as a long-standing structure. The 13th documentary further elaborates on the prevalence of racism in modern society.”

Slide 5: Introduction to the 13th (1 minute)

- “This will serve as an introduction to the 13th documentary.”
- Play the video

Slide 6: Synthesized 13th Documentary (16 minutes)

- “We will now watch a 15 minute synthesized version of the documentary.”
- Open this Dropbox link bit.ly/13thClips to watch the video
- Play the video in fullscreen

Slide 7: Summary of the 13th (1 minute)

- Either give your students a few minutes to read the three boxes to themselves, call for volunteers to read it, or read it out loud yourself, and leave some time to reflect.

Slide 8: Whiteboard Discussion (4 minutes)

- “Next, I will put a whiteboard up. Now write on it your answer to the question: ‘What stereotypes might you have about your own culture and how can you work to change these perceptions?’ Please note that this is anonymous where your response will not be attached to your name.”
- Share a whiteboard and let students discuss the following question:
 - What stereotypes might you have about your own culture and how can you work to change these perceptions?
- If you would like, ask follow-up questions to answers you see on the whiteboard to stimulate discussion (i.e. what makes you say that?; why do you think this stereotype might exist?; How does this stereotype affect your culture or your actions?)

Slide 9: Intersectionality Video (5 minutes)

- “To conclude this lesson, we will watch a video about intersectionality which is a means of understanding social relations by examining intersecting forms of discrimination. In this video, four TJ students will discuss their experiences as Asian-Americans and its intersection with other minority groups, and why it is essential to support each other in the movement toward racial equality.”

- Play the video
- **“This video highlighted key points [read what is highlighted green in the next bullet point]. Please take a moment to reflect.”** (You may either read the key ideas out loud or paste them into the chat)
- Key ideas mentioned:
 - Intersectionality is a way of understanding social relations by examining intersecting forms of discrimination.
 - We all possess different experiences that don’t negate each other’s, but at the same time, our need for racial equality is not different.
 - We need to empathize with each other, have open minds, and be educated notably on curricula that are overlooked such as Asian-American, Native American, and African American history.”
 - References *if needed*: Shared experiences might include bringing your cultural food to lunch to only be gawked by peers or being asked where you are *really* from.

Slide 10: Survey (3 minutes)

- **“There will be a follow-up lesson concerning TJ’s mascot, the Colonial, and its connotations presented later in the springtime. Any feedback on this lesson, whether positive or negative, may be used to improve that follow-up lesson. The form is completely anonymous.”**
- Copy and paste the link on the slideshow into the chat.
 - bit.ly/13thSurvey

Slide 11: Extra Resources (At the End)

- **“Here are additional resources if you would like to explore these issues more.”**
- **Copy and paste the slide’s content or the following into the chat**
 - The Full 13th Documentary: <https://bit.ly/36boQG5>
 - Black Lives Matter: <http://bit.ly/2fGemTc>
 - Equal Justice Initiative: <http://bit.ly/2fGfOoL>
 - *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander: <http://bit.ly/2fWa8aL>
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 - Showing Up for Racial Justice (SURJ): <http://bit.ly/2fGhZZi>
 - On Solidarity with the Black Lives Matter Movement: <https://bit.ly/3a2vIvY>

From: [Hitchcock, Jenifer A](#)
To: [TJHSST All Staff](#)
Subject: Tomorrow's SEL Lesson
Date: Thursday, March 18, 2021 2:55:28 PM

Esteemed colleagues:

Thank you for your patience with my email spamming today; Google Meet was giving me troubles.

I promised folks that I would reshare my norms to frame the student conversation we are facilitating:

- Stay Engaged
- Speak your truth
- Experience Discomfort
- Expect and accept non-closure

Furthermore, I will be living this tomorrow during SEL as I guide the conversation, particularly as I listen and learn from students about their experience as a TJ student. I won't be instructing at all tomorrow as I will be facilitating and listening, and following the materials sent by SGA. If you need support, let the Equity Team know. Counselors have said they are willing to support staff who so desire that support. Finally, should you need additional resources on supporting students, reach out to the Equity Team. There are some collected materials on the [Internal Equity Site](#).

We are here for you! Have a great remainder to your week.

Jenifer Hitchcock, MA M.Ed NBCT

[Thomas Jefferson High School for Science and Technology](#)

6560 Braddock Road · Alexandria, VA 22312

TJHSST is situated near ancestral lands of the Manahoac and Piscataway Nations and Nacotchtank Tribes

Humanities Department – [AP Government](#) & [Law and Society](#)

[Click here to join office hours](#)

TJHSST Equity [Co-Lead](#)

TJ Swim & Dive Assistant Coach

Online Campus – AP Government

She/her



Mills, Rachel E

From: Hitchcock, Jenifer A
Sent: Thursday, March 18, 2021 2:55 PM
To: TJHSST All Staff
Subject: Tomorrow's SEL Lesson

Follow Up Flag: Follow up
Flag Status: Flagged

Esteemed colleagues:

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Online Campus – AP Government

She/her



To: Roth, Michael B
Subject: TYPOS....RE: Timely Updates on In-Person Learning, Grading, Summer School, and SEL Lesson.
Date: Friday, March 19, 2021 12:08:14 PM
Attachments: image001.png

See below

From: Ann N. Bonitatibus, Ed.D. <e-Notify@fcps.edu>
Sent: Friday, March 19, 2021 11:58 AM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: Timely Updates on In-Person Learning, Grading, Summer School, and SEL Lesson.



03/19/2021

Dear TJHSST Families:

Can you believe we are only one week away from the end of the third quarter and the beginning of spring break? I wanted to send you this note to give you some timely updates as we head into the fourth quarter beginning in April.

Changing to In-Person Instruction

TJ currently has room capacity to transition more students from online to in-person learning for 2-days per week, last names A-K on Tuesdays and Wednesdays and ~~L-K~~ **L-Z** Thursdays and Fridays. Per FCPS we are not permitted to let students attend 4 days per week unless identified with a special need **identified** through a formal process in conjunction with school staff. **FCPS has also set a deadline of next Friday, March 26 for all requests for changes to in-person learning.**

If you are interested in returning your child to in-person instruction from online learning, please email the Director of Student Services, Brandon Kosatka, at bpkosatka@fcps.edu. We will make every effort to accommodate the request. Please be aware bus transportation will be dependent on seating capacity.

End-of-Year Instructional Adjustments

FCPS Superintendent Dr. Scott Brabrand recently announced the following adjustments to grading policies at the end of the year:

- Any student who earns an F as a final course grade will instead be assigned a designation of No Mark (NM), which means a 0 would not be averaged into a GPA.
- Final exams can only improve, not hurt, a student's final grade. Teachers may have flexibility on how they choose to administer the exam to entire classes or only those students who choose to take the exam.
- Students may elect to have a P (Pass) replace a final grade for up to two courses.

We will continue to have catch up days and there is flexibility for those times to occur at the teacher level as opposed to schoolwide on the same day. Students are still expected to report to school/class synchronously on any catch-up day advertised by a teacher or the school.

TJHSST Summer School News

We've had a lot of information requested about how Summer School is going to work this year. Look for the official information to be published by the time we return from Spring Break. In the meantime, here is what we can tell you now.

- All TJHSST for-credit courses will be online (\$375 per course)
 - Registration opens April 26 (tentatively)
 - These courses will be offered.
 - Research and Statistics I (only for incoming freshmen who have taken pre-Calculus)
 - Foundations of Computer Science (rising sophomores typically)
 - Math 5 (rising sophomores typically)
 - Chemistry Honors (rising sophomores typically)
- All TJHSST Enrichment Modules will be online (free) and offerings will be posted in May. They will include offerings in:

- Humanities
- Math Skills (transition for incoming 9th grade)
- CS Skills (transition for incoming 9th grade)

Social-Emotional Learning (SEL) Lesson March 19

Throughout this year during homeroom periods held during 8th block, we have focused on bringing students SEL lessons that are topical and relevant to their lives and experiences. Student feedback and voice have been an important part of this.

Today's SEL lesson was conceived and created by SGA and will be on the topic of race. This is particularly timely as we entered the pandemic seeing racist acts in the Black community only to be followed by the devastating and escalating Anti-Asian acts in the AAPI community. As a TJ community, we stand as one, united against discrimination and racism.

The SEL lesson today includes selected clips from the documentary 13th along with an opportunity for students to share their lived experiences with possible stereotypes and racism in various aspects of their lives. Students are encouraged to participate in the discussions to the extent that they feel comfortable; teachers are looking forward to listening and learning alongside their students as they facilitate these conversations.

We know that discussing topics such as these can be uncomfortable, and that we can grow our empathy and community together through our discomfort. We use the following norms and guidelines for conversations: Stay Engaged, Speak your truth, Experience Discomfort, Expect and accept non-closure.

We also know that addressing sensitive topics, especially those that may be personally relevant, can require support. We regularly remind students to reach out to a counselor, administrator, teacher, parent, or other trusted adult for support as we embrace our diversity and strive toward a culture where each and every student feels included, seen, and heard. We are here for you, today, tomorrow and beyond.

Sincerely,

Ann N. Bonitatibus, Ed.D.

TJHSST Principal

Parents of FCPS students may update contact information online through weCare@School a feature of [FCPS 24-7 Learning: Parent View](#) (Blackboard) or by contacting the student information officer at their child(ren)'s school to have the contact information updated in the student information system.

FCPS employees may update contact information through [UConnect](#).

Individuals with no affiliation to the school system must fill out the [Removal Request](#) to have their contact information removed from eNotify.

From: [Hitchcock, Jenifer A](#)
To: [Bonitatibus, Ann N](#)
Subject: Re: Potential discussion point with our students
Date: Wednesday, March 17, 2021 7:37:18 PM

I think this is great. Very nice.

I wonder if there is a way we can pull something together to help staff support students. For instance, the SEL lesson on Friday take about intersectionality with AAPI, and it may be nice to have a couple of supports for staff who may not know where to send students.

Jenifer Hitchcock, MA M.Ed NBCT

Thomas Jefferson High School for Science and Technology

6560 Braddock Road Alexandria, VA 22312

Humanities Department – AP Government & Law and Society

TJHSST Equity Co-Lead

Online Campus – AP Government

From: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Sent: Wednesday, March 17, 2021 6:03:55 PM
To: Hitchcock, Jenifer A <JAHitchcock@fcps.edu>
Subject: RE: Potential discussion point with our students

Confidentially sharing with you a draft I gave FCPS for approval to send. Still awaiting their green light. Any feedback is welcome!

Ann

Dear TJHSST Families:

The past two weeks have been filled with celebration as we have re-opened schools with nearly 200 staff and 500 students returning in person. I would like to commend our students for how they have followed our mitigation protocols to keep everyone safe and healthy. We have also found creative ways to keep our online students connected with what is happening in the building. Many positive comments have flowed from teachers, students, and parents. My deepest gratitude goes to our entire community for your support as we stay united as One TJ.

Despite the jubilation we feel about returning to TJ, the pandemic has been framed by social strife. One year ago our country supported the Black Lives Matter movement and names were remembered such as Breonna Taylor and George Floyd. Since that time, the Asian American and Pacific Islander (AAPI) community has experienced escalating racism and discrimination, often originating with prejudicial blame for the COVID-19 virus. Names such as Nancy Toh and Pak Ho are

to be remembered along with those who recently lost their lives outside Atlanta last evening. Additionally, several of the individual attacks in the AAPI community have occurred against elders, which not only is reprehensible against a single person, but assaults a revered aspect of AAPI society as a whole.

At TJ we denounce all forms of discrimination, regardless of race, ethnicity, gender, economic standing, or personal circumstance. We embrace diversity and strive toward a culture where each and every student feels included, seen, and heard. If your child experiences harassment, bullying, intimidation, or racism, please immediately contact an administrator or counselor who can help with next steps to keep your child safe and secure.

I invite you to share with me any suggestions, comments or fears you may have about how your child may be feeling in this moment. We are here for you.

From: Hitchcock, Jenifer A <JAHitchcock@fcps.edu>
Sent: Wednesday, March 17, 2021 6:02 PM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: RE: Potential discussion point with our students

Thanks! I have several other things that have come in to me, so I look forward to supporting in anyway that I can. Have a great day!

From: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Sent: Wednesday, March 17, 2021 5:46 PM
To: Hitchcock, Jenifer A <JAHitchcock@fcps.edu>
Subject: RE: Potential discussion point with our students

Note correction *Jenifer*

Ann

From: Bonitatibus, Ann N
Sent: Wednesday, March 17, 2021 5:45 PM
To: Hitchcock, Jenifer A <JAHitchcock@fcps.edu>
Subject: RE: Potential discussion point with our students

Hi, Jenifer.

