

**IN THE UNITED STATES DISTRICT COURT  
EASTERN DISTRICT OF VIRGINIA  
ALEXANDRIA DIVISION**

COALITION FOR TJ,

Plaintiff,

v.

FAIRFAX COUNTY SCHOOL BOARD,

Defendant.

No. 1:21-cv-00296-CMH-JFA

**DECLARATION OF ERIN WILCOX**

I, Erin Wilcox, declare as follows:

1. I am an attorney representing the Plaintiff in the above-captioned case. I am therefore personally familiar with the facts and circumstances of this case referenced herein, including the discovery process. I submit this declaration and attached non-confidential exhibits in support of Plaintiff's motion for summary judgment.

2. Attached hereto as Exhibit 1 are the minutes from the Fairfax County School Board's ("Board") December 17, 2020, meeting. This document was produced in discovery with Bates numbers FCSB-TJ000002881 through FCSB-TJ000002890. It is also available on the public record at the following link: [https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BY5JH34D3388/\\$file/12-17-20%20ERM%20FINAL.pdf](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BY5JH34D3388/$file/12-17-20%20ERM%20FINAL.pdf).

3. Attached hereto as Exhibit 2 are the minutes from the Board's December 7, 2020, work session meeting. This document was produced in discovery with Bates numbers FCSB-TJ000003694 through FCSB-TJ000003697. It is also available on the public record at the following link: [https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BXLS2S66EF42/\\$file/12-07-20%20EWS%20FINAL.pdf](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BXLS2S66EF42/$file/12-07-20%20EWS%20FINAL.pdf).

4. Attached hereto as Exhibit 3 are the minutes from the Board's October 6, 2020, work session meeting. This document was produced in discovery with Bates numbers FCSB-TJ000002866 through FCSB-TJ000002869. It is also available on the public record at the following link: [https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BWXV9A7A33D8/\\$file/10-06-20%20EWS%20FINAL.pdf](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BWXV9A7A33D8/$file/10-06-20%20EWS%20FINAL.pdf).

5. Attached hereto as Exhibit 4 are the minutes from the Board's October 8, 2020, meeting. This document was produced in discovery with Bates numbers FCSB-TJ000021233 through FCSB-TJ000021242, but the exhibit was taken from the publicly available version at: [https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BXLT2W693F5A/\\$file/10-08-20%20ERM%20FINAL.pdf](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BXLT2W693F5A/$file/10-08-20%20ERM%20FINAL.pdf).

6. Attached hereto as Exhibit 5 is a partial transcript from a Board meeting on June 18, 2020, with a cover email identifying it as such. This document was produced in discovery with Bates numbers FCSB-TJ000008677 through FCSB-TJ000008689.

7. Attached hereto as Exhibit 6 is a PowerPoint presentation entitled "TJ Admissions Process: Expanding Our Talent Search." This document was produced in discovery, but in black and white. The exhibit is the publicly available color document at this link: [https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BVX3CQ063BB0/\\$file/TJHSST%20Admissions%2011.17.20%20revised%20final%20for%20posting.pdf](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BVX3CQ063BB0/$file/TJHSST%20Admissions%2011.17.20%20revised%20final%20for%20posting.pdf).

8. Attached hereto as Exhibit 7 is a PowerPoint presentation entitled "TJ Admissions Merit Lottery Proposal School Board Work Session 9/15/2020." This document was produced in discovery, but in black and white. The exhibit is the publicly available color document at this link:

[https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BTGKX652F413/\\$file/TJHSST%20Admissions%20Merit%20Lottery%20Proposal.pdf](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BTGKX652F413/$file/TJHSST%20Admissions%20Merit%20Lottery%20Proposal.pdf)

9. Attached hereto as Exhibit 8 is an email chain ending on January 15, 2021, involving Board member Rachna Sizemore Heizer. This document was produced in discovery with Bates numbers FCSB-TJ0000016416 through FCSB-TJ0000016419.

10. Attached hereto as Exhibit 9 is an email chain ending on February 3, 2021, involving Fairfax County Public Schools (FCPS) Superintendent Scott Brabrand and Board member Tamara Derenak Kaufax. This document was produced in discovery with Bates numbers FCSB-TJ0000007160 through FCSB-TJ0000007162.

11. Attached hereto as Exhibit 10 is a document dated February 22, 2021, entitled “TJ Admission Discussion.” This document was produced in discovery with Bates numbers FCSB-TJ0000004266 through FCSB-TJ0000004267.

12. Attached hereto as Exhibit 11 is an email chain ending on December 22, 2020, involving Thomas Jefferson High School for Science & Technology (TJ) admissions director Jeremy Shughart and Board member Laura Jane Cohen. This document was produced in discovery with Bates numbers FCSB-TJ0000007088 through FCSB-TJ0000007091.

13. Attached hereto as Exhibit 12 is an email chain ending on December 16, 2020, involving Board members Abrar Omeish and Stella Pekarsky. This document was produced in discovery with Bates numbers FCSB-TJ0000001189 through FCSB-TJ0000001190.

14. Attached hereto as Exhibit 13 is an email chain ending on October 8, 2020, involving Sloan Presidio and Board member Abrar Omeish. This document was produced in discovery with Bates numbers FCSB-TJ0000002317 through FCSB-TJ0000002318.

15. Attached hereto as Exhibit 14 is an email chain ending on December 10, 2020, involving Board members Laura Jane Cohen and Abrar Omeish. This document was produced in discovery with Bates numbers FCSB-TJ000000262 through FCSB-TJ000000265.

16. Attached hereto as Exhibit 15 is an email chain ending on October 6, 2020, involving FCSB Clerk Ilene Muhlberg and Board member Karen Corbett Sanders. This document was produced in discovery with Bates numbers FCSB-TJ000000415 through FCSB-TJ000000416.

17. Attached hereto as Exhibit 16 is an email chain ending on September 19, 2020, involving Superintendent Scott Brabrand and Board member Karen Corbett Sanders. This document was produced in discovery with Bates numbers FCSB-TJ000000489 through FCSB-TJ000000496.

18. Attached hereto as Exhibit 17 is an email chain ending on December 16, 2020, involving Board member Stella Pekarsky and the School Board Members group. This document was produced in discovery with Bates numbers FCSB-TJ000000737 through FCSB-TJ000000738.

19. Attached hereto as Exhibit 18 is an email chain ending on December 17, 2020, involving Board members Karen Corbett Sanders, Karen Keys-Gamarra, and Stella Pekarsky. This document was produced in discovery with Bates numbers FCSB-TJ000000739 through FCSB-TJ000000740.

20. Attached hereto as Exhibit 19 is an email chain ending on August 14, 2020, involving FCPS employees John Torre, Michael Molloy, and Marty Smith. This document was produced in discovery with Bates numbers FCSB-TJ000007331 through FCSB-TJ000007332.



21. Attached hereto as Exhibit 20 is an email chain ending on November 16, 2020, involving Superintendent Scott Brabrand and Board members Ricardy Anderson and Tamara Derenak Kaufax. This document was produced in discovery with Bates numbers FCSB-TJ000024218 through FCSB-TJ000024219.

22. Attached hereto as Exhibit 21 is an email chain ending on December 16, 2020, involving Superintendent Scott Brabrand, Board member Karen Keys-Gamarra, and FCPS employees Barb Flis. This document was produced in discovery with Bates number FCSB-TJ000024603.

23. Attached hereto as Exhibit 22 is an email chain ending on December 18, 2020. Involving Chris Bassler and Board Member Megan McLaughlin. This document was produced in discovery with Bates number FCSB-TJ000024675.

24. Attached hereto as Exhibit 23 is a portion of an email chain ending on October 2, 2020, involving Board member Megan McLaughlin, FCPS employee Christy Coffey, and a constituent. This document was produced in discovery with Bates numbers FCSB-TJ000001946 through FCSB-TJ000001947.

25. Attached hereto as Exhibit 24 is an email chain ending on December 18, 2020, involving Board member Megan McLaughlin and Coalition for TJ co-founder Asra Nomani. This document was produced in discovery with Bates number FCSB-TJ000024764.

26. Attached hereto as Exhibit 25 is an email chain ending on November 16, 2020, involving FCSB Clerk Ilene Muhlberg, FCPS employee Beverly Madeja, Superintendent Scott Brabrand, Board members Tamara Derenak Kaufax and Ricardy Anderson, and FCPS employees Sloan Presidio, Marty Smith, Frances Ivey, Marcy Kneale, and the School Board group. This document was produced in discovery with Bates number FCSB-TJ000003056.

27. Attached hereto as Exhibit 26 is an email chain ending on September 17, 2020, involving constituent Jun Wang and Board member Abrar Omeish. This document was produced in discovery with Bates numbers FCSB-TJ000009369 through FCSB-TJ999999370.

28. Attached hereto as Exhibit 27 is an email chain ending on September 18, 2020, involving Board members Elaine Tholen and Stella Pekarsky, and constituent Marissa Fallon. This document was produced in discovery with Bates number FCSB-TJ000007149.

29. Attached hereto as Exhibit 28 is an email chain ending on October 4, 2020, involving Board members Rachna Sizemore Heizer and Elaine Tholen. This document was produced in discovery with Bates number FCSB-TJ000000309.

30. Attached hereto as Exhibit 29 is an email chain ending on October 21, 2020, involving FCPS employee Wendy Biliter and Board member Elaine Tholen. This document was produced in discovery with Bates numbers FCSB-TJ000001026 through FCSB-TJ000001034.

31. Attached hereto as Exhibit 30 is an email chain ending on September 24, 2020, involving Board members Elaine Tholen, Megan McLaughlin, Karen Corbett Sanders, Karen Keys-Gamarra, Tamara Derenak Kaufax, Stella Pekarsky, and Rachna Sizemore Heizer. This document was produced in discovery with Bates numbers FCSB-TJ-000001026 through FCSB-TJ000001034.

32. Attached hereto as Exhibit 31 is an email chain ending on October 5, 2020, involving Board member Karen Corbett Sanders, constituent Susan Kuhbach, and FCPS employee Lisa Madeja. This document was produced in discovery with Bates numbers FCSB-TJ0000010449 through FCSB-TJ0000010450.

33. Attached hereto as Exhibit 32 is an email chain ending on June 8, 2020, involving Board member Karen Corbett Sanders and Virginia legislators Scott Surovell and Paul Krizek.

This document was produced in discovery with Bates numbers FCSB-TJ000010451 through FCSB-TJ000010452.

34. Attached hereto as Exhibit 33 is an email chain ending on September 23, 2020, involving Board member Melanie Meren and FCPS employee Emma Heisey. This document was produced in discovery with Bates number FCSB-TJ000001827.

35. Attached hereto as Exhibit 34 is an email chain ending on October 9, 2020, involving multiple Board members, FCPS staff, Fairfax County official, and state government officials. This document was produced in discovery with Bates numbers FCSB-TJ000016093 through FCSB-TJ000016095.

36. Attached hereto as Exhibit 36 is an email chain ending on August 6, 2020, involving Board members Karen Corbett Sanders and Ricardy Anderson. This document was produced in discovery with Bates numbers FCSB-TJ000008361 through FCSB-TJ000008364.

37. Attached hereto as Exhibit 37 is an email chain ending on September 22, 2020, involving FCPS employees John Torre and Marty Smith, Superintendent Scott Brabrand, and Board member Rachna Sizemore Heizer. This document was produced in discovery with Bates number FCSB-TJ000004312.

38. Attached hereto as Exhibit 38 is an email chain ending on September 29, 2020, involving Board member Abrar Omeish. This document was produced in discovery with Bates number FCSB-TJ000002714.

39. Attached hereto as Exhibit 39 is an email chain ending on September 15, 2020, involving Board members Elaine Tholen, Stella Pekarsky, and Ricardy Anderson, Superintendent Scott Brabrand, and FCPS employees Ann Bonitatibus, Lucy Caldwell, Sloan

Presidio, Fabio Zuluaga, and Jeremy Shughart. This document was produced in discovery with Bates numbers FCSB-TJ000001194 through FCSB-TJ000001195.

40. Attached hereto as Exhibit 40 is an email chain ending on June 17, 2020, involving Board member Laura Jane Cohen and a constituent. This document was produced in discovery with Bates number FCSB-TJ000010720 through FCSB-TJ000010721.

41. Attached hereto as Exhibit 41 is an email chain ending on October 6, 2020, involving Board members Karen Corbett Sanders and Melanie Meren. This document was produced in discovery with Bates numbers FCSB-TJ000000417 through FCSB-TJ000000418.

42. Attached hereto as Exhibit 42 is a document dated November 2020, entitled “Thomas Jefferson High School for Science and Technology: Improving Admissions Processes.” This document was produced in discovery, but the exhibit is taken from the publicly available version at [https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BWE23Y004896/\\$file/TJ%20White%20Paper%2011.17.2020.pdf](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BWE23Y004896/$file/TJ%20White%20Paper%2011.17.2020.pdf)

43. Attached hereto as Exhibit 43 are excerpts of the transcript of the deposition of Scott Brabrand, taken October 11, 2021, along with relevant exhibits.

44. Attached hereto as Exhibit 44 are non-confidential excerpts from the transcript of Jeremy Shughart, taken October 14, 2021.

45. Attached hereto as Exhibit 45 are excerpts from the transcript of the deposition of Ann Bonitatibus, taken October 14, 2021, along with relevant exhibits.

46. Attached hereto as Exhibit 46 is a PowerPoint presentation dated October 6, 2020, entitled “Revised Merit Lottery Proposal: Expanding Our Talent Search.” A version of this document was produced in discovery, but the attached exhibit is taken from the color version available publicly at <https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BU4JX34EC84F/>

[%24file/TJHSST%20Admissions%20Revised%20Proposal%20for%20Posting%2010.6.2020.pdf](#)

47. Attached hereto as Exhibit 47 is an email chain ending on December 7, 2020, involving Board member Elaine Tholen and several Coalition for TJ members. This document was produced in discovery with Bates numbers FCSB-TJ-000024087 through FCSB-TJ000024088.

48. Attached hereto as Exhibit 48 is a Board meeting agenda item 2.02 “TJ Admissions,” dated October 6, 2020. This document was produced in discovery with Bates number FCSB-TJ000000064.

49. Attached hereto as Exhibit 49 is an email chain ending on September 8, 2020, involving Board member Ricardy Anderson and Cinthya Alberto. This document was produced in discovery with Bates numbers FCSB-TJ000018515 through FCSB-TJ000018516.

50. Attached hereto as Exhibit 50 is a press release from Fairfax County Public Schools, dated June 23, 2021. This document is publicly available at <https://www.fcps.edu/news/tjhsst-offers-admission-550-students-broadens-access-students-who-have-aptitude-stem>

51. Attached hereto as Exhibit 51 is a press release from Fairfax County Public Schools, dated June 1, 2020. This document is publicly available at <https://www.fcps.edu/news/tjhsst-offers-admission-486-students>

52. Attached hereto as Exhibit 52 is a press release from Fairfax County Public Schools, dated May 31, 2019. This document is publicly available at <https://www.fcps.edu/news/fcps-tjhsst-offers-admission-494-students>

53. Attached hereto as Exhibit 53 is a press release from Fairfax County Public Schools, dated April 9, 2018. This document is publicly available at <https://www.fcps.edu/news/tjhsst-offers-admission-485-students-class-2022>

54. Attached hereto as Exhibit 54 is a press release from Fairfax County Public Schools, dated May 16, 2017. This document is publicly available at <https://www.fcps.edu/news/fcps-offers-admission-tjhsst-490-students>

55. Attached hereto as Exhibit 55 is a press release from Fairfax County Public Schools, dated April 8, 2016. This document is publicly available at <https://www.fcps.edu/sites/default/files/TJ%20admitted%20class%202016.editdocx.pdf>

56. Attached hereto as Exhibit 56 is a copy of a Fairfax County Public Schools website entitled “TJHSST Freshman Application Process.” This document is publicly available at <https://www.fcps.edu/registration/thomas-jefferson-high-school-science-and-technology-admissions/tjhsst-freshman>

57. Attached hereto as Exhibit 57 is a copy of the Fairfax County Public Schools profile for Thomas Jefferson High School for Science and Technology. This document is publicly available at [http://schoolprofiles.fcps.edu/schlprfl/f?p=108%3A13%3A%3A%3A%3A%3AP0\\_CURRENT\\_SCHOOL\\_ID%2CP0\\_EDSL%3A300%2C0](http://schoolprofiles.fcps.edu/schlprfl/f?p=108%3A13%3A%3A%3A%3A%3AP0_CURRENT_SCHOOL_ID%2CP0_EDSL%3A300%2C0)

58. Attached hereto as Exhibit 58 is a copy of the Fairfax County Public Schools webpage “About Us.” This document is publicly available at <https://www.fcps.edu/about-fcps>

59. Attached hereto as Exhibit 59 is the agenda for a public hearing on the renaming of Mosby Woods Elementary School, dated October 7, 2020. This document is publicly available at <https://www.fcps.edu/school-board/school-board-meetings/2020-21-school-board-meetings#october-7-2020-public-hearing-mosby-woods-es-renaming>.

60. Attached hereto as Exhibit 60 is the agenda for a public hearing on the renaming of Lee High School, dated June 22, 2020. This document is publicly available at <https://www.fcps.edu/school-board/school-board-meetings/2019-20-school-board-meetings#june-22-2020-public-hearing-lee-hs-renaming->.

61. Attached hereto as Exhibit 61 is an email chain ending on June 12, 2020, involving Board members Ricardy Anderson, Karen Keys-Gamarra, and Abrar Omeish. This document was produced in discovery with Bates numbers FCSB-TJ000015078 through FCSB-TJ0000015080.

\* \* \*

I declare under penalty of perjury that the foregoing is true and correct. Executed on this 3rd day of December, 2021, at Austin, Texas.

  
ERIN WILCOX

**CERTIFICATE OF SERVICE**

I hereby certify that on the 3rd day of December, 2021, I electronically filed the foregoing with the Clerk of Court using the CM/ECF system. Counsel for Defendants are registered with the Court's CM/ECF system and will receive a notification of such filing via the Court's electronic filing system.

s/ Alison E. Somin  
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## **Exhibit 1**

**MINUTES**  
**Fairfax County School Board**  
**Electronic Regular Meeting**  
**Virtual**

Electronic Regular Meeting

December 17, 2020

Board members and Division staff participated electronically via Blackboard Collaborate Ultra due to the COVID-19 emergency and the Governor of Virginia's amended Order of the Governor and State Health Commissioner Declaration of Public Health Emergency, Order of Public Health Emergency One issued March 20; Executive Order Number 53: Temporary Restrictions On Restaurants, Recreational, Entertainment, Gatherings, Non-Essential Retail Businesses, And Closure Of K-12 Schools Due To Novel Coronavirus (Covid-19) issued March 23; Order of the Governor and State Health Commissioner Order of Public Health Emergency Two, issued March 25. Members of the public attended virtually via Public Access Channel 99 and at FCPS.EDU/TV.

**1. CLOSED MEETING**

Ms. Derenak Kaufax moved, and Mrs. Corbett Sanders seconded, that the Board will now make a motion to go into closed meeting to c to 1) consult with legal counsel regarding litigation or specific legal matters requiring the provision of legal advice by such counsel pursuant to Sections 2.2-3711(A)(7) and (A)(8) of the Code of Virginia, specifically *Q.T., et al. v. School Board, et al.*, Case No. 1:19-cv-1285; and 2) consult with legal counsel regarding specific legal matters requiring the provision of legal advice by such counsel pursuant to Section 2.2-3711 (A)(8) of the Code of Virginia, specifically personnel, Title IX and other federal matters. The motion passed 10-0-0: Ms. Omeish, Ms. Pekarsky, Ms. Tholen, Ms. Meren, Ms. Derenak Kaufax, Mrs. Corbett Sanders, Ms. McLaughlin, Ms. Cohen, Mr. Frisch, and Dr. Anderson voted "aye"; Ms. Sizemore Heizer, and Ms. Keys-Gamarra were not present for the vote,

The Board met in closed session from 5:01 p.m. to 7:09 p.m. and took a brief recess from 7:09 p.m. to 7:17 p.m.

**2. REGULAR MEETING**

**2.01 Call to Order/Pledge of Allegiance/Moment of Silence**

Chairman Anderson called the meeting to order at 7:17 p.m. with the following Board members present:

Karen Corbett Sanders (Mt. Vernon)  
Tamara Derenak Kaufax (Lee)  
Ricardy Anderson (Mason)  
Laura Jane Cohen (Springfield)  
Karl Frisch (Providence)  
Karen Keys-Gamarra (At Large; arr:5:04)

Megan O. McLaughlin (Braddock)  
Melanie Meren (Hunter Mill)  
Abrar Omeish (At Large)  
Stella Pekarsky (Sully)  
Rachna Sizemore Heizer (At Large; arr:5:04)  
Elaine Tholen (Dranesville)

## FAIRFAX COUNTY SCHOOL BOARD

Electronic Regular Meeting

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Also present were Division Superintendent Scott Brabrand; Deputy Superintendent Frances Ivey; Clerk of the Board Ilene Muhlberg; Deputy Clerk of the Board Beverly Madeja; Chief Operating Officer Marty Smith; Assistant Superintendent, Jeff Platenberg; Assistant Superintendent, Facilities and Transportation and certain other members of staff both in-person and virtually. The Student Representative to the School Board Nathan Onibudo was present.

Nathan Onibudo led the Pledge of Allegiance and the moment of silence.

### **2.03 Certification of Closed Meeting Compliance (Exhibit A)**

Ms. Omeish moved, and Ms. Derenak seconded, that the Board in order to comply with Section 2.2-3712 (D) of the Code of Virginia, it is necessary for the Board to certify that since the Fairfax County School Board convened a closed meeting on December 17, 2020, to the best of each member's knowledge, only public business matters lawfully exempted from open meeting requirements and only such public business matters as were identified in the motion convening the closed meeting were heard, discussed, or considered by the Board during the closed meeting. The motion passed unanimously.

### **2.04 Announcements (Exhibit B)**

Nathan Onibudo announced that FCPS will celebrate National Mentoring Month in January 2021.

## **3. PRESENTATIONS TO THE SCHOOL BOARD**

### **3.01 Citizen Participation (Exhibit C)**

Nine citizens addressed the Board in the time reserved for citizen participation and three citizens delivered video testimony. Kimberly Adams addressed Agenda Item 4.05 – Superintendent Contract; Asra Nomani, Zia Tompkins, and Harry Jackson addressed Agenda Item 5.01 Monthly Report on Employee Separation; Akshay Deverakonda, Paul Thomas, Jun Wang, Srilekha Palle, and Michelle Cades addressed Agenda Item 4.02 – TJHSST Admissions; Jorge Torrico addressed Agenda Item 6.04 - Award of Contract- Robinson Secondary School Synthetic Turf Field Replacement Project. Video testimony was given by Norma Margulies on Agenda Item 5.01- Monthly Report on Employee Separation, and Teddy Geis and Fatimah Salem on Agenda Item 4.02 – TJHSST Admissions.

### **3.02 Student Representative Matters (Exhibit D)**

The School Board congratulated Nathan Onibudo for his early acceptance into the University of Virginia. Student Representative Nathan Onibudo made brief comments.

### **3.03 FY 2022-2026 Capital Improvement Program (Exhibit E)**

## FAIRFAX COUNTY SCHOOL BOARD

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December 17, 2020

The Chair introduced the Superintendent to begin the presentation of the CIP. The Superintendent welcomed Jeff Platenberg, assistant superintendent, Facilities, who presented the FY 2022- 2026 Capital Improvement Program while highlighting the impact of COVID 19.

The Board discussed a new elementary school in the Providence district with possible funding source; COVID impacts on September 30 enrollement compared to the current overall enrollment; repurposing existing buildings; and outdoor learning spaces.

Mr. Platenberg announced that the Board will discuss the CIP in-depth at the January 5 work session, and then the CIP public hearing will be held on January 7, with Board action scheduled on February 4, 2021.

### 4. ACTION ITEMS

#### 4.01 Confirmation of Action taken In Closed Meeting (Exhibit F)

Ms. McLaughlin moved, and Ms. Cohen seconded, that the Board authorize the Superintendent to execute the resolution agreement, according to the terms and conditions discussed in closed session. The motion passed unanimously.

#### 4.02 Thomas Jefferson High School for Science and Technology (TJHSST) Admissions {TJ; WS 9/15/20; 10/6/20 WS; 11/17/20 WS; 12/7/20 WS} (Exhibit G)

[Clerk's note:Chair Anderson passed the gavel to Vice-Chair Pekarsky.]

Ms.Omeish moved, and Dr. Anderson seconded, that the Hybrid Merit Lottery presented to the School Board by the Superintendent on December 7 will ensure that the Thomas Jefferson High School for Science and Technology continues to provide a high-quality STEM education. A diverse student body that includes a wide variety of backgrounds, experiences and skills enriches the learning environment for the students at TJ and prepares them to be science and technology leaders in an increasingly diverse workforce. I therefore move to direct the Superintendent to revise the admissions process for TJHSST utilizing the Hybrid Merit Lottery of the Superintendent's presentation to the Board on December 7. The admission process must use only race-neutral methods that do not seek to achieve any specific racial or ethnic mix, balance, or targets. These changes are effective with the admissions process for the class entering TJHSST in the Fall of 2021.

The Board discussed that merit indicates that a student must meet eligibility for TJHSST admissions before entering the admissions lottery, that this has been recommended by community and national groups and noted the importance of giving every student an opportunity.

## FAIRFAX COUNTY SCHOOL BOARD

Electronic Regular Meeting

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December 17, 2020

The motion that the Hybrid Merit Lottery presented to the School Board by the Superintendent on December 7 will ensure that the Thomas Jefferson High School for Science and Technology continues to provide a high-quality STEM education. A diverse student body that includes a wide variety of backgrounds, experiences and skills enriches the learning environment for the students at TJ and prepares them to be science and technology leaders in an increasingly diverse workforce. I therefore move to direct the Superintendent to revise the admissions process for TJHSST utilizing the Hybrid Merit Lottery of the Superintendent's presentation to the Board on December 7. The admission process must use only race-neutral methods that do not seek to achieve any specific racial or ethnic mix, balance, or targets. These changes are effective with the admissions process for the class entering TJHSST in the Fall of 2021, **failed 4-8-0**: Dr. Anderson, Ms. Omeish, Mr. Frisch, and Ms. Keys-Gamarra voted "aye;" Ms. Sizemore Heizer, Ms. Tholen, Ms. Meren, Ms. Derenak Kaufax, Mrs. Corbett Sanders, Ms. McLaughlin, Ms. Cohen, and Ms. Pekarsky voted "no."

[Clerk's note: Vice-Chair Pekarsky passed the gavel back to Chair Anderson.]

Ms. Tholen, moved, and Ms. Pekarsky seconded, that the Holistic Review process presented to the School Board by the Superintendent on December 7 will ensure that the Thomas Jefferson High School for Science and Technology continues to provide a high-quality STEM education. A diverse student body that includes a wide variety of backgrounds, experiences and skills enriches the learning environment for the students at TJ and prepares them to be science and technology leaders in an increasingly diverse workforce. I therefore move to direct the Superintendent to revise the admissions process for TJHSST utilizing the Holistic Review Process outlined on pages 10 , 11 and 12 of the Superintendent's presentation to the Board on December 7. The Superintendent's Holistic Review process must be modified to establish that, as part of the review process, the top 1.5% of the 8th grade class at each public middle school who meet the minimum standards--based on GPA in core classes, student portrait sheet, problem-solving essay and experience factors--will be eligible for admission. The admission process must use only race-neutral methods that do not seek to achieve any specific racial or ethnic mix, balance, or targets. These changes are effective with the admissions process for the class entering TJHSST in the Fall of 2021.

The Board discussed that the top 1.5% from each middle school could replace the previously discussed Regional pathway and expanding the pipeline for each middle school and all elementary school AAP programs, while providing STEM opportunities at all levels and equity of access and opportunity with additional experience factors.

The motion that the Holistic Review process presented to the School Board by the Superintendent on December 7 will ensure that the Thomas Jefferson High School for Science and Technology continues to provide a high-quality STEM education. A diverse student body that includes a wide variety of backgrounds, experiences and skills enriches the learning environment for the students at TJ and prepares them to be science and technology leaders in an increasingly

## FAIRFAX COUNTY SCHOOL BOARD

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diverse workforce. I therefore move to direct the Superintendent to revise the admissions process for TJHSST utilizing the Holistic Review Process outlined on pages 10, 11 and 12 of the Superintendent's presentation to the Board on December 7. The Superintendent's Holistic Review process must be modified to establish that, as part of the review process, the top 1.5% of the 8th grade class at each public middle school who meet the minimum standards--based on GPA in core classes, student portrait sheet, problem-solving essay and experience factors--will be eligible for admission. The admission process must use only race-neutral methods that do not seek to achieve any specific racial or ethnic mix, balance, or targets. These changes are effective with the admissions process for the class entering TJHSST in the Fall of 2021, **passed 10-1-1**: Ms. Omeish, Mr. Frisch, Ms. Keys-Gamarra, Ms. Sizemore Heizer, Ms. Tholen, Ms. Meren, Ms. Derenak Kaufax, Mrs. Corbett Sanders, Ms. Cohen, and Ms. Pekarsky voted "aye;" Dr. Anderson voted "no;" and Ms. McLaughlin abstained from the vote.