Thanks again for putting this list together. FCPS is still working on its talking points and guidance. They have asked for our patience to give a coordinated response. Both the head of Communications and the head of the Equity office are very new to FCPS and were not here last spring when there was work with discrimination against the Black community. They understand the importance of making a statement and providing direction.

Appreciate your patience and thoughtfulness. All great 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: Hitchcock, Jenifer A <JAHitchcock@fcps.edu>
Sent: Wednesday, March 17, 2021 9:32 AM
To: Frank, Shawn J <SJFrank@fcps.edu>; Stern, Stephen <sstern1@fcps.edu>; Hawkins, Cynthia A.1 <CAHawkins1@fcps.edu>
Cc: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: Potential discussion point with our students

Hi, friends.

Stephen and I were talking this morning, and we think it may be a great opportunity for our staff to engage our student's identities by addressing the mass shootings yesterday that left 8 Asian American women dead and two more injured. External to this event, our students are aware and discussing the escalation in violence against the Asian American community over the past year.

Perhaps we can offer some talking points to our staff?

- A [resource](#) for our social studies staff on the absence of Asian American history in our curriculums (it is written for intermediate grades, but can perhaps be a warm up in our classes)
- A [resource](#) about the general escalation of violence against Asian Americans
- Virtual Day of Action #StopAsianHate: March 26th, 2021
- [Anti-Asian Violence Resource Carrd](#)
- [A lesson plan from Educators 4 Social Change](#) that gives students the responsibility of creating an anti-bullying policy for schools to implement in order to lower the occurrence of bullying.
- [Six lessons from South Asian Americans Leading Together \(SAALT\)](#) addressing the bullying of South Asian American youth, specifically biased-based bullying.
- [Two lessons from the Anti-Defamation League \(ADL\) to expand student understanding of how the Coronavirus pandemic is increasing racism against people who are of Chinese or Asian descent](#), and what they can do about it.
- Facing History has some [great tips for how you can prepare your students to acknowledge one another's complicated feelings](#) during discussions.
- Press coverage of federal responses
 - [President Biden](#)
 - [House Judiciary Committee](#)

- [Representative Maxine Waters](#)

Of course, this is an evolving list. However, it may be useful for our peers in education.

Jenifer Hitchcock, MA M.Ed NBCT

[Thomas Jefferson High School for Science and Technology](#)

6560 Braddock Road Alexandria, VA 22312

TJHSST is situated near ancestral lands of the Manahoac and Piscataway Nations and Nacotchtank Tribes

Humanities Department – [AP Government](#) & [Law and Society](#)

[Click here to join office hours](#)

TJHSST Equity [Co-Lead](#)

TJ Swim & Dive Assistant Coach

Online Campus – AP Government

She/her



From: [Hitchcock, Jenifer A](#)
To: [Gillevet, Emilia Z](#)
Subject: RE: 13 SEL Lesson Walk Through
Date: Thursday, March 18, 2021 1:12:00 PM

I am so sorry. Google Meet is giving me all kinds of problems. I am about to send another one because I cannot find a stable link.

-----Original Appointment-----

From: Gillevet, Emilia Z <ezgillevet1@fcps.edu>
Sent: Thursday, March 18, 2021 1:12 PM
To: Hitchcock, Jenifer A
Subject: Declined: 13 SEL Lesson Walk Through
When: Thursday, March 18, 2021 1:30 PM-2:00 PM (UTC-05:00) Eastern Time (US & Canada).
Where: <https://meet.google.com/mbj-uiuo-goe>

From: [Hawkins, Cynthia A.1](#)
To: [Bonitatibus, Ann N](#)
Subject: Google Classroom blurb for SGA SEL lesson
Date: Thursday, March 18, 2021 6:56:52 PM

TJ Students,

Throughout this year, we have focused on bringing you SEL lessons that were topical and relevant to your lives and your experiences. Student feedback and voice have been an important part of this. Tomorrow's SEL lesson was conceived and created by SGA and will be on the topic of race. It will include selected clips from the documentary *13th* along with an opportunity for students to share their lived experiences with stereotypes and racism in various aspects of their lives. We hope that you will participate in the discussions to the extent that you feel comfortable; teachers are looking forward to listening and learning along with you as they facilitate these conversations.

We know that discussing topics such as these can be uncomfortable, and that we can grow our empathy and community together through our discomfort. We ask that you keep in mind the following norms and guidelines for the conversations: Stay Engaged, Speak your truth, Experience Discomfort, Expect and accept non-closure.

We also know that addressing sensitive topics, especially those that may be personally relevant, can require support. Please do not hesitate to reach out to a counselor, administrator, teacher, or other trusted adult if you need that support as we embrace our diversity and strive toward a culture where each and every student feels included, seen, and heard. We are here for you, tomorrow and beyond.

Cynthia

Cynthia Hawkins, Assistant Principal
[Thomas Jefferson High School for Science and Technology](#)
6560 Braddock Road, Alexandria, VA 22312
703-750-8370
cahawkins1@fcps.edu
she/her



The 13th Documentary- SEL

0 favorites

1 play

1 player

A public kahoot

Questions (10)

1 - Quiz

What does the 13th Amendment essentially say?

10 sec

2 - Quiz

The phrase, "except as a punishment for crime whereof the party shall have been duly convicted" is...

20 sec

3 - Quiz

Why was the Southern Economy "in tatters" after the Civil War?

20 sec

4 - Quiz

What was a direct effect of the film, *The Birth of a Nation*?

20 sec

5 - Quiz

Which current event (at the time) did politicians connect the prison boom to?

20 sec

6 - Quiz

Which word is associated with Jim Crow?

20 sec

7 - Quiz

What role did the media play in furthering the fear of the public against African Americans?

20 sec

8 - Quiz

Which of the following was consistently repeated in the documentary regarding the felony rule?

20 sec

9 - Quiz

What reason did the documentary give for why there was a need to make sure prisons were *a/ways* full?

20 sec

10 - Quiz

Bonus: This wasn't in the video, but guess which state was the last to ratify the 13th Amendment?

20 sec



Slide 10: Infographic (3 minutes)

- SGA made an infographic to depict a few connotations of Colonials and their associations.
- Put the link below in the chat or share your screen and let your students briefly look over it, and you can choose to discuss it as a class for a few minutes.
 - <http://bit.ly/ColonialConnotations>
- Since the infographic will be linked to the poll, you can skip this part *if needed*, and, instead, encourage students to look at it in the allotted time below.

Slide 11: Ion TJ Mascot Poll (3 minutes)

- Students and faculty members can log into Ion and go to the poll section to pick between 10 potential mascot options from the Google Form that was posted over the summer. This is an **informal and non-binding** poll but serves to gauge student interest in a new mascot choice.

Slide 12: Extra Resources (Any Remaining Time)

- “Here are some extra resources related to this topic if you’d like to learn more about it. This includes the previous infographic, a test that determines what type of implicit bias you may have, and some extra reading material!”
- Copy and paste what is in the speaker notes (which is also included below) and let your students explore these resources for any time left over.
 - Link to the TEDTalk: <https://bit.ly/37b089L>
 - Infographic: <http://bit.ly/ColonialConnotations>
 - Infographic Citations: <http://bit.ly/ColonialConnotationCitations>
 - Project Implicit and the Implicit Association Test: <https://bit.ly/2MIMhVX>
 - Combating Implicit Bias: <https://bit.ly/3sUFyn4>
 - Article on Study on Native American Mascots by Justin Angle: <https://bit.ly/3qZgzgD>
 - Study on Native American Mascots by Michael Kraus, et. al: <https://bit.ly/2NJeK8V>
 - Summary of the APA Resolution Recommending Retirement of American Indian Mascots: <https://bit.ly/3j0qAr3>
 - “Unpacking the Use of Native American Imagery in School Mascots, Logos, and Nicknames” by Ryan Jenkins: <https://bit.ly/3alevZo>
 - Learn About Your Local Tribal Lands: <https://native-land.ca/>
 - “‘But It’s Honoring! It’s Tradition!’: The Persistence of Racialized Indian Mascots and Confederate Culture in Sports” by Dana Williams: <https://bit.ly/2NQBTGH>
 - “Opinion: Colonialism Made the Modern World. Let’s Remake It.” by Adom Getachew: <https://nyti.ms/3oISjyy>

- “How the US Has Hidden Its Empire” by Daniel Immerwahr:
<https://bit.ly/3lPqH8k>
- “The Philippines: An Overview of the Colonial Era” by Dana R. Herrera:
<https://bit.ly/2KZMfms>
- *The Myth of the Lazy Native* by Syed Hussein Atlas: <https://bit.ly/3mEt13B>
- *The Wretched of the Earth* by Frantz Fanon: <https://bit.ly/3qo9zu2>
- *An Indigenous Peoples' History of the United States* by Roxanne Dunbar-Ortiz:
<https://amzn.to/3a2jT3A>

From: [Bonitatibus, Ann N](#)
To: [Smith, Leona M.3](#)
Subject: Re: [External] Anti-Asian Crisis at TJHSST
Date: Thursday, March 18, 2021 7:09:45 PM

Staff talked up Equity PD; SGA promoted an intro to the SEL lesson with 13th documentary. A couple parents in the chat box asked for copies of the PD and SEL lesson. The rest hasn't happened yet. Thanks.

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

On Mar 18, 2021, at 7:04 PM, Smith, Leona M.3 <LMSmith3@fcps.edu> wrote:

So sorry I was late I was told 7. Did I miss anything? How are you! If you ever need me even to vent or just sit I am here

412-805-2124

Sincerely,

Leona Smith-Vance

Director, Equity & Family Engagement
Office of Professional Learning & Family Engagement (OPLFE)
Fairfax County Public Schools
8270 Willow Oaks Cooperative Drive
571-423-5706
Lmsmith3@fcps.edu

From: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Sent: Thursday, March 18, 2021 6:03 PM
To: Smith, Leona M.3 <LMSmith3@fcps.edu>; Amenabar, Kim B <KBamenabar@fcps.edu>
Subject: FW: [External] Anti-Asian Crisis at TJHSST

FYI- I anticipate this will be read at this evening's PTSA meeting.

Ann

From: Coalition for TJ <coalitionfortj@gmail.com>

Sent: Thursday, March 18, 2021 5:56 PM

To: Keys-Gamarra, Karen A (School Board Member) <akekeysgamarr@fcps.edu>; Omeish, Abrar (School Board Member) <aomeish@fcps.edu>; Sizemore Heizer, Rachna (School Board Member) <rsizemorehei@fcps.edu>; McLaughlin, Megan (School Board Member) <momclaughlin@fcps.edu>; Tholen, Elaine V (School Board Member) <evtholen@fcps.edu>; Meren, Melanie K (School Board Member) <mkmeren@fcps.edu>; Derenak Kaufax, Tamara (School Board Member) <tderenakkauf@fcps.edu>; Anderson, Ricardy J (School Board Member) <rjanderson@fcps.edu>; Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>; Frisch, Karl V (School Board Member) <kvfrisch@fcps.edu>; Cohen, Laura Jane H (School Board Member) <lhcohen@fcps.edu>; Pekarsky, Stella G (School Board Member) <sgpekarsky@fcps.edu>; Superintendent Brabrand <suptbrabrand@fcps.edu>; Williams, Lisa N <lnwilliams2@fcps.edu>; Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Cc: ralph.northam@governor.virginia.gov

Subject: [External] Anti-Asian Crisis at TJHSST

March 18, 2021

Ann,

On March 17, 2021, you sent a letter to the TJ community condemning violence against Asian-Americans. Normally a letter such as this would engender good feelings.

Unfortunately, your letter has had the opposite effect. The sentiments of solidarity expressed in the letter were noticeably lacking over the last nine months when you, along with Fairfax County School Board members, the Virginia Secretary of Education, certain Virginia State Senators and Delegates, and Fairfax County Public Schools administrators:

1. Called for racial balancing at TJ -- with you yourself specifically calling for racial balancing in a letter of June 7, 2020, where you "implore[d]" us to check our "privileges";

<!--[if !supportLists]-->2. <!--[endif]-->Systematically demonized and shamed the Asian-American community at TJ, calling us "ravenous" test preppers and compared standardized test classes used by some in the Asian community as "performance enhancing drugs";

<!--[if !supportLists]-->3. <!--[endif]-->Repeatedly referred to TJ's "toxic culture" -- in the context it was used, a clear dog whistle for "too many Asians";

<!--[if !supportLists]-->4. <!--[endif]-->Indicated that Asian Americans were

not real minorities, when compared to African Americans (Hispanics are ignored in this by administrators and legislators as well); and

<!--[if !supportLists]-->5. <!--[endif]-->Last but not least, rolled out a series of proposed admissions changes at TJ that shared one common characteristic -- a dramatic reduction in the number of Asian American students at TJ.

For the last nine months, it has been clear that you want nothing to do with the Asian American community. Please do not pretend to show solidarity now that your actions, and the anti-Asian rhetoric of people like you, has spawned a tsunami of violence against Asian Americans.

You said again and again that the diversity at TJ was not the diversity you wanted to see in our halls. When our PTSA survey showed that our families overwhelmingly opposed race-based admission changes, you conspired with TJ Alumni Action Group and the TJ Partnership Fund against the will of the current TJ community. You never hosted a meeting, town hall or presentation to even discuss why you supported these changes and never publicly answered any questions or considered the TJ community opinion.

We were an inconvenient minority in the activism you finally admitted you came to TJ to actualize. And you responded to letter after letter from activist alumni and staff to strike while the "iron is hot" to destroy TJ's merit-based, race-blind admissions process. Your words shocked and saddened our TJ families.

We deserved much better from you, as the principal of our school. You had a responsibility to represent ALL your students -- not just a favored few.

And so with regard to your letter of March 17, 2021, It's too little. And it's too late.

We ask that YOU now ponder how your treatment of our Asian community is reflected in the way Asian Americans are now being viewed and treated in our country. You directed hostility toward our Asian American families and students and sabotaged our community. And now Asian Americans are being physically attacked around our nation.

You contributed to shaming Asian Americans -- and your own students. You should publicly apologize to the Asian American community, and you should immediately resign.

We immediately seek meetings with school board members, the FCPS superintendent and the FCPS equity officer.

— Coalition for TJ

March 19, 2021
The day of the
Black Lives
Matter lesson



Ann Bonitatibus

Mar 19



SEL Lesson Today

Throughout this year, we have focused on bringing you SEL lessons that were topical and relevant to your lives and your experiences. Student feedback and voice have been an important part of this.

Today's SEL lesson was conceived and created by SGA and will be on the topic of race. This is particularly timely as we entered the pandemic seeing racist acts in the Black community only to be followed by the devastating and escalating Anti-Asian acts in the AAPI community. As a TJ community, we stand as one, united against discrimination and racism.

The SEL lesson will include selected clips from the documentary 13th along with an opportunity for students to share your lived experiences with possible stereotypes and racism in various aspects of your lives. We hope that you will participate in the discussions to the extent that you feel comfortable; teachers are looking forward to listening and learning along with you as they facilitate these conversations.

We know that discussing topics such as these can be uncomfortable, and that we can grow our empathy and community together through our discomfort. We ask that you keep in mind the following norms and guidelines for the conversations: Stay Engaged, Speak your truth, Experience Discomfort, Expect and accept non-closure.

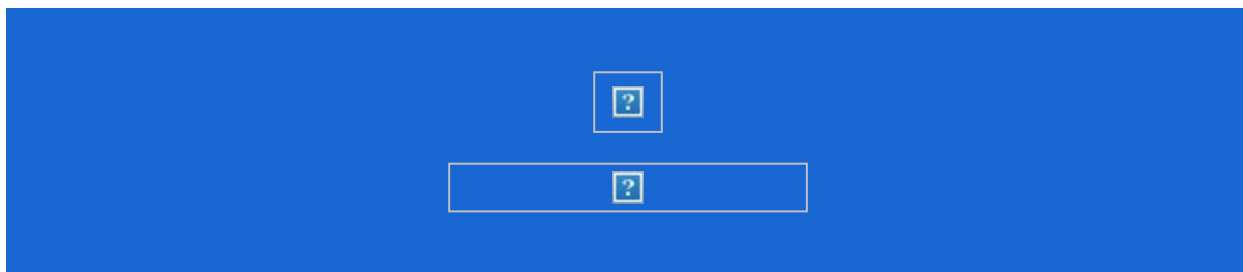
We also know that addressing sensitive topics, especially those that may be personally relevant, can require support. Please do not hesitate to reach out to a counselor, administrator, teacher, parent, or other trusted adult if you need that support as we embrace our diversity and strive toward a culture where each and every student feels included, seen, and heard. We are here for you, today, tomorrow and beyond.



Add class comment...



From: [Ann Bonitatibus \(Classroom\)](#)
To: sjfrank@fcpschools.net
Subject: [External] New announcement: "SEL Lesson Today Throughout this year,..."
Date: Friday, March 19, 2021 8:07:48 AM



Hi Shawn,

Ann Bonitatibus posted a new announcement in [TJHSST 2021](#).



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OPEN

If you don't want to receive emails from Classroom, you can [unsubscribe](#).



Google LLC
1600 Amphitheatre Pkwy
Mountain View, CA 94043 USA

From: [Bonitatibus, Ann N](#)
To: [Roth, Michael B](#)
Subject: eNotify Today
Date: Friday, March 19, 2021 8:31:00 AM

Please draft/format the following with the heading Timely Updates on Grading, Summer School, and SEL Lesson.

I will let you know when to schedule its release.

End-of-Year Instructional Adjustments

Dr. Brabrand recently announced the following adjustments to grading policies at the end of the year:

- Any student who earns an F as a final course grade will instead be assigned a designation of No Mark (NM), which means a 0 would not be averaged into a GPA.
- Final exams can only improve, not hurt, a student's final grade. Teachers may have flexibility on how they choose to administer the exam to entire classes or only those students who choose to take the exam.
- Students may elect to have a P (Pass) replace a final grade for up to two courses.

We will continue to have catch up days and there is flexibility for those times to occur at the teacher level as opposed to schoolwide on the same day. Students are still expected to report to school/class synchronously on any catch-up day advertised by a teacher or the school.

TJHSST Summer School News

- Look for info to be posted by the time we return from Spring Break
- All TJHSST for-credit courses will be online (\$375 per course)
 - Registration opens April 26 (tentatively)
 - Research and Statistics I (only for incoming freshmen who have taken pre-Calculus)
 - Foundations of Computer Science (rising sophomores typically)
 - Math 5 (rising sophomores typically)
 - Chemistry Honors (rising sophomores typically)
- All TJHSST Enrichment Modules will be online (free) and offerings will be posted in May
 - Humanities
 - Math Skills (transition for incoming 9th grade)
 - CS Skills (transition for incoming 9th grade)

Social-Emotional Learning (SEL) Lesson March 19

Throughout this year during homeroom periods held during 8th block, we have focused on bringing students SEL lessons that are topical and relevant to their lives and experiences. Student feedback and voice have been an important part of this.

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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: [Roth, Michael B](#)
To: [Bonitatibus, Ann N](#)
Subject: RE: eNotify Today
Date: Friday, March 19, 2021 8:48:55 AM

At the end of the SEL lesson information you started a list with included, seen, ending with another comma. Did you have some more to that sentence that you wanted to add that you might have missed pasting in message?

Thanks,

Mike Roth
Communications Support Specialist
Thomas Jefferson High School for Science and Technology
Cell: (571) 230-8973
Email: mbroth@fcps.edu

From: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Sent: Friday, March 19, 2021 8:31 AM
To: Roth, Michael B <mbroth@fcps.edu>
Subject: eNotify Today

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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: [Barkat, Esther U](#)
To: [Hitchcock, Jenifer A](#)
Subject: Re: Tomorrow's SEL Lesson
Date: Friday, March 19, 2021 9:32:42 AM

Thank you for leading important conversations. Our on going efforts are much better than just responding to crisis.

Have a good day.

Esther

Get [Outlook for iOS](#)

From: Hitchcock, Jenifer A <JAHitchcock@fcps.edu>
Sent: Thursday, March 18, 2021 2:55:22 PM
To: TJHSST All Staff <TJHSSTAllStaff@fcps.edu>
Subject: Tomorrow's SEL Lesson

Esteemed colleagues:

Thank you for your patience with my email spamming today; Google Meet was giving me troubles.

I promised folks that I would reshare my norms to frame the student conversation we are facilitating:

- Stay Engaged
- Speak your truth
- Experience Discomfort
- Expect and accept non-closure

Furthermore, I will be living this tomorrow during SEL as I guide the conversation, particularly as I listen and learn from students about their experience as a TJ student. I won't be instructing at all tomorrow as I will be facilitating and listening, and following the materials sent by SGA. If you need support, let the Equity Team know. Counselors have said they are willing to support staff who so desire that support. Finally, should you need additional resources on supporting students, reach out to the Equity Team. There are some collected materials on the [Internal Equity Site](#).

We are here for you! Have a great remainder to your week.

Jenifer Hitchcock, MA M.Ed NBCT

[Thomas Jefferson High School for Science and Technology](#)

6560 Braddock Road Alexandria, VA 22312

TJHSST is situated near ancestral lands of the Manahoac and Piscataway Nations and Nacotchtank Tribes

Humanities Department – [AP Government](#) & [Law and Society](#)

[Click here to join office hours](#)

TJHSST Equity [Co-Lead](#)

TJ Swim & Dive Assistant Coach

Online Campus – AP Government

She/her

From: [Roth, Michael B](#)
To: [Bonitatibus, Ann N](#)
Subject: RE: Add to e-Notify Message
Date: Friday, March 19, 2021 10:25:33 AM
Attachments: [E-Notify Timely Updates 3-19.docx](#)

Here is that letter put together. Is the March 26 deadline still in effect for changes? If so we probably want to add it to that section.

Thanks,

Mike Roth
Communications Support Specialist
Thomas Jefferson High School for Science and Technology
Cell: (571) 230-8973
Email: mbroth@fcps.edu

From: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Sent: Friday, March 19, 2021 9:42 AM
To: Roth, Michael B <mbroth@fcps.edu>
Subject: Add to e-Notify Message

Please place this section first.

Changing to In-Person Instruction

TJ currently has room capacity to transition more students from online to in-person learning for 2-days per week, last names A-K on Tuesdays and Wednesdays and L-K Thursdays and Fridays. Per FCPS we are not permitted to let students attend 4 days per week unless identified with a special need identified through a formal process in conjunction with school staff.

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Ann

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

March 19, 2021, 11:58 AM

From: [Ann N. Bonitatibus, Ed.D.](#)
To: [Bonitatibus, Ann N](#)
Subject: Timely Updates on In-Person Learning, Grading, Summer School, and SEL Lesson.
Date: Friday, March 19, 2021 11:58:32 AM
Attachments: [ATT00001.png](#)



03/19/2021

Dear TJHSST Families:

Can you believe we are only one week away from the end of the third quarter and the beginning of spring break? I wanted to send you this note to give you some timely updates as we head into the fourth quarter beginning in April.

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We will continue to have catch up days and there is flexibility for those times to occur at the teacher level as opposed to schoolwide on the same day. Students are still expected to report to school/class synchronously on any catch-up day advertised by a teacher or the school.

TJHSST Summer School News

We've had a lot of information requested about how Summer School is going to work this year. Look for the official information to be published by the time we return from Spring Break. In the meantime, here is what we can tell you now.

- All TJHSST for-credit courses will be online (\$375 per course)
 - Registration opens April 26 (tentatively)
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 - Humanities
 - Math Skills (transition for incoming 9th grade)
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Social-Emotional Learning (SEL) Lesson March 19

Throughout this year during homeroom periods held during 8th block, we have focused on bringing students SEL lessons that are topical and relevant to their lives and experiences. Student feedback and voice have been an important part of this.

Today's SEL lesson was conceived and created by SGA and will be on the topic of race. This is particularly timely as we entered the pandemic seeing racist acts in the Black community only to be followed by the devastating and escalating Anti-Asian acts in the AAPI community. As a TJ community, we stand as one, united against discrimination and racism.

The SEL lesson today includes selected clips from the documentary 13th along with an opportunity for students to share their lived experiences with possible stereotypes and racism in various aspects of their lives. Students are encouraged to participate in the discussions to the extent that they feel comfortable; teachers are looking forward to listening and learning alongside their students as they facilitate these conversations.

We know that discussing topics such as these can be uncomfortable, and that we can grow our empathy and community together through our discomfort. We use the following norms and guidelines for conversations: Stay Engaged, Speak your truth, Experience Discomfort, Expect and accept non-closure.

We also know that addressing sensitive topics, especially those that may be personally relevant, can require support. We regularly remind students to reach out to a counselor, administrator, teacher, parent, or other trusted adult for support as we embrace our diversity and strive toward a culture where each and every student feels included, seen, and heard. We are here for you, today, tomorrow and beyond.