Ms. Omeish moved, and Ms. Cohen seconded, to require that the test (essay and SIS) be administered locally, at each middle school, to all eligible students (i.e. who meet the 3.5 GPA and Algebra 1 requirements), and to provide the opportunity to opt-out of taking the test should they so choose, by the admissions cycle for the class of 2026 (next year). To opt-out would be to eliminate oneself from consideration for TJ.

The Board stressed the need to decrease barriers by providing problem solving essay at all middle schools. The Board discussed that the ability to be automatically entered into admissions pool by meeting eligibility requirements could be more inclusive than opting in to the admissions process.

Ms. McLaughlin moved, and Ms. Meren seconded, to amend the main motion to remove the requirement that the problem-solving exams be administered at every single middle school.

The Board discussed the possibility of providing transportation to local test sites, and the need to be inclusive by providing access at every middle school to eliminate barriers to TJHSST admission.

The motion to amend the main motion, to remove the requirement that the problem-solving exams be administered at every single middle school, **failed 0-12-0**: Ms. Omeish, Ms. Pekarsky, Ms. Tholen, Ms. Meren, Ms. Derenak Kaufax, Mrs. Corbett Sanders, Ms. McLaughlin, Ms. Cohen, Mr. Frisch, Dr. Anderson, Ms. Sizemore Heizer, and Ms. Keys-Gamarra voted "no."

The main motion, to require that the test (essay and SIS) be administered locally, at each middle school, to all eligible students (i.e. who meet the 3.5 GPA and Algebra 1 requirements), and to provide the opportunity to opt-out of taking the test should they so choose, by the admissions cycle for the class of 2026 (next year). To opt-out would be to eliminate oneself from consideration for TJ, **passed 11-1-0**: Ms. Omeish, Dr. Anderson, Mr. Frisch, Ms. Tholen, Ms. Derenak Kaufax,



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Ms. McLaughlin, Ms. Keys-Gamarra, Ms. Sizemore Heizer, Mrs. Corbett Sanders, Ms. Cohen, and Ms. Pekarsky voted "aye;" and Ms. Meren voted "no."

Ms. Omeish moved, and Ms. Cohen a follow-on motion to establish that, as part of the holistic review process, by the process for the 2027 class, the top percent of the 8th grade class at each public middle school in Fairfax County who meet minimum standards - based on GPA in core classes, student portrait sheet, problem-solving essay, and experience factors - shall be eligible for admission according to the percentage that is proportional to their population. This reflects the existing holistic review plan but calculates allotments of gifted students by school rather than by region.

The Board discussed that the percentage of individual middle schools reflect their percentage of FCPS population increase diversity and the feasibility of completing this work in 3 years. The Board discussed the variability in TJHSST's class population year to year.

Ms. Omeish moved, and Ms. Cohen seconded, to amend the follow-on motion to establish a goal of equitable representation by middle school for the class 2027 cohort.

The Board discussed the definition of equitable representation and that this goal was aspirational and would be clarified further at a later date.

The motion to amend the follow-on motion to establish a goal of equitable representation by middle school for the class 2027 cohort, **passed 7-4-1**: Ms. Omeish, Dr. Anderson, Mr. Frisch, Ms. Keys-Gamarra, Mrs. Corbett Sanders, Ms. Cohen, and Ms. Pekarsky voted "aye;" Ms. McLaughlin, Ms. Tholen, Ms. Meren, and Ms. Derenak Kaufax voted "no;" and Ms. Sizemore Heizer abstained from the vote.

The follow-on motion to establish that, as part of the holistic review process, by the process for the 2027 class, the top percent of the 8th grade class at each public middle school in Fairfax County who meet minimum standards - based on GPA in core classes, student portrait sheet, problem-solving essay, and experience factors - shall be eligible for admission according to the percentage that is proportional to their population. This reflects the existing holistic review plan but calculates allotments of gifted students by school rather than by region, as amended, **passed 7-4-1**: Ms. Omeish, Dr. Anderson, Mr. Frisch, Ms. Keys-Gamarra, Mrs. Corbett Sanders, Ms. Cohen, and Ms. Pekarsky voted "aye;" Ms. Tholen, Ms. Meren, Ms. McLaughlin, and Ms. Derenak Kaufax voted "no;" and Ms. Sizemore Heizer abstained from the vote.

Ms. Cohen moved, and Ms. Meren seconded, a follow-on motion to amend the family outreach/communication plan to include: Number of middle school students (by grade) interested in attending; Number of families who attend TJHSST outreach meetings; Number of applicants from first time (non-legacy) families;

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Number of applicants from underrepresented student populations; Climate survey of TJHHST students; Parent engagement survey.

The Board discussed the need to set intentional goals and continue to increase accountability while improving community outreach and communication.

The follow-on motion a follow-on motion to amend the family outreach / communication plan to include: Number of middle school students (by grade) interested in attending; Number of families who attend TJHSST outreach meetings; Number of applicants from first time (non-legacy) families; Number of applicants from underrepresented student populations; Climate survey of TJHHST students; Parent engagement survey, **passed unanimously.**

Ms. Cohen moved, and Ms. Meren seconded, a follow-on motion to direct the superintendent to present an annual report in a public meeting to the board on TJ Admissions to include: diversity of admitted class, attrition rates and reason for students not attending or leaving the school, remediation efforts, STEM class offerings and participation in enrichment clubs, the preparation of this report will include input from the Chief Equity Officer on the ongoing efforts to enhance and diversify the educational environment of TJ, and input from stakeholders and community members, including from the Minority Student Achievement Oversight Committee and the Advanced Academic Program Advisory Committee reports. If adequate progress is not made on improving diversity, the board directs the Superintendent to propose additional tools available to obtain the goal of improving diversity which could include increased outreach, piloting a lottery or other tools that may be recommended by the Superintendent.

The Board stressed the need to evaluate the progress of these changes to TJHSST admission and discussed the importance of evaluating the impact of these changes and the continued importance of transparency in a public meeting.

The follow-on motion to direct the superintendent to present an annual report in a public meeting to the board on TJ Admissions to include: diversity of admitted class, attrition rates and reason for students not attending or leaving the school, remediation efforts, STEM class offerings and participation in enrichment clubs, the preparation of this report will include input from the Chief Equity Officer on the ongoing efforts to enhance and diversify the educational environment of TJ, and input from stakeholders and community members, including from the Minority Student Achievement Oversight Committee and the Advanced Academic Program Advisory Committee reports. If adequate progress is not made on improving diversity, the board directs the Superintendent to propose additional tools available to obtain the goal of improving diversity which could include increased outreach, piloting a lottery or other tools that may be recommended by the Superintendent, **passed unanimously.**

Ms. Meren moved, and Ms. McLaughlin seconded to reconsider the vote on the motion to require that the test (essay and SIS) be administered locally, at each middle school, to all eligible students (i.e. who meet the 3.5 GPA and Algebra 1



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requirements), and to provide the opportunity to opt-out of taking the test should they so choose, by the admissions cycle for the class of 2026 (next year). To opt-out would be to eliminate oneself from consideration for TJ.

The Board discussed possible confusion due to the discrepancy between the motion displayed on BoardDocs and the motion stated by the member and considered if a second vote was necessary for confirmation of the wording.

The motion to reconsider the vote **failed 2-9-1**: Ms. Meren and Ms. McLaughlin voted "yes;" Ms. Omeish, Dr. Anderson, Mr. Frisch, Ms. Keys-Gamarra, Mrs. Corbett Sanders, Ms. Cohen, Ms. Pekarsky, Ms. Tholen, and Ms. Derenak Kaufax voted "no;" and Ms. Sizemore Heizer abstained from the vote.

#### 4.03 FY 2021 Midyear Budget Review [FNS; NB 12/3/20; WS 12/15/20] (Exhibit H)

Ms. Meren moved, and Ms. Derenak Kaufax seconded, that the School Board approve revenue and expenditure changes reflected in the FY 2021 Midyear Budget Review as detailed in the agenda item.

The Board discussed the expenditures included in the food and nutrition program and the increase from previous years, due to the pandemic.

The motion that the School Board approve revenue and expenditure changes reflected in the FY 2021 Midyear Budget Review as detailed in the agenda item, **passed 8-3-1**: Ms. Omeish, Dr. Anderson, Mr. Frisch, Ms. Tholen, Ms. Derenak Kaufax, Ms. Meren, Ms. Cohen, and Ms. Pekarsky voted "aye;" Ms. McLaughlin, Ms. Keys-Gamarra, and Ms. Sizemore Heizer voted "no;" and Mrs. Corbett Sanders abstained from the vote.

#### 4.04 PXXXX, New Policy Restraint and Seclusion [DSS NB 12/3/20/ PH 12/11/20] (Exhibit I)

Ms. Sizemore Heizer moved, and Ms. Omeish seconded, that the School Board approve the new Restraint and Seclusion Policy as presented and as detailed in the agenda item.

The Board expressed appreciation for the work of staff to further the goal of a caring culture by using positive intervention. The Board thanked the community, staff, and stakeholders' whose input help shaped this policy.

The motion that the School Board approve the new Restraint and Seclusion Policy as presented and as detailed in the agenda item, **passed unanimously**.

#### 4.05 Consideration of extension to Superintendent contract (Exhibit J)

Ms. Omeish moved, and Ms. Sizemore Heizer seconded, that the School Board renew its contract with Dr. Scott Brabrand as Superintendent, and authorize the Chairman to execute the amended contract, as detailed in the agenda item.

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The Chair stated that the Superintendent's contract will be extended for 1 year beyond the June 30, 2021 end date.

The motion that the School Board renew its contract with Dr. Scott Brabrand as Superintendent, and authorize the Chairman to execute the amended contract, as detailed in the agenda item, **passed unanimously.**

**5. CONSENT AGENDA**

**5.01 Monthly Report on Employee Separation-** Confirm the separations for the period beginning November 1, 2020 and ending November 30, 2020. (Exhibit K)

Vice Chair Pekarsky stated that, without objection, the one item on the consent agenda would be adopted. Hearing no objections, the consent agenda was adopted.

**6. NEW BUSINESS**

**6.01 FY 2022-2026 Capital Improvement Program [FTS; WS 1/5/21; 1/7/21 PH; Action 2/4/21;approve the Proposed FY 2022-2026 Capital Improvement Program.]**- Approve the Proposed FY 2022-2026 Capital Improvement Program. (Exhibit L)

There was no discussion on this item.

**7. SUPERINTENDENT MATTERS**

The Superintendent made brief comments.

**8. BOARD COMMITTEE REPORTS (Exhibit M)**

**December 8, 2020**

Governance Committee - Karl Frisch, Chair

**December 9, 2020**

Audit Committee, Karen Keys-Gamarra, Chair

**9. BOARD MATTERS**

The Board agreed to cancel Board Matters due to the late hour.

**10. ADJOURNMENT**

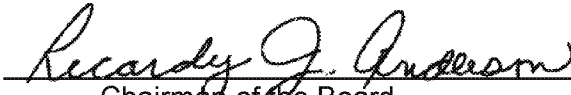
The meeting was adjourned at 12:30 a.m. on December 18, 2020.

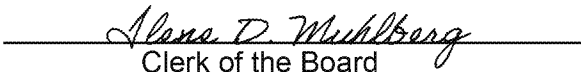
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December 17, 2020

  
Chairman of the Board

  
Clerk of the Board  
Approved January 21, 2021

## **Exhibit 2**

**MINUTES**  
**Fairfax County School Board**  
**Electronic Special Meeting**  
**December 7, 2020**  
**11:00 a.m.**

Work Session\ELECTRONIC

December 7, 2020

All Board members and Division staff participated electronically via Blackboard Collaborate Ultra due to the COVID-19 emergency and the Governor of Virginia's amended Order of the Governor and State Health Commissioner Declaration of Public Health Emergency, Order of Public Health Emergency One issued March 20; Executive Order Number 53: Temporary Restrictions On Restaurants, Recreational, Entertainment, Gatherings, Non-Essential Retail Businesses, And Closure Of K-12 Schools Due To Novel Coronavirus (Covid-19) issued March 23,; Order of the Governor and State Health Commissioner Order of Public Health Emergency Two, issued March 25. Members of the public attended virtually via Public Access Channel 99 and at FCPS.EDU/TV.

**1.01 Call to Order**

Chairman Anderson called the meeting to order at 4:00 p.m. with the following Board members present:

Karen Corbett Sanders (Mt. Vernon)	Megan O. McLaughlin (Braddock)
Tamara Derenak Kaufax (Lee)	Melanie Meren (Hunter Mill)
Ricardy Anderson (Mason)	Abrar Omeish (At Large)
Laura Jane Cohen (Springfield)	Stella Pekarsky (Sully)
Karl Frisch (Providence)	Rachna Sizemore Heizer (At Large)
Karen Keys-Gamarra (At Large)	Elaine Tholen (Dranesville)

Also present were Division Counsel John Foster and Clerk of the Board Ilene Muhlberg. Superintendent Brabrand, Deputy Superintendent Dr. Ivey, Nathan Onibudo was absent.

**1.02 Closed Meeting**

Ms. Cohen moved, and Ms. Omeish seconded, to that the Board go into closed session to discuss the following: 1) specific legal matters requiring the provision of legal advice by counsel pursuant to Sections 2.2-3711(A)(7) and (A)(8) of the Code of Virginia, specifically a) *K.C. v. School Board*, Case No. No. 2020-17283 (Fairfax Circuit Court), and b) personnel matters, 2) tests, examinations, and other information pursuant to Sections 2.2-3705.1(4) and 2.2-3711(A)(12), and 3) discuss and consider the employment, performance and salaries of specific employees pursuant to Section 2.2-3711(A)(1). The motion **passed unanimously**.

The Board met in closed session from 11:00 a.m. to 1:32 p.m.

**1.03 Certification of Closed Meeting Compliance (Exhibit A)**

Mr. Frisch moved, and Ms. Omeish seconded, that in order to comply with Section 2.2-3712 (D) of the Code of Virginia, it is necessary for the Board to certify that since the Fairfax County School Board convened a closed meeting on December 7, 2020, to the

best of each member's knowledge, only public business matters lawfully exempted from open meeting requirements and only such public business matters as were identified in the motion convening the closed meeting were heard, discussed, or considered by the Board during the closed meeting. The motion **passed unanimously.**

#### 1.04 Confirmation of Action Taken in Closed Meeting (Exhibit B)

Mr. Frisch moved, and Ms. Omeish seconded, that the Chairman of the School Board to be authorized to execute, on behalf of the Board, the contract of the Chief Operating Officer as discussed in closed meeting. The motion **passed 8-0-4**: Ms. Omeish, Ms. Pekarsky, Ms. Sizemore Heizer, Ms. Tholen, Ms. Meren, Ms. Cohen, Mr. Frisch, and Dr. Anderson voted "aye"; Ms. Keys-Gamarra, Ms. Derenak Kaufax, Mrs. Corbett Sanders, and Ms. McLaughlin abstained from the vote.

The Board took a brief recess from 1:33 p.m. to 2:06 p.m.

### **DISCUSSION**

#### 2.01 Call to Order

Chair Anderson called the meeting to order at 2:06 p.m. with the following Board members present:

Karen Corbett Sanders (Mt. Vernon)	Megan O. McLaughlin (Braddock)
Tamara Derenak Kaufax (Lee)	Melanie Meren (Hunter Mill)
Ricardy Anderson (Mason)	Abrar Omeish (At Large)
Laura Jane Cohen (Springfield)	Stella Pekarsky (Sully)
Karl Frisch (Providence)	Rachna Sizemore Heizer (At Large)
Karen Keys-Gamarra (At Large)	Elaine Tholen (Dranesville)

Also present were Division Superintendent Scott Brabrand; Clerk of the Board Ilene Muhlberg; Deputy Executive Assistant and Deputy Clerk of the Board Beverly Madeja; Chief Operating Officer Marty Smith; Principal of Thomas Jefferson High School for Science and Technology Dr. Bonitatibus; Admissions Director of Thomas Jefferson High School for Science and Technology Jeremy Shughart; and certain other individuals. The Student Representative to the School Board Nathan Onibudo was absent.

#### 2.02 Thomas Jefferson High School for Science and Technology (TJHSST) Admissions (Exhibit C)

- Meeting managers Omeish and Frisch introduced the Superintendent, who provided an overview of the presentation and noted that the goal of the proposals is leading with equity at the center.
- Staff presented previous proposals, and two admissions options for Board action at the December 17, 2020, regular meeting, including stakeholder engagement efforts, communications plans, accountability metrics and the regional pathway process.
- Staff presented a new hybrid merit lottery option and the new holistic review option and reviewed guiding principles with both options to maintain high standards while

- identifying potential talent across the district by removing barriers to TJHSST admissions.
- The Board discussed providing more opportunities to more students across the district while ensuring the process remains objective; and the possibility of adding teacher/trusted adult recommendations to the admissions materials.
  - The Board discussed the options including teacher recommendations; data around other schools' lottery successes and admission processes; accountability metrics; potential hurdles to admissions process across the district; and maintaining academic excellence with the options.
  - The Board stressed the need to receive the new Chief Equity Officer's input on the admission process as soon as possible.
  - Consensus was reached on the following next steps:
    - Please provide a recommendation of how we can screen students in the latter part of ES, 5th or 6th grade to ensure that they get the supports/encouragements for MS curriculum and activities to provide a pathway to the opportunity of TJ. Maybe WISC.
    - Determine a way to incorporate teacher recommendations as a data point for admissions. Streamline the current recommendation so that teacher workload concerns are addressed, and potential bias is removed.
    - Provide additional analysis of by school approach (both merit lottery and holistic approach).
    - Please examine minimums rather than max caps. Provide info on school level minimums as well
    - Develop accountability metrics that consider student/academic outcomes to ensure student success and high academic standards for all. Consider including metrics regarding retention and consistent and proportional utilization of the most advanced classes and labs.
    - Please ensure that we have consistent availability of hands on science and science fairs at both the ES and MS level.
    - Develop a rubric for teacher recommendations to ensure that input be available, but it is standardized throughout the county. This can be an equity issue.
    - Explain how this new process will work with the process to select Sophomore transfer students.
    - As a new process is implemented, recognize that our base high schools will need to provide more high-level math and science courses for students that do not go to TJ. Expand on these opportunities to get to students that can use them but may choose not to go to TJ for reasons like-sports, transportation, culture, etc. This needs to be part of our overall study of what STEAM opportunities we are offering for all students.
    - Ensure language limitations or disability manifestations is accommodated in the problem-solving essay and student information sheet. IEP accommodations may not be sufficient since those accommodations were not developed with the needs of accessing the TJ application in mind. Consider requiring consulting IEP teams in the process of developing accommodations required for SWD to access the application requirements (SIS and essay).
    - Consider using the TJ alumni to aid in outreach to the potential students in under-represented schools and encourage them to do so.
    - Consider asking current TJ students to be mentors and/or outreach to potential students.

- Clarify how STEM aptitude, passion, and talent is assessed through the SIS and problem-solving essay
- If the Board wants to pursue teacher recommendations, please work with Principal Bonitatibus to develop more helpful processes for this tool.
- Please consider expanding the pool of recommendations if they are reintroduced to include a teacher or other adult.
- Confirm that each mechanism for outreach will be thought through with an eye towards best industry practices -- including mailings, email, etc.

### **2.03 Adjournment**

The meeting was adjourned at 5:05 p.m.

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Chairman of the Board

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Clerk of the Board



**MINUTES**  
**Fairfax County School Board**  
**Virtual**

Work Session\ELECTRONIC

October 6, 2020

All Board members and Division staff participated electronically via Blackboard Collaborate Ultra due to the COVID-19 emergency and the Governor of Virginia's amended Order of the Governor and State Health Commissioner Declaration of Public Health Emergency, Order of Public Health Emergency One issued March 20; Executive Order Number 53: Temporary Restrictions On Restaurants, Recreational, Entertainment, Gatherings, Non-Essential Retail Businesses, And Closure Of K-12 Schools Due To Novel Coronavirus (Covid-19) issued March 23,; Order of the Governor and State Health Commissioner Order of Public Health Emergency Two, issued March 25. Members of the public attended virtually via Public Access Channel 99 and at FCPS.EDU/TV.

**1. CLOSED MEETING**

Ms. Tholen moved, and Ms. Sizemore-Heizer seconded, that the Board go into closed meeting to consult with legal counsel regarding specific legal matters requiring the provision of legal advice by such counsel pursuant to Section 2.2-3711(A)(7) and (A)(8) of the Code of Virginia, specifically, admissions processes. The motion passed 11-0-1: Ms. Pekarsky, Ms. Tholen, Ms. Derenak Kaufax, Mrs. Corbett Sanders, Ms. McLaughlin, Ms. Cohen, Mr. Frisch, Dr. Anderson, Ms. Keys-Gamarra; Ms. Meren and Ms. Sizemore Heizer voted "aye"; Ms. Omeish abstained from the vote.

The Board met in closed session from 5:00 p.m. to 7:15 p.m.

**2. RECESS**

The Board took a brief recess from 7:15 p.m. to 7:25 p.m.

**3. WORK SESSION**

Chair Anderson called the meeting to order at 7:25 p.m. with the following Board members present:

Karen Corbett Sanders (Mt. Vernon)  
Tamara Derenak Kaufax (Lee)  
Ricardy Anderson (Mason)  
Laura Jane Cohen (Springfield)  
Karl Frisch (Providence)  
Karen Keys-Gamarra (At Large)

Megan O. McLaughlin (Braddock)  
Melanie Meren (Hunter Mill; dept.11:44)  
Abrar Omeish (At Large)  
Stella Pekarsky (Sully)  
Rachna Sizemore Heizer (At Large)  
Elaine Tholen (Dranesville)

Also present were Division Superintendent Scott Brabrand; Deputy Superintendent Frances Ivey; Clerk of the Board Ilene Muhlberg; Deputy Clerk of the Board Beverly Madeja; Chief Operating Officer Marty Smith; Division Counsel John Foster; Regional Assistant Superintendent Fabio Zuluaga, Principal of Thomas Jefferson High School for Science and Technology (TJHSST) Ann Bonitatibus; Director of Admissions TJHSST Jeremy Shughart; and certain other members of staff. Student Representative Nathan Onibudo was absent.

**3.01 Certification of Closed Meeting Compliance (Exhibit A)**

Ms. Omeish moved, and Ms. Cohen seconded, that in order to comply with Section 2.2-3712 (D) of the Code of Virginia, it is necessary for the Board to certify that since the Fairfax County School Board convened a closed meeting on October 6, 2020, to the best of each member's knowledge, only public business matters lawfully exempted from open meeting requirements and only such public business matters as were identified in the motion convening the closed meeting were heard, discussed, or considered by the Board during the closed meeting. The motion **passed 11-0-0**: Ms. Pekarsky, Ms. Tholen, Mrs. Corbett Sanders, Ms. McLaughlin, Ms. Cohen, Mr. Frisch, Dr. Anderson, Ms. Keys-Gamarra, Ms. Meren, Ms. Omeish, and Ms. Sizemore Heizer voted "aye"; Ms. Derenak Kaufax was not present for the vote.

**3.02 Thomas Jefferson High School for Science and Technology (TJHSST) Admissions (Exhibit B)**

- Staff presented the revised merit lottery proposal and addressed changes made from the original proposal on September 15, 2020.
- The Board discussed the need for accountability, use of best practices and yearly evaluations of any changes made to the TJHSST admissions processes, maintaining TJHSST's academic rigor, the Young Scholars Program, expanding STEM opportunities and considered creating a regional governing board for TJHSST.
- The Board requested a statistical review of the changed admission process by middle school, by region, and by pyramid.

The Board considered eliminating the admissions test as described by the Superintendent. The proposal was **approved unanimously, in a vote of 12-0-0**.

The Board considered removing the application fee described by the Superintendent. The proposal was **approved unanimously, in a vote of 12-0-0**

The Board considered supporting a capacity increase at TJ to be more comparable with other schools in the division. The proposal was **approved unanimously, in a vote of 12-0-0**.

The Board considered a proposal to agree that there will be a merit based approach to the admissions process which will focus on the whole student, aptitude and take into account a student's access to opportunity to Include FRM, and inclusion in under-represented populations. The proposal **was not approved in a vote of 5-1-6**: Mrs. Corbett Sanders, Ms. McLaughlin, Ms. Sizemore Heizer, Ms. Derenak Kaufax, and Ms. Pekarsky voted "aye"; Dr. Anderson voted "no"; Ms. Cohen, Ms. Meren, Mr. Frisch, Ms. Tholen, Ms. Omeish, and Ms. Keys-Gamarra abstained from the vote.

The Board considered a proposal to establish the initiation of the admissions process timeline for the class of 2025 to begin no later than the end of January 2021 with the Superintendent bringing back to the Board no later than December the proposals necessary to accomplish those goals. The proposal was **approved with a vote of 11-0-1**: Ms. Pekarsky, Ms. Tholen, Ms. Derenak Kaufax, Mrs. Corbett Sanders, Ms. McLaughlin, Ms. Cohen, Mr. Frisch, Dr. Anderson, Ms. Keys-Gamarra, Ms. Omeish, and Ms. Sizemore Heizer voted "aye"; Ms. Meren abstained from the vote.

The Board considered a proposal to require the Superintendent to bring to the board the annual diversity plan prior to submitting it to the State. The Plan shall state that the goal is to have TJ's demographics represent the NOVA region. The plan shall include actions detailing how outreach and supports will be extended to increase applications from underserved populations. The proposal was **approved with a vote of 11-0-1**: Ms. Pekarsky, Ms. Tholen, Ms. Derenak Kaufax, Mrs. Corbett Sanders, Ms. McLaughlin, Ms. Cohen, Mr. Frisch, Dr. Anderson, Ms. Keys-Gamarra, Ms. Omeish, and Ms. Sizemore Heizer voted "aye"; Ms. Meren abstained from the vote.

The Board considered a proposal to agree on an approach that looks at the admission's pool by pyramid/middle school. This is consistent with how many universities look at admissions and identify qualified applicants by school. The proposal was **approved with a vote of 10-0-2**: Ms. Pekarsky, Ms. Tholen, Ms. Derenak Kaufax, Mrs. Corbett Sanders, Ms. McLaughlin, Ms. Cohen, Mr. Frisch, Dr. Anderson, Ms. Keys-Gamarra, and Ms. Sizemore Heizer voted "aye"; Ms. Meren and Ms. Omeish abstained from the vote.

The Board considered a proposal to request that the Superintendent provide models that examines lottery and non-lottery option. The proposal was **approved with a vote of 11-0-0**: Ms. Pekarsky, Ms. Tholen, Ms. Derenak Kaufax, Mrs. Corbett Sanders, Ms. McLaughlin, Ms. Cohen, Mr. Frisch, Dr. Anderson, Ms. Keys-Gamarra, Ms. Omeish, and Ms. Sizemore Heizer voted "aye"; Ms. Meren was not present for the vote.

The Board considered a proposal to table discussion on the following next steps until Chair's meeting on October 13, 2020 with Board members submitting final next steps by 9:00 a.m. on October 13, 2020. The proposal was **approved with a vote of 9-1-1**: Ms. Pekarsky, Ms. Tholen, Mrs. Corbett Sanders, Ms. McLaughlin, Ms. Cohen, Mr. Frisch, Dr. Anderson, Ms. Keys-Gamarra, and Ms. Sizemore Heizer voted "aye"; Ms. Derenak Kaufax voted "no"; Ms. Omeish abstained from the vote; Ms. Meren was not present for the vote.

- Investigate the impact of a pyramid/middle school approach to the allocation.
- Confirm in our plan submitted to the state that we will not have the admissions test for TJHSST. Establish goal to have TJ's demographics represent the NOVA region, by extending outreach and supports to increase applications from underserved populations. Expand the admissions to align with program capacity, e.g. 50 more seats.
- Discuss how to determine the "highest qualified" when the pool is already selected by merit. What are the numbers (100 versus normed to gifted in the population as a whole)?
- Please provide a description of outreach that is designed to reach identified populations within FCPS.
- Please identify accountability measures and metrics of diversity goals, as well as the proposed method of monitoring same.
- State plan requires a plan for diversity of staff as well. What is the current status of diversity in the staff? What are the goals for diversity? And what is the plan to achieve it?
- Examine the possibility of opt-out lottery selection in place of opt-in and share relevant considerations.
- Do an analysis of the ramifications to our base high schools given a new TJ admissions process. This data driven research will include both an analysis of increased student enrollment at the high schools and the need for additional courses in advanced math,

science, and computer programming such as: differential equations, probability theory, quantum physics, machine learning, post AP courses, etc.

- Update statistical modeling for Dr. Brabrand's two merit lottery plans – factor in what an increased TJ student body would do to these projections. Conduct statistical modeling of what the merit lottery or “holistic” review would mean for admissions numbers when using the middle school approach.
- Provide a summary of previous attempts to improve the process and results.
- Bring to the Board a holistic admissions approach that does not contain a lottery as an option for the Board to consider as an alternative plan.
- Provide the past 5–10 years of the recalculated Core GPA data and STEM GPA (broken out by decile) for all FCPS TJ Applicants, Semi-finalists, and Accepted Students.
- Provide the past 5–10 years of Algebra 1 (or higher Math) data for FCPS TJ Applicants, Semi-finalists, and Accepted students.
- Provide the past 5–10 years of data results related to Young Scholars (and LIFT) Applicants, Semi-finalists, and Accepted students.

The meeting adjourned at 11:53 p.m.