Sincerely,


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TJHSST Principal

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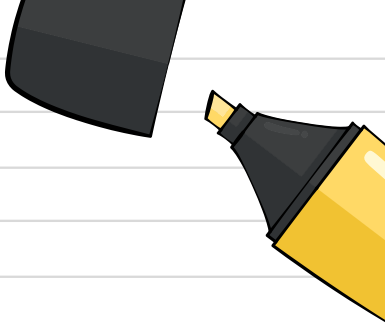
Individuals with no affiliation to the school system must fill out the [Removal Request](#) to have their contact information removed from eNotify.



EQUITY NOTEBOOK

Shared Agenda and Notes

February 1st, 2021



Agenda:

1. SEALs touch base
 - a. Need bios & photos for staff intros - Feb 8th live intro. 8:15 am
 - b. SGA SEL lessons on 13/Implicit Bias/Intersectionality with PoC at TJ and Mascots lesson
 - i. Possibility to intro SEALs to TJ via video discussion on both
 - c. Choices for book club:
 - i. Titles by end of week
 - ii. Review next week
 - iii. School will attempt to fund and distro 15-20 books
 - iv. Lunch bunch book club to discuss
2. Equity Audit Videos - **Needs to be done ASAP.**
 - a. 7-10 Qs that key up results for equity audit. Send to kids and adults, and we will solicit an asynch video response.
 - b. Equity Office intro, general overview, spliced responses, Ann outro
 - c. Participants include: Tiffany Ji, Kai Sam Ng, Dami
3. GSA Panel discussion: Rescheduled to?
 - a. [Review Support Materials](#)
 - b. Still on the burner
4. Mid year SIIP Goal report out
5. Black History Month: Speakers? **Theme: Black Excellence**
 - a. Dami: Aunt and contact from previous speaking engagement
 - b. Speaker fee: cap and organized... ensure that kids show up.
6. Q3 Celebrations: Form to dist as a Monday check in on dates for Equity Calendar
 - a. Sharing recipes from one's culture. Good idea to do. Share a recipe itself.
 - b. Michael/Dami will look to bring some things together.
 - c. Chinese NY 2/12...
7. Anything else to support SGA Lesson on Equity?
8. Book Club: [CRT&B starts Feb 8](#)
9. [Try Harder!](#)
10. Module 7: Training for Jen is Feb 2 4:30-7:30

February 8th 2021

Agenda:

1. **SEALs touch base** - Va. Code 2.2-3705.4(A)(1)
 - a. SGA SEL lessons on 13/Implicit Bias/Intersectionality with PoC at TJ and Mascots lesson
 - i. Possibility to intro SEALs to TJ via video discussion on both
 - ii. Scheduled dates
 - iii. Review Mascot lesson with SGA
 - b. Choices for book club
2. **Equity Audit Videos** -
 - a. Participants include: Va. Code 2.2-3705.4(A)(1)
 - b. Send out invites tomorrow; ask for it to be returned by Friday for students. Ask teachers to get back a less than one minute video. Perhaps it is better to see it return on Thursday of next week.
3. **SIIP Goal Actions**
 - a. Gay/Straight Alliance panel discussion: Rescheduled to? Va. Code 2.2-3705.4(A)(1)
 - i. [Review Support Materials](#)
 - b. Bingo Board: Space for teachers leading discussion on Equity for SIIP Goal Report
 - i. Alternative bc of the existence of RtL or schoology. Maybe make our own? Very small options. 2-3 strategies. Send to Va. Code 2.2-3
 - c. Black History Month: **Theme: Black Excellence**
 - i. **School Action:** Staff statement about Black History Month/[Open call for how teachers teach Black History in their content](#)/speakers
 - ii. Funding for fees? Va. Code 2.2-3705.4(A)(1)
 - iii. **Change Marquee... TJ celebrates BHM**
 - iv. Update on invited speakers?
 - d. Q3 Celebrations: Present questions - Va. Code 2.2-3705.4(A)(1)
 - i. Sharing recipes from one's culture. Good idea to do. Share a recipe itself. -- see if SGA wants to work together to do something.
 - ii. Va. Code 2.2-3705.4(A)(1) i will look to bring some things together.
 - iii. Chinese NY 2/12...
 - e. Petition Ann for a line item in the budget dedicated to Equity. Look to plan this out over the summer.
 - f. Cultural change with new admissions so kids are not seen as second class citizens.
 - g. Book Club: [CRT&B starts Feb 8 @ 3 pm](#)
4. **Update on Module 7** for Equity Training Va. Code 2.2-3705.4(A)(1)
 - a. **Materials**
 - i. https://drive.google.com/file/d/1bZi5ivT_NxInub1OQbduo3hbcC9bH5Bra/view?usp=sharing

March 1st 2021

Agenda:

1. **SEALs touch base -** Va. Code 2.2-3705.4(A)(i)
 - a. SGA SEL lessons on 13/Implicit Bias/Intersectionality with PoC at TJ and Mascots lesson
 - i. Possibility to intro SEALs to TJ via video discussion on both
 - ii. Scheduled dates
 - iii. Review Mascot lesson with SGA
 - b. Choices for book club
2. **Equity Audit Videos** -
 - a. White Paper and Executive Summary Complete
 - b. Videos Recorded - Check and check! Send everything to Mike for magic! :)
3. **Equity SGA Module - Reschedule for March 19th to get final go ahead and to avoid adding something stressful given the environment we are presently in.**
 - a. Create a doc with [time stamps](#)
 - b. AB to put capstone on video.
4. **Module 7** for Equity Training **Update - Stephen & Jen**
 - a. **Materials**
 - i. Welcome
 - ii. Housekeeping
 - iii. Sean Video
 - iv. Audit Video
 - v. Module 7 presentation
 - vi. Wrap Up
 - vii. <https://drive.google.com/drive/folders/1rWHe2ix6RkEI9VzLiurvWn97dNb5FAEr?usp=sharing>
5. **SIIP Goal Actions**
 - a. Gay/Straight Alliance panel discussion: Rescheduled to? **Update - Stephen (there is no update :/)**
 - i. [Review Support Materials](#)
 - b. Bingo Board: Space for teachers leading discussion on Equity for SIIP Goal Report
 - i. Alternative bc of the existence of RtL or schoology. Maybe make our own? Very small options. 2-3 strategies. **Did you receive, Shawn?**
 - c. March is Equity Month
 - i. Equity Month Materials from FCPS
 1. [Calendar](#)
 2. [Weekly Challenge](#)
 3. Found Equity Calendars! [here](#) and [here](#)
 - ii. [Book club is going well](#) -
 - d. Q3 Celebrations: Present questions -
 - i. Michael/Dami will look to bring some things together.
 - ii. Update on invited speakers?
 - e. Petition Ann for a line item in the budget dedicated to Equity. Look to plan this out over the summer.

Equity Module VIII

1. **Module 7** for Equity Training **Update - Stephen & Jen**

a. **Materials**

- i. Welcome
- ii. Housekeeping
- iii.  Video
- iv. Audit Video
- v. Module 7 presentation
- vi. Wrap Up

vii. <https://drive.google.com/drive/folders/1rWHe2ix6RkEl9VzLiurvWn97dNb5FAEr?usp=sharing>

March 15th 2021

Agenda:

1. **SEALs touch base** - [Va. Code 2.2-3705.4\(A\)\(1\)](#)
 - a. Choices for book club - *Pachinko*
2. **Equity Audit Videos** -
 - a. Sent out to the teachers on Friday during [Ann's email](#)
 - b. Prep for public dissemination
3. **Equity SGA Module** -
 - a. Requested that we do a training during Thursday A and B lunches
4. **Module 7** for Equity Training **Update - Stephen & Jen**
 - a. **Feedback**
 - i. Needs materials that highlight Asian Americans, LGBTQ, etc.
 - ii. Did our SRO attend? ECR wants to know.
5. **SIIP Goal Actions - Next Steps**
 - a. Gay/Straight Alliance panel discussion:
 - i. In lieu of students, bring in outside group
 - b. Bingo Board: Space for teachers leading discussion on **Equity for SIIP Goal Report**
 1. Attend a book club meeting or an Equity Team sponsored event - please complete [this form](#)
 2. Share out on [this form](#) a lesson completed that seeks to highlight equity/culturally responsive lessons
 3. Attend a professional development on equity/culturally responsive pedagogy external to TJHSST - please complete [this form](#)
 - c. March is Equity Month
 - i. Equity Month Materials from FCPS
 1. [Calendar](#)
 2. [Weekly Challenge](#)
 3. Found Equity Calendars! [here](#) and [here](#)
 - ii. [Book club is going well -](#)
 - iii. [BU Antiracism Festival?](#)
 - d. Q3 Celebrations: Present questions -
 - i. Michael/Dami will look to bring some things together.
 - ii. Update on invited speakers?
 - e. Petition Ann for a line item in the budget dedicated to Equity. Look to plan this out over the summer.
 - f. Cultural change with new admissions so kids are not seen as second class citizens.



TJ MASCOT CHANGE

INTRODUCTION



Mr. Frank will record this portion of the presentation. A video script is provided.

TJ administrators and student leaders are currently working to replace the Colonial with a new mascot and need both student and faculty opinions on what new mascot to pick. The “Colonial” glorifies many atrocities of Colonial America. It is commonly tied to the image of the dominating white male exploiting native peoples and importing slaves to expand his own wealth and influence. This image is simply not in line with the inclusive values that the TJ community strives for. Hopefully, with the following resources and discussion, students will be able to better understand the importance of this initiative.

TEDTALK BY FARISH AHMAD-NOOR ON THE ROMANTICISATION OF COLONIALISM (PLAY AT 1.5 X SPEED)





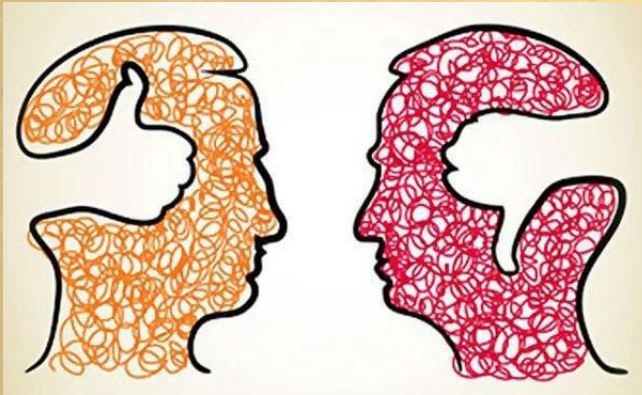
ANSWER GARDEN

Your teacher will send the link to an Answer Garden in the chat. Try to answer the question using a word or short phrase.

Question:

What connotations surround the term Colonial?

INTRODUCTION TO IMPLICIT BIAS



WHAT IS IMPLICIT BIAS?

Implicit bias is the idea that stereotypes affect us in an unconscious way. An implicit stereotype is relatively inaccessible to conscious awareness and/or control. One such bias might be that even if you say that men and women are equally good at math, you might associate math more strongly with men without being actively aware of it.

IMPLICIT BIAS CAN BE CHANGED

While bias may affect our actions,
**we can restructure our thinking to
be more inclusive and
understanding of others.** By trying
to always be inclusive, we can
adjust our tendencies to counter
implicit bias.

HOW WE CAN COMBAT IMPLICIT BIAS



- **INTROSPECTION:** Recognize your implicit biases using implicit association tests.
- **MINDFULNESS:** Since you're more likely to give in to your biases under pressure, practice ways to reduce stress.
- **PERSPECTIVE-TAKING:** Consider experiences from the point of view of the person being stereotyped.
- **LEARN TO SLOW DOWN:** Before you interact with someone from a certain group, pause and reflect to reduce reflexive actions. Think of positive examples of people from that group.
- **INDIVIDUATION:** Evaluate people based on personal qualities rather than those associated with their group.
- **TAKE TWO:** Resisting implicit bias lasts your entire life. Keep looking for new ways to improve.
- **COMPENSATE:** Compensate for your implicit biases. For example, if you are implicitly biased toward young people, go out of your way to be friendly toward elderly people.
- **ABSORB NEW CONTENT:** Consider what gets into your mind in the first place. Try looking at content that portrays people of certain groups in positive or counter-stereotypical ways.

WHAT DO MASCOTS HAVE TO DO WITH ALL THIS?

A 2016 study by University of Montana professor Justin Angle found that exposure to **Native American** sports mascots can **reinforce Native American stereotypes** in people, even if they aren't aware of it.

A 2019 study led by Yale associate professor Michael Kraus found that exposure to **Native Americans** mascots can **decrease self-worth and community-worth among Native American students**, even if the mascots are supposed to represent positive qualities.

Quoting former American Psychological Association President Ronald F. Levant, "[**Native American**] mascots are **teaching stereotypical, misleading and too often, insulting images** of American Indians. These negative lessons... are sending the wrong message to all students."

STEREOTYPICAL MASCOTS CAN REINFORCE BIAS ON A SUBCONSCIOUS LEVEL

Just the presence of a name like “Redskins,” even if most Native Americans do not find it offensive, subconsciously causes people to stereotype Native Americans.

In the same ways, having the mascot of a **Colonial** may lead to people subconsciously **glorifying** the **colonialism** that is associated with the term “Colonial.”

INFOGRAPHIC

Your teacher will send a link
to an infographic about the
connotations of Colonialism
in the chat. Take some time to
look over it.



ION POLL

There is an informal, non-binding poll posted on Ion. Please vote in the poll right now. Students can pick from 10 different candidates for TJ's new mascot, gathered from a Google Form posted over the summer.

Candidates:

- | | |
|---------------|-------------------|
| ➤ Calculators | ➤ Tigers |
| ➤ Rockets | ➤ Trailblazers |
| ➤ Pandas | ➤ Cardinals |
| ➤ Dragons | ➤ Revolutionaries |
| ➤ Tardigrade | ➤ Comets |

Intranet Search directory and more

← Polls

Vote: TJHSST Mascot Change Opinions

This non-binding poll is designed to gauge the opinions of student, teachers and administration on a new mascot for TJ. It is completely non-binding; simply a method for collecting feedback. For more information, look at this presentation created by SGA.

✓ You have voted in this poll.

1. Which of the below appeal to you as possible new TJ mascots?
You may select up to 10 choices:

- ☐ Calculators
- ☐ Rockets
- ☐ Pandas
- ☐ Dragons
- ☐ Tardigrade
- ☐ Tigers
- ☐ Trailblazers
- ☐ Cardinals
- ☐ Revolutionaries
- ☐ Comets

☒ Clear Vote

2. Why did you choose these mascots? (optional)
Answer here...

Vote!

EXTRA RESOURCES



- Infographic Citations: <http://bit.ly/ColonialConnotationCitations>
- Project Implicit and the Implicit Association Test: <https://bit.ly/2MlMhVX>
- Combating Implicit Bias: <https://bit.ly/3sUFyn4>
- Article on Study on Native American Mascots by Justin Angle: <https://bit.ly/3qZgzgD>
- Study on Native American Mascots by Michael Kraus, et. al: <https://bit.ly/2NJeK8V>
- Summary of the APA Resolution Recommending Retirement of American Indian Mascots: <https://bit.ly/3i0qAr3>
- “Unpacking the Use of Native American Imagery in School Mascots, Logos, and Nicknames” by Ryan Jenkins: <https://bit.ly/3alevZo>
- Learn About Your Local Tribal Lands: <https://native-land.ca/>
- “‘But It’s Honoring! It’s Tradition!’: The Persistence of Racialized Indian Mascots and Confederate Culture in Sports” by Dana Williams: <https://bit.ly/2NQBTGH>
- “Opinion: Colonialism Made the Modern World. Let’s Remake It.” by Adom Getachew: <https://nyti.ms/3oISjyy>
- “How the US Has Hidden Its Empire” by Daniel Immerwahr: <https://bit.ly/3lPqH8k>
- “The Philippines: An Overview of the Colonial Era” by Dana R. Herrera: <https://bit.ly/2KZMfms>
- *The Myth of the Lazy Native* by Syed Hussein Atlas: <https://bit.ly/3mEt13B>
- *The Wretched of the Earth* by Frantz Fanon: <https://bit.ly/3qo9zu2>
- *An Indigenous Peoples’ History of the United States* by Roxanne Dunbar-Ortiz: <https://amzn.to/3a2iT3A>

Mills, Rachel E

From: Roth, Michael B
Sent: Friday, March 19, 2021 2:46 PM
To: TJHSST All Staff
Subject: FW: Timely Updates on In-Person Learning, Grading, Summer School, and SEL Lesson

Hi everyone,
The message below was sent to all the parents/guardians of our students.
Thanks,

Mike Roth
Communications Support Specialist
Thomas Jefferson High School for Science and Technology
Cell: (571) 230-8973
Email: mbroth@fcps.edu

From: Ann N. Bonitatibus, Ed.D. <e-Notify@fcps.edu>
Sent: Friday, March 19, 2021 2:45 PM
To: Roth, Michael B <mbroth@fcps.edu>
Subject: Timely Updates on In-Person Learning, Grading, Summer School, and SEL Lesson



03/19/2021

Dear TJHSST Families:

Can you believe we are only one week away from the end of the third quarter and the beginning of Spring Break? Remember there will be a 2-hour early dismissal at 1:45 p.m. on Friday, March 26. Here are some timely updates as we head into the fourth quarter beginning in April.

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Sincerely,

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Lecture Presented

13th Presentation Guide

This is a guide that shows what points to cover in the March 19th SEL, but feel free to elaborate on any topics throughout the lesson.

If you feel that your class will be stretched for time, we suggest going over the highlighted topics at a minimum. It would be best if you still follow the presentation chronologically in order for the information to make sense.

Anything in bold under the header indicates what you should say or direct your students to do.

Slide 1: Introduction (<1 minute)

- **“Today we will be discussing race. Given its complexity, we will first establish a working definition of racism as ‘prejudice, discrimination, or antagonism directed against a person or people on the basis of their membership in a particular racial or ethnic group.’”**
- Introduce today’s topic: A brief introduction on racial issues within the United States
- After conducting attendance, you can proceed with the slideshow.

Slide 2: Preface (3 minutes)

- **Either give your students a few minutes to read the three boxes to themselves, call for volunteers to read it, or read it out loud yourself and leave some time to reflect.**
- These are the core questions for the lesson:
 - What experiences have students had with racism?
 - Does racial prejudice exist at TJ? If so, how?
 - How does that compare to the world outside of TJ?
 - How can we work to combat this racism?
 - How can we make an environment where we are able to appreciate our own identity?

Slide 3: Introduction Topic Video (3.5 minutes)

- **“This introductory video showcases TJ students and alumni as they recount their personal experiences with racism, the negative impact stereotypes can have, and how racism is still rooted in the TJ community.”**
- Play the video
- **“This video encompassed impressions about racism as a structure, including these following ideas [read what is highlighted green in the next bullet point]. Please take a moment to reflect.”** (You may either read the key ideas out loud or paste them into the chat)
- Key ideas mentioned:
 - Racial inequities have been deeply embedded in our history, system, and legislation
 - At TJ, the lack of diversity and informed students has perpetuated microaggressions and casual racism

- Ways to address racism can include being upfront and vocal or pushing for social change through your own actions.
 - Reference *if needed*: One example of being upfront is during iNite when there are clubs like BSU or Spanish Honor Society. You should participate in the performance, but also acknowledge the cultural nuances outside of iNite by engaging in activities beyond dance.

Slide 4: Racism as a Structure (< 1 minute)

- “All of the testimonials you will see today offer unique perspectives on how racism has existed as a long-standing structure. The 13th documentary further elaborates on the prevalence of racism in modern society.”

Slide 5: Introduction to the 13th (1 minute)

- “This will serve as an introduction to the 13th documentary.”
- Play the video

Slide 6: Synthesized 13th Documentary (16 minutes)

- “We will now watch a 15 minute synthesized version of the documentary.”
- Open this Dropbox link bit.ly/13thClips to watch the video
- Play the video in fullscreen

Slide 7: Summary of the 13th (1 minute)

- Either give your students a few minutes to read the three boxes to themselves, call for volunteers to read it, or read it out loud yourself, and leave some time to reflect.

Slide 8: Whiteboard Discussion (4 minutes)

- “Next, I will put a whiteboard up. Now write on it your answer to the question: ‘What stereotypes might you have about your own culture and how can you work to change these perceptions?’ Please note that this is anonymous where your response will not be attached to your name.”
- Share a whiteboard and let students discuss the following question:
 - What stereotypes might you have about your own culture and how can you work to change these perceptions?
- If you would like, ask follow-up questions to answers you see on the whiteboard to stimulate discussion (i.e. what makes you say that?; why do you think this stereotype might exist?; How does this stereotype affect your culture or your actions?)

Slide 9: Intersectionality Video (5 minutes)

- “To conclude this lesson, we will watch a video about intersectionality which is a means of understanding social relations by examining intersecting forms of discrimination. In this video, four TJ students will discuss their experiences as Asian-Americans and its intersection with other minority groups, and why it is essential to support each other in the movement toward racial equality.”

- Play the video
- **“This video highlighted key points [read what is highlighted green in the next bullet point]. Please take a moment to reflect.”** (You may either read the key ideas out loud or paste them into the chat)
- Key ideas mentioned:
 - Intersectionality is a way of understanding social relations by examining intersecting forms of discrimination.
 - We all possess different experiences that don’t negate each other’s, but at the same time, our need for racial equality is not different.
 - We need to empathize with each other, have open minds, and be educated notably on curricula that are overlooked such as Asian-American, Native American, and African American history.”
 - References *if needed*: Shared experiences might include bringing your cultural food to lunch to only be gawked by peers or being asked where you are *really* from.

Slide 10: Survey (3 minutes)

- **“There will be a follow-up lesson concerning TJ’s mascot, the Colonial, and its connotations presented later in the springtime. Any feedback on this lesson, whether positive or negative, may be used to improve that follow-up lesson. The form is completely anonymous.”**
- Copy and paste the link on the slideshow into the chat.
 - bit.ly/13thSurvey

Slide 11: Extra Resources (At the End)

- **“Here are additional resources if you would like to explore these issues more.”**
- **Copy and paste the slide’s content or the following into the chat**
 - The Full 13th Documentary: <https://bit.ly/36boQG5>
 - Black Lives Matter: <http://bit.ly/2fGemTc>
 - Equal Justice Initiative: <http://bit.ly/2fGfOoL>
 - *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander: <http://bit.ly/2fWa8aL>
 - *Minor Feelings: An Asian American Reckoning* by Cathy Park Hong: <https://bit.ly/2JVHhXm>
 - *Caste: The Origins of Our Discontents* by Isabel Wilkerson: <https://bit.ly/3nsuaL8>
 - *The House I Live In* (2012) directed by Eugene Jarecki: <http://bit.ly/2dBUWAH>
 - Showing Up for Racial Justice (SURJ): <http://bit.ly/2fGhZZi>
 - On Solidarity with the Black Lives Matter Movement: <https://bit.ly/3a2vlyY>



TALKING ABOUT RACE

*AS SHOWN BY 13TH
DOCUMENTARY*



PREFACE



While there are countless different groups that experience racism other than the target group in *13th*, African Americans are the only group of whom the majority of their ancestors were brought here against their will. Their unique experience is the reason this presentation focuses more heavily on them.

Racism is a very prevalent issue affecting a variety of people and many ethnicities. It's important to understand racism as well as how we can work together to fight it so we can build a better future.



RACISM AS A STRUCTURE



ABOUT THE 13TH



13TH CLIPS



PLAY VIDEO AT THIS LINK

<http://bit.ly/13thClips>

SUMMARY OF THE 13TH

- ★ Racism has persisted and evolved as an institution
- ★ Criminals are constitutionally deprived of freedom
- ★ African Americans arrested en masse
 - War against crime = War on drugs = War on race
 - Super predator: portrays African Americans as dangerous
 - Three Strikes law: third felony results in mandatory sentencing
 - Private prisons monetized mass incarceration
 - Financial disparities force plea bargains that almost always result in jail time
- ★ Felons who are released from correctional institutions are vastly limited in occupational, housing, etc. opportunities in society
- ★ **RACISM IS NOT A CONCEPT OF THE PAST**

WHITEBOARD DISCUSSION



What stereotypes might you have about your own culture and how can you work to change these perceptions?

STUDENT SURVEY

**FILL OUT A SURVEY
ON TODAY'S LESSON
AT THIS LINK:**

bit.ly/13thSurvey

Feedback on the 13th Lesson

While the 13th documentary specifically focuses on the historical experiences of Black Americans, its commentary about structural and systemic racism in America is still very pertinent to a variety of marginalized groups. The issue is particularly relevant now in the wake of recent social and civil movements such as Black Lives Matter, which has shown the importance of such education and has highlighted the failure of America to properly address this issue. There is no better time than now for students to engage in discussions regarding the history of racism within the United States.