  
Chairman of the Board

  
Clerk of the Board

## **Exhibit 4**

**MINUTES**  
**Fairfax County School Board**  
**Electronic Regular Meeting**

Electronic Regular Meeting

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All Board members and Division staff participated electronically via Blackboard Collaborate Ultra due to the COVID-19 emergency and the Governor of Virginia's amended Order of the Governor and State Health Commissioner Declaration of Public Health Emergency, Order of Public Health Emergency One issued March 20; Executive Order Number 53: Temporary Restrictions On Restaurants, Recreational, Entertainment, Gatherings, Non-Essential Retail Businesses, And Closure Of K-12 Schools Due To Novel Coronavirus (Covid-19) issued March 23; Order of the Governor and State Health Commissioner Order of Public Health Emergency Two, issued March 25. Members of the public attended virtually via Public Access Channel 99 and at FCPS.EDU/TV.

**1. CLOSED MEETING**

Ms.Cohen moved, and Ms. Sizemore Heizer seconded, that the Board go into closed meeting to consult with legal counsel regarding specific legal matters requiring the provision of legal advice by such counsel pursuant to Section 2.2-3711(A)(7) and (A)(8) of the Code of Virginia, specifically, admissions processes, personnel matters and freedom of information act requirements. The motion **passed 10-0-1**: Ms. Omeish, Ms. Keys-Gamarra, Ms. Sizemore Heizer, Ms. Tholen, Ms. Meren, Ms. Derenak Kaufax, Mrs. Corbett Sanders, Ms. McLaughlin, Ms. Cohen, and Mr. Frisch voted "aye"; Ms. Pekarsky was not present for the vote; and Dr. Anderson abstained from the vote.

The Board met in closed session from 5:00 p.m. to 7:26 p.m.

**2. REGULAR MEETING**

**2.01 Call to Order/Pledge of Allegiance/Moment of Silence**

Chair Anderson called the meeting to order at 7:30 p.m. with the following Board members present:

**2.02 Roll Call**

Karen Corbett Sanders (Mt. Vernon)  
Tamara Derenak Kaufax (Lee)  
Ricardy Anderson (Mason)  
Laura Jane Cohen (Springfield)  
Karl Frisch (Providence)  
Karen Keys-Gamarra (At Large)

Megan O. McLaughlin (Braddock)  
Melanie Meren (Hunter Mill)  
Abrar Omeish (At Large)  
Stella Pekarsky (Sully)  
Rachna Sizemore Heizer (At Large)  
Elaine Tholen (Dranesville)

Also present were Division Superintendent Scott Brabrand; Deputy Superintendent Frances Ivey; Clerk of the Board Ilene Muhlberg; Deputy Clerk of

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the Board Beverly Madeja; Chief Operating Officer Marty Smith; Assistant Superintendent, Facilities and Transportation Jeff Platenberg; Assistant Superintendent, and certain other members of staff. The Student Representative to the School Board Nathan Onibudo was absent.

Ms. Keys-Gamarra led the Pledge of Allegiance and the moment of silence.

### **2.03 Certification of Closed Meeting Compliance (Exhibit A)**

Ms. Corbett Sanders moved, and Ms. Cohen seconded, that in order to comply with Section 2.2-3712 (D) of the Code of Virginia, it is necessary for the Board to certify that since the Fairfax County School Board convened a closed meeting on October 8, 2020, to the best of each member's knowledge, only public business matters lawfully exempted from open meeting requirements and only such public business matters as were identified in the motion convening the closed meeting were heard, discussed, or considered by the Board during the closed meeting. The motion **passed 11-0-1**: Ms. Pekarsky, Ms. Sizemore Heizer, Ms. Tholen, Ms. Meren, Ms. Derenak Kaufax, Mrs. Corbett Sanders, Ms. Cohen, Ms. Keys-Gamarra, Mr. Frisch, Ms. McLaughlin and Ms. Omeish voted "aye"; Dr. Anderson abstained from the vote.

### **2.04 Announcements (Exhibit B)**

In the absence of the Student Representative, Chair Anderson announced that National School Lunch Week was October 12- 16, 2020. Ms. Pekarsky announced that October 2020 was Disability Employment and Awareness Month.

### **2.05 LGBT History Month Recognition (Exhibit C)**

Ms. McLaughlin announced that the Board, along with the National PTA, the Fairfax County Council of PTAs, and the Fairfax Education Association recognized October as LGBT (Lesbian, Gay, Bisexual and Transgender) History Month.

### **2.06 Recognition of National School Bus Safety Week (Exhibit D)**

Ms. Keys-Gamarra recognized October 19 – 23, 2020 as National School Bus Safety Week. The Board expressed to the staff from the Department of Facilities and Transportation for their continued hard work to keep FCPS students safe.

### **2.07 Resolution Honoring the Work of Food and Nutrition Services Staff (Exhibit E)**

*WHEREAS*, the staff of Food and Nutrition Services (FNS) has served over 3.4 million meals since March 2020: and



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*WHEREAS*, every Monday through Friday, FNS offers meals on seventy-four bus routes, at forty-five Grab & Go sites, at five 'Fairfax Meal Kit' sites, and at the thirty-seven schools hosting the County SRS program; and

*WHEREAS*, breakfast and lunch are also served on Fridays for Friday, Saturday, and Sunday at all locations and supper and snack are available on eleven bus routes and at twelve Grab & Go sites; and

*WHEREAS*, on September 26<sup>th</sup>, FNS offered meals at all high schools as a part of student testing; and

*WHEREAS*, on October 2nd, FNS reached their highest participation day and served more than 120,000 breakfast, lunch, snack, and supper meals, while averaging over 60,000 meals per day that same week; and

*WHEREAS*, New Grab & Go and Fairfax Meal Kit sites are in the process of being expanded, supper and snack will soon be available at all locations; and

*WHEREAS*, FNS staff have assisted with school-based work, distributing laptops and books, and planning collaboratively with school administrators in anticipation of the phase-in of in-person instruction.

*NOW THEREFORE, BE IT RESOLVED*, that the Fairfax County School Board expresses tremendous appreciation for all staff of Food and Nutrition Services for their diligent efforts to ensure that all children in the FCPS community are always fed and ready to learn.

Ms. Meren moved, and Mr. Frisch seconded, that the Board express tremendous appreciation for all staff of Food and Nutrition Services for their diligent efforts to ensure that all children in the FCPS community are always fed and ready to learn. The motion passed unanimously.

### 3. **PRESENTATIONS TO THE SCHOOL BOARD**

#### **3.01 Citizen Participation (Exhibit F)**

Fifteen citizens addressed the Board in the time reserved for citizen participation. Sujatha Hampton, Srinivas Akella, Julia McCaskill, Rebecca Goldin, Norma Munoz, Swesik Ramineni, Glen Miller, Brandon Kim, Himanshu Verma, Susan Danewitz, Hanning Chen, Harry Jackson, Asra Normani, and Didi Elsyad addressed the Agenda Item 3.04 - Thomas Jefferson High School for Science and Technology (TJHSST) Admissions.. Prakash Yarlagadda addressed the Board on Agenda Item 6.08 - Policy 2150 Prevention of Alcohol and Other Illegal Drug Use by Students.

#### **3.02 2021 FCSB State and Federal Legislative Program (Exhibit G)**



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Dr. Brabrand introduced Mr. Molloy, Director, Government Relations, who presented the 2021 FCSB State and Federal Legislative Program. The Board stressed the need to prioritize the requests in the Legislative Program and to highlight unfunded mandates. The Board discussed a request for authorization for continued virtual meetings and streamlining legislative requests. The Board stressed including lessons learned during the COVID 19 crisis and virtual learning to increase flexibility around areas such as attendance. The Legislative Program will be discussed in greater detail at the work session on October 20, 2020.

**3.03 Thomas Jefferson High School for Science and Technology (TJHSST) Admissions (Exhibit H)**

Dr. Brabrand presented information an update to the September 15, 2020 and the October 6, 2020 work sessions on the effort of continuous improvement of the Admissions Process for TJHSST. The Superintendent provided information regarding the current admissions process and proposed changes for future admissions processes.

Ms. Sizemore Heizer moved, and Ms. Tholen seconded, to direct the Superintendent to develop and implement a stakeholder engagement plan regarding TJ admissions prior to bringing the updated TJ plan to the Board in November. This plan should allow for more thorough community input and dialogue on TJ admissions. This stakeholder engagement can include public hearings, interviews, panel and focus group discussions and other forms of collaborative discourse.

The Board expressed support of the effort to allow dialogue with the community and stakeholders while not impacting the timeline.

The motion to direct the Superintendent to develop and implement a stakeholder engagement plan regarding TJ admissions prior to bringing the updated TJ plan to the Board in November. This plan should allow for more thorough community input and dialogue on TJ admissions. This stakeholder engagement can include public hearings, interviews, panel and focus group discussions and other forms of collaborative discourse, failed: 0-7-5: Ms. Meren, Mrs. Corbett Sanders, Ms. Cohen, Ms. Keys-Gamarra, Ms. Omeish, Mr. Frisch, and Dr. Anderson voted "no"; Ms. McLaughlin, Ms. Sizemore Heizer, Ms. Tholen, Ms. Derenak Kaufax, and Ms. Pekarsky, abstained from the vote.

Mrs. Corbett Sanders moved, and Ms. McLaughlin seconded, a motion to revise the previous motion to direct the Superintendent to engage stakeholders regarding changes to TJ admissions for the 2021 freshman class prior to bringing the updated plan to the Board in December. This plan should allow for more thorough community input and dialogue on TJ admissions. This public engagement can include public hearings, interviews, panel and focus group discussions and other forms of collaborative discourse.

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The Board discussed concerns about the motion extending the timeline and added burden on Superintendent and Staff.

The motion to revise the previous motion to direct the Superintendent to engage stakeholders regarding changes to TJ admissions for the 2021 freshman class prior to bringing the updated plan to the Board in December. This plan should allow for more thorough community input and dialogue on TJ admissions. This public engagement can include public hearings, interviews, panel and focus group discussions and other forms of collaborative discourse, **failed: 6-6-0:** Ms. McLaughlin, Ms. Sizemore Heizer, Ms. Tholen, Ms. Derenak Kaufax, Mrs. Corbett Sanders, and Ms. Pekarsky voted "aye;" and Dr. Anderson, Ms. Meren, Ms. Keys-Gamarra, Ms. Omeish, Ms. Cohen, and Mr. Frisch voted "no."

Mrs. Corbett Sanders moved, and Ms. Pekarsky seconded, to direct the Superintendent to develop a plan for establishing policies and procedures for instituting a regional governing board for TJ High School for Science and Technology. The governing board shall be comprised of a proportionate representation of the school boards which send students to the school. The regional board shall be responsible for ensuring current Virginia Board of Education Regulations relative to jointly operated schools and programs are adhered to. The Superintendents plan shall be referred to the Governance Committee no later than March 2021. The Governance Committee will review the Superintendent's proposed plan and bring its recommendation to the Fairfax County School Board for final approval prior to implementation.

The Board discussed the need to align TJHSST's governance with recommended best practices of using a regional governing board like other Virginia Governor's schools. The Board stated this will not interfere with the TJHSST admissions change process and that this is intended to give to give proportional voice to the surrounding jurisdictions whose students attend TJHSST. The Board discussed the document outlining FCPS's application to the state's proposal regarding TJHSST. The Board expressed concerns that the proposal adds a passion for STEM and questioned the need of including Portrait of a Graduate skills as the guiding principles and noted the need to include all consensus items from the October 6, 2020, work session. The Superintendent noted that the proposal would be revised.

Ms. Meren moved, and Ms. Cohen seconded, to call the question. The motion **passed 10-0-2:** Ms. McLaughlin, Ms. Meren, Ms. Sizemore Heizer, Ms. Tholen, Mrs. Corbett Sanders, and Ms. Pekarsky, Ms. Keys-Gamarra, Ms. Omeish, Ms. Cohen, and Mr. Frisch voted "aye;" Dr. Anderson and Ms. Derenak Kaufax abstained from the vote.

The motion to direct the Superintendent to develop a plan for establishing policies and procedures for instituting a regional governing board for TJ High School for Science and Technology. The governing board shall be comprised of a proportionate representation of the school boards which send students to the school. The regional board shall be responsible for ensuring current Virginia

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Board of Education Regulations relative to jointly operated schools and programs are adhered to. The Superintendents plan shall be referred to the Governance Committee no later than March 2021. The Governance Committee will review the Superintendent's proposed plan and bring its recommendation to the Fairfax County School Board for final approval prior to implementation, **passed: unanimously.**

Ms. Derenak Kaufax moved, and Ms. Tholen seconded, to direct the Superintendent to establish a plan for student talent development and put into action means for student potential identification and outreach. This motion is intended to address the systemic issues that impact diversity at TJ. It is not intended to and shall not impact the immediate need to change the admissions process we are currently addressing. This plan may include but not be limited to:

- Strengthening the equity of access to advanced academic curriculum and strategies for all students regardless of AAP level of service. This will require professional development for all classroom teachers on advanced programs pedagogy;
- Establishing a plan to have a full time Advanced Academic resource teachers in all remaining ES and a .5 in each middle school;
- Increasing administrator and teacher awareness of our Young Scholars program in FCPS and strive to ensure it is administered uniformly and with fidelity with the goal of expanding it to all schools.
- Developing a communications plan to help parents understand how their children can benefit from participation in AAP and invest in family engagement to facilitate participation of historically underrepresented students in advanced academic programs.
- Providing an analysis of math and science curriculum offering in all elementary and middle schools;
- Providing an analysis of extracurricular STEM opportunities in all elementary and middle schools.

We would ask for regular reporting from the Superintendent on these items as part of the Strategic Plan Goal reports.

Ms. Meren moved, and Ms. Keys-Gamarra seconded, to postpone this important motion to the next regular meeting on October 22, 2020. The motion to postpone to October 22, 2020 **passed 11-1-0:** Ms. McLaughlin, Ms. Meren, Ms. Sizemore Heizer, Ms. Tholen, Mrs. Corbett Sanders, and Ms. Pekarsky, Ms. Keys-Gamarra, Ms. Cohen, Mr. Frisch, Dr. Anderson, and Ms. Derenak Kaufax voted "aye;" and Ms. Omeish voted "no."

### 4. **ACTION ITEMS**

#### 4.01 **Confirmation of Action Taken in Closed Meeting**

No action was taken during closed session.

#### 4.02 **Consideration of Renaming Mosby Woods Elementary School (Exhibit H)**

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Mr. Frisch moved, and Ms. Keys-Gamarra seconded, that the Board vote to proceed with the name change for Mosby Woods Elementary School.

The Board discussed that this was the first step to changing the name of a school, the importance of involving the community and reviewed the process to be followed.

The motion that the Board vote to proceed with the name change for Mosby Woods Elementary School **passed unanimously.**

### **4.03 Governance Committee Recommended Revision to Composition of ACSD in Strategic Governance Manual (Exhibit I)**

Mr. Frisch moved, and Ms. Pekarsky seconded, move that the Board delete the language added in December 2019 and restore the membership of ACSD to 33 members, including one FCPS teacher.

The Board discussed that the revision is necessary to bring the manual into compliance with current state code and that the Governance Committee supported the revision.

The motion that the Board delete the language added in December 2019 and restore the membership of ACSD to 33 members, including one FCPS teacher, **passed unanimously.**

## **5. CONSENT AGENDA**

**5.01 Minutes-** Approve the minutes of the July 23, and September 3, and September 17, 2020, regular School Board meeting. (Exhibit J)

**5.02 Award of Contract – Cooper Middle School Renovation Project [FTS; NB 9/17/2020]** - Award a contract for the Cooper Middle School Renovation Project to the lowest responsive and responsible bidder, and authorize the Division Superintendent, or the Assistant Superintendent of Facilities and Transportation Services, to execute, deliver, and administer the contract on behalf of the School Board. (Exhibit S) (Exhibit K)

**5.03 Award of Contract – Automatic Temperature Control System Replacement at Kings Glen Elementary School [FTS; NB 9/17/2020]** - Award the contract for the automatic temperature control system replacement at Kings Glen Elementary School to the lowest responsive and responsible bidder and authorize the Division Superintendent, or the Assistant Superintendent of Facilities and Transportation Services, to execute and administer the contract on behalf of the School Board. (Exhibit L)

**5.04 Additional Appointments** - Appoint individuals to serve on committees, as detailed in the agenda item. (Exhibit M)

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Chair Anderson stated that, without objection, the four items on the consent agenda would be adopted. Hearing no objections, the consent agenda was adopted.

**6. NEW BUSINESS**

- 6.01 Award of Contract – Chantilly High School Roof Replacement Project [FTS; Action 10/22/2020]-** award a contract for the Chantilly High School Roof Replacement Project to the lowest responsive and responsible bidder, and authorize the Division Superintendent, or the Assistant Superintendent of Facilities and Transportation Services, to execute, deliver, and administer the contract on behalf of the School Board.&nbsp;(Exhibit N)

There was no discussion on this item.

- 6.02 Award of Contract – Rooftop Unit Replacements at Marshall Road Elementary School [FTS; Action 10/22/2020]-** award the contract for the Rooftop Unit Replacements at Marshall Road Elementary School to the lowest responsive and responsible bidder and authorize the Division Superintendent, or the Assistant Superintendent of Facilities and Transportation Services, to execute and administer the contract on behalf of the School Board. (Exhibit O)

There was no discussion on this item.

- 6.03 Award of Contract – Hybla Valley Elementary School Renovation Project [FTS; Action 10/22/2020]-** award a contract for the Hybla Valley Elementary School Renovation Project to the lowest responsive and responsible bidder, and authorize the Division Superintendent, or the Assistant Superintendent of Facilities and Transportation Services, to execute, deliver, and administer the contract on behalf of the School Board.&nbsp;(Exhibit P)

There was no discussion on this item.

- 6.04 Award of Contract – Olde Creek Elementary School Roof Replacement Project [FTS; Action 10/22/2020]-** award a contract for the Olde Creek Elementary School Roof Replacement Project to the lowest responsive and responsible bidder, and authorize the Division Superintendent, or the Assistant Superintendent of Facilities and Transportation Services, to execute, deliver, and administer the contract on behalf of the School Board.&nbsp;(Exhibit Q)

There was no discussion on this item.

- 6.05 Award of Contract – Poe Middle School Roof Replacement Project [FTS; Action 10/22/2020]-** award a contract for the Poe Middle School Roof Replacement Project to the lowest responsive and responsible bidder, and authorize the Division Superintendent, or the Assistant Superintendent of

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Facilities and Transportation Services, to execute, deliver, and administer the contract on behalf of the School Board. (Exhibit R)

There was no discussion on this item.

- 6.06 Award of Contract – Graham Road Community Building Synthetic Turf Field Replacement Project [FTS; Action 10/22/2020]-** award a contract for the Graham Road Community Building Synthetic Turf Field Replacement Project to the lowest responsive and responsible bidder, and authorize the Division Superintendent, or the Assistant Superintendent of Facilities and Transportation Services, to execute, deliver, and administer the contract on behalf of the School Board. (Exhibit S)

There was no discussion on this item.

- 6.07 2021 FCSB State and Federal Legislative Program [COO; WS 10/20/20; Action 11/5/2020]-** adopt the 2021 Fairfax County School Board State and Federal Legislative Program. (Exhibit T)

There was no discussion on this item.

- 6.08 Policy 2150 Prevention of alcohol and Other Illegal Drug Use by Students [SB; Action 10/22/20]-** Approve the recommended changes to Policy as detailed in the agenda item.] (Exhibit U)

There was no discussion on this item.

- 6.09 Policy 1501 Public Access to Information [SB; Action 10/22/20]-** Approve the recommended changes to Policy as detailed in the agenda item. (Exhibit V)

There was no discussion on this item.

- 6.10 Policy 2701 Student Personal Data [SB; Action 10/22/20]-** Approve the recommended changes to Policy as detailed in the agenda item. (Exhibit W)

There was no discussion on this item.

**7. SUPERINTENDENT MATTERS**

Due to the late hour, this item was canceled.

**8. BOARD COMMITTEE REPORTS**

Due to the late hour, this item was canceled.

**9. BOARD MATTERS**

Due to the late hour, this item was canceled.

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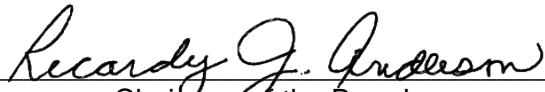
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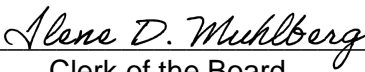
10

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**10. ADJOURNMENT**

The meeting was adjourned at 12:26 am. October 9, 2020.

  
\_\_\_\_\_  
Chairman of the Board

  
\_\_\_\_\_  
Clerk of the Board  
Approved: November 16, 2020

## **Exhibit 5**



Message

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**From:** Caption [caption@abercap.com]  
**Sent:** 6/24/2020 3:58:48 PM  
**To:** Madeja, Beverly [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=c5b7f14d54ff49ba88fd731a27823062-Madeja, Bev]; Feters, Matt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=bede6970b3da4de8815fede3a8b8916c-Feters, Ma]; Carney, Shelly [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=5e47c48d2e144bddb37fdce8e53f50e1-Carney, Mic]; Muhlberg, Ilene [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=825be3d8342d4ac4fae7a8306a1e2c5-Muhlberg, I]; Visioli, Beth [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=8756c498e8524a9eaa16fb08f6d5d7a2-Visioli, El]  
**Subject:** [External] 06/18 FCPS Transcripts  
**Attachments:** FCPS\_06-18-20\_0400pm-0430pmET.txt; FCPS\_06-18-20\_0430pm-0545pmET.txt

L.

LIVE CC BY ABERDEEN CAPTIONING

1-800-688-6621

THIS JUNE 18, 2020 MEETING WILL COME TO ORDER.

ROLL CALL.

DR. ANDERSON, PRESENT.

MS. COHEN, HERE.

MR. FRISCH.

HERE.

SORRY ABOUT THAT.

>> NO WORRIES.

MS. KEYS-GAMARRA.

HERE.

MS. M#C#LAUGHLIN.

HERE.

MS. MEREN.

HERE.

MS. OMEISH.

HERE.

MS. PEKARSKY.

HERE.

MS. SIZEMORE HEIZER.

I'M HERE.

MS. THOLEN.

ALL RIGHT.

MS. CORBETT SANDERS, I SEE YOU'RE GETTING SETTLED.

ARE YOU HERE?

>> I'M HERE.

CAN YOU HEAR ME?

>> THERE YOU GO.

WE ARE READY TO RISE NOW AS OUR STUDENT REPRESENTATIVE LEADS US IN RECITING THE PLEDGE OF ALLEGIANCE.

>> I PLEDGE ALLEGIANCE TO THE FLAG OF THE UNITED STATES OF AMERICA.

TO THE REPUBLIC FOR WHICH IT STANDS

ONE NATION

UNDER GOD, INDIVISIBLE

WITH LIBERTY, AND JUSTICE

FOR ALL.

>> THANK YOU.

WE'LL TURN IT BACK OVER TO MS. CORBETT SANDERS.

>> I CALL ON MS. CARSY FOR RECOGNITION OF THE SCHOOL BOARD CHARACTER AWARD RECIPIENT.

>> THANK YOU.

VERY EXCITING TO BE ABLE TO OFFER THIS RECOGNITION TODAY.

THE SCHOOL BOARD CHARACTER AWARD WAS INITIATED BY FORMER STUDENT REPRESENTATIVES TO THE SCHOOL BOARD AND ESTABLISHED BY THE STUDENT ADVISORY COUNCIL IN 2001.

THE CREDIT UNION EDUCATION FOUNDATION HAS GENEROUSLY FUNDED THE \$500 AWARD SINCE 2007.

THE AWARD IS GIVEN TO A JUNIOR OR SENIOR WHO DEMONSTRATES A CONTINUOUS RECORD OF HIGH MORALES, STRONG INTEGRITY AND GOOD CHARACTER.

AND WHO IS RECOGNIZED AS A ROLE MODEL FOR STUDENTS IN FAIRFAX COUNTY PUBLIC SCHOOLS IN DAY TO DAY BEHAVIOR.

IT IS MY HONOR TO ANNOUNCE THAT THE RECIPIENT OF THE 2020 SCHOOL BOARD CHARACTER AWARD IS DANIELA FLORES, A SENIOR AT CENTREVILLE HIGH SCHOOL.

DANIELA IS A TREMENDOUS SOURCE OF HOPE AND INSPIRATION FOR THE CENTREVILLE HIGH SCHOOL COMMUNITY.

SHE EMIGRATED TO THE UNITED STATES AND INITIALLY STRUGGLED TO ADAPT.

SHE DID NOT SPEAK ANY ENGLISH AND LEFT BEHIND HER FRIENDS, HER FAMILY, AND COMMUNITY.

DANIELA WORKED HARD AND BECAME STRONGER, MORE INDEPENDENT, AMBITIOUS, AND A CITIZEN THROUGH HER IMMIGRANT EXPERIENCE.

SHE LEARNED TO APPRECIATE THE THINGS SHE HAS IN LIFE AND WORK HARD TO REACH HER GOALS.

HER DEDICATION AND PERSISTENCE ENABLED HER PROGRESS TO EARNING A'S AND HONORS IN A.P. ENGLISH CLASSES IN HIGH SCHOOL.

DANIELA'S SUCCESS IS DUE TO HER GRIT AND PERSEVERANCE.

HER EXPERIENCE IN A.P. ENGLISH LANGUAGE IS INDICATIVE OF HER APPROACH TO ALL OF HER CLASSES.

SHE EMBRACES RIGOR, WORKS INCREDIBLY HARD TO GAIN SKILLS, AND IS TIRELESS IN HER PURSUIT OF KNOWLEDGE AND ACADEMIC SUCCESS.

DANIELA IS COMMITTED TO HELPING THOSE AROUND HER AND DEVOTING HER TIME, ENERGY, AND CONSIDERABLE INTELLECT TO BETTERING HER COMMUNITY.

SHE IS A REGULAR VOLUNTEER AT A VARIETY OF PROGRAMS AND EVENTS THAT HOLD A SPECIAL PLACE IN HER HEART.

THE HISPANIC COLLEGE INSTITUTE, AND THE WORD OF LIFE INTERNATIONAL CHURCH.

SHE HAS DONATED HER TIME AND SKILLS TO SUPPORT THE CENTREVILLE IMMIGRATION CENTER AND THE CONSULATE OF GUATEMALA.

SHE IS COMPLETING AN INTERNSHIP AT THE IMMIGRANTS FIRST.

SHE HAS BEEN SELECTED TO PARTICIPATE IN THE JEFFERSON WEXTON HIGH SCHOOL LEADERSHIP PROGRAM AND THE HISPANIC COLLEGE INSTITUTE LEADERSHIP PROGRAM AT VIRGINIA TECH UNIVERSITY.

DANIELA IS A VALUE-DRIVEN STUDENT WITH INTEGRITY.

SHE VALUES MAKING A DIFFERENCE IN THE LIVES OF OTHERS AND DEDICATES HER TIME TO HELPING OTHERS IN THE SCHOOL.

DANIELLA HAS TAKEN ON AN ASSISTANT ROLE WITH THE DEPARTMENT WHERE SHE WORKS WITH STUDENTS INDIVIDUALLY AND GROUPS TO ACCESS EDUCATION AND RESOURCES.

DANIELLA HELPED CREATE THIS ROLE, SEEING A NEED IN HER SCHOOL AND VOLUNTEERING TO TAKE

ON THE WORK THAT WENT WITH IT.

DANIELA TRULY BELIEVES IN IMPROVING THE LOCAL COMMUNITY AND THE WORLD SHE LIVES IN AND HAPPILY DEVOTES HER TIME TO CREATING A POSITIVE DIFFERENCE.

PLEASE JOIN ME IN CONGRATULATING DANIELA PEREIRA FLORES ON THIS GREAT ACHIEVEMENT.

I KNOW WE HAVE DANIELA AND HER FAMILY WITH US VIRTUALLY.

WE ARE ALL SO PROUD OF YOU.

CONGRATULATIONS.

CANNOT WAIT TO SEE WHAT YOU DO IN THE FUTURE.

>> THANK YOU SO MUCH.

I REALLY APPRECIATE IT.

[APPLAUSE]

>> THANK YOU.

>> DANIELA, WE ARE SO PROUD OF YOU, AND WHEN WE ARE ABLE TO BE BACK TOGETHER IN PERSON, PERHAPS WE CAN GET A PICTURE WITH THE BOARD.

BUT IT'S UNFORTUNATE THAT WE CAN'T DO THAT TODAY.

>> I KNOW, YES, BUT DEFINITELY I WILL BE THERE.

AND ONCE AGAIN THANK YOU GUYS SO MUCH.

I REALLY APPRECIATE IT AND IT MEANS A LOT TO ME.

>> THANK YOU, DANIELA.

>> MAKE US PROUD, DANIELA.

>> WILL DO.

>> AND NOW I'M VERY PLEASED TO CALL ON MRS. KEYS-GAMARRA FOR A RECOGNITION OF JUNETEENTH.

>> THANK YOU, MADAM CHAIR.

WHEREAS THE MONTH OF JUNE IS A TIME THAT MANY IN OUR NATION RECOGNIZE JUNETEENTH AS THE HOLIDAY THAT CELEBRATES EMANCIPATION DAY, THE DAY IN HISTORY WHEN THE LAST STATE RATIFIED THE EMANCIPATION PROCLAMATION.

AND WHEREAS THIS DATE MARKS THE TIME PERIOD WHERE AFRICAN-AMERICANS OF TEXAS RECEIVED NOTICE FROM PRESIDENT LINCOLN THAT SLAVERY HAD BEEN ABOLISHED, A DECLARATION WAS CODIFIED FROM THE CONSTITUTION OF THE UNITED STATES.

AND WHEREAS JUNE 19 MARKS THE DAY THAT AFRICAN AMERICANS IN THE SOUTHERN STATES EXERCISED INDEPENDENCE FROM THOSE WHO BENEFITED FROM THEIR LABORS IN THE FOUNDING OF THIS NATION.

AND WHEREAS THE JOURNEY OF AFRICAN AMERICANS REPRESENTS BOTH GREAT ACHIEVEMENTS AND GREAT HARDSHIP.

AND WHEREAS OUR NATION IS CURRENTLY WITNESSING THE INJUSTICES OF THE AFRICAN AMERICAN JOURNEY THAT HAVE EXISTED FOR FAR TOO LONG, THIS JUNE 19 CELEBRATION WEIGHS HEAVILY ON OUR HEARTS AND OUR MINDS IN THE AFTERMATH OF THE MURDER OF GEORGE FLOYD AND OTHERS WHO HAVE NOT BEEN TREATED EQUALLY UNDER THE LAW.

AND WHEREAS THE PAIN AND ANGUISH DISPLAYED ON OUR NATIONAL STAGE DEVELOPED FROM GENERATIONS OF SYSTEMIC RACISM THAT IMPACTS OUR STUDENTS, FAMILIES, STAFF, AND COMMUNITIES.

WHEREAS THE EDUCATIONAL INSTITUTION OF THIS NATION, INCLUDING FCPS, HAS A PARTICULAR RESPONSIBILITY TO RECOGNIZE THE PAINFUL REALTIES OF OUR HISTORY AND MAKE SURE OUR CURRICULUM REFLECTS THESE REALTIES.

AND WHEREAS WORKING WITH THE COMMUNITY AS ONE FAIRFAX, THIS BOARD IS COMMITTED TO IDENTIFYING ACTIONABLE ITEMS FOR POLICIES OF PROCEDURES THAT GIVE GREATER ACCESS TO OPPORTUNITIES TO ENSURE THAT STUDENTS, FAMILIES, AND STAFF DO NOT EXPERIENCE INEQUITIES IN FAIRFAX COUNTY PUBLIC SCHOOLS.

AND WHEREAS WE VALUE DIVERSITY AND ARE UNITED IN OUR OPPOSITION TO RACISM AND HATE, WE STAND IN SOLIDARITY WITH OUR AFRICAN AMERICAN STUDENTS, EDUCATORS, STAFF, AND THEIR FAMILIES.

NOW THEREFORE BE IT RESOLVED THAT THE FAIRFAX COUNTY PUBLIC SCHOOLS HEREBY OFFICIALLY COMMEMORATE JUNETEENTH AS A DAY TO CELEBRATE AND EMPHASIZE A COLLECTIVE CALL TO ACTION AGAINST INJUSTICE OF ANY KIND.

>> I SO MOVE.

>> I SO MOVE.

>> IS THERE A SECOND TO THIS?

DR. ANDERSON?

SECOND.

>> MS. KEYS-GAMARRA, WOULD YOU LIKE TO SPEAK TO YOUR RECOGNITION?

>> I DO, AND I WILL ASK FOR YOUR PATIENCE AHEAD OF TIME.

I GET SO PASSIONATE ABOUT THESE ISSUES.

INDEED TODAY WE DO RECOGNIZE THE SIGNIFICANCE OF THE DATE MARKED JUNETEENTH FOR AFRICAN AMERICANS AND FOR ALL AMERICANS.

AND WITH THAT, I AM GOING TO SHARE A PERSONAL STORY THAT TIES IN NOT ONLY THE SIGNIFICANCE OF THIS ANNOUNCEMENT BACK IN TEXAS WHICH COINCIDENTLY CAME MORE THAN TWO YEARS AFTER THE ACTUAL SIGNING OF THE EMANCIPATION PROCLAMATION.

IT WAS A DELAY SYMBOLIC OF WHAT WE ARE EXPERIENCING IN THIS NATION.

SO YESTERDAY MY PERSONAL STORY IS THIS, I GOT A CALL FROM MY SON WHO JUST RECENTLY GRADUATED FROM COLLEGE.

AND HE HAD WITNESSED A DOMESTIC VIOLENCE INCIDENT.

HE DIDN'T QUITE KNOW WHAT TO DO, BUT HE WAS VERY AWARE OF THE THINGS GOING ON IN OUR NATION.

SO HE TOOK COVER, CALLED THE POLICE TO MAKE SURE THE YOUNG LADY GOT HELP.

AND THEY ASKED HIM TO STAY THERE AND WAIT FOR THE POLICE.

AND HIS STATEMENT IS TRULY A STATEMENT ON WHERE WE ARE IN THIS NATION.

BECAUSE AS HE TALKED TO THE POLICE AND GAVE A DESCRIPTION OF HIMSELF, HE HAD TO SAY I'M A BLACK MAN, PLEASE DON'T SHOOT ME.

I WANT YOU TO LET THAT SINK IN.

MY SON'S RESPONSE TO THIS INTERACTION IS THE RESULT OF OUR FAILURE AS A NATION TO TRULY DEAL WITH THE INEQUITIES IN OUR NATION IN OUR UNWILLINGNESS TO REALLY ACCEPT WHAT HAPPENED AS WE ACCEPTED SLAVES 400 YEARS AGO.

AFRICAN AMERICANS CAME FROM NATIONS, FROM A CONTINENT OF KINGS AND QUEENS.

THEY WERE HUMANITY.

BUT ALL OF THAT WAS IGNORED IN THE SLAVE TRADE.

AND WE DIDN'T, WE NEVER REALLY STOPPED TO SAY THAT IT WAS WRONG.

YES, WE HAD OPPORTUNITIES.

WE HAD THE DRED SCOTT CASE THAT WENT TO THE UNITED STATES SUPREME COURT, AND THAT WAS -  
- I'M SORRY?

>> GO AHEAD MS. KEYS-GAMARRA.

>> OKAY.

WE HAD AN OPPORTUNITY TO TURN AWAY FROM THOSE THINGS, AND WE HAD AN OPPORTUNITY SO MANY TIMES BEFORE, WHETHER IT IS THAT CASE OR LYNCHINGS OR THE KKK OR A NUMBER OF OTHER OPPORTUNITIES.

BUT IN LOOKING AT WHAT HAS HAPPENED TO GEORGE FLOYD, WE NOW KNOW THAT OUR SHORTCOMINGS ARE FAR TOO GREAT.

SO WE MUST RECOGNIZE THE UNACCEPTABLE NUMBERS OF SUCH THINGS AS THE UNACCEPTABLE NUMBERS OF AFRICAN AMERICANS THAT HAVE BEEN ACCEPTED TO T.J.

WE HAVE TO RECOGNIZE THAT IS A MANIFESTATION OF PROBLEMS WITHIN OUR SYSTEM AND WE HAVE TO HAVE GREATER ACCESS AND OPPORTUNITY TO ADVANCED ACADEMICS, TO AFFORDABLE HOUSING, TO ECONOMIC OPPORTUNITIES.

AND SO WE HAVE TO CLEAN OUR OWN HOUSE.

YES, WE HAVE TO GET RID OF CONFEDERATE NAMES AND A NUMBER OF OTHER THINGS.

AND SO I SIMPLY WANT TO SAY WE HAVE BEGUN TO TEAR DOWN THESE THINGS.

WE HAVE BEGUN TO ADDRESS THE PROBLEMS.

CELEBRATING THIS DAY WILL MEAN NOTHING IF WE DON'T DO ANYTHING.

AND SO I CHALLENGE ALL OF US, AND I KNOW THAT MY BOARD MEMBERS WILL STAND WITH US AS WE REMOVE THE BARRIERS THAT HAVE CREATED THESE INEQUITIES AND IMPACT OUR STUDENTS UNJUSTLY.

THANK YOU.

>> THANK YOU VERY MUCH, MS. KEYS-GAMARRA.

DR. ANDERSON.

>> I'M SO VERY GLAD TO SECOND THIS RESOLUTION.

A LOT OF THINGS THAT I'VE WRITTEN IN MY COMMENTS HAVE BEEN STATED BY MS. KEYS-GAMARRA, EVEN THOUGH WE DID NOT WORK TOGETHER ON THIS AT ALL.

I'M GOING TO GO AHEAD AND JUMP IN.

JUNETEENTH IS A HOLIDAY TO CELEBRATE THE EMANCIPATION OF ENSLAVED PEOPLE IN THE U.S.

EMANCIPATION, THE FACT OR PROCESS OF BEING SET FREE OF LEGAL, SOCIAL, OR POLITICAL RESTRICTION.

LIBERATION.

I HIGHLIGHT THIS DEFINITION BECAUSE IT'S THE FIRST JUNETEENTH CELEBRATION IN 1865.

LEGAL, SOCIAL, AND POLITICAL RESTRICTIONS ON AFRICAN AMERICANS REMAIN A FIXTURE IN ALL OF OUR INSTITUTIONS.

TODAY I JOIN THE VOICES AND FOCUS THIS YEAR'S RECOGNITION OF JUNETEENTH NOT ONLY AS CELEBRATORY BUT AS A CALL TO ACTION.

I SEEK FOR US AS A SCHOOL BOARD AND SCHOOL DIVISION TO REFLECT ON WHAT IT MEANS TO LIBERATE OUR STUDENTS OF COLOR AND STAFF FROM LEGAL, SOCIAL, AND POLITICAL RESTRICTIONS IN OUR SCHOOLS, RESTRICTIONS THAT IMPEDE, LIMIT OR RESTRICT EDUCATIONAL OPPORTUNITIES.

I STRONGLY URGE THE FCPS COMMUNITY TO COMMIT TO THE WORK OF MOVING THE NEEDLE AND THE

ISSUES PRESENTED TO OUR STUDENTS AND FAMILIES.

THE SYMBOLIC REPRESENTATION OF JUNETEENTH DOES LITTLE TO STUDENTS AND FAMILIES ON THE END OF SYSTEMIC INEQUITIES SUCH AS BUT NOT LIMITED TO ACCESS TO RIGOROUS ACADEMIC INSTRUCTION, INCLUDING BUT NOT LIMITED TO T.J. ADMISSIONS.

SPECIAL EDUCATION OVER REPRESENTATION, DISCIPLINARY DISPROPORTIONALITY.

AND MASCOT NAMES THAT ARE DEROGATORY IN NATURE TO VARIOUS GROUPS.

THERE WE LACK THE ACCOUNTABILITY FOR BEHAVIORAL ACTIONS THAT SUPPORT A CULTURE OF LOW EXPECTATIONS FOR SOME OF OUR STUDENTS OR DISAVOW BASIC HUMANITY.

THESE ARE A FEW OF THE IMMEDIATE ISSUES WE CAN ADDRESS IN HONOR OF JUNETEENTH THAT I WILL BE HOLDING MYSELF ACCOUNTABLE TO, AND I URGE OUR COLLEAGUES TO JOIN ME IN THIS CALL TO ACTION.

AS WE SHARED PREVIOUSLY, RHETORIC WITHOUT ACTION MIGHT AS WELL NOT TAKE PLACE.

THANK YOU.

>> THANK YOU, DR. ANDERSON.

DO ANY OF MY OTHER COLLEAGUES WANT TO SPEAK TO THIS?

DR. ANDERSON AND MS. KEYS-GAMARRA, I AM SO PLEASED THAT YOU ALL BROUGHT THIS RESOLUTION FORWARD.

IT IS SOMETHING THAT I FEEL VERY PASSIONATELY ABOUT AND IT ACTUALLY BUILDS ON THE LETTER THIS BOARD SENT TO THE COMMUNITY JUST A COUPLE OF WEEKS AGO.

IT IS A CALL TO ACTION.

I APPRECIATE WHAT YOU'VE BROUGHT HERE AND I BELIEVE YOU NEED TO INCLUDE JUNETEENTH IN ALL FUTURE RECOGNITIONS GOING FORWARD ON THE SCHOOL BOARD MEETING CLOSEST TO THE 19<sup>TH</sup> OF JUNE.

I ALSO THINK IT WOULD BE A WONDERFUL PERIOD OF TIME EVERY YEAR THAT WE DO SELF-REFLECTION TO SAY WHAT HAVE WE DONE TO HONOR WHAT WE ARE SIGNING ON TO TODAY.

HOW ARE WE MAKING SYSTEMIC CHANGES TO POSITIVE IMPACT OUR BLACK STUDENTS, FAMILIES AND STAFF.

SO THANK YOU SO MUCH FOR WHAT YOU'VE DONE HERE.

IT IS GREATLY APPRECIATED.

I NOW SEE THAT MS. M<sup>C</sup>LAUGHLIN WOULD LIKE TO SAY SOMETHING.

>> I WANT TO EXPRESSION TO THOSE WHO WORKED TO ENSURE EMPLOYEES WILL HAVE THIS AS A FORMAL HOLIDAY, TO ALSO HONOR THE DAY AND HAVE AN OPPORTUNITY FOR REFLECTION.

AS DR. ANDERSON AND MS. KEYS-GAMARRA SAID, ACTIONS WITHOUT WORDS DO NOT BRING US THE CHANGE THAT WE WANT TO SEE.

I AM SO THRILLED THAT YOU BOTH IDENTIFIED WHERE WE NEED MUCH CHANGE IN GROWTH AND OPPORTUNITY FOR ALL STUDENTS IN FAIRFAX COUNTY.

I REALLY APPRECIATE THE WAY THAT YOU PRESENTED IT HERE TODAY IN WHAT IS TRULY AN HISTORIC AND LONG OVERDUE RECOGNITION OF A SOLEMN DAY IN OUR NATION'S HISTORY, BUT ONE THAT BRINGS A LOT OF HOPE.

>>

>> I TOO, I WANT TO THANK MY COLLEAGUES NOR BRINGING THIS FORWARD.

MS. KEYS-GAMARRA, I KNOW YOU BROUGHT THIS UP LAST YEAR.

I UNDERSTAND YOUR PASSION AS DR. ANDERSON.

AND I HEARD FROM MANY PEOPLE.

JUST TODAY ABOUT BECAUSE WE ARE RECOGNIZING THIS IN FAIRFAX AS A HOLIDAY AND A DAY OF



REFLECTION, AND YOU HAVE A PLEDGE FROM ME AS A FELLOW BOARD MEMBER THAT THIS WILL BE SOMETHING THAT WE WILL WORK ON TOGETHER.

THESE WILL NOT JUST BE WORDS WITHOUT ACTION.

AND AS WE MOVE FORWARD, WE MOVE FORWARD ON THIS ROAD, WE WILL WORK TOGETHER TO MAKE SURE THE INEQUITIES THAT YOU ARE SPEAKING OF AND THAT WE SEE, THAT WE'VE SEEN WILL NOT CONTINUE AND WILL BE ADDRESSED.

SO THANK YOU ALL.

>> THANK YOU, MS. KAUFAX.

MS. OMEISH.

>> THANK YOU FOR READING THE RECOGNITION.

WITH THE ENCOURAGEMENT OF KIMBERLY NATHAN AND ALL THE STUDENTS IN OUR SCHOOLS WHO NOW HAVE THE OPPORTUNITY TO REFLECT ON THIS, TO CELEBRATE THIS, AND THE EMANCIPATION OF MANY PEOPLE, AND TO THINK THIS IS A START TO TEACHING OUR HISTORY, THAT THIS IS WHY NARRATIVES ARE SO IMPORTANT AND THIS IS WHY IT IS CRITICAL FOR US TO TEACH THE HISTORY OF ALL KINDS OF PEOPLE, PARTICULARLY THOSE WHEN OUR NATION DECLARED INDEPENDENCE IN 1776 AND HAD YET TO SIGN THAT FOR ALL PEOPLE AND AFRICAN AMERICANS IN PARTICULAR UNTIL 1865.

IT TOOK THAT LONG FOR OUR COUNTRY TO DECIDE THAT SLAVERY WAS UNJUST.

WHETHER IT WAS AFRICAN AMERICANS OR NATIVE AMERICANS WHO WERE ENSLAVED AND THOSE IN BETWEEN, THAT THE STRUGGLE FOR EMANCIPATION IS SOMETHING REAL IN THIS COUNTRY.

I WANT TO REFLECT ON THAT.

THAT IT WAS ACTUALLY ACCEPTABLE ONCE UPON TIME SO NOW IN CELEBRATION OF THE OPPOSITE, THINK ABOUT LIBERTY AND FREEDOM BEING SOMETHING THAT IS NOT JUST PHYSICAL, NOW THAT WE'VE MOVED PAST THAT, RIGHT?

IT'S MENTAL.

IT HAPPENS WHEN YOU CARRY THE BURDEN OF DISCRIMINATION AND THINGS LIKE THAT SPEAK TO THE NEED TO CONTINUE PUSHING FOR FREEDOM.

I DON'T WANT TO WATER DOWN THE HOLIDAY THAT THIS IS.

IN BEING POSITIVE ABOUT THAT AND MOVING FORWARD TO FURTHER ACHIEVEMENT, I'M HAPPY TO CELEBRATE THIS.

I'M HAPPY TO SEE NOW THAT IT IS GOING TO BE A HOLIDAY ACROSS THE BOARD FOR ALL OF US AND HOPE THAT WE CAN BE PROACTIVE AND FIRMLY CONNECT [INAUDIBLE]

HAPPY JUNETEENTH.

THIS IS TOMORROW, JUNE 19.

HERE'S TO MANY MORE CELEBRATIONS OF FREEDOM IN THE FUTURE.

THANK YOU, MS. OMEISH.

THIS WAS PUT ON THE CALENDAR WEEKS AGO.

TECHNICALLY WE DID BEAT THE STATE BUT ARE GLAD TO JOIN THE STATE IN THE CELEBRATION.

MS. SIZEMORE HEIZER.

>> THANK YOU.

I WANT TO EXPRESS APPRECIATION AND THANKS TO MS. KEYS-GAMARRA AND DR. ANDERSON FOR THE HEARTFELT, WISE AND MUCH-NEEDED WORDS.

SO I DON'T WANT TO SORT OF CENTER MY OWN WORDS TOO MUCH IN THIS I WANTED TO SPEAK UP AND SAY THE BOOK I HAVE IS THE PEOPLE'S UNITED STATES.

IT IS VOICES THAT HAVEN'T BEEN HEARD AND MAKING SURE THAT OUR HISTORY REFLECTS ALL OF THE PEOPLE AND ALL OF OUR RICH HISTORY IS SO IMPORTANT TO ME THAT THAT'S THE MESSAGE I



WANTED TO SPREAD MYSELF.

TO HAVE WORDS AND ACTIONS AND TO BE AN ALLY MOVING FORWARD TO MAKE SURE EVERYBODY IN OUR SCHOOLS ARE EQUALLY RESPECTED, INCLUDED, VALUED AND EVERYBODY'S HISTORY AND CULTURES ARE STUDIED AND UNDERSTOOD AND VALUED AND LEARN OF THE DEEP AND RICH HISTORY WHICH WE ALL HAVE.

THANK YOU AND I APPRECIATE IT AND I'M LOOKING FORWARD TO STANDING BESIDE YOU ALL AS WE MOVE THIS WORK FORWARD.

>> THANK YOU, MS. SIZEMORE HEIZER.

>> I LOOK FORWARD TO WHAT ARE THE SYSTEMIC ISSUES AT FCPS THAT LEAVES AFRICAN AMERICAN STUDENTS AND OTHERS TO FEEL THEY ARE NOT SUPPORTED AND SOMETIMES THAT THEY'RE ACTIVELY IN A SYSTEM THAT FEELS LIKE IT'S WORKING AGAINST THEM.

AS MS. KEYS-GAMARRA SAYS REGARDING THE NAME CHANGE FOR MOSBY WOODS, WE HAVE A LOW-HANGING FRUIT.

WE NEED TO WORK ON OUR HIRING PRACTICES.

WE NEED TO WORK ON OUR PROFESSIONAL DEVELOPMENT.

WE NEED TO WORK ON A.E.P. AND T.J.

WE NEED SCHOOL-SPECIFIC INTERVENTIONS AROUND ANTI-RACISM.

WE NEED ANTI-RACIST CURRICULUM.

WE NEED TO HAVE CONVERSATIONS ABOUT THE ROLES OF S.R.'S IN OUR SCHOOLS AND WE NEED TO TACKLE TRUANCY AND MAKE SURE WE ARE NOT INADVERTENTLY PARTICIPATING IN THE SCHOOL TO PRISON PIPELINE.

THOSE ARE THE MANY CONVERSATIONS WE NEED TO HAVE AS A BOARD AND AS A COMMUNITY, AND I HOPE IF THERE'S ANY GOOD TO COME FROM ALL THE BAD THAT WE HAVE SEEN AND ALL THAT HAS BEEN EXPOSED IN THE LAST FEW WEEKS, I HOPE IT WILL BE REAL ACTION MORE THAN JUST A RESOLUTION OF A RECOGNITION OF AN INCREDIBLY IMPORTANT DAY.

THANK YOU.

>> I APPRECIATE YOUR ADVOCACY.

THERE'S NOT A MOTION FOR THAT.

WE'RE GOING TO TALK ABOUT THIS

MOTION FIRST AND THEN WE CAN

CONTINUE ON, OKAY?

I APPRECIATE IT.

THANK YOU.

>> Ms. THOLEN?

>> YES, HI.

THANK YOU VERY MUCH FOR BRINGING

THIS RESOLUTION FORWARD.

I THANK MY COLLEAGUES FOR THAT.

IT SEEMS MY EARLIEST MEMORIES IN

LIFE ARE VOLUNTEERING AT THE

ST. BONIFACE PARISH IN

MILWAUKEE, AND PROMOTING CIVIL

RIGHTS FOR AFRICAN AMERICANS.

MY MOTHER WAS AN ACTIVIST AND IN

HER STRONG PERSISTENT WAY

INSTILLED IN ME THE KNOWLEDGE

THAT ALL PEOPLE ARE COMMITTED AS

WELL.

NO PERSON'S ABILITIES SHOULD BE

UNDERESTIMATED, AND EQUITABLE

TREATMENT OF ALL INDIVIDUALS IS

UNQUESTIONABLE.

AND ALL PEOPLE NEED TO BE

TREATED WITH COMPASSION AND

RESPECT.

I WANTED TO MENTION I WAS

FORTUNATE TO BE ON THE PHONE

EARLIER TODAY WITH ONE OF OUR

ADMINISTRATORS, AND I WANT TO

COMMEND THEM FOR MOVING SOME OF

THIS WORK FORWARD ALREADY BY

MOVING FORWARDS WITH DISCUSSIONS

WITH OUR PARENT COMMUNITIES, OUR

STUDENT COMMUNITIES, AND OUR

STAFF, AND THIS ADMINISTRATOR

ULTIMATELY PUT IT EARLIER TODAY,  
THERE IS NO PERIOD AT THE END OF  
THIS SESSION.

WE HAVE LOTS OF WORK AHEAD OF US  
AND IT'S SOMETHING THAT NEEDS TO  
CONTINUE FOR YEARS AND YEARS.

AND I LOOK FORWARD TO WORKING  
WITH MY COLLEAGUES AND OUR  
ADMINISTRATIVE AND STAFF ACROSS  
FCPS TO CONTINUE THIS WORK.

THANK YOU VERY MUCH.

>> THANK YOU, Ms. THOLEN.

MR. FRISCH?

>> THANK YOU.

YEAH, VERY QUICKLY, I APPRECIATE  
THE COMMENTS OF  
Ms. KEYS-GAMARRA AND ANDERSON  
IN THEIR ELOQUENT DISCUSSION OF  
JUNE-TEENTH.

IT COULD BE FANTASTIC IF WE  
COULD RETURN TO THE TOPIC NEXT  
ON OUR AGENDA THAT WOULD MOVE  
THE SCHOOL DIVISION FORWARD ON A  
NUMBER OF THESE ISSUES FORMALLY  
SO THAT STAFF CAN GET TO WORK.

I APPRECIATE THAT, THANK YOU.

>> THANK YOU, MR. FRISCH.

Ms. PEKARSKY?

>> THANK YOU, JUST BRIEFLY, I  
ALSO WANT TO THANK

Ms. KEYS-GAMARRA AND Dr.

ANDERSON WHO SO ELOQUENTLY  
TALKED ABOUT THIS TOPIC AND I  
TOO JUST WANT TO SAY I'M READY  
FOR ACTION AND I'M READY TO DO  
THE HARD WORK AND I THINK WE AS  
A BOARD ARE THERE AND I THINK  
THE COMMUNITY IS READY TO HAVE  
THESE DIFFICULT DISCUSSIONS.

I SEE THEM HAPPENING IN MY  
SCHOOLS.

AND THE ONLY WAY TO REALLY MOVE  
US FORWARD IS TO HAVE THE HARD  
CONVERSATIONS AND DO THE REAL  
WORK WHERE IT MATTERS.

SO I AM ALSO COMMITTED TO THIS  
AND I THANK YOU BOTH FOR  
BRINGING THIS TO US TODAY.

>> THANK YOU, Ms. PEKARSKY.

Ms. BOATENG, DID YOU WANT TO  
SPEAK TO THIS?

>> NOT QUITE RIGHT NOW.

I THINK I'LL SPEAK MORE TO  
EVERYTHING DURING STUDENT  
MATTERS.

>> THANK YOU VERY MUCH.

SO WITH THAT, I WILL CALL FOR  
THE VOTE.

ALL THOSE IN FAVOR OF THE  
RECOGNITION PUT FORTH BY

Ms. KEYS-GAMARRA AND SECONDED  
BY Dr. ANDERSON, PLEASE SHOW  
YOUR HANDS AND I WILL CALL YOU  
OUT.

[ READING OFF NAMES ]

THAT MOTION IS UNANIMOUS.

IT DOES CARRY.

NOW WE WILL GO ON TO THE PORTION  
OF OUR AGENDA, CITIZEN  
PARTICIPATION.

AND BEFORE I GO TO THAT, I DO  
WANT TO CALL PEOPLE'S ATTENTION  
THAT OUR TRADITIONAL PROCEDURES  
FOR BOARD MEETINGS ARE THAT WE  
HAVE OUR QUORUM BEFORE THE BOARD  
MEETING SO IT CAN BE RECORDED  
OUT TO THE WHOLE PUBLIC DURING  
THE BOARD MEETING, SO IF I CAN

CONTINUE THROUGH THIS MEETING,  
WHAT I WOULD LIKE TO OFFER,  
BECAUSE I UNDERSTAND THE SENSE  
OF URGENCY IS THAT WE HAVE TWO  
SEPARATE BOARD MEETINGS NEXT  
WEEK, AND I'M GOING TO SUGGEST  
THAT WE ADD A FORUM TOPIC PRIOR  
TO THE NEXT TUESDAY NIGHT ON  
CHANGING THE NAME OF LEE HIGH  
SCHOOL.

SO WE COULD GO AHEAD AND DO THAT  
AND HAVE STAFF HAVE THE GUIDANCE  
THAT IS MUCH NEEDED IN THIS  
AREA.

SO I'M GOING TO NOW CALL FOR THE  
VOTE ON THE RECOGNITION.

ALL THOSE IN FAVOR, PLEASE PUT  
YOUR HANDS UP.

OH, I ALREADY DID THAT, I  
APOLOGIZE.

FOR NOW, WE GO TO CITIZEN  
PARTICIPATION.

THE NEXT ORDER OF BUSINESS IS  
CITIZEN PARTICIPATION.

TONIGHT, 14 CITIZENS HAVE SIGNED  
UP TO ADDRESS THE BOARD.

SPEAKERS ARE REQUESTED TO LIMIT  
THEIR REMARKS TO NO MORE THAN  
THREE MINUTES.

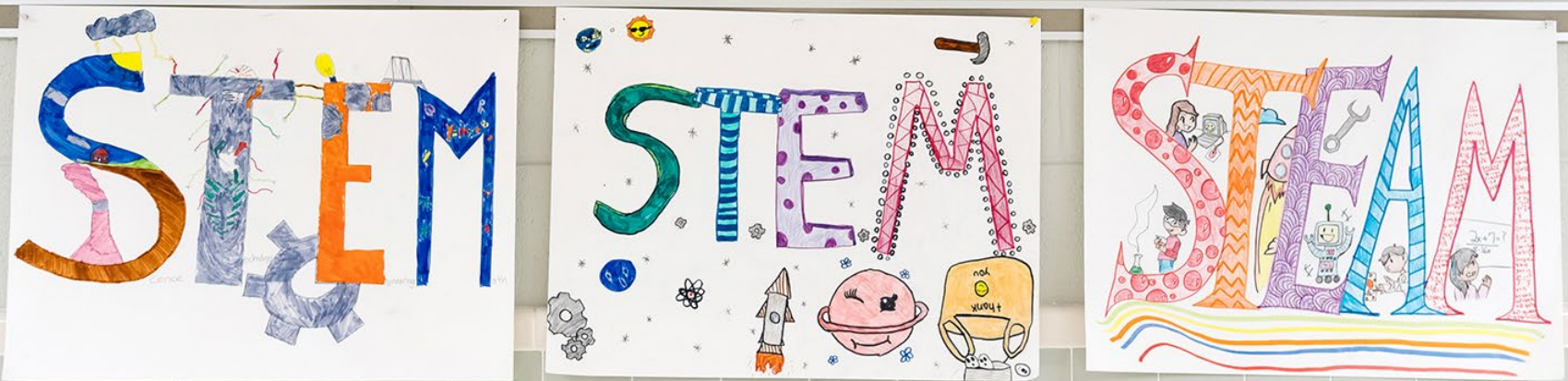
THE SCHOOL BOARD WILL NOT HEAR  
STATEMENTS INVOLVING ISSUES THAT  
HAVE BEEN SCHEDULED FOR PUBLIC  
HEARINGS SUCH AS CAPITAL  
IMPROVEMENT PROGRAMS, BUDGET,  
AND BOUNDARIES.