Therefore, the 13th Lesson is part of an ongoing curriculum under development for the past five months from the TJ Equity Team and Student Government Association (SGA).

There will be a follow-up lesson concerning TJ's mascot (the Colonial) and its connotations. Any feedback, whether positive or negative, is appreciated and may be used to help improve this follow-up lesson. This form is completely anonymous.

What were your thoughts on the lesson?

Your answer

What are aspects that can be improved?

Your answer

EXTRA RESOURCES

- The full *13th* documentary: <https://bit.ly/36boQG5>
- Black Lives Matter: <http://bit.ly/2fGemTc>
- Equal Justice Initiative: <http://bit.ly/2fGfOoL>
- *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander: <http://bit.ly/2fWa8aL>
- *Minor Feelings: An Asian American Reckoning* by Cathy Park Hong: <https://bit.ly/2JVHhXm>
- *Caste: The Origins of Our Discontents* by Isabel Wilkerson: <https://bit.ly/3nsuaL8>
- *The House I Live In* (2012) directed by Eugene Jarecki: <http://bit.ly/2dBUWAH>
- Showing Up for Racial Justice (SURJ): <http://bit.ly/2fGhZZi>
- “On Solidarity with the Black Lives Matter Movement” : <https://bit.ly/3a2vlvY>

Feedback on the 13th Lesson

While the 13th documentary specifically focuses on the historical experiences of Black Americans, its commentary about structural and systemic racism in America is still very pertinent to a variety of marginalized groups. The issue is particularly relevant now in the wake of recent social and civil movements such as Black Lives Matter, which has shown the importance of such education and has highlighted the failure of America to properly address this issue. There is no better time than now for students to engage in discussions regarding the history of racism within the United States.

Therefore, the 13th lesson is part of an ongoing curriculum under development for the past five months from the TJ Equity Team and Student Government Association (SGA).

There will be a follow-up lesson later this springtime concerning TJ's mascot (the Colonial) and its connotations. Any feedback, whether positive or negative, is appreciated and may be used to help improve this follow-up lesson. This form is completely anonymous.

What were your thoughts on the lesson?

Your answer

What are aspects that can be improved?

Your answer

Submit

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Google Forms

From: [Hitchcock, Jenifer A](#)
To: [Lister, Patricia H](#)
Subject: RE: today's SEL
Date: Friday, March 19, 2021 3:34:00 PM

I am so glad to hear that despite the glitches you feel we had a meaningful experience. It makes me glad to know. I can't do much about the tech, but I will convey that on up the food chain and keep it in mind for next time so we can anticipate that in advance.

From: Lister, Patricia H <phlister@fcps.edu>
Sent: Friday, March 19, 2021 3:32 PM
To: Hitchcock, Jenifer A <JAHitchcock@fcps.edu>
Cc: Kosatka, Brandon <bpkosatka@fcps.edu>
Subject: today's SEL

Hi Jenifer –

We had a series of technical glitches that prevented us from really getting through the material today. I am thinking perhaps others had issues as well – I think everyone streaming the videos might have been a bit much for the school wifi! Anyway, we got to the clips from 13th, which I shared with the students so they could finish watching this weekend. I really hope we can continue this lesson plan next time – I think the discussion part would be so valuable but we just didn't have time to do that today... Thank you!

Patty

March 20, 2021

From: Nicolae Costescu <president@tjptsa.org>

Sent: Sunday, March 21, 2021 9:58 AM

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

Subject: [External] Are students able to opt out of the SEL anti-racism/critical race theory lessons?

Hi Dr. Bonitatibus,

Parents are asking if students are able to opt out of the SEL anti-racism/critical race theory training, and if so what is the process.

Thank you,
Nick

From: Nicolae Costescu <president@tjpts.org>
Sent: Sunday, March 21, 2021 10:19 AM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Cc: TJEC <executive@tjpts.org>
Subject: [External] request to inspect the anti-racism SEL lesson material

Hi Dr. Bonitatibus,

In addition to asking for how students may opt out of the SEL anti-racism/critical race theory lesson, parents have also asked about inspecting the SEL lesson materials.

It seems both of those requests are covered in this packet:

<https://www.fcps.edu/sites/default/files/media/forms/Complete%20Packet%20K-8%202019-20.pdf>

The opt out seems to come from the "Social or emotionling counselling" section which mentions large groups and explicitly gives "all fight graders in a classroom lesson" example.

1. The packet tells us to ask the principal to inspect the material. May we inspect the material? May we post it to our website so that parents may easily inspect it, or is this material available somewhere online for all parents to see?
2. For opting out of the SEL anti-racism/critical race theory lessons, do parents just fill out the School Counseling Opt-Out Form form on page 12? I noticed that these forms must be delivered by the 2nd week of school. Given that this lesson has only recently been announced, is it too late for parents to opt kids out or can they still do it?

The opt out seems to be for ALL such counselling. Is there a provision to opt out just for a particular lesson?

Thanks!
Nick

From: Nicolae Costescu <president@tjpts.org>
Sent: Monday, March 22, 2021 11:07 AM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>; TJEC <executive@tjpts.org>
Subject: Found the 9-12 version of the packet with opt out info

Dear Dr. Bonitatibus,
Found it!

https://www.fcps.edu/sites/default/files/media/forms/2020-21%209-12%20English%20Opt-Out%20Booklet_1.pdf

Seems to be pretty much the same, they replaced "fifth graders" with "ninth graders".

Thanks!
Nick

* The link you provide leads me to a resource specific to K-8. Is there another resources or specific part relative to high school you would like me to consider?

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

Date: Sun, Mar 21, 2021 at 2:53 PM

Subject: RE: [External] Are students able to opt out of the SEL anti-racism/critical race theory lessons?

To: Nicolae Costescu <president@tjpts.org>

Hi, Dr. Costescu.

There is no critical race theory training with students. I will look at your other related email requests that have more specifics and get back to you later in the week.

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** <anbonitatibu@fcps.edu>

Date: Tue, Mar 23, 2021 at 21:22

Subject: RE: Found the 9-12 version of the packet with opt out info

To: Nicolae Costescu <president@tjptsa.org>

CC: Requests, FOIA <FOIA_Requests@fcps.edu>

Thanks, Nick, for the clarifications.

Following up here on your request about inspecting the materials used in the activity delivered during homeroom this past Friday. Because the materials are a project initiated and created by students for students, as opposed to a curricular lesson prepared by FCPS staff, I had to seek advice from the FCPS FOIA Office on what can be released and how. Thanks for your patience and you should hear back within a day or two.

Also, please be aware that there is not going to be a lesson about the mascot. Student leadership was notified Monday and staff will be notified, too. We are not moving forward with any conversations about the mascot because we were recently informed FCPS leadership is going to be looking at policies and regulations that may give further guidance. Outside of the lesson SGA wanted to share, a poll SGA conducted, and your PTSA survey, no other activity has occurred relative to the mascot nor will there be any until further guidance is given by FCPS leadership about a process.

Finally, if a parent wants a child to opt out of SEL lessons and/or participation in homeroom activities through June 2021, parents may submit an email request to the Department of Student Services at tjhsstdss@fcps.edu. This path is more streamlined at this time of the year since the form you reference in the link is more comprehensive about counseling services and may inadvertently signal broader counseling opt-out than intended.

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: asranomani <asra@asranomani.com>

Sent: Wednesday, March 24, 2021 6:13 PM

To: Nicolae Costescu <president@tjpts.org>; TJEC <executive@tjpts.org>; Bonitatibus, Ann N <anbonitatibu@fcps.edu>

Subject: Re: Found the 9-12 version of the packet with opt out info

Dr. Bonitatibus,

Your response is extremely concerning and disturbing, as is your denial that this lesson included critical race theory and your assertion that this was content that is only the responsibility of the students. The lesson's survey stipulated that this curriculum was developed with the "TJ Equity Team," which includes staff and administrators.

Here are my questions:

1. Who approved this curriculum?
2. Who is on the TJ Equity Team?
3. Did you approve this curriculum?
4. Why is TJ staff teaching Black Lives Matter curriculum?
5. Intersectionalism is a key concept of critical race theory. Do you still deny teaching critical race theory?
6. Why were the leaders of a 501c4 political action group, TJ Alumni Action Group, in the video?
7. Why wasn't there any discussion with the PTSA and its Diversity Committee about this lesson plan?

It's very disturbing that you are attempting to blame this lesson on kids. Every single homeroom teacher read this lesson, it was approved by the "TJ Equity Team" and you presented Black Lives Matter curriculum to the students, without full disclosure. The three yellow stripes on every PowerPoint slide are branded BLM content.

You are personally responsible for what occurs at the school during the school day, especially what is taught to students, and this material was taught to every student during mandatory homeroom for the valuable lessons of “socio-emotional learning.”

Here are additional concerns:

1. This important opportunity was hijacked with a political agenda, including interviews in the video shown to all students with alumni who are leaders in the 501c4 political action group, TJ Alumni Action Group. One of them lectured students about doing salsa dancing as “appropriation,” another concept of critical race theory.

2. You mandated teachers recite this lesson that included key concepts of critical race theory, including the critical race theory idea of “intersectionalism” (established by one of its cofounders Kimberle Crenshaw) and the idea that the school body is racist. Here is one of the teaching points from the lesson plan: “At TJ, the lack of diversity and informed students has perpetuated microaggressions and casual racism.”

3. That statement is an opinion, and it is presented as fact. That is irresponsible, especially at a time when the racial demographics of a majority of our students – Asian – is under increased rates of racism and violence against it.

You have pushed your activism too far in our school, Dr. Bonitatibus. It’s just too much. Kids are in crisis. And they are being told that they are racist.

Asra Nomani

From: "Bonitatibus, Ann N" <anbonitatibu@fcps.edu>
Date: Thursday, March 25, 2021 at 7:44 PM
To: Asra Nomani <asra@asranomani.com>
Cc: "Requests, FOIA" <FOIA_Requests@fcps.edu>, "Lloyd, Helen A" <halloyd@fcps.edu>
Subject: RE: Found the 9-12 version of the packet with opt out info

Ms. Nomani:

I have received your feedback and concerns.

Thank you,

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: [Va. Code 2.2-3705.4\(A\)\(1\)](#)
Subject: RE: [External] Are students able to opt out of the SEL anti-racism/critical race theory lessons?
Date: Sunday, March 21, 2021 2:53:00 PM

Hi, Dr. Costescu.

There is no critical race theory training with students. I will look at your other related email requests that have more specifics and get back to you later in the week.

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: [Va. Code 2.2-3705.4\(A\)\(1\)](#)
Sent: Sunday, March 21, 2021 9:58 AM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Subject: [External] Are students able to opt out of the SEL anti-racism/critical race theory lessons?

Hi Dr. Bonitatibus,

Parents are asking if students are able to opt out of the SEL anti-racism/critical race theory training, and if so what is the process.

Thank you,
Nick

From: [Bonitatibus, Ann N](#)
To: [Va. Code 2.2-3705.4\(A\)\(1\)](#)
Bcc: [Bonitatibus, Ann N](#)
Subject: RE: [External] request to inspect the anti-racism SEL lesson material
Date: Sunday, March 21, 2021 4:26:00 PM

Beyond a reiteration that we do not deliver lessons in critical race theory, some clarification points are needed before I can look further into your request:

- * The link you provide leads me to a resource specific to K-8. Is there another resources or specific part relative to high school you would like me to consider?
- * What do you mean when you cite, "all fight graders in a classroom lesson"? Highlighted below.

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: [Va. Code 2.2-3705.4\(A\)\(1\)](#)
Sent: Sunday, March 21, 2021 10:19 AM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Cc: TJEC <executive@tjpsa.org>
Subject: [External] request to inspect the anti-racism SEL lesson material

Hi Dr. Bonitatibus,

In addition to asking for how students may opt out of the SEL anti-racism/critical race theory lesson, parents have also asked about inspecting the SEL lesson materials.

It seems both of those requests are covered in this packet:

<https://www.fcps.edu/sites/default/files/media/forms/Complete%20Packet%20K-8%202019-20.pdf>

The opt out seems to come from the "Social or emotionling counselling" section which mentions large groups and explicitly gives "all fight graders in a classroom lesson" example.

1. The packet tells us to ask the principal to inspect the material. May we inspect the material? May we post it to our website so that parents may easily inspect it, or is this material available somewhere online for all parents to see?
2. For opting out of the SEL anti-racism/critical race theory lessons, do parents just fill out the School

Counseling Opt-Out Form form on page 12? I noticed that these forms must be delivered by the 2nd week of school. Given that this lesson has only recently been announced, is it too late for parents to opt kids out or can they still do it?