COMPLAINTS REGARDING INDIVIDUAL  
STUDENTS OR SCHOOL-BASED  
EMPLOYEES SHOULD BE DIRECTED TO  
THE APPROPRIATE SCHOOL PRINCIPAL

## **Exhibit 6**

# TJ Admissions Process

Expanding Our Talent Search



# Agenda



- Background
- Key Decisions
- Research and Data
- Final Proposal
- Stakeholder Engagement
- Outreach/Communication Plan
- Accountability Metrics



# Leading with Equity at the Center

- Thomas Jefferson High School for Science and Technology (TJHSST) should have a goal of improving ethnic, racial, and socioeconomic diversity
- Three-pronged approach
  - **Admissions**
  - **Enhanced wrap-around support for TJHSST students**
    - School Board work session 9/5/2020
    - School Board work session 10/6/2020
    - School Board regular meeting 10/8/2020
  - **Enhanced pipeline –**
    - School Board work session 1/21/2020
    - School Board work session 5/11/2020
    - School Board work session 5/18/2020
    - School Board forum 10/20/2020
    - School Board regular meeting 10/22/2020 - Talent Development Plan approved
    - School Board work session 10/27/2020

# Background

- School Board Policy states that students should “have demonstrated exceptional achievement, aptitude, commitment, intellectual curiosity, passion, and creativity in science, technology, engineering, and mathematics.”
- The mission of TJHSST is to “provide students with a challenging learning environment focused on math, science, and technology, to inspire joy at the prospect of discovery, and to foster a culture of innovation based on ethical behavior and the shared interests of humanity.”
- TJHSST’s original charter included the following charges:
  - Maintain a close relationship with the business and industrial community
  - Create an environment for state-of-the-art instruction and learning experiences
  - Include specialized laboratories and provide interdisciplinary instruction
  - Design an exemplary and unique high school program with superior preparation for access to collegiate admission and other post-secondary opportunities and skills for immediate employment upon graduation
  - Obtain resources for a timely realization of the school
  - Design and equip an appropriate facility
  - Maintain a strong continuing program of teacher in-service with opportunities for younger student participation

## Initial Merit Lottery

- Application requirements
  - Core Class 3.5 GPA
  - Enrolled in Algebra I
  - Residency Requirements
- Revised Student Information Sheet to include questionnaire/essay
- Selection by merit lottery
- Rolling admissions to keep a class of 500

## Hybrid Merit Lottery

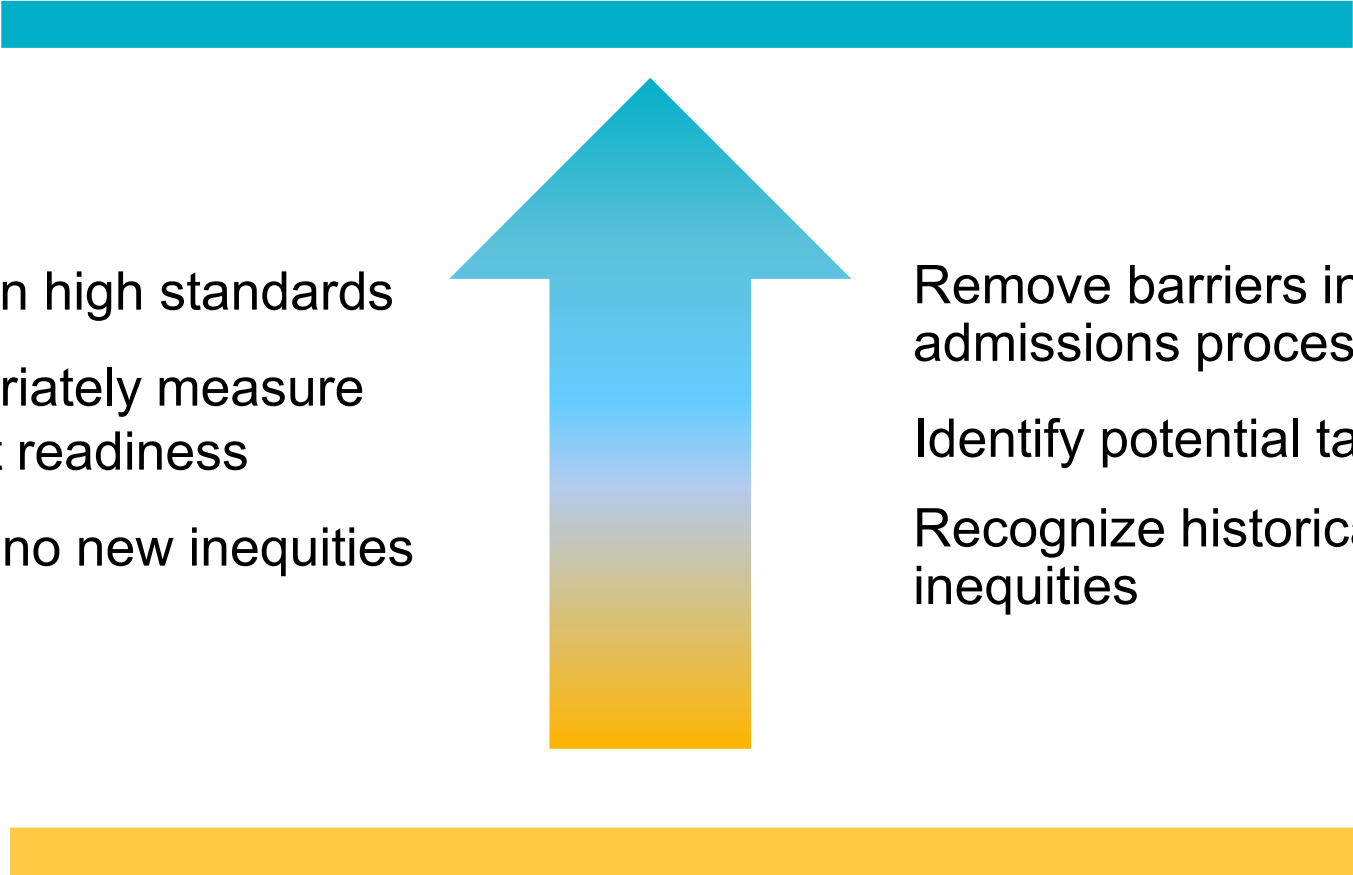
- Application requirements unchanged
- 100 highest-evaluated students will be offered a seat based on a holistic review of their application
- Remaining 400 seats will be filled by merit lottery
- Rolling admissions to keep a class of 500

- This presentation presents **two approaches** for the School Board consider:
  - Hybrid Merit Lottery (revised)
  - Holistic Review
- **A vote to select the desired approach is scheduled in December 2020 for the School Board to select the process to be used for the THJSST Class of 2025**



- Examined admissions processes of schools similar to TJHSST
- Conducted literature review
- Reviewed FCPS policies and procedures with an impact on TJHSST admissions
- Received direct advice on proposals from known experts:
  - Dr. Genevieve Siegel-Hawley, Virginia Commonwealth University
  - Dr. Dominique Baker, Southern Methodist University
  - Dr. Jonathan Plucker, Johns Hopkins University
- The experts agreed that the current admissions criteria, including the test, can be barriers to traditionally underrepresented students. The use of lotteries is a way to increase diversity.

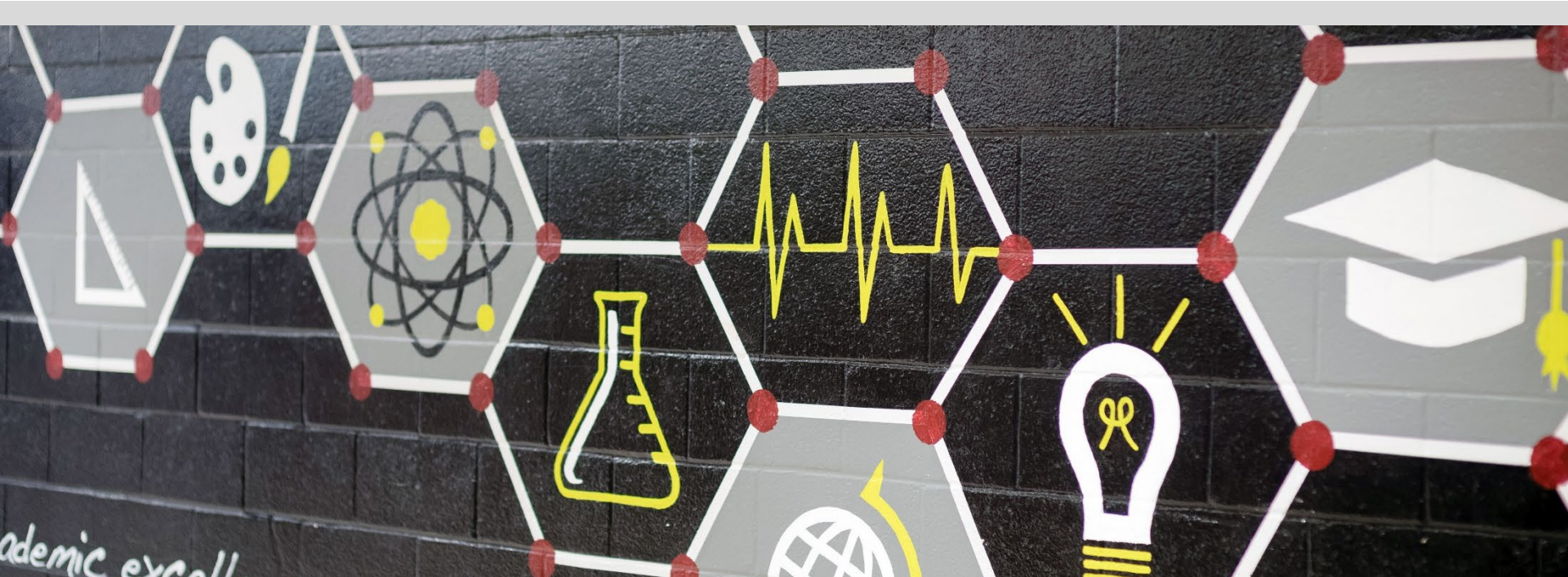




Maintain high standards  
Appropriately measure  
student readiness  
Create no new inequities

Remove barriers in  
admissions process  
Identify potential talent  
Recognize historical  
inequities

# Final Proposals



Hybrid Merit Lottery

Holistic Review

# Selection Process Proposals

Application requirements  
with enhanced merit

Holistic review of all  
applications

Proposal 1: Merit Lottery

Offer 100 seats to highest-  
evaluated students

Select remaining using a lottery  
approach

Proposal 2: Holistic Review

Offer 550 seats to highest-  
evaluated students





# Merit in Application Process

- Exhibit Portrait of a Graduate attributes and 21<sup>st</sup> Century skills in a Student Portrait Sheet
- Display problem-solving skills and STEM aptitude by writing a math or science problem-solving essay
- Achieve an unweighted 3.5 GPA in core classes *while*
  - Displaying math aptitude by being enrolled in Algebra I or a more advanced math
  - **Demonstrating strong preparation for TJHSST coursework by being enrolled in both math and science honors courses**
  - **Indicating overall academic rigor by being enrolled in one additional honors course (English or Social Studies) or being identified as a Young Scholar**



Bolded elements are changed from the initial proposal

# Holistic Review Elements

- GPA
- Student portrait sheet
- Problem solving essay
- Experience Factors
  - Economically Disadvantaged
  - English Language Learner
  - Special Education
  - Underrepresented Schools
- **Capacity has been increased to a class of 550 students**



# Selection Process Proposals

## Proposal 1: Hybrid Merit Lottery

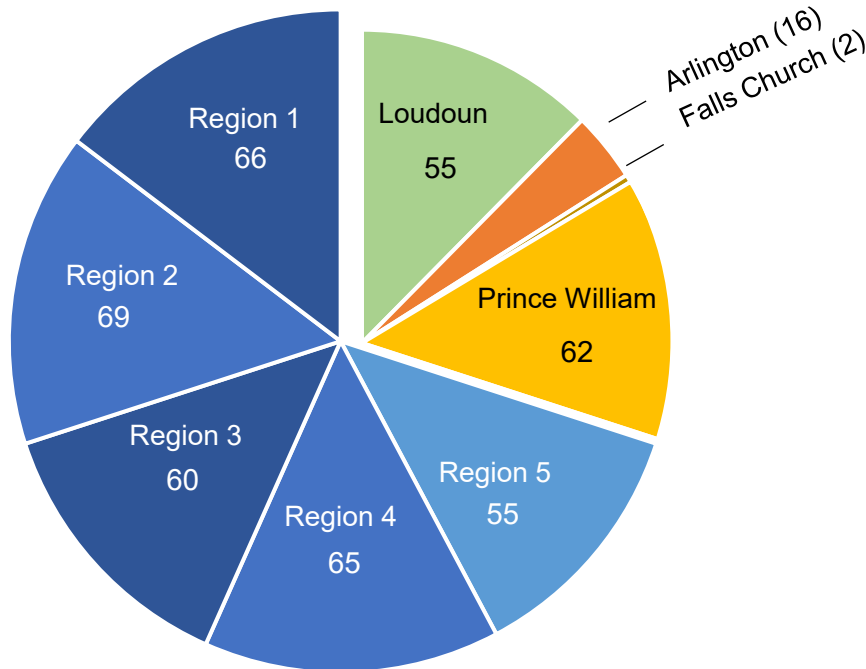
- Highest-evaluated 100 are offered admission regardless of pathway
- Remaining 450 students are chosen by random lottery from highly evaluated applicants within pathways
- **Top 100 students will not be counted toward pathway caps**
  - Addresses concerns of partner jurisdictions

## Proposal 2: Holistic Review

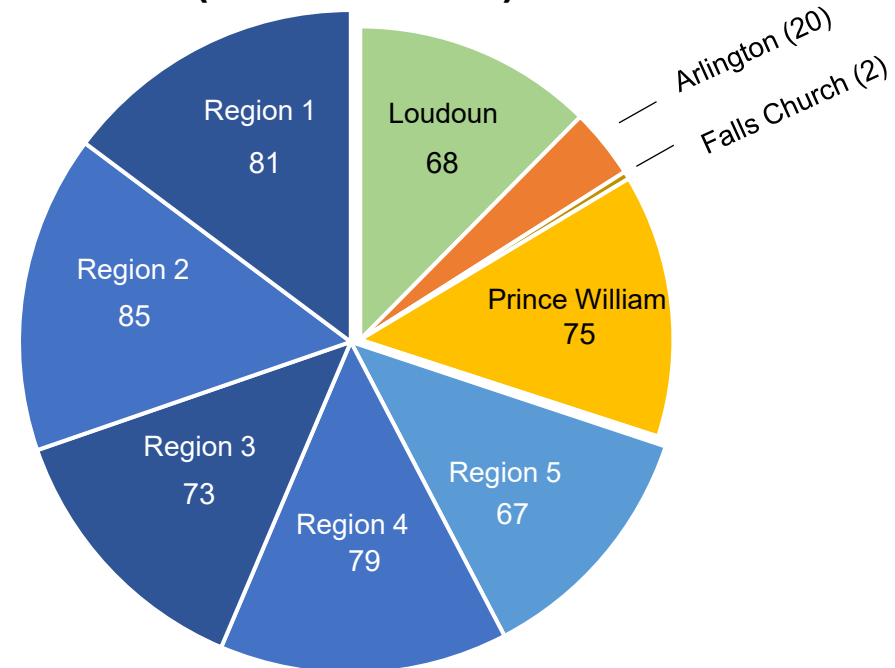
- Highest-evaluated students are offered admission
- Students will be selected by pathway until the cap is reached

# Pathway Composition

**Proposal 1:  
Hybrid Lottery Pathway  
Composition  
(450 students)**



**Proposal 2:  
Holistic Review Pathway  
Composition  
(550 students)**



*Pathways would be designed by region in FCPS. Numbers would be based on the selected proposal.*

# Stakeholder Engagement

Advanced Academic Programs Advisory Committee (AAPAC)  
Minority Student Achievement Oversight Committee (MSAOC)  
Middle School Principal Association (MSPA)  
Advisory Committee for Students with Disabilities (ACSD)  
Special Education Parent Teacher Association (SEPTA)  
Fairfax County Council Parent Teacher Association (FCCPTA)  
TJHSST Alumni  
Participating Jurisdictions



# Student Outreach/Communication



Present to students in every public school (FCPS and participating jurisdictions)

Present to parents and the community in evening sessions



Send recruitment emails/letters to all eligible students



Conduct a virtual open house to include a tour, student speakers, teachers presenting their programs, and an overview of student supports



Conduct targeted recruitment of underrepresented students, with input from liaison counselors and school counselors

*All elements of this outreach plan will be available in multiple languages*

# Family Outreach/Communication



- Engage Parent Liaisons, TJHSST PTA Diversity Committee, alumni groups
- Provide additional equity-focused professional development to Advanced Academic Resource Teachers, counselors, STEAM teachers
- After-school and summer enrichment programming
  - Family STEM activities
  - Family showcase
    - Gallery walk for students to present their work
- Partner with local government agencies and business partners to identify additional outreach opportunities



# Overall Outreach/Communication

- Internal Communications:
  - Middle School Principal Association Meetings
  - Principal and Middle School Counselor Briefings
  - Employee News
- External Communications:
  - News Release
  - News You Choose
  - Social Media
  - TJHSST website
  - Letter to current TJHSST families
  - Advisory committees/stakeholder group meetings



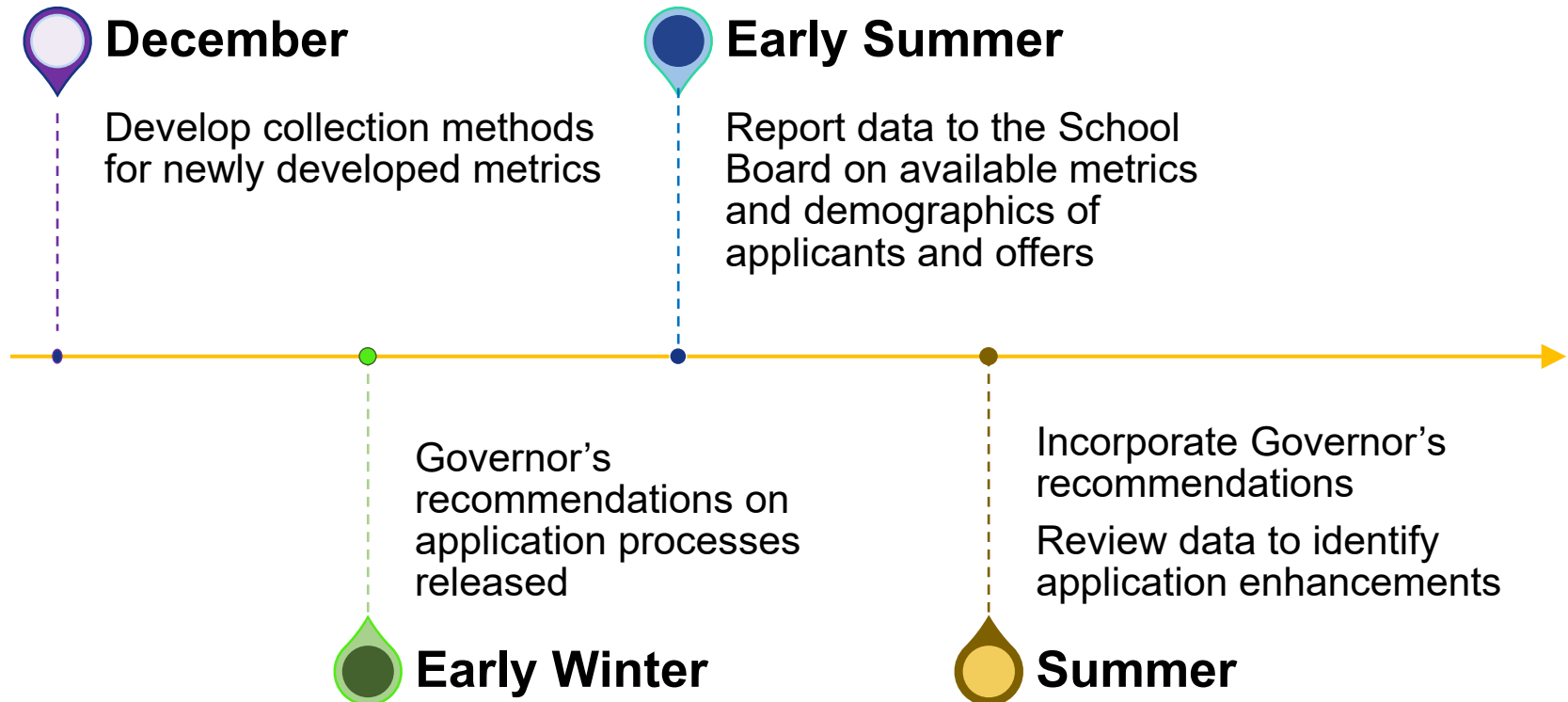


# Accountability Metrics

- Percent of student diversity  
Diversity of school will more closely mirror the diversity of applicant pool
- Percent of middle school students who believe that they belong at TJHSST
- Number of families who attend TJHSST outreach meetings
- Percent of students who feel respected and included at TJHSST
- Percent of parents who feel respected at TJHSST



# Process Timeline



# Questions and School Board Dialogue

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Should TJHSST admissions be selected by  
a Hybrid Merit Lottery or  
Holistic Review?





## **Exhibit 7**

# TJ ADMISSIONS MERIT LOTTERY PROPOSAL SCHOOL BOARD WORK SESSION 9/15/2020



# Agenda



## Background

- Current Application Process
- Previous Changes
- Results

## Merit Lottery Proposal

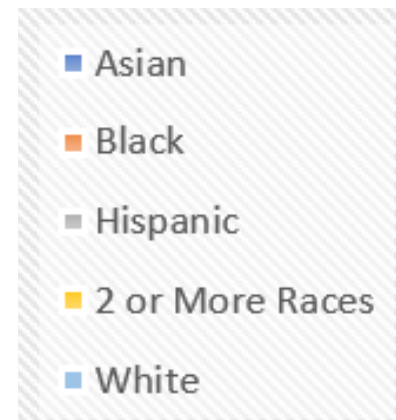
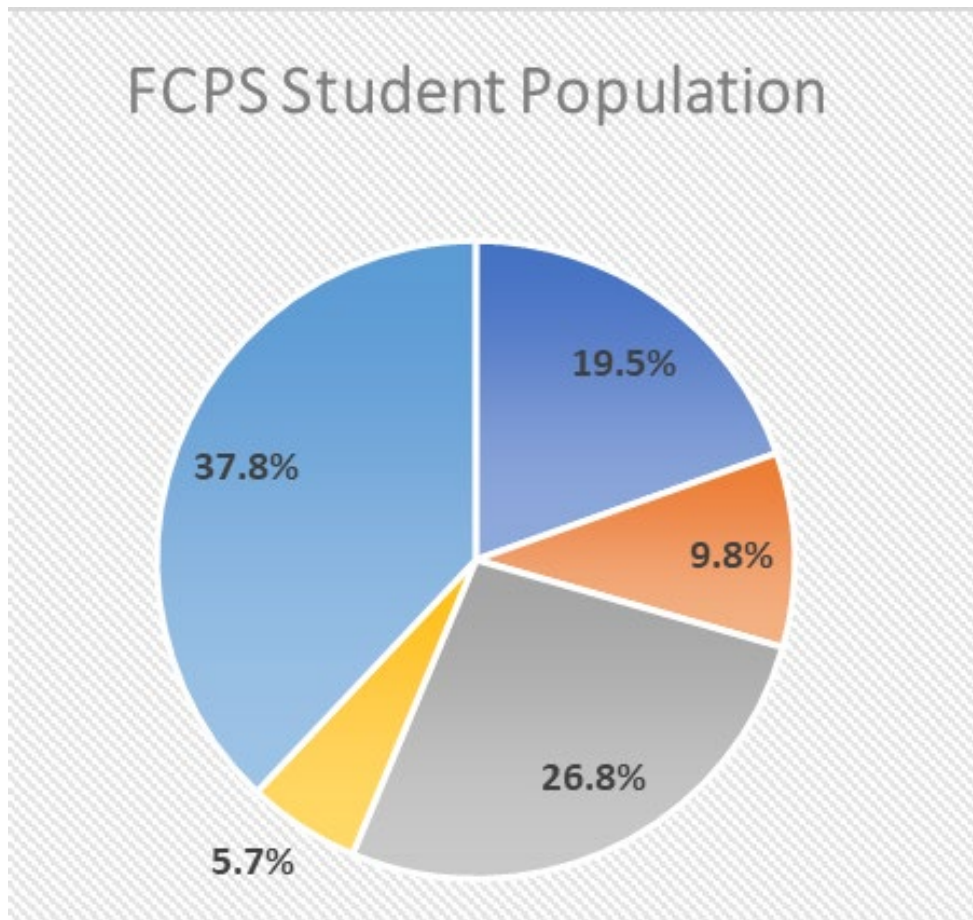
- Overview
- Model

# Leading with Equity at the Center

- TJHSST should reflect the diversity of FCPS, the community and Northern Virginia
- The talent at TJHSST does not reflect the talent in FCPS
- We recognize a comprehensive approach is needed to enhance diversity and inclusion at TJHSST
- The goal aligns with the One Fairfax initiative
- Three-pronged approach
  - **Admissions – Merit Lottery**
  - Enhanced pipeline
  - Enhanced wrap-around support for TJHSST students



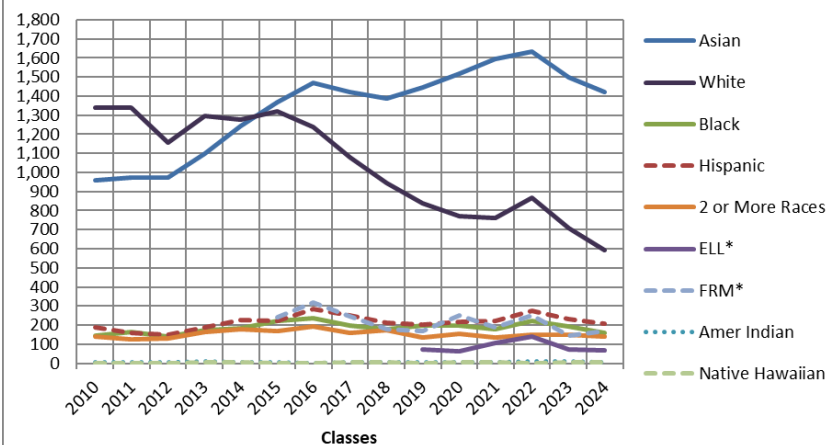
# FCPS Student Population (Fall 2019)



Economically Disadvantaged: 29.3%  
English Language Learners: 27.4%

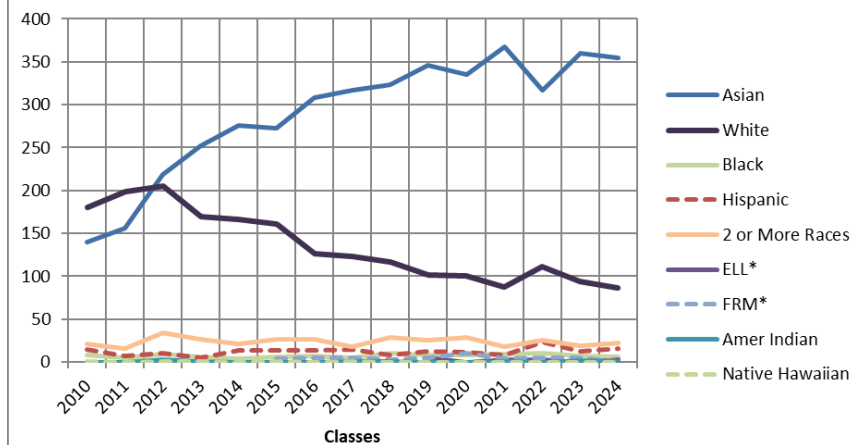
# Historical Admissions Data

## Applicants



\*FCPS students only

## Offers



\*FCPS students only

# History of Admissions Changes

2011 (Class of 2016) – Outreach Specialist Position Created

2013 (Class of 2018) – Holistic Review

- Student Information Sheet proctored

2014 (Class of 2019) – Sliding Scale Adjusted

- Minimum semifinalist requirements lowered

2015 (Class of 2020) – Problem Solving Essay Added

2016 (Class of 2021) – Outreach Specialist Reduced to 0.5 Position

2017 (Class of 2022) – New Tests Introduced

- Quant-Q and ACT Aspire Reading & Science

***These changes have not made a significant impact on the application pool or admitted student demographics***

# Current Admissions Process

## Application

- Application Fee (\$100)
- Core GPA 3.0
- Algebra I
- 8<sup>th</sup> grade/residency

## Semifinalist Considerations

- Percentile Ranks
  - Quant-Q
  - ACT Aspire Reading
  - ACT Aspire Science
- Maintain Core GPA 3.0

## Holistic Review

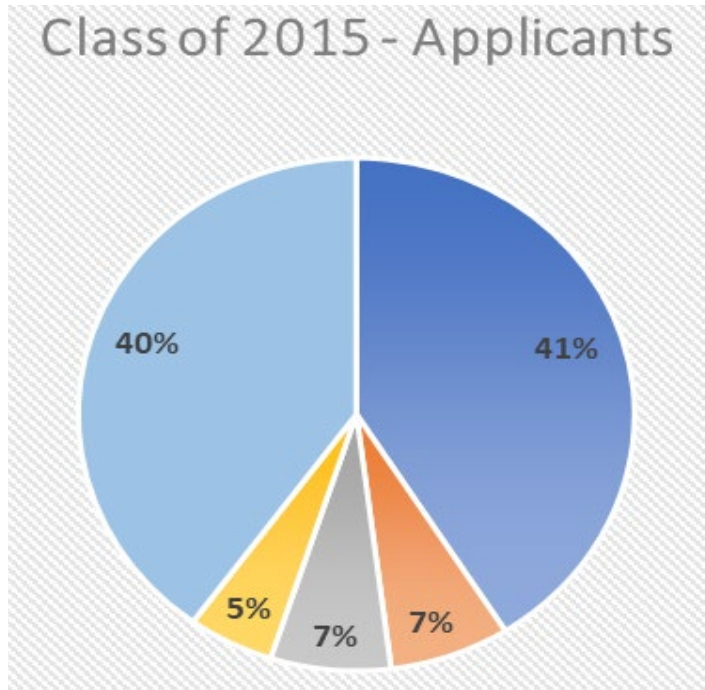
- Teacher Recommendations
- Student Information Sheet
- Problem Solving Essay
- Percentile Ranks
- Math & Science GPA

## Offers

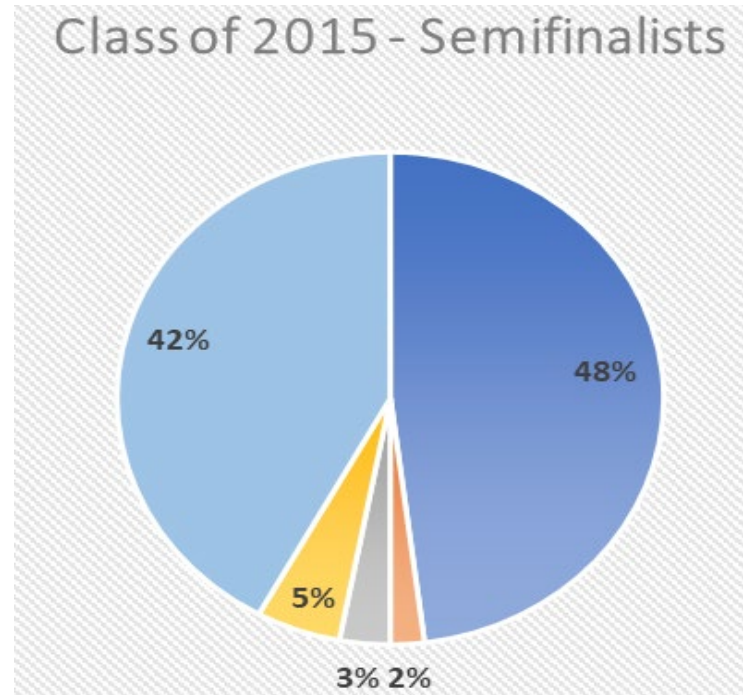
- Top 480-500 students receive offers

# Impact of Testing – Class of 2015

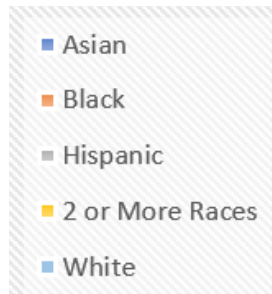
- Admissions Testing has been a barrier for historically underrepresented students to move to the semifinalist stage.



English Language Learners – 8.2%  
Economically Disadvantaged – 7.3%

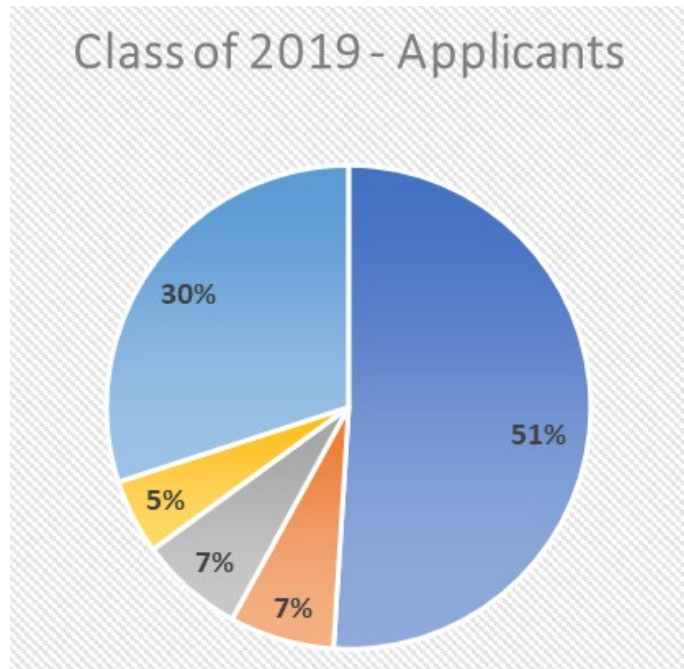


English Language Learners – 4.1%  
Economically Disadvantaged – 1.6%

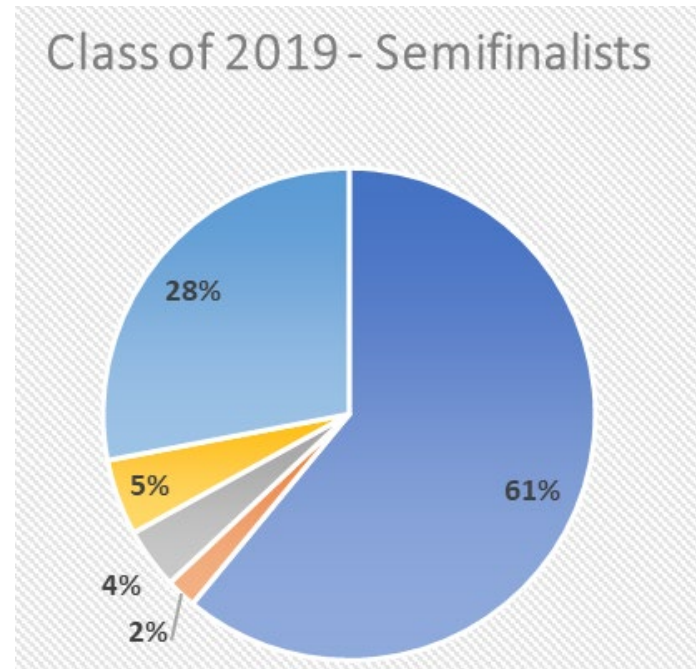


# Impact of Testing – Class of 2019

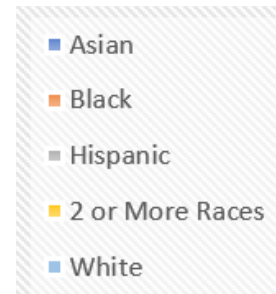
- Admissions Testing has been a barrier for historically underrepresented students to move to the semifinalist stage.



English Language Learners – 2.6%  
Economically Disadvantaged – 6.0%



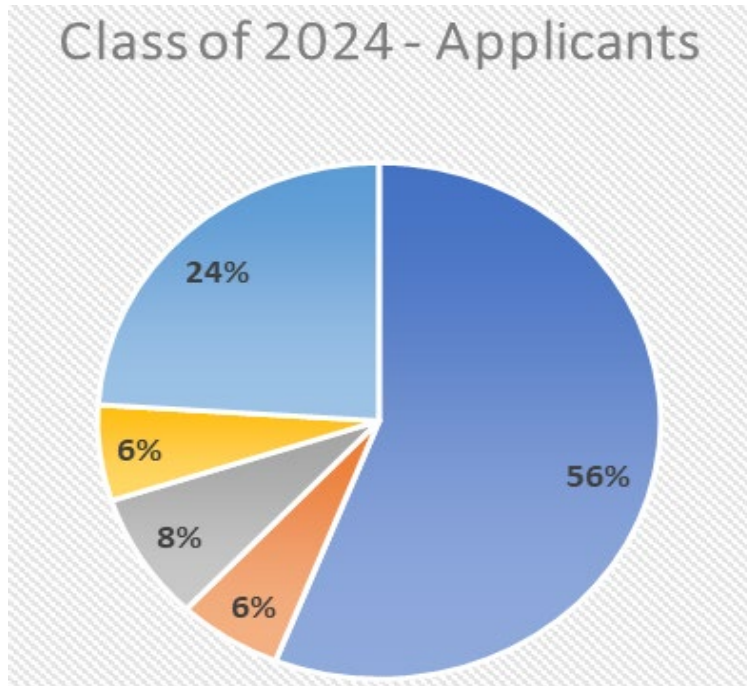
English Language Learners – 1.1%  
Economically Disadvantaged – 2.1%



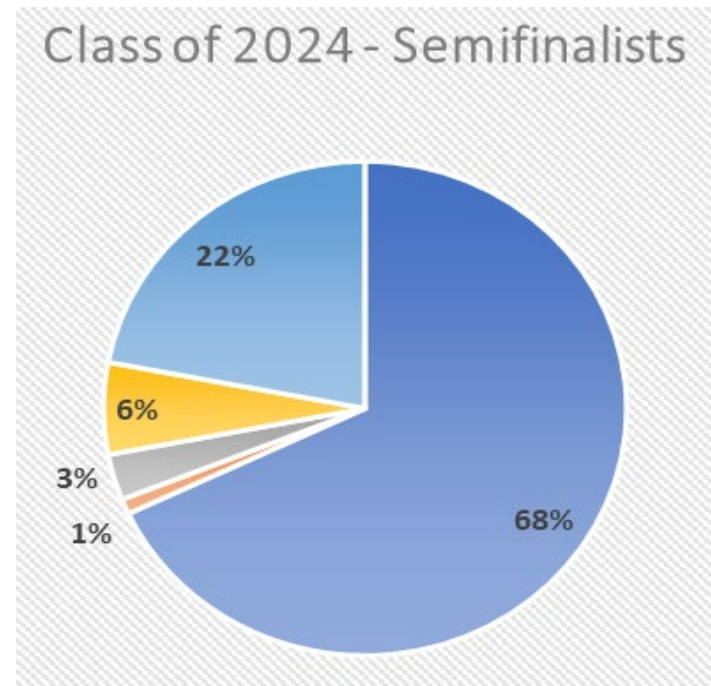


# Impact of Testing – Class of 2024

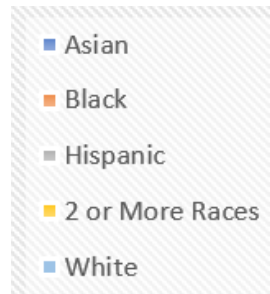
- Admissions Testing has been a barrier for historically underrepresented students to move to the semifinalist stage.



English Language Learners – 2.7%  
Economically Disadvantaged – 7.2%

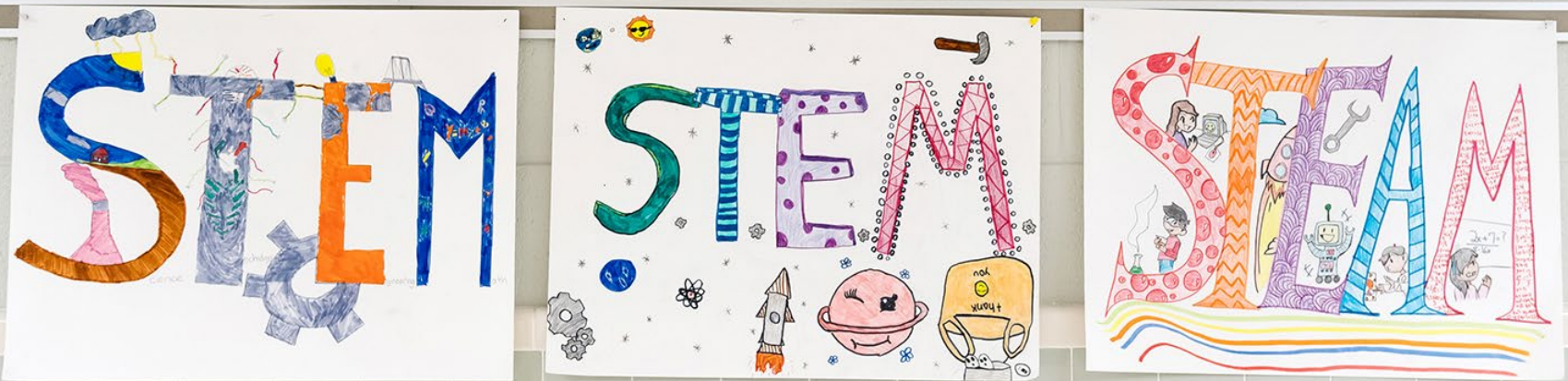


English Language Learners – 0.6%  
Economically Disadvantaged – 1.4%



# Merit Lottery Proposal

Expanding Our Talent Search





## Current Process

- Application Requirements
  - Core class 3.0 GPA
  - Enrolled in Algebra I
  - Residency Requirements
  - Application Fee
  - Assessment Percentile Ranking
    - Quant-Q
    - ACT Aspire Reading & Science
- Holistic Review
  - Student Information Sheet
  - GPA
  - Teacher Recommendations
  - Problem-solving Essay
  - Assessment Percentile Ranking

## Proposed Process


- Application Requirements
  - **Core Class 3.5 GPA**
  - Enrolled in Algebra I
  - Residency Requirements
  - Revised Student Information Sheet to include questionnaire/essay
- Selection by Merit Lottery

### Removes:

- Application Fee
- Assessment Percentile Ranking
- Teacher Recommendations
- Problem-solving Essay

# Merit Lottery Process

Students are placed into lottery pathways after a holistic review.



Students are randomly selected within their pathways.



Offer letters are sent.



Students have a designated timeframe to accept or reject their offer.

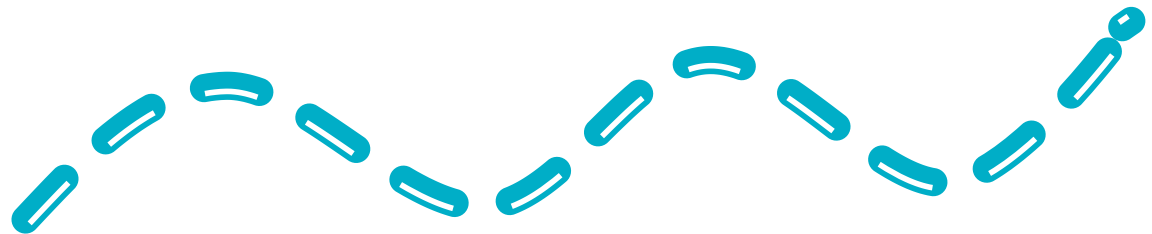


Rolling admissions are established to keep a class of 500.

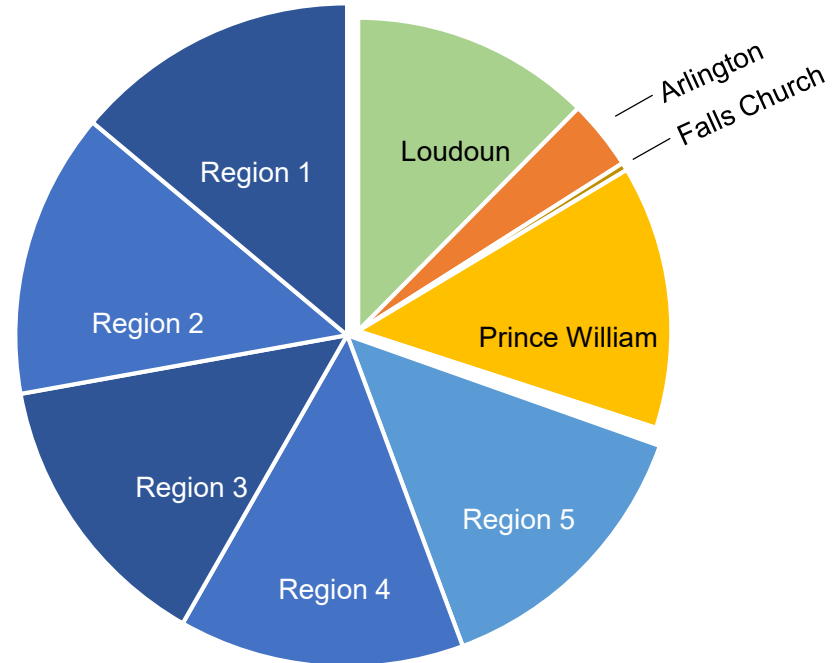


# Pathways

- Pathways have been designed to ensure equitable access for students across all regions in FCPS and participating jurisdictions
  - Arlington County
  - Fairfax County
  - Falls Church City
  - Loudoun County
  - Prince William County
- Qualified students will be selected by a merit lottery within each pathway



- FCPS: 350 seats (70 per region)
- Loudoun: 62 seats
- Arlington: 18 seats
- Falls Church: 2 seats
- Prince William: 68 seats
- Private school applicants will be assigned a pathway based on residency



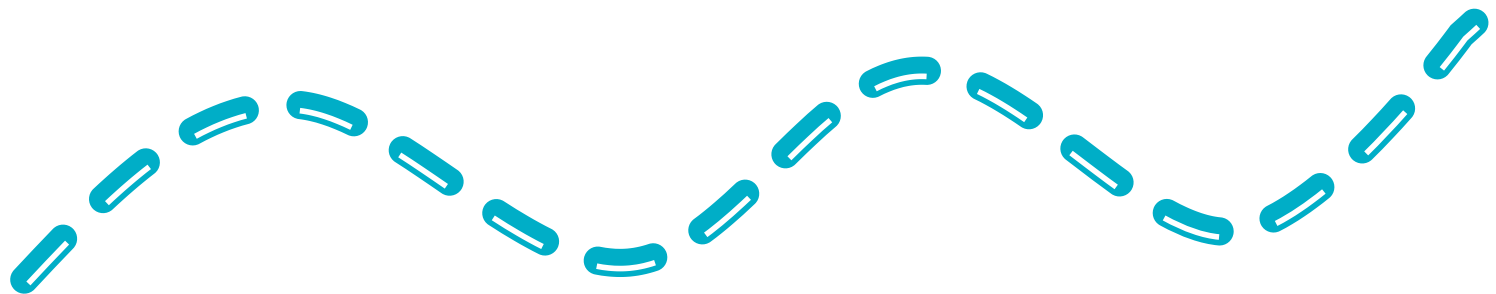
*The numbers represented are based on the allowed ratio student cap for the 2019-2020 freshman application*

# FCPS Regional Pathways

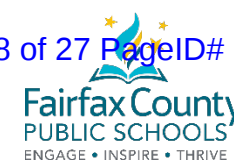


<u>Region 1</u>	<u>Region 2</u>	<u>Region 3</u>	<u>Region 4</u>	<u>Region 5</u>
Carson	Glasgow	Hayfield	Irving	Franklin
Cooper	Holmes	Key	Lake Braddock	Frost
Herndon	Jackson	Sandburg	Liberty	Lanier
Hughes	Kilmer	Twain	Robinson	Rocky Run
Thoreau	Longfellow	Whitman	South County	Stone
	Poe			

*Applicants will be placed in Region based on the students' base school*



# Rolling Admissions Process



Each pathway will maintain a list of students not chosen in the initial merit lottery. Students will be placed on the list in the order their names were drawn.

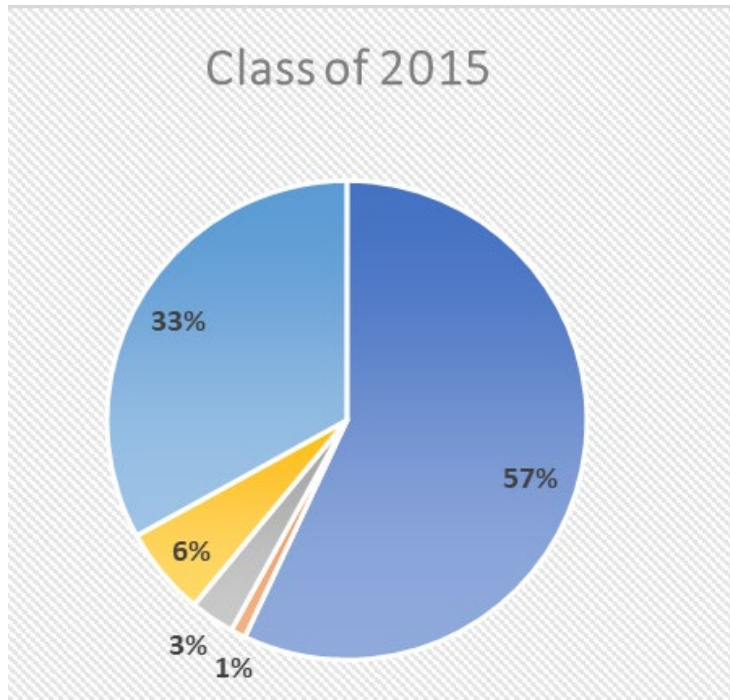
Openings in each pathway will be filled with the first name on the list for that pathway.

Should a non-FCPS pathway exhaust its list of students, the next eligible candidate off the FCPS list will be chosen.

As needed, additional applicants will be offered on the 1st and 15th of every month through end of 1st Quarter in order to maintain a class of 500.

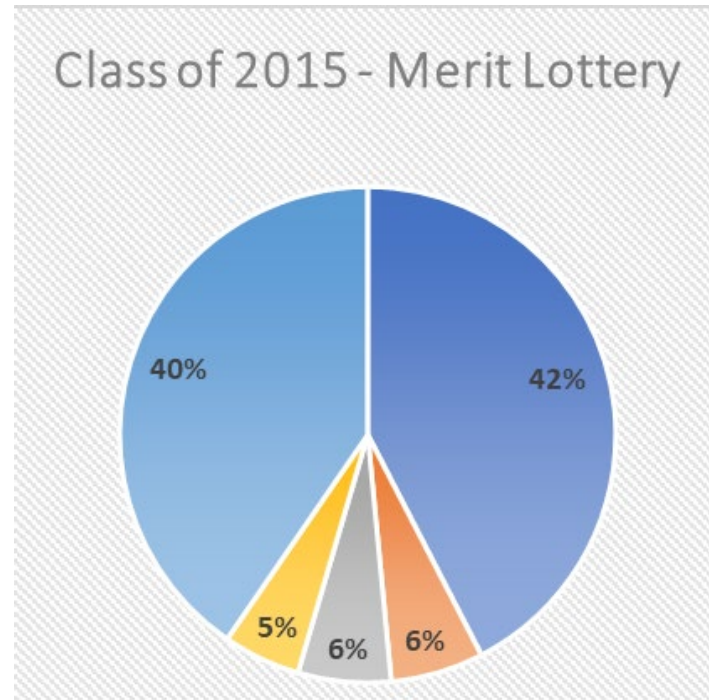
Any student who declines the offer of admission will be removed from eligibility.

## Percent of Offered Students Using Current Holistic Process

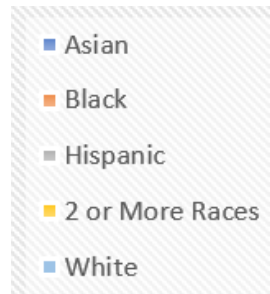


Economically Disadvantaged: 2.9%  
English Language Learners: 0.8%

## Percent of Offered Students Using Merit Lottery



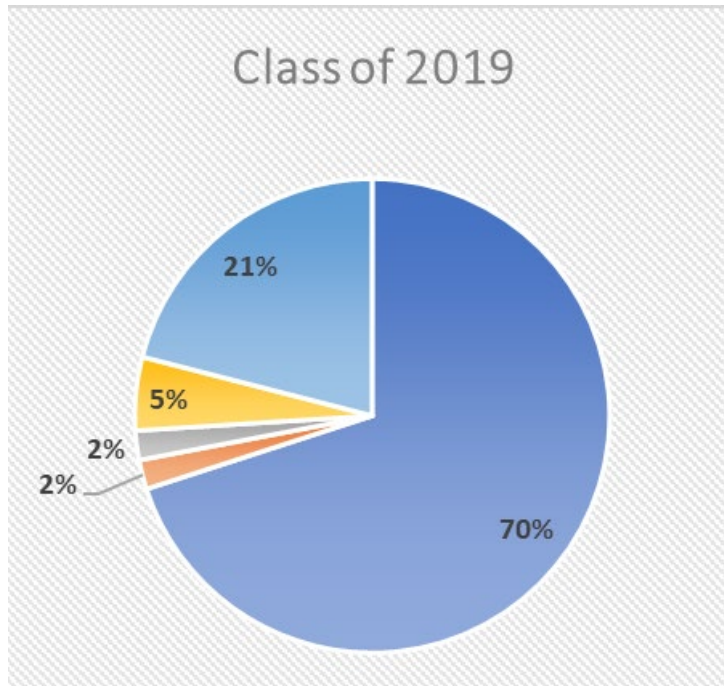
Economically Disadvantaged: 7.0%  
English Language Learners: 8.9%



# Impact of Merit Lottery – Class of 2019

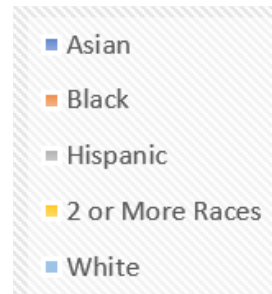
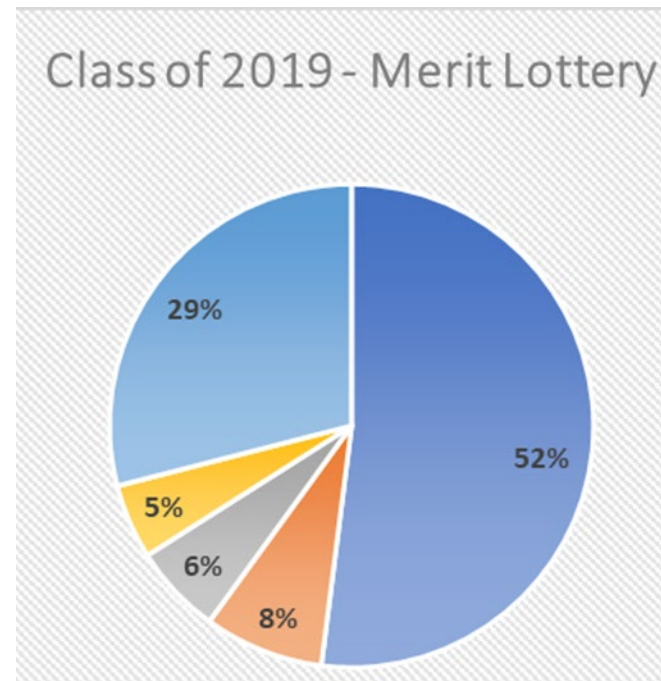
Case 1:21-cv-00296-CMH-JFA Document 103-7 Filed 12/03/21 Page 20 of 27 PageID# 1232

## Percent of Offered Students Using Current Holistic Process



Economically Disadvantaged: 1.2%  
English Language Learners: 1.0%

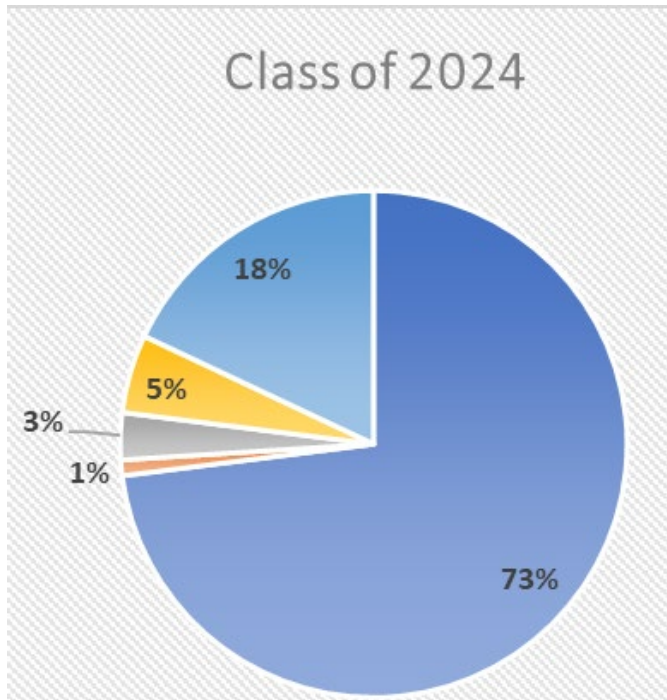
## Percent of Offered Students Using Merit Lottery



Economically Disadvantaged: 8.8%  
English Language Learners: 2.3%

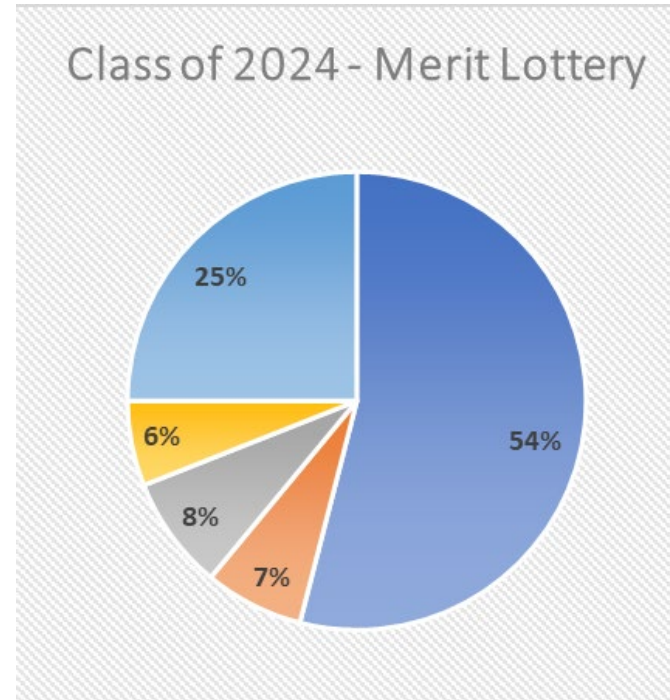


## Percent of Offered Students Using Current Holistic Process

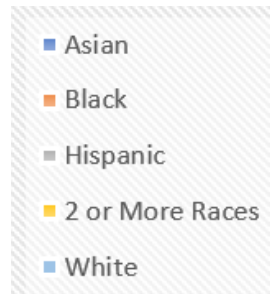


Economically Disadvantaged: 0.6%  
English Language Learners: 0.6%

## Percent of Offered Students Using Merit Lottery



Economically Disadvantaged: 10.3%  
English Language Learners: 3.4%



# Critical Decision Timeline: Current Process

- Application
  - Fall
- Ordering of Testing Materials
  - Beginning of October (paper or online)
- Testing
  - Late Fall
- Semifinalist Release
  - Mid –January
- Final Offers
  - April



# Critical Decision Timeline: Revised Process

## Board and Community Input

- Community Outreach/Town Halls
  - Late September/early October
- Final Proposal
  - October 8 School Board meeting

## If Recommended

- Targeted Outreach
- Revisions to Regulation 3355
  - Late fall
- Development of Revised Process
  - Fall/winter
- Application
  - December/January
- Implement Merit Lottery
  - February/March

# Targeted Outreach



Present to students in every public school (FCPS and participating jurisdictions)

Present to parents and the community in evening sessions



Send recruitment emails/letters to all eligible students



Conduct a virtual open house to include a tour, student speakers, teachers presenting their programs, and an overview of student supports



Conduct targeted recruitment of underrepresented students

## Additional Work



- Enhancing the admissions process is one step in a multi-pronged strategy
- Enhancing and expanding the pipeline by ensuring equitable access to rigorous STEM instruction at the elementary and middle school level
- Ensuring a Caring Culture for all TJHSST students
  - Transition resources for students
  - Professional development for staff
    - Supporting unique needs of all learners
  - Wrap-around support for students

## Appendix

Links to other schools using a Lottery System. Many of these schools are highly rated (US News Report) and use a similar variety of the lottery model to select students.