The opt out seems to be for ALL such counselling. Is there a provision to opt out just for a particular lesson?

Thanks!

Nick

Mills, Rachel E

From: Bonitatibus, Ann N
Sent: Tuesday, March 23, 2021 8:28 AM
To: Mills, Rachel E
Cc: [REDACTED] Fortier, Bethany; Phillips, Katherine A
Subject: Re: [External] Student Fishbowl on Tuesday

Wow. I totally misread The message. Absolutely - 8th period is best! Please do it then. Sorry for my confusion.

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

On Mar 23, 2021, at 8:23 AM, Mills, Rachel E <remills@fcps.edu> wrote:

Hi Dr. Bonitatibus,

When [REDACTED] and I discussed we were thinking the best time would be the one 8th period block on Friday. That will allow for full participation of faculty, staff, and students – as many families may have travel plans for later that afternoon due to Spring Break. Can we aim for the 8th period block that day for the fishbowl?

Ms. Mills

From: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Sent: Monday, March 22, 2021 7:14 PM
To: [REDACTED]
Cc: Fortier, Bethany <bmfortier@fcps.edu>; Phillips, Katherine A <kaphillips@fcps.edu>; Mills, Rachel E <remills@fcps.edu>
Subject: Re: [External] Student Fishbowl on Tuesday

Sounds good. I would recommend one hour with a 2:30 or 2:45 pm start time to give in-person students a chance to get home and join. Think about a thoughtful way to title and approach the forum, especially given some of the feedback you got from Friday's lesson. In other words, how do we address the presenting concern within our Asian community and approach things from an asset model that builds a safe, caring and inclusive community for all?

Dr. Bonitatibus

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

From: [Bonitatibus, Ann N](#)
To: [Mills, Rachel E](#); [Phillips, Katherine A](#)
Subject: 10 minutes sometime between 12:15-1:00 today?
Date: Tuesday, March 23, 2021 11:37:00 AM

Hey there. Need 5-10 minutes to give you a heads up about something related to the SGA lessons for SEL. Would you happen to be available for a few minutes between 12:15-1:00? I'll pop upstairs. 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

Mills, Rachel E

From: Mills, Rachel E
Sent: Tuesday, March 23, 2021 11:56 AM
To: Phillips, Katherine A; Bonitatibus, Ann N
Subject: RE: 10 minutes sometime between 12:15-1:00 today?

Sounds good.

From: Phillips, Katherine A <kaphillips@fcps.edu>
Sent: Tuesday, March 23, 2021 11:41 AM
To: Bonitatibus, Ann N <anbonitatibu@fcps.edu>; Mills, Rachel E <remills@fcps.edu>
Subject: RE: 10 minutes sometime between 12:15-1:00 today?

Sure that is fine.

From: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Sent: Tuesday, March 23, 2021 11:38 AM
To: Mills, Rachel E <remills@fcps.edu>; Phillips, Katherine A <kaphillips@fcps.edu>
Subject: 10 minutes sometime between 12:15-1:00 today?

Hey there. Need 5-10 minutes to give you a heads up about something related to the SGA lessons for SEL. Would you happen to be available for a few minutes between 12:15-1:00? I'll pop upstairs. 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: [Lloyd, Helen A](#)
To: [Bonitatibus, Ann N](#)
Cc: [Shannon, Molly](#); [Williams, Lisa N](#); [Zuluaga, Fabio](#); [Caldwell, Lucy H](#)
Subject: RE: [External] Re: request to inspect the anti-racism SEL lesson material
Date: Monday, March 22, 2021 12:05:45 PM

Ann,

Please request they go through Molly Shannon who manages our FOIA office.

From: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Sent: Monday, March 22, 2021 8:08 AM
To: Williams, Lisa N <lnwilliams2@fcps.edu>; Zuluaga, Fabio <fezuluaga@fcps.edu>
Cc: Lloyd, Helen A <halloyd@fcps.edu>
Subject: FW: [External] Re: request to inspect the anti-racism SEL lesson material

Fabio and Lisa,

Please see below for the latest request from Ms. Nomani via my PTSA. Do I just turn over our lesson links, make it available for a viewing inspection, have it go through a FOIA process, etc.?

Here are the links to the lesson our SGA developed in conjunction with our Equity team and assistance from the FCPS Equity Office.

13th Presentation:

<http://bit.ly/13thPresentation>

13th Presentation Teacher Guide:

<http://bit.ly/13thTeacherGuide>

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: asranomani <asra@asranomani.com>
Sent: Sunday, March 21, 2021 10:25 AM
To: **Va. Code 2.2-3705.4(A)(1)** Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Cc: TJEC <executive@tjpts.org>
Subject: [External] Re: request to inspect the anti-racism SEL lesson material

Thank you, Nick.

Dr. Bonitatibus, the content you share with us should include the SEL material delivered on Friday, March 19.

In addition, parents are requesting all information about a change to the TJ mascot, the topic that the next SEL is scheduled to cover. There has been no communication with parents about this matter since your email of June 7, indicating an interest in changing the mascot. Please provide all activity that has been done related to the mascot change and its inclusion as a future SEL lesson.

Asra Nomani

From: President TJPTSA <president@tjpts.org>
Date: Sunday, March 21, 2021 at 10:19 AM
To: "Bonitatibus, Ann N" <ANBonitatibu@fcps.edu>
Cc: TJEC <executive@tjpts.org>
Subject: request to inspect the anti-racism SEL lesson material

Hi Dr. Bonitatibus,

In addition to asking for how students may opt out of the SEL anti-racism/critical race theory lesson, parents have also asked about inspecting the SEL lesson materials.

It seems both of those requests are covered in this packet:

<https://www.fcps.edu/sites/default/files/media/forms/Complete%20Packet%20K-8%202019-20.pdf>

The opt out seems to come from the "Social or emotionling counselling" section which mentions large groups and explicitly gives "all fight graders in a classroom lesson" example.

1. The packet tells us to ask the principal to inspect the material. May we inspect the material? May we post it to our website so that parents may easily inspect it, or is this material available somewhere online for all parents to see?
2. For opting out of the SEL anti-racism/critical race theory lessons, do parents just fill out the School Counseling Opt-Out Form form on page 12? I noticed that these forms must be delivered by the 2nd week of school. Given that this lesson has only recently been announced, is it too late for parents to opt kids out or can they still do it?

The opt out seems to be for ALL such counselling. Is there a provision to opt out just for a particular lesson?

Thanks!

Nick

March 24, 2021

From: [REDACTED]
To: [Requests, FOIA](#)
Cc: [Bonitatibus, Ann N](#)
Subject: [External] Re: VFOIA-4748 Response
Date: Wednesday, March 24, 2021 5:37:19 PM

Dear Folks at the FOIA Office,

Thank you for your quick response and to Dr. Bonitatibus for actually making the request on my behalf.

You are correct, the questions were for Dr. Bonitatibus and she is addressing them.

Thanks again,

[REDACTED]

On Wed, Mar 24, 2021 at 2:06 PM Requests, FOIA <FOIA_Requests@fcps.edu> wrote:

[REDACTED],

Thank you for submitting your Virginia Freedom of Information Act (VFOIA) requests, which were received by Fairfax County Public Schools on March 22, 2021. Your requests are outlined below for ease of reference.

In your requests you seek:

1. The packet tells us to ask the principal to inspect the material. May we inspect the material? May we post it to our website so that parents may easily inspect it, or is this material available somewhere online for all parents to see?
2. All information about a change to the TJ mascot, the topic that the next SEL is scheduled to cover.
3. Please provide all activity that has been done related to the mascot change and its inclusion as a future SEL lesson.”

Regarding item 1, records responsive to your request are attached. Please download a copy of the records for your use. Please be advised that two slides, which contained embedded videos were withheld in their entirety pursuant to Va. Code § 2.2-3705.4(A)(1) (scholastic records containing information concerning identifiable individuals.)

Regarding item 2 and 3, please be advised that VFOIA “applies to requests for public records, not requests for information or for answers to questions.” VFOIA Advisory Council Op. AO-06-05 (May 31, 2005). However, it is our understanding that the TJHSST Principal has provided you with answers and information to items 2 and 3.

Va. Code § 2.2-3704(F) allows FCPS to “make reasonable charges not to exceed its actual cost incurred in accessing, duplicating, supplying, or searching for the requested records.” All costs associated with providing you with records responsive to item 1 have been waived as a courtesy.

Thank you,

FOIA Office

Office of Communications & Community Relations

Fairfax County Public Schools

8115 Gatehouse Road

Falls Church, VA 22042

From: [REDACTED]
To: [Phillips, Katherine A](#)
Cc: [Bonitatibus, Ann N](#); [Mills, Rachel E](#)
Subject: [External] Re: Fish Bowl and March Matchness Communication
Date: Wednesday, March 24, 2021 9:35:19 PM

Hi Dr. Bonitatibus,

This is the announcement I disseminated to the student body earlier today. Feel free to adapt it specifically for the faculty members.

Announcement:

This month has suffered from racially motivated hate crimes against marginalized groups, notably Asian-Americans. These attacks have stirred up discussions on systemic racism within America, and have brought attention to the struggles these groups face on a regular basis.

Last week, Friday A block featured the 13th lesson, which identified many of these underlying issues, and how they are affecting members of the TJ community. Based on the feedback provided from the lesson, we will be holding a student-led fishbowl alongside Dr. Bonitatibus and faculty on the topics covered concerning structural and systemic racism in society and in our community.

This discussion is open to all students interested and will provide a space to express your concerns on the subject in a strictly student-led format. If you are interested in participating and hearing what your classmates have to say, sign up for SGA this Friday A block (1:15 pm - 1:45 pm).

Best Regards,

[REDACTED]

On Wed, Mar 24, 2021 at 5:36 PM Phillips, Katherine A <kaphillips@fcps.edu> wrote:

I'll answer part of your question...the item we had discussed putting on the class message boards was the cardboard cutouts. Here's what is posted on Ion about that:

It's time for cardboard cutouts! SGA is working to set up cardboard cutouts of students across the school for sporting events and Homecoming. If you want to liven up the hybrid experience, fill out the form below to purchase your \$5 cardboard cutout now! (You get to take these home at the end of the year!!) All you have to do is submit a high quality photo of yourself from the shoulders. More information about the photo itself is listed on the google form. Remember, this form is binding, so filling it out is a commitment to your purchase!

<https://tinyurl.com/4b65w553>

March Matchness is run by the SIIP goal team (I think) and I'm pretty sure it was already sent to the class message boards.

Dr. Phillips

From: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Sent: Wednesday, March 24, 2021 5:24 PM
To: **Va. Code 2.2-3705.4(A)(1)**
Cc: Mills, Rachel E <remills@fcps.edu>; Phillips, Katherine A <kaphillips@fcps.edu>
Subject: Fish Bowl and March Matchness Communication

Va. Code 2.2-3705.4(A)(1)

A couple follow-up items from yesterday. Do you have a brief blurb I can send as an invitation to staff about the fishbowl SGA is hosting? Also, I think someone asked me yesterday about posting a reminder in class message boards about the Mad Libs March Matchness but I didn't receive anything- not sure if you scrapped that idea.