<http://www.enrollbasis.com/enrollment/enrollment-faqs/> (Basis – Arizona)

<https://www.gcpsk12.org/domain/6040> (Gwinnett)

<https://ics.lwsd.org/about-us/application-process> (International Community School - Washington)

[http://www.mps.k12.al.us/for\\_parents/magnet\\_schools](http://www.mps.k12.al.us/for_parents/magnet_schools) (Loveless/Montgomery Schools)

<https://rahs.highlineschools.org/admissions/lottery-process> (Raisbeck)

<https://www.usnews.com/education/best-high-schools/national-rankings/stem>



## **Exhibit 8**



## Message

**From:** Sizemore Heizer, Rachna (School Board Member) [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=3db883c19e0d460f85bba8341ab557da-SizemoreHei]  
**Sent:** 1/15/2021 3:24:45 AM  
**To:** [REDACTED] FERPA Rollins, Prabha R [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=d3640f50cd73458ea8c82f17a57ba231-Rollins, Pr]  
**Subject:** Re: [External] Important update on TJ

**FERPA**

I haven't had conversations with other board members right now. I was hoping to hear more from staff first and we've been pretty focused on the RTS work and budget etc. May I recommend sending the information you sent to me to other members also? They may benefit from the detailed information and concerns you shared. I do have a call scheduled next week with staff so I hope to have more information on this soon.

Rachna

Rachna Sizemore Heizer  
 At Large Representative  
 Fairfax County School Board

Tel.: 571-265-0742

Please be aware that correspondence with School Board members is subject to the Virginia Freedom of Information Act. This means that your correspondence may be made public if (1) it deals with FCPS business and (2) someone requests it--even if you have asked that your message be kept confidential. Only a few topics are exempt from the disclosure requirement, such as information about identifiable students, and personnel information about individual employees.

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**From:** [REDACTED] FERPA  
**Sent:** Thursday, January 14, 2021 6:19:30 PM  
**To:** Rollins, Prabha R <prrollins@fcps.edu>  
**Cc:** Sizemore Heizer, Rachna (School Board Member) <rsizemorehei@fcps.edu>  
**Subject:** Re: [External] Important update on TJ

Sorry to hear it was postponed. Thank you for letting me know.

I would love to touch base by phone if possible, partly to understand your view on where this is going and how the rest of the board feels. Would it be ok for me to give you a call? Is there a good time? (We could keep it short, I am sure you are really busy!)

**FERPA**

On Jan 14, 2021, at 6:09 PM, Rollins, Prabha R <prrollins@fcps.edu> wrote:

**FERPA**

I wanted to update you that tomorrow's meeting has been postponed because some of the FCPS staff has become unavailable. We have rescheduled it for next week. Thanks again for all of your information and communication.

Best,  
Prabha

Prabha Rollins  
Staff Aide to At-Large School Board Member, Rachna Sizemore Heizer  
[prrollins@fcps.edu](mailto:prrollins@fcps.edu)  
Phone: 571-382-0866

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**From:** FERPA  
**Sent:** Monday, January 11, 2021 9:00 PM  
**To:** Rollins, Prabha R <[prrollins@fcps.edu](mailto:prrollins@fcps.edu)>  
**Cc:** Sizemore Heizer, Rachna (School Board Member) <[rsizemorehei@fcps.edu](mailto:rsizemorehei@fcps.edu)>  
**Subject:** Re: [External] Important update on TJ

Thank you Prabha, I hope it is resolved easily.

I will also send some notes to other SB members if I can find the time this week.

FERPA

On Jan 11, 2021, at 2:39 PM, Rollins, Prabha R <[prrollins@fcps.edu](mailto:prrollins@fcps.edu)> wrote:

Happy new year, FERPA

Thanks for reaching out again about this issue and for your offer to help. Rachna does have a meeting scheduled to discuss this topic with FCPS staff at the end of the week. We hope to know more then and we will be in touch with you, if needed. Have a good afternoon!

Best,  
Prabha

Prabha Rollins  
Staff Aide to At-Large School Board Member, Rachna Sizemore Heizer  
[prrollins@fcps.edu](mailto:prrollins@fcps.edu)  
Phone: 571-382-0866

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**From:** FERPA  
**Sent:** Saturday, January 9, 2021 2:27 PM  
**To:** Sizemore Heizer, Rachna (School Board Member) <[rsizemorehei@fcps.edu](mailto:rsizemorehei@fcps.edu)>  
**Cc:** Rollins, Prabha R <[prrollins@fcps.edu](mailto:prrollins@fcps.edu)>  
**Subject:** Re: [External] Important update on TJ

Hi Rachna and Prabha,

Happy New Year!

I wonder if you have had a chance to talk to other school board members and council about the "school attending" verses "attendance zone" issue for kids applying to TJ. The more I think about what transpired the night of the votes, the more I wonder whether

using “attending school” was simply a mistake by staff and not what the proposed add-on motion intended (the actual language of the motion leaves it unclear). As far as I can tell, no one intended the motion to be by attending school — the main point was to bring admissions to each school, not to worry about the distinction of attending versus zoned.

Perhaps council will conclude that private school kids- who have no shot at entry in the first round- are unfairly penalized even as they meet the same residency requirements as public school kids, making FCPS vulnerable to a lawsuit. Council may also think it’s problematic that students who are identified for level four services and use the services would then be disadvantaged for using them. From an educational standpoint, I can’t see how FCPS would want to invest in identifying and cultivating talent in students schools that don’t have centers, only to make those students ineligible to compete with their neighbors. Without a change to the policy, we further risk that people will not want to participate in level four services at another school if they are interested in going to TJ.

Students hurt most by the “school attending” rule are the less affluent regions of Fairfax where the schools do not house their own centers. These AAP Level IV kids have to compete with a lot of other students in big centers, while they would have a stronger case in their base school pool. A clarification of policy to “zoned school” would have no impact on students zoned for schools in affluent parts of the county, where the middle schools have a Center.

Would it be possible to meet to discuss this further? I think I could get some people to write letters and show support for the change of you need that. I am hoping we can just fix the issue administratively rather than having to vote on it.

I’m broadly available to meet, if that would be helpful!

**FERPA**

On Dec 22, 2020, at 5:51 PM, Sizemore Heizer, Rachna (School Board Member) <[rsizemorehei@fcps.edu](mailto:rsizemorehei@fcps.edu)> wrote:

I definitely will! I’ve already reached out to staff to set up a meeting to see what can be done and reached out the Laura Jane just now after seeing your email.

Thanks and will def reach out if needed. I always appreciate your thoughtful advocacy. Truly  
Rachna

---

**From:** **FERPA**  
**Sent:** Tuesday, December 22, 2020 5:48 PM  
**To:** Sizemore Heizer, Rachna (School Board Member) <[rsizemorehei@fcps.edu](mailto:rsizemorehei@fcps.edu)>  
**Cc:** Rollins, Prabha R <[prrollins@fcps.edu](mailto:prrollins@fcps.edu)>  
**Subject:** Re: [External] Important update on TJ

Thanks, Rachna. Let me know if I can be of any help with this. I did speak with Laura Jane Cohen (my SB representative) and she is very concerned about the issue. I read all the documents and honestly I am not sure if “attending school” might have been merely an administrative error — perhaps they meant “attendance boundary”? Otherwise, not only is there the issue I mention of kids put at a disadvantage for engaging services that they qualify (and which are educationally most appropriate for them) but also there’s an issue with private school and home school kids who will not receive any consideration until after the school-based round is complete.

It seems like the whole thing was something of an oversight. I hope you can help rectify it!

Best,

FERPA

On Dec 22, 2020, at 4:22 PM, Sizemore Heizer, Rachna (School Board Member) <[rsizemorehei@fcps.edu](mailto:rsizemorehei@fcps.edu)> wrote:

FERPA

This actually occurred to me during the meeting and I plan to follow up with staff about this.  
Thanks for reaching out. As always it is much appreciated 😊  
Rachna

---

**From:** FERPA

**Sent:** Tuesday, December 22, 2020 1:33 PM

**To:** Sizemore Heizer, Rachna (School Board Member) <[rsizemorehei@fcps.edu](mailto:rsizemorehei@fcps.edu)>

**Cc:** Rollins, Prabha R <[prrollins@fcps.edu](mailto:prrollins@fcps.edu)>

**Subject:** Re: [External] Important update on TJ

Hi Rachna and welcome Prabha! (Prabha, I think we may have met some time ago but I can’t place where.... )

Thank you for your email a couple weeks ago. I rather urgently hope we can discuss one of the outcomes of the decisions made on December 17, which is the decision to use “attending school” versus “zoned school” for the minimum number of admitted students at each public MS for TJ.

In particular, students who have been identified for Level IV services are pulled from their base schools, and then find their chances of TJ admissions greatly reduced

## **Exhibit 9**

Message

**From:** Brabrand, Scott S [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=F83E4830B34F424397D87919F381F30C-BRABRAND, S]  
**Sent:** 2/3/2021 9:29:38 PM  
**To:** Derenak Kaufax, Tamara (School Board Member) [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=00228148f8554992b93fa12728ad132a-Derenak Kau]; Shughart, Jeremy A [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=77ed93a9176e4058a2847967265e7289-Shughart, J]  
**CC:** Austin, Cheryl [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=e4848c9d38014bfdbf05e6354fa119b6-Austin, Che]; Smith, Marty K. [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=9b3c2c491ce64b00ae90e8b694fa324a-Smith, Mart]; Williams, Lisa N [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=d2179033090d473b90125ba7b68d4dc3-Williams, L]  
**Subject:** Re: [External] TJ admissions

Yes

We said attending in our discussions

If we did base schools some base schools kids would never have any kids who physically attend the school get in

Our approach represented the geographic distribution the board wanted

Scott

Sent from my iPhone

---

**From:** Derenak Kaufax, Tamara (School Board Member) <tderenakkauf@fcps.edu>  
**Sent:** Wednesday, February 3, 2021 4:17:11 PM  
**To:** Brabrand, Scott S <ssbrabrand@fcps.edu>; Shughart, Jeremy A <jshughart@fcps.edu>  
**Cc:** Austin, Cheryl <caustin@fcps.edu>  
**Subject:** Fwd: [External] TJ admissions

I am getting several letters like this- did you consider this consequence?

Tamara Derenak Kaufax  
Lee District Representative  
FCPS School Board  
571-423-1081

Cheryl Austin  
Executive Administrative Assistant  
571-423-1069

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Begin forwarded message:

**From:** Nirmala Shastri <nirmala\_shastri@hotmail.com>  
**Date:** February 3, 2021 at 3:30:40 PM EST  
**To:** "Derenak Kaufax, Tamara (School Board Member)" <tderenakkauf@fcps.edu>  
**Subject:** [External] TJ admissions

Dear Mrs. Tamara,

I appreciate your hard work and dedication very much.

I tuned into all school board meetings since the start of the school year.

Going with a school-based quota for the TJ admissions is a big blow to AAP centers for 8th grade students.

In the name of equity and geographic distribution, school board rushed to change the TJ admissions based on 1.5% school quota.

FCPS tested all the kids in first and second grades for the advanced academic program and sent kids to AAP centers based on the merit that these kids are ready to take challenging curriculum.

Now the same kids who attended AAP Center Schools have a lower chance of attending TJ.

The kids who did not get selected in second grade and went to a base middle school, now have a better shot at TJ admissions.

TJ is a Governor school offering advanced science and math courses. Judge has ruled that TJ is for gifted students.

Is it fair for the FCPS school board to lower the chance of AAP students getting accepted to TJ like this?

FCPS created a path for these kids to walk until 8th grade and suddenly decided to penalize the same kids by putting a cap on AAP middle schools in the same way as base middle schools. The most affected kids are current 8th graders. They have missed most of their middle school experience because of the Coronavirus Pandemic and now are disappointed by FCPS' decisions.

Current 7th graders have a chance to move to their base school and increase their chances of getting into TJ, while our 8th graders are currently in AAP centers competing with smart kids for the same TJ admission spot.

It is unfair for all hard-working AAP center middle school kids. If FCPS wants to find talent based on geography, the first step should be to dismantle AAP center middle schools.

The claim by our superintendent that "The talent is everywhere in FCPS" is simply not true. Because, FCPS created the paths of AAP and talent got stuck in AAP centers.

Tamara, could you please do something about it?

Can the admission be based on the student's base middle school and not the attending AAP center middle school?

The bottom line is, like all URMs, regular MS kids, ESL and FARMs , AAP kids are just kids!!

Can you please bring some justice to these AAP kids?

Is the final decision by school board on December 17th " Equitable" for all kids ?

Thank you

-Nirmala

FCPS Parent



## **Exhibit 10**



Lisa Williams, Ed.D., Chief Equity Officer  
8115 Gatehouse Road  
Falls Church, Virginia 22042

TJ Admissions Discussion  
Feb. 22, 2021

Attending School

- Attending School is publicly recognizable and encourages students at all schools to considering applying. For the past two months (approximately) we have been recruiting applicants based on this information.
- Applicant requirements were intentionally designed to not require a student to be enrolled in AAP Center Schools.
  - o Honors requirements speak to students that are more likely enrolled in AAP Centers but still open up options for other schools
  - ☐ Those requirements were waived based on the implementation phase
- This was waived based on not encouraging students to request course and schedule changes.
- A potential school change is a greater impact and not as likely to have occurred.
- 1.5% of 8th grade enrollment has been shared with schools based on September membership (attending schools). So, the model that was put forward to the board was around the students enrolled at the individual school. All modeling that was presented (on December 17th) was based on attending school.
  - o This information has been shared with individual schools and the public.
  - ☐ If changed, the public would not be able to calculate the numbers of students because it would be mixing the base school reporting with attending school data.
  - o Additionally, the enrollment at these schools is increasing the number of available seats at the Center schools based on the increased enrollment from the non-base schools. (Example: number of Franklin MS students (Base) attending Carson (attending) has increased the number of seats at Carson. If changed all Franklin students enrolled at Carson would need to be placed back at Franklin for equity standpoint significantly reducing the number of allocated seats at Carson. Truly changing the reporting model (time would be needed to make this change)
- Attending school approach is transparent.
  - o Base school is less transparent because of historic reporting on enrollment and specifically in regards to Admissions data is only on attending school.
- TJHSST should not be considered an extension of the AAP Center School at the High School level. It should be available to any student that has a passion for STEM. This model provides an avenue for us to allow students at our historically underrepresented schools to compete for a seat at TJHSST.
- Not all seats are allocated to schools.

- o Unallocated seats will provide the opportunity for students at our center schools a chance to be offered admissions.
- o This means that the small number of allocated seats won't limit our schools that have historically sent students to TJHSST. I.e. – Carson, Longfellow, Rocky Run, Frost, etc.

#### Base School

- Base school is modeled on the AAP Center approach and changes what we have provided information publicly.
- o Base school approach focuses on “Top Students” moving to the center schools
- o “Top Students” are more likely those students that are interested in attending TJHSST.
- Note: “Top Students” is subjective to interpretation.
- Using the base school approach will increase the likelihood of individual schools reverting to the impact of not having any students attending TJHSST. (Attending school)
- Base school approach could cause problems like the previous issues that have been shared publicly by board members.
- o Stated by the board as having students attend TJHSST from every school.
- This approach may not resolve this stated goal.
- The previous numbers of base v. attending school data shows that it likely won't change very much. So, non-Center schools will likely not have students attending TJHSST with this model.
- Students are encouraged to attend the AAP Centers for curriculum, and this would be consistent as they transition to HS (TJHSST).
- This model will continue the status quo of providing more availability to students attending Center Schools. In fact, this will actually place those students at the top (likely towards the top) of a selection process.
- Unallocated seats will likely still be provided to students that are attending the Center based schools.
- o Most likely the higher proportion of seats will still go to our Carson, Longfellow, Rocky Run, Frost, etc. (these schools are the ones that have the highest level of interest)
- If transitioning to this model, it should be based on the board pushing this change. This was an amendment at the policy level with the board. So, they would need to clarify as a board collective (not individual) if we were to change the stated approach.

## **Exhibit 11**

## Message

**From:** Cohen, Laura Jane H (School Board Member) [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=8C7AFD9475A741D880E2ACCF9E7EDEEC-COHEN, LAUR]  
**Sent:** 12/22/2020 7:41:10 PM  
**To:** Shughart, Jeremy A [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=77ed93a9176e4058a2847967265e7289-Shughart, J]  
**CC:** Smith, Marty K. [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=9b3c2c491ce64b00ae90e8b694fa324a-Smith, Mart]  
**Subject:** Re: [External] Attending vs. zoned school issue

Thanks very much!

Happy holidays!

Laura Jane

Laura Jane Cohen  
 FCPS School Board Member  
 Springfield District

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**From:** Shughart, Jeremy A <jshughart@fcps.edu>  
**Sent:** Tuesday, December 22, 2020 11:40:48 AM  
**To:** Cohen, Laura Jane H (School Board Member) <lhcohen@fcps.edu>  
**Cc:** Smith, Marty K. <mksmith@fcps.edu>  
**Subject:** RE: [External] Attending vs. zoned school issue

Laura Jane,

Good morning, I am responding to you on behalf of Marty (currently boarding a plane).

Initial discussions were held on base school vs. attending. However, this transitioned back to attending school. As there is a risk that our non-center middle schools wouldn't have had any students attending TJHSST, if we admitted students attending centers from their base schools. This issue currently manifests itself as an example at Franklin and Carson but it is similar at the other center and non-center schools. Carson is the center based school for students attending Franklin. Over the past three years you can see drastic differences in numbers.

Attending

- 2019-20
  - Carson – 82
  - Franklin – 3
- 2018-19
  - Carson – 71
  - Franklin – 1
- 2017-18

- Carson – 78
- Franklin – 0

Base

- 2019-20
  - Carson – 35
  - Franklin – 43
- 2018-19
  - Carson – 35
  - Franklin – 40
- 2017-18
  - Carson – 37
  - Franklin – 35

There is a strong possibility that the students attending Carson from Franklin would fill the seats designated for Franklin leaving them with no students attending TJ. The intention of moving to the 1.5% was to ensure that the freshman class is comprised of students attending each middle school.

Thanks and have a happy holidays,  
Jeremy

**Jeremy Shughart, EDS.**

Director of Admissions  
Thomas Jefferson High School for Science and Technology  
Fairfax County Public Schools  
571-423-3770

---

**From:** Smith, Marty K. <mksmith@fcps.edu>  
**Sent:** Tuesday, December 22, 2020 9:31 AM  
**To:** Shughart, Jeremy A <jshughart@fcps.edu>  
**Subject:** Fwd: [External] Attending vs. zoned school issue

Sent from my iPad

Begin forwarded message:

**From:** "Cohen, Laura Jane H (School Board Member)" <lhcohen@fcps.edu>  
**Date:** December 22, 2020 at 8:25:06 AM CST  
**To:** "Smith, Marty K." <mksmith@fcps.edu>  
**Subject:** Fwd: [External] Attending vs. zoned school issue

If you get a minute, could you let me know your thoughts on this? I know we had initially discussed using "base school" wording and wondering if the change to "school attended" was an intentional change and the reasoning behind that.

Thanks, Marty!  
LJ

Laura Jane Cohen  
FCPS School Board Member  
Springfield District

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**From:** Rebecca Goldin <rebegol@gmail.com>

**Sent:** Friday, December 18, 2020 2:21:33 PM

**To:** Cohen, Laura Jane H (School Board Member) <lhcohen@fcps.edu>

**Subject:** [External] Attending vs. zoned school issue

Laura Jane,

You can imagine I was disappointed in several aspects of the outcome last night, but I am writing you about one really important issue I hope you can fix. I'm most concerned about a possible unintended consequence of the school-based distribution of seats *by school attending* rather than by base school.

To illustrate, consider Lake Braddock which has had maybe 140 applications to TJ each year, and will be guaranteed 12 spots by the 1.5% calculation. Among those 140 applicants, let's presume that 70 students (1/2 of the applicants) are top scoring — perfect GPAs and get the best possible score on the essays. As there is no additional information to distinguish among these students, admissions will arguably be something of a lottery among these top students, resulting in a guarantee that 12 out of 70 students are admitted, a total chance of 17%. The remaining strong students have an additional shot at getting in from the central pool of Fairfax County resident students where they compete with the remaining strong students from other public schools, private schools, and home schools.

As you know, Lake Braddock is an AAP Center, and students outside of its zoned district attend the school to gain access to AAP curriculum, a program designed to meet gifted kids' needs. Kids whose AAP Center is Lake Braddock include kids zoned for Robinson and some kids zoned for Hayfield.

In contrast to Lake Braddock, Robinson has closer to 26 applications to TJ per year, and will be guaranteed 9 spots by the proportional allotment. Among those applicants, let's assume again that 1/2 of the applications (13 out of 26) are really top scoring. Again, since they hit the ceiling with perfect GPAs and strong essays, one cannot tell apart these 13 kids. Admissions results in 9/13 or a 69% chance of admissions. At Hayfield, students have historically had a very low admissions rate to TJ, as well as a low application rate. They will be guaranteed 8 seats with the new minimums, and the rate of acceptance could jump to 100% among the students who are "top scoring". Of course, with perfect outreach these numbers would be different — but for THIS YEAR in particular, outreach has not even begun. Admissions chances will largely be driven by application numbers at each school, and these differentials exist.

Not only do these figures illustrate vastly different opportunities for the kids at each school, there seems to be a special penalty that comes from pursuing AAP placement if you are zoned for Robinson or Hayfield. Most kids at Hayfield who qualify for AAP do leave for their centers (Lake Braddock, Twain, and South County) — now the admissions disparities I just mentioned become really upsetting. We just took some of the academically strongest kids who live in Hayfield's zoned area, and put them into the Lake Braddock pool with a 17% chance of admissions, rather than counting them for Hayfield and giving them the same chance of admissions as students who attend Hayfield. Who are we trying to fix the system for? We will be more likely to give a Hayfield student not admitted to AAP a seat at TJ than a Hayfield

student who was admitted to AAP and pursued the intellectual challenge — not because we compared them and thought them equally qualified, but because we never compared them at all.

As you know, Hayfield and Robinson are vastly different schools. Hayfield students are *\*exactly\** the students we want to target for TJ — yet if they qualify for AAP they are likely not to be in the school. We are instead reserving their seats for students who *both* didn't qualify for AAP and *also* attended a weaker middle school. How well will that go for them when they get to TJ? And who missed out on the opportunity to attend TJ?

The new system directly penalizes the Hayfield or Robinson kid who pursues AAP while rewarding the students at Hayfield/Robinson who didn't qualify for AAP or decided not to pursue it. Even if you don't believe that TJ is designed for gifted students, you can see the problem with disadvantaging a Hayfield kid who pursues AAP compared to a Robinson student who stays at the base school because they like their friends and doesn't want MS to be more challenging. We should HOPE that AAP identified kids' parents are sending them to the AAP Center. The new decision to go with attending school rather than zoned school effectively says "we want Hayfield and Robinson kids at TJ, but not their AAP kids!" That makes no sense.

If we believe that giftedness occurs across the County in fairly uniform ways, then why proportionally favor kids who have *not* been identified as gifted, *not* selected for AAP within the catchment areas for schools that *do* have AAP/gifted students enrolled in other schools? You have heard me concerned that we don't have an appropriate floor before — but now it looks like we are purposely seeking academically weaker students *and favoring them* over the ones that FCPS has identified as needing Level IV services. They will not succeed at TJ, and it will be our fault for picking them over their gifted counterparts, the very students who were selected for AAP and sent to another school to get those services.

Of course, any student from Hayfield/Robinson and attending Lake Braddock and not in the "top 12" will compete in the county-wide sense as well, but the regional structure was intended to help these kids stay competitive in a process that will not favor the Hayfield student when they are competing against the fancy private school kid. I think we have to consider how to ensure that the 1.5% distribution of seats really does promote equitable access the way it was intended, and consistent with FCPS programming. I can't imagine anyone intended to penalize kids for participating in AAP.

I look forward to talking about this on Tuesday. Please feel free to share this concern with your colleagues, as I hope you can address this very serious concern through a minor modification of the plan you put forward.

Rebecca



## **Exhibit 12**

## Message

**From:** Omeish, Abrar (School Board Member) [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=4CED9A11053F4F34A440B877BDC8D908-OMEISH, ABR]  
**Sent:** 12/16/2020 11:14:43 PM  
**To:** Pekarsky, Stella G (School Board Member) [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=07d7ce498d5549faaedc2c42ab1c28d7-Pekarsky, S]  
**Subject:** Re: Updates on tomorrow's motions [no major changes]

I wasn't sure where we left off on a combined amendment or not!

I included this specifically for you actually 😊:

**"I have seen ideas for motions go back and forth in my conversations with you all over the past two days... presenting these does not preclude my support for those possibilities, there's just too much up in the air for me to know what is happening in the turnaround! I am happy to merge or reconsider anything if/when the other pieces are ready."**

I think there might be an amendment to suggest 2% on yours, but regardless of what happens, I am hoping for the most aggressive but I do plan to support. I expect mine to fail but I mostly want to make sure I cover my bases so I don't get yelled at if it makes sense to bring up! It's much easier to pull back later... I'm praying on it tonight to be 100%.

Hope that makes sense? It's consistent I promise! I really appreciate you bringing us together and will not undermine that.

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**From:** Pekarsky, Stella G (School Board Member) <sgpekarsky@fcps.edu>  
**Sent:** Wednesday, December 16, 2020 6:06:25 PM  
**To:** Omeish, Abrar (School Board Member) <aomeish@fcps.edu>  
**Subject:** Re: Updates on tomorrow's motions [no major changes]

Hey. I'm confused. I thought you were on board with the 1.5%?

Stella Pekarsky  
 Sully District Representative  
 Fairfax County School Board

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**From:** Omeish, Abrar (School Board Member) <aomeish@fcps.edu>  
**Sent:** Wednesday, December 16, 2020 5:59:29 PM  
**Cc:** Brabrand, Scott S <ssbrabrand@fcps.edu>; Ivey, Frances W <FWIvey@fcps.edu>; Smith, Marty K. <mksmith@fcps.edu>; Boyd, Michelle <mboyd@fcps.edu>; Shughart, Jeremy A <jshughart@fcps.edu>; Foster, John

<jefoster@fcps.edu>; Muhlberg, Ilene <idmuhlberg@fcps.edu>

**Subject:** Updates on tomorrow's motions [no major changes]

Dear colleagues,

As you know, I submitted three motions over a month ago for your consideration. I have spoken to staff and tried to hear from all 12 members in at least two ways on these since then. I heard back from most folks yesterday and today. I hope I can connect with each of you next time...