Thanks,

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: [Phillips, Katherine A](#)
To: [Bonitatibus, Ann N](#); [TJHSST SGA](#)
Cc: [Mills, Rachel E](#)
Subject: RE: Fish Bowl and March Matchness Communication
Date: Wednesday, March 24, 2021 5:36:40 PM

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Ann N. Bonitatibus, Ed.D.
Principal
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6560 Braddock Road
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Mills, Rachel E

From: Va. Code 2.2-3705.4(A)(1) >
Sent: Wednesday, March 24, 2021 9:35 PM
To: Phillips, Katherine A
Cc: Bonitatibus, Ann N; Mills, Rachel E
Subject: [External] Re: Fish Bowl and March Matchness Communication

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To: Va. Code 2.2-3705.4(A)(1)

Cc: Mills, Rachel E <remills@fcps.edu>; Phillips, Katherine A <kaphillips@fcps.edu>

Subject: Fish Bowl and March Matchness Communication

Va. Code 2.2-3705.4

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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: [Slonina, Laura](#)
To: [Bonitatibus, Ann N](#)
Subject: RE: Link Needed Re: Fish Bowl and March Matchness Communication
Date: Thursday, March 25, 2021 1:42:26 PM

Here is the meeting link: <https://meet.google.com/lookup/hcr5thtgms?authuser=0&hs=179>

Va. Code 2.2-3705.4(A)(1)

Laura Slonina
8th Period Coordinator, TJHSST Program Specialist
Thomas Jefferson High School for Science and Technology
Direct: 703-750-5078
lslonina@fcps.edu

From: Bonitatibus, Ann N <anbonitatibu@fcps.edu>
Sent: Thursday, March 25, 2021 1:39 PM
To: Slonina, Laura <lslonina@fcps.edu>
Subject: Link Needed Re: Fish Bowl and March Matchness Communication

Do you happen to have a link for SGA tomorrow which I can supply to staff? See below. 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

Va. Code 2.2-3705.4(A)(1)

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Cc: Mills, Rachel E <remills@fcps.edu>; Phillips, Katherine A <kaphillips@fcps.edu>

Subject: Fish Bowl and March Matchness Communication

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Va. Code 2.2-

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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: Learning for Justice <donotreply@tolerance.org>
Date: March 29, 2021 at 4:03:39 PM EDT
To: [REDACTED]
Subject: Black Lives Matter This Week and Always
Reply-To: Learning for Justice <donotreply@tolerance.org>

If you are having trouble reading this email, [read the online version.](#)



LEARNING FOR JUSTICE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

March 29, 2021



Dear [REDACTED],

This week, as Derek Chauvin goes on trial for the murder of George Floyd, we urge you to continue supporting and centering Black students. [These resources](#) will help you provide that support, initiate discussions on the impact of systemic racism and police violence, and

bring the Black Lives Matter movement into your classroom.

We'll let you know whenever we update The Moment. Whether it's lessons on a timely topic, resources for supporting vulnerable students or tips for making it through a tough time of year, we'll have what you need front and center.

Thanks for all you do for students.

Jalaya Liles Dunn
Director, Learning for Justice

Have a comment, question or idea for Learning for Justice? Drop us a line at lfjeditor@splcenter.org.
Help us avoid the spam filter! Add donotreply@learningforjustice.org to your address book.



[CLASSROOM RESOURCES](#) | [MAGAZINE](#) | [FILM KITS](#) | [PROFESSIONAL DEVELOPMENT](#)

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Our mailing address is:

400 Washington Avenue

Montgomery, AL 36104

334-956-8200 | learningforjustice.org

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You can [update your preferences](#) or [unsubscribe from this list](#).

April 2021





From: [Kosatka, Brandon](#)
To: [Kosatka, Brandon](#)
Subject: FRIDAY'S SEL lesson
Date: Friday, April 2, 2021 8:22:54 AM

Well, that's awkward...I'm blaming the April Fools goblins!

I wanted to send a follow up to the previous lesson on Mindsets and hadn't finished editing the message to be tailored for THIS upcoming week's lesson on FRIDAY, April 9th.

We HAVE missed you and are looking forward to seeing everyone on Monday at the huddle (Faculty required, Staff optional)...

BK

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: Kosatka, Brandon <bpkosatka@fcps.edu>
Sent: Friday, April 2, 2021 8:01 AM
Subject: RE: Wednesday's SEL Lesson



Homeroom Teachers,

Welcome Back! We've missed

Following up on last month's SEL lesson that focused on Mindset, the SEL team is pleased to share with you the follow up lesson that focuses on [Beliefs](#) for the upcoming April 9th Homeroom.

It's also been posted to the TJ SEL website here: <https://sites.google.com/fcpsschools.net/tjhsst-sel/sel-lessons>

BK

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: Kosatka, Brandon <bpkosatka@fcps.edu>
Sent: Monday, March 1, 2021 2:01 PM
Subject: Wednesday's SEL Lesson

Greetings TJ and Homeroom Teachers,

There were some crossed wires last week with the SGA who was preparing the lesson for this week's SEL lesson. They still need a little more time to put the finishing touches on their lesson and, as a backup, the SEL team has prepared the following lesson on Mindset.

=====

Please find the SEL lesson and Google Slides presentation on [Mindset](#). This lesson encompasses the theme of Self-Awareness. The inspiration is that Mindset impacts how we make sense of the world, and it determines the person we become. The major take away is that developing the right mindset can lead to a life that allows you to truly succeed.

During instruction, emphasize that developing a growth mindset is more than just changing your internal dialog; we must reinforce these thoughts more effectively with actions. The first exercise is introspective and asks students to assess and rate areas of life that affect their mindset (just ask them to think about each category or write down on scratch paper a rating for each area); this will be used later. Following this task, students are presented with definitions and examples of a fixed vs. growth mindset. The culminating activity in slides 7-8 (link to chart is provided in the notes) has them create a Mindset Log (example provided) that relates the lesson to their individual experiences.

=====

BK

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/>

Sent: Monday, April 5, 2021 8:46 AM

To: Tholen, Elaine V (School Board Member) <evtholen@fcps.edu>; Zuluaga, Fabio <fezuluaga@fcps.edu>

Subject: [External] Please explain: Fwd: This Week @ TJ -- April 4, 2021 (P/S)

Hi Elaine and Fabio. I was told this issue would be answered after spring break. Now that break is over, I am following up on my prior request for clarification and information on the approval process for guest speakers (and material) on controversial topics. Can you please tell me how an outside lobbying group - TJ Alumni Action Group - managed to be involved in presenting Black Lives Matters racist material to all TJ students on March 19 during a mandatory SEL session? Why is a public school following the divisive recommendations of an outside group? The entry is below under SEL. Some material presented are linked below in the PTSA newsletter. The video, which is circulating and is disturbing, is not being released by FCPS. In the video, TJAAG leadership tells the students that TJs "lack of diversity" created a racist environment and salsa dancing in cultural appropriation. The presentation also include the introduction and presentation of "intersectionality" a critical race theory concept created by Kimberle Crenshaw, a founder of the current CRT movement.

I would appreciate an answer as to how this presentation, made in part by TJ homeroom teachers, was approved and why an outside lobbying group with a specific anti-merit ideology was allowed to speak directly to our students.

While I appreciate the option on "Opting-Out" of future SEL programming, parents should not have to "Opt-out" to avoid the presentation of racist material to their children in a public school. I am sure you would not approve of religious indoctrination at TJ. This program falls under the same guidelines.

Thank you,

From: "Zuluaga, Fabio" <fezuluaga@fcps.edu>

Date: April 6, 2021 at 2:23:44 PM EDT

Cc: "Tholen, Elaine V (School Board Member)" <evtholen@fcps.edu>

Subject: Please explain: This Week @ TJ -- April 4, 2021 (P/S)

Good Afternoon [REDACTED],

Thank you for reaching out. The lesson to which you refer at TJHSST was student generated. Students advocating to support the community and engage in social justice aligns with our Portrait of a Graduate attribute of becoming an Ethical and Global Citizen. While it was presented in homerooms, teachers were not part of the creation of the lesson however they did receive a teacher guide, developed by the students, to support the presentation. The student consulted with school based administration on this presentation.

I appreciate your comments and acknowledge that there is now a streamlined opportunity to opt out of SEL lessons for any parents who wish to do so. Our students desire to learn about and be allies with the African American community in this time in our nation reflects their growing cultural competence. FCPS is committed to including student voice in education and supports the development of student driven learning initiatives.

Respectfully,

Fabio E. Zuluaga, Ed.D.

Region 2 Assistant Superintendent

FCPS

From: **Suparna Dutta** <suparnadutta01@gmail.com>

Date: Sat, Apr 17, 2021 at 12:19 PM

Subject: Dereliction of duty at TJHSST

To: <lnwilliams2@fcps.edu>, Ann N. Bonitatibus

<anbonitatibu@fcps.edu>, <superintendentbrabrand@fcps.edu>

Cc: <DelGDavis@house.virginia.gov>, <district11@senate.virginia.gov>,

<district35@senate.virginia.gov>, <district34@senate.virginia.gov>,

<tom@pafford4va.com>, <pete@petesnyder.com>

Ms. Bonitatibus,

On March 19th, as I sat in a hospital in India caring for my ailing mother, I got frantic texts from my child about offensive material being shown as part of 8th period mandatory Social and emotional learning lessons. My child, who was very upset, sent me the slides and videos that the class was being subjected to. I was shocked to see videos of leaders of a very small but radical leftist 501c(4) group TJAAG, telling FCPS children that TJ is racist and indoctrinating them with far-left ideology at taxpayers' dime. These were ideas right out of the Marxist "equal outcomes" Critical Race Theory ideology. These activists said "America is not the land of equality," "have to be actively anti-racist; not simply not being racist, not doing bad things isn't an option," "take an active stance in calling out your classmates." Adults should not be allowed to hold children as captive audience and subject them to psychological harm. That is what happened to my child. This is tantamount to child abuse at TJ under YOUR watch.

I shared these videos with other parents who are also upset about this. As the Principal you are ultimately responsible for this radical propaganda. Who created this lesson? Do not try to hide behind our children by saying that this was created by them. Who approved this lesson? Why were parents not notified about this beforehand? Why were there no diverse viewpoints expressed? Since when does a school have the role of teaching morality to my child? That is my sacred job as a parent. You should stick to your job to provide a rigorous factual academic experience to my child. Let children be free thinkers by letting them express their opinions in a free and open dialogue without the fear of repercussions by activist educators, not by limiting ideas.

As most TJ parents now know from FOIA requests, you have been in bed with the radical activist TJAAG members for a long time, plotting to destroy the haven of meritocracy that TJ has offered children. TJ used to be the alternative to private schools, which most of us cannot afford. You wrote to mostly minority TJ parents last year questioning our privilege. You spoke of "lessons and activities that will need to be infused across our entire TJ program of study in all content areas." You have demonized the hard working Asian American students by insinuating that they cheated their way into TJ by paying up to "\$15,000," which is an utter lie. While the rest of the world forges ahead in STEM education, and the US lags behind, your priority is to not bolster academic excellence but to teach kids to be radical activists. This is a dereliction of duty and you ought to be fired.

Ms. Williams,

Most parents don't expect much of Superintendent Brabrand after the debacle over TJHSST and FCPS distance learning. But it is disappointing to see that as the Equity lead, you have joined this divisive fray at FCPS. My chosen home, America, has been the beacon of freedom and hope in the world. "Anti-racist" ideology pits people against each other, divides them into oppressors and oppressed warring factions based on immutable factors. Everything gained since the civil rights movement is being lost now, with this cancerous Marxist ideology being inculcated in the youth. It encourages hatred and discrimination. A core tenet of CRT claims "The only remedy to past discrimination is present discrimination."

I hope you don't indulge in the bigotry of low expectations against some groups, like Ms. Bonitatibus does. She said in an email last year that there are "so few black and brown children" at TJ. She also said at a TJPTSA meeting that when she pokes her head into classrooms at TJ, she's saddened that the demographics do not reflect the geographic area. Imagine how that makes the parents feel?! Treat children as humans, NOT identities or objects to be experimented with.

I'm worried about the misguided and regressive path FCPS is taking. What will you do to assuage the concerns of parents who are very concerned about the indoctrination of CRT, couched in euphemisms like "culturally responsive," which inflicts real emotional harm in our innocent children?

Very disappointed in FCPS,

Suparna Dutta

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

Date: Mon, Apr 19, 2021 at 5:43 PM

Subject: RE: [External] Dereliction of duty at TJHSST

To: Suparna Dutta <suparnadutta01@gmail.com>

Cc: Williams, Lisa N <lnwilliams2@fcps.edu>, Zuluaga, Fabio <fezuluaga@fcps.edu>

Dear Ms. Dutta,

Thank you for reaching out to share your and your daughter's experience relative to the content in the SEL lesson on March 19. I am sorry that your daughter felt offended and we will respect your request to excuse your child from remaining SEL lessons this year. Also, I am sorry to hear your mother was ailing and hope your time at her side was one of comfort.

I would like to take this opportunity to provide one point for clarity on an issue you raise. Please be aware that there is no partnership that TJ as a school or I as an individual share with TJAAG. TJ student leaders working on the project wanted current and former TJ voices. They reached out to alumni of their choosing, none of whom in the video were identified as members of TJAAG, nor did they speak to that organization.

I would also offer that you and I have never spoken personally about our shared beliefs and values, especially the sacred right you hold as a parent teaching morality to your child. If you would want to speak one-on-one about your concerns, I am always open to do so. We most likely would learn from each other and develop a stronger mutual respect and understanding.

Regards,

Ann N. Bonitatibus, Ed.D.

Principal

Thomas Jefferson High School

for Science and Technology

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Alexandria, VA 22312

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