1. **I will be withdrawing my motion to ban seclusion.** I spoke with Dr. Boyd recently and am pleased to confirm that, in what I understand to be a compromise, the deadline for phasing out seclusion has been added to the plan we will be reviewing. I trust her leadership and hope you all will join me in the background work required to ensure our system is accountable on this.
2. Due to confusion about the motions I presented previously, **please find modified language on the two TJ motions below.** These reflect the exact motions I presented before **without substantive changes.** I have seen ideas for motions go back and forth in my conversations with you all over the past two days... presenting these does not preclude my support for those possibilities, there's just too much up in the air for me to know what is happening in the turnaround! I am happy to merge or reconsider anything if/when the other pieces are ready.
  - a. I move to amend the main motion to designate holistic review allotments by *school* rather than by *region*, to reflect representation of gifted students that is proportional by population from each school across the county.
  - b. I move to amend the main motion to include a requirement that the test (essay and SIS) be administered locally, at each middle school, to all students who meet the 3.5 GPA and Algebra 1 requirements, and to provide the opportunity to opt-out of taking the test should they so choose, by the 2021-22 admissions cycle. To opt-out would be to eliminate oneself from consideration for TJ.

Thank you to everyone who has collaborated and tried to help!

Abrar

## **Exhibit 13**

## Message

**From:** Presidio, Sloan [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=B6DEFEA0962845869EB0E70124C64ECE-PRESIDIO, S]  
**Sent:** 10/8/2020 8:24:05 PM  
**To:** Omeish, Abrar (School Board Member) [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=4ced9a11053f4f34a440b877bdc8d908-Omeish, Abr]  
**Subject:** RE: TJ - AAP Discussion

Sure, see below – I think the AAP Level 4 numbers are more telling – but even with this data we have enough Black and Hispanic students taking Geometry by Grade 8 to fill almost half the incoming TJ class

2019-20 FCPS Middle School Access to Advanced Mathematics					
Student Group	Total # in Grade 8	# Taking Geom. or Higher	% Taking Geom. or Higher	# Taking Alg. 1 or Higher	% Taking Alg. 1 or Higher
All Students	14,303	1916	13%	8,459	59%
Asian	2,902	906	31%	2,352	81%
Black	1,500	58	4%	632	42%
Hispanic	3,757	122	3%	1,219	32%
White	5,317	695	13%	3,694	69%
Econ. Dis.	4,586	114	2%	1,496	33%
EL	1,678	5	0%	106	6%
SWD	1,704	29	2%	275	16%

**From:** Omeish, Abrar (School Board Member) <aomeish@fcps.edu>  
**Sent:** Thursday, October 8, 2020 4:20 PM  
**To:** Presidio, Sloan <sjpresidio@fcps.edu>  
**Subject:** Re: TJ - AAP Discussion

Hmm... can you share those numbers too so I have an idea? I 100% agree with your thoughts on the test. Thanks again!

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**From:** Presidio, Sloan <sjpresidio@fcps.edu>  
**Sent:** Thursday, October 8, 2020 4:04:27 PM  
**To:** Omeish, Abrar (School Board Member) <aomeish@fcps.edu>  
**Subject:** RE: TJ - AAP Discussion

Thanks, I think the best way to analyze the current admissions is as follows:

- We don't really have a pipeline issue because we have enough Black and Hispanic 8<sup>th</sup> grade Level 4 students (the most rigorous program we have in elementary and middle school) to fill an entire TJ class
- Thus, the issue must be how we're using the TJ admissions test – it clearly disadvantages historically under-represented student subgroups. So, the best way to create more diversity is to change the admissions process and test specifically
- And, we can't eliminate the current test and just replace it with another test or quasi-test like a problem-solving essay that is used in the same way as the current test (i.e., to be a barrier to semi-finalist selection)

**From:** Omeish, Abrar (School Board Member) <aomeish@fcps.edu>  
**Sent:** Thursday, October 8, 2020 3:59 PM

**To:** Presidio, Sloan <[sjpresidio@fcps.edu](mailto:sjpresidio@fcps.edu)>

**Subject:** Re: TJ - AAP Discussion

Thank you so much Dr. Presidio. I was trying to make a point about the pipeline... I thought perhaps the numbers would be significantly disparate. Does that make sense? Reviewing what you sent and very grateful for your help.

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**From:** Presidio, Sloan <[sjpresidio@fcps.edu](mailto:sjpresidio@fcps.edu)>

**Sent:** Thursday, October 8, 2020 3:54:18 PM

**To:** Omeish, Abrar (School Board Member) <[aomeish@fcps.edu](mailto:aomeish@fcps.edu)>

**Subject:** TJ - AAP Discussion

Hi Abrar,

I got your voice mail and would be happy to speak this afternoon if it would be helpful. I've pulled the 8<sup>th</sup> Geometry data, but honestly I don't think that the best data to consider. As an alternative, I've provided the AAP Level 4 data for Grade 8 below. From this data set you'll note that we have enough Black and Hispanic eighth grade students in Level 4 to fill an entire TJ class.

Again, if you want to discuss please just give me a call.

Sloan

**SY2021**

<b>Grade 8 Students</b>	<b>All</b>	<b>Asian</b>	<b>White</b>	<b>Black or African American</b>	<b>Hispanic</b>	<b>Other</b>
Level IV Attending Center	2661	954	1010	199	279	219
Level IV Taking 4 Honors (including eligible and non- eligible)	2362	604	1139	166	281	172
Total	5032	1558	2149	365	560	391

Source: SIS 10/06/2020 - Active students

## **Exhibit 14**

Message

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**From:** Cohen, Laura Jane H (School Board Member) [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=8C7AFD9475A741D880E2ACCF9E7EDEEC-COHEN, LAUR]  
**Sent:** 12/10/2020 1:24:30 AM  
**To:** Omeish, Abrar (School Board Member) [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=4ced9a11053f4f34a440b877bdc8d908-Omeish, Abr]  
**Subject:** Re: [BOARD RESPONSE REQUESTED] 11/17 MOTIONS

Abrar-  
Have you thought about minimums instead of caps?

Also, I can't support opt-in for this years class, but I'd be happy to talk about it for next year!  
Thank you for your thoughtful advocacy (always).

LJ  
Laura Jane Cohen  
FCPS School Board Member  
Springfield District

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---

**From:** Omeish, Abrar (School Board Member) <aomeish@fcps.edu>  
**Sent:** Wednesday, December 9, 2020 6:18:03 PM  
**Cc:** Brabrand, Scott S <ssbrabrand@fcps.edu>; Ivey, Frances W <FWIvey@fcps.edu>; Smith, Marty K. <mksmith@fcps.edu>  
**Subject:** [BOARD RESPONSE REQUESTED] 11/17 MOTIONS

Dear board colleagues (bcc'ed),

This is just a reminder to kindly share where you stand or let me know if you have any questions about the two TJ motions below. As I shared, both are small tweaks that have the potential to significantly enhance access.

In addition, I welcome your feedback on the seclusion motion that I had shared, which I plan to incorporate into the final version in advance of 12/17. So far, I am aware of the idea to "sunset" which I am exploring.

If you don't have questions or concerns, let me know that it's safe to assume your support! I have not heard anything from several members.

Thanks,

Abrar

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**From:** Omeish, Abrar (School Board Member)  
**Sent:** Thursday, November 26, 2020 3:15 PM  
**Cc:** Brabrand, Scott S <ssbrabrand@fcps.edu>; Ivey, Frances W <FWIvey@fcps.edu>; Smith, Marty K.



<mksmith@fcps.edu>

**Subject:** RE: [Response requested] TUESDAY MOTIONS- WITH ANALYSIS

Dear colleagues,

Happy Thanksgiving!

Thank you to those of you who have already shared thoughts and support on these. I wanted to ping others to make sure I answer any questions before our TJ meeting.

Let me know if you'd like to chat on the phone! Both of these are access and equity-driven.

Abrar

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**From:** Omeish, Abrar (School Board Member) <aomeish@fcps.edu>

**Sent:** Friday, November 13, 2020 9:44 PM

**Cc:** Brabrand, Scott S <ssbrabrand@fcps.edu>; Ivey, Frances W <FWIvey@fcps.edu>; Smith, Marty K. <mksmith@fcps.edu>

**Subject:** [Response requested] TUESDAY MOTIONS- WITH ANALYSIS

Dear colleagues,

I hope that you all are having a good Friday.

Please find below two motions that I plan to present on Tuesday. You may recall that these have been mentioned and discussed at our prior work sessions.

I have spoken to Dr. Brabrand, Dr. Ivey, and Mr. Smith about these ideas. There is concern about board support.

I want to keep this simple for you:

There is quite a bit of research about "equity-promoting" techniques in school selection. Two themes that emerge are **localizing** and **universalizing** opportunity. You may even recognize these from Dr. Plucker's recommendations for AAP! They are best practices more broadly and apply to selective schools as well. Here is an example of research that speaks further to both of these, and I am happy to share more resources if you would like to dig deeper.

Would you kindly let me know where you stand on each of these?

To address **localizing**:

1. **I move to direct the superintendent to adjust the caps in the plan to ones based on school rather than region.**

Pros	Cons
<ol style="list-style-type: none"> <li>1. Encourages adoption of <b>rigorous math curriculum in every</b> middle school → <u>Nota bene</u>: the presence of this barrier is one of the most consistently evident facts in years of TJ data (see research reports in previous email)</li> <li>2. Makes impacts of achievement gaps directly palpable to schools, driving staff to <b>monitor achievement gaps</b> early (see broader positive community impacts <u>here</u>)</li> <li>3. <b>More accurately</b> captures <b>student aptitude</b> when comparing to peers (see <u>Dr. Plucker's report</u>)</li> </ol>	<ol style="list-style-type: none"> <li>4. Does not afford interested families from high-propensity schools <b>adequate planning time</b> → <u>Solution</u>: consider delayed adoption or advance notice as amendments</li> <li>5. Markedly <b>decreases percent</b> likelihood of admission in overly -represented schools (consider above solution)</li> <li>6. Potential for <b>stark contrast</b> for the top three schools could lead to information gaps and dissatisfaction</li> </ol>

→Solution: fold into proposed engagement plan  
now

To address **universalizing**:

2. I move to direct the superintendent to enhance outreach and awareness of the application process to:
  1. Under the multiple-pathway approach: include **every** eligible student in any pre-“test”\* selection pools so that the default is to offer eligible students spots while permitting them to decline rather than to extend seats only to those who sign up.
  2. Under the fully holistic approach: administer the “tests”\* to **every** eligible student in their school setting, while permitting them to decline, rather than providing it at an external setting and only to those who sign up.

I recognize that this second one requires a lot to follow—I urge you not to vote it down for that reason! In sum, it is switching the model from one that is “opt-in” to one that is “opt-out” to ensure all students are reached. *It’s the same thing we currently have with AAP.*

\*Please note that “test” in this context is the essay and student information sheet combination (what are being presented as the “holistic” screening criteria). As you know, we have eliminated the standardized test.

Pros	Cons
<p>7. <b>Reduces substantial costs</b> of recruitment material and <b>avoids risk</b> of cuts in uncertain budget years</p> <p>8. Provides <b>consistency</b> with administration of other advanced program screenings (Level IV services)</p> <p>9. <b>Captures excellence gaps</b> currently left out</p> <p>10. Incentivizes schools to <b>prepare all</b> students for rigor, <a href="#">see here</a> for report on advantages</p> <p>11. <b>Eliminates the bias</b> of parental awareness, understanding, or follow up as a pre-condition →This also addresses language gaps, which exist in <i>upwards of 50%</i> of FCPS families; importance <a href="#">here</a>. <b>Exposes all students</b> the chance to try and motivation to excel</p>	<p>13. <b>Risk of over-inflating</b> student interest in STEM or in the school; does not require explicit demonstration of interest →<u>Solution</u>: Consider a certain threshold of interest expressed in the SIS as a minimum for consideration of any lottery admits →Consider that enough qualified B/H students exist to fill all of TJ today... they are simply not captured. This is a tradeoff with dividends supporting expansion.</p> <p>14. Universal administration of the “test”* <b>may be costly</b> →Unfortunately, both scenarios have comparable costs.</p> <p>15. <b>Too much too quickly</b> (justice delayed = justice denied) →Currently incurring reputational/political risks; now is better timing and more responsible use of resources</p>

There is much more than can be shared, but I tried to capture the most salient elements for you in advance of Tuesday. I know we get a lot of information!

Please let me know if sharing any research or having discussion would aide in our decision.

I await your response!

Thank you,

Abrar

P.S. I leave you with the top recommendation from the Learning Policy Institute, of which I constantly remind myself:

With these lessons in mind, we offer the following recommendations for those who are seeking to expand choice while supporting school quality, student access, and greater integration:

- 1. Focus on high-quality learning for children, not the preferences of adults.**

Too often, questions related to school and program design get debated and decided in terms of the preferences of adults, not the needs of children. The key questions should be: How do we create high-quality learning environments for all children? Are there some schools or programs that are oversubscribed and could be replicated or expanded rather than setting a fixed number of slots and rationing access? Are there some groups of students who are not receiving adequate and equitable learning opportunities? Are there groups of students or schools that are underperforming? Are there certain neighborhoods in which families do not have high-quality choices? Subsequent questions should help determine how those needs might best be met. Answers to these questions surface strategies that can improve educational opportunities, such as redesigning schools, adding wraparound services, increasing bilingual services, improving training and recruitment of special education teachers, or investing in new curriculum approaches.

## **Exhibit 15**

## Message

**From:** Corbett Sanders, Karen (School Board Member) [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=471DCB5B040F4ABF87CF766D8C2E931F-CORBETT SAN]  
**Sent:** 10/6/2020 2:12:52 PM  
**To:** Muhlberg, Ilene [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=825be3d8342d4ac4afae7a8306a1e2c5-Muhlberg, I]  
**Subject:** FW: TJ Admissions Proposal

Oops, I should have send this to you.

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**From:** Corbett Sanders, Karen (School Board Member)  
**Sent:** Tuesday, October 06, 2020 9:04 AM  
**To:** School Board Members <SchBoard@fcps.edu>  
**Cc:** Madeja, Lisa <emadeja@fcps.edu>; Brabrand, Scott S <ssbrabrand@fcps.edu>  
**Subject:** TJ Admissions Proposal

Dear Colleagues,

We are all getting numerous emails re: TJ Admissions. We are so appreciative of the work that the Superintendent and his team have done to put forth plans to increase the diversity of the admissions at TJ. We all support this goal. However, many of us have concerns about relaying on a lottery to do so. We would like to re-center our discussion for this week so that we can achieve what must be done to submit a plan to the Governor by October 12's statutory requirement. Our plan should establish the goal of ensuring that TJHSST will be a premier high school specializing in science and technology, inspiring a student body, that reflects the community it serves, to solve the most challenging problems faced by our society.

1. All agree on the elimination of the test and application fees.
2. Establish the initiation of the admissions process timeline for the class of 2025 to begin no later than the end of January 2021.
3. Agree on an approach that looks at the admission's pool by pyramid. This is consistent with how many universities look at admissions and identify qualified applicants by school.
4. Agree that there will be a merit based approach to the admission's process which will focus on the whole student, aptitude and take into account a student's access to opportunity to include FRM, and inclusion in under-represented populations.
5. Require the superintendent to bring back to the board in December, a proposal on how merit and aptitude will be assessed.
6. Require the superintendent to bring back to the board a proposal on the number of set aside seats to one in line with the percentage of highly gifted students nationally and normed for Northern Virginia.
7. Require the Superintendent to bring to the board the annual diversity plan prior to submitting it to the State. The Plan shall state that the goal is to have TJ's demographics represent the NOVA region. The plan shall include actions detailing how outreach and supports will be extended to increase applications from underserved populations.

On a separate note, we should consider expanding the number of students offered admissions. TJ is currently at 84% capacity with a plan to go 86%. Rather than limiting the class to 500, a capacity of 50 more in the admissions class would bring the enrollment in line with other schools.

Let's try to touch base prior to our meeting.

Karen and Stella

Karen Corbett Sanders  
Mt. Vernon District Representative  
Fairfax County School Board  
Tel.: 571-279-7923

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## **Exhibit 16**

## Message

**From:** Brabrand, Scott S [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=F83E4830B34F424397D87919F381F30C-BRABRAND, S]  
**Sent:** 9/19/2020 2:55:52 PM  
**To:** Corbett Sanders, Karen (School Board Member) [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=471dcb5b040f4abf87cf766d8c2e931f-Corbett San]  
**Subject:** Re: TJ Admissions Process

Understood- thanks

Sent from my iPhone

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**From:** Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>  
**Sent:** Saturday, September 19, 2020 10:36:15 AM  
**To:** Brabrand, Scott S <ssbrabrand@fcps.edu>  
**Subject:** RE: TJ Admissions Process

As an FYI, it is not the timing of the work session that is energizing the community. It is the timing of looking at TJ. Suggest that we make it clear that we are responding to a statutory mandate.

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**From:** Brabrand, Scott S  
**Sent:** Friday, September 18, 2020 10:53 PM  
**To:** Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>  
**Cc:** Madeja, Lisa <emadeja@fcps.edu>; Pekarsky, Stella G (School Board Member) <sgpekarsky@fcps.edu>; Sizemore Heizer, Rachna (School Board Member) <rsizemorehei@fcps.edu>; Tholen, Elaine V (School Board Member) <evtholen@fcps.edu>; Keys-Gamarra, Karen A (School Board Member) <akeysgamarr@fcps.edu>; McLaughlin, Megan (School Board Member) <momcloughlin@fcps.edu>; Omeish, Abrar (School Board Member) <aomeish@fcps.edu>; Meren, Melanie K (School Board Member) <mkmmeren@fcps.edu>; Derenak Kaufax, Tamara (School Board Member) <tderenakkauf@fcps.edu>; Cohen, Laura Jane H (School Board Member) <lhcohen@fcps.edu>; Frisch, Karl V (School Board Member) <kvfrisch@fcps.edu>; Anderson, Ricardy J (School Board Member) <rjanderson@fcps.edu>; Smith, Marty K. <mksmith@fcps.edu>; Shughart, Jeremy A <jshughart@fcps.edu>; Ivey, Frances W <FWIvey@fcps.edu>; Zuluaga, Fabio <fezuluaga@fcps.edu>; Torre, John <jjtorre@fcps.edu>; Foster, John <jefoster@fcps.edu>  
**Subject:** Re: TJ Admissions Process

Karen,

Thank you for your feedback and conversation this morning which I will review with my team.

The pillars you shared closely align with the 3 pronged approach to work on TJ admissions, the pipeline to TJ and supports for students entering TJ that I outlined in my presentation.

My presentation and communications also referenced "Merit Lottery" throughout the presentation and I agree with you that I will continue to emphasize that all of the current applicants are students of merit who are then screened out due to standardized testing as the final and ultimate barrier to admission.

The timing of the presentation can be clarified by board members with the community as this work session was requested by the board after some board members asked for our specific response to the October 1st deadline.

Sincerely,

Scott

Sent from my iPhone



**From:** Corbett Sanders, Karen (School Board Member) <[klcorbettsan@fcps.edu](mailto:klcorbettsan@fcps.edu)>

**Sent:** Friday, September 18, 2020 3:05 PM

**To:** Brabrand, Scott S

**Cc:** Madeja, Lisa; Pekarsky, Stella G (School Board Member); Sizemore Heizer, Rachna (School Board Member); Tholen, Elaine V (School Board Member); Keys-Gamarra, Karen A (School Board Member); McLaughlin, Megan (School Board Member); Omeish, Abrar (School Board Member); Meren, Melanie K (School Board Member); Derenak Kaufax, Tamara (School Board Member); Cohen, Laura Jane H (School Board Member); Frisch, Karl V (School Board Member); Anderson, Ricardy J (School Board Member)

**Subject:** TJ Admissions Process

Scott,

As I mentioned to you this morning, the plan released on Monday has caused confusion in the community because of the over-reliance on the term lottery vs. merit. Communications of what we are doing is critical. Additionally, the timing of the presentation is misunderstood in the community. As we discussed, I think it is essential that we reframe the discussion and offer clarity to the community about our way forward. I have spoken with many of my colleagues (cc'd above) about this prior to yesterday's meeting or today. I will continue to reach out to others. As I mentioned, we really have 4 pillars of what must be done to create a diverse and inclusive environment at TJ which preserves its commitment to excellence in the sciences. These pillars should be incorporated into the plan submitted to the state in early October.

1. Clarify that we have a statutory requirement to submit a plan to the state by 9 October. We do not have a requirement to conduct a test in the fall for spring admissions. Frankly, a delay of the admissions process until after the 2<sup>nd</sup> quarter would allow for you and the team to ensure all of the pieces are in place to make this a successful process and not one that would be incremental by just eliminating the test and the recommendation which is causing much of the angst and rhetoric about undermining the quality of education at TJ. This timeframe is consistent with that used for universities where students apply for college admissions in January.
2. The plan submitted should include 4 pillars: Admissions, Supports for Students once admitted, ensuring the pipeline is based on opportunity and access for all, and a review of the process with possible tweaks as necessary.
  1. In the approach to admissions to TJ we need to be clear we are not eliminating merit but rather reframing our understanding of merit, similar to the manner in which 1000 universities, including some in the Ivy League have eliminated the reliance on the SAT or ACT. We will also need to communicate how we are identifying students with the highest aptitude in STEM vs test capabilities in this process. Elimination of the test does not preclude a review of a students' application to demonstrate merit based on a student statement, a demonstration of problem solving, and a review of transcripts to include a minimum GPA, Algebra in 8<sup>th</sup> grade, and possibly a panel review/interview. Once the initial screen is done, then the lottery occurs. To ensure that the demonstration of problem solving piece is fair, I would ask select college professors at different universities to develop the question annually. Additionally, it will be important to better communicate why a geographic distribution of students across the county will result in a change in demographics to include more students that are FRM, ELL, black, Hispanic, or twice exceptional.
  2. It is essential that we communicate that reframing how we assess merit in admissions does not mean that we compromise rigor in the academic programming at TJ. We will need to continue to have a summer boot camp for admitted students to prepare for the rigor. However, it is also essential that we provide supports for a more diverse population at TJ. This includes not only the introduction of the robust anti-bias, anti-hate curriculum for all students, but it means having the social emotional and academic supports for the more diverse student body which may not have large cohorts which can lead to feelings of isolation.

3. Ensuring the pipeline is based on opportunity and access for all is directly tied to this Board and previous Board's focus on the need to have fidelity of implementation. We need to have the same level of rigor and opportunity in math and sciences at every elementary and middle school in the county. Similarly, afterschool enrichment clubs must be consistently be offered at each middle school. The FCPS Promise must be realized at all of our schools. We need to ensure that in higher FRM schools that we have focused outreach and experiences for our students to meet and work with engineers, mathematicians and scientists so that they can envision themselves in these roles. I know that we have a number of outside organizations that want to help in this area. We should create a database of needs by school so that we can map the opportunities with people that are able to work with our students in these areas. I know that the American Association of Applied Sciences, the MIT Club of the Greater Washington Area, the TJ Partnership, and MSAOC are all anxious to help. We should also reach out to the minority based organization for this as well. Please see article on some of these resources <https://ripplematch.com/journal/article/11-professional-organizations-that-support-people-of-color-in-stem-e7b9ac6b/>. We need to be more systematic in how we utilize these resources and should include this as part of our planning for the school year and summer experiences for our students. We may also want to have TJ visit days for all of our 6<sup>th</sup> graders in the same way that we have our students in middle school visit the Finance Park, why not have them visit the labs of TJ? It is essential that we are identifying opportunities early on for students that demonstrate abilities in the sciences to develop these capabilities throughout their K-12 experience in FCPS and are encouraged to take advantage of TJ and our Academy programs in the sciences, healthcare and engineering.
4. We need to include in our plan metrics for success, a time period by which we will review the process used and the recognition that we may have to make adjustments to achieve our goals.

As promised, I have tried to capture our conversation this morning.

Karen

Karen Corbett Sanders  
Mt. Vernon District Representative  
Fairfax County School Board  
Tel.: 571-279-7923

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## Message

**From:** Meren, Melanie K (School Board Member) [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=7B7E4C022CB04FFF924FA5F01187DABE-MEREN, MELA]  
**Sent:** 9/22/2020 10:22:03 PM  
**To:** Corbett Sanders, Karen (School Board Member) [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=471dcb5b040f4abf87cf766d8c2e931f-Corbett San]  
**Subject:** RE: TJ Admissions Process

I found your email sent. Disregard my earlier email asking if you had sent it.

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**From:** Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>  
**Sent:** Saturday, September 19, 2020 11:27 AM  
**To:** Brabrand, Scott S <ssbrabrand@fcps.edu>  
**Cc:** Madeja, Lisa <emadeja@fcps.edu>; Pekarsky, Stella G (School Board Member) <sgpekarsky@fcps.edu>; Sizemore Heizer, Rachna (School Board Member) <rsizemorehei@fcps.edu>; Tholen, Elaine V (School Board Member) <evtholen@fcps.edu>; Keys-Gamarra, Karen A (School Board Member) <akeysgamarr@fcps.edu>; McLaughlin, Megan (School Board Member) <momclaughlin@fcps.edu>; Omeish, Abrar (School Board Member) <aomeish@fcps.edu>; Meren, Melanie K (School Board Member) <mkmeren@fcps.edu>; Derenak Kaufax, Tamara (School Board Member) <tderenakkauf@fcps.edu>; Cohen, Laura Jane H (School Board Member) <lhcohen@fcps.edu>; Frisch, Karl V (School Board Member) <kvfrisch@fcps.edu>; Anderson, Ricardy J (School Board Member) <rjanderson@fcps.edu>; Smith, Marty K. <mksmith@fcps.edu>; Shughart, Jeremy A <jshughart@fcps.edu>; Ivey, Frances W <FWIvey@fcps.edu>; Zuluaga, Fabio <fezuluaga@fcps.edu>; Torre, John <jjtorre@fcps.edu>; Foster, John <jefoster@fcps.edu>  
**Subject:** RE: TJ Admissions Process

Scott,

Thanks for your response.

It was my intent to align my thoughts with your presentation while trying to address concerns I have heard expressed.

My email tried to capture much of what we discussed on Tuesday and agreed to in our next steps. The presentation was received in the community differently than what you tried to convey. The message received (not your intent) was that we were arbitrarily changing our processes to relay on a lottery that would impact the rigor of TJ. We need to be clear that we are reframing our admissions process to ensure opportunity and access while preserving rigor and creating a positive climate in the school for all students attending TJ. It will also be important that we take the time to implement this approach for the class of 2025 and thus the suggest for delaying the time for applications.

Hope this clarifies my intent.

Thanks again and enjoy this weather.

Karen

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**From:** Brabrand, Scott S  
**Sent:** Friday, September 18, 2020 10:53 PM  
**To:** Corbett Sanders, Karen (School Board Member) <klcorbettsan@fcps.edu>  
**Cc:** Madeja, Lisa <emadeja@fcps.edu>; Pekarsky, Stella G (School Board Member) <sgpekarsky@fcps.edu>; Sizemore Heizer, Rachna (School Board Member) <rsizemorehei@fcps.edu>; Tholen, Elaine V (School Board Member)

<evtholen@fcps.edu>; Keys-Gamarra, Karen A (School Board Member) <akeysgamarr@fcps.edu>; McLaughlin, Megan (School Board Member) <momclaughlin@fcps.edu>; Omeish, Abrar (School Board Member) <aomeish@fcps.edu>; Meren, Melanie K (School Board Member) <mkmeren@fcps.edu>; Derenak Kaufax, Tamara (School Board Member) <tderenakkauf@fcps.edu>; Cohen, Laura Jane H (School Board Member) <lhcohen@fcps.edu>; Frisch, Karl V (School Board Member) <kvfrisch@fcps.edu>; Anderson, Ricardy J (School Board Member) <rjanderson@fcps.edu>; Smith, Marty K. <mksmith@fcps.edu>; Shughart, Jeremy A <jshughart@fcps.edu>; Ivey, Frances W <FWIvey@fcps.edu>; Zuluaga, Fabio <fezuluaga@fcps.edu>; Torre, John <jjtorre@fcps.edu>; Foster, John <jefoster@fcps.edu>

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**Subject:** TJ Admissions Process

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  1. In the approach to admissions to TJ we need to be clear we are not eliminating merit but rather reframing our understanding of merit, similar to the manner in which 1000 universities, including some in the Ivy League have eliminated the reliance on the SAT or ACT. We will also need to communicate how we are identifying students with the highest aptitude in STEM vs test capabilities in this process. Elimination of the test does not preclude a review of a students' application to demonstrate merit based on a student statement, a demonstration of problem solving, and a review of transcripts to include a minimum GPA, Algebra in 8<sup>th</sup> grade, and possibly a panel review/interview. Once the initial screen is done, then the lottery occurs. To ensure that the demonstration of problem solving piece is fair, I would ask select college professors at different universities to develop the question annually. Additionally, it will be important to better communicate why a geographic distribution of students across the county will result in a change in demographics to include more students that are FRM, ELL, black, Hispanic, or twice exceptional.
  2. It is essential that we communicate that reframing how we assess merit in admissions does not mean that we compromise rigor in the academic programming at TJ. We will need to continue to have a summer boot camp for admitted students to prepare for the rigor. However, it is also essential that we provide supports for a more diverse population at TJ. This includes not only the introduction of the robust anti-bias, anti-hate curriculum for all students, but it means having the social emotional and academic supports for the more diverse student body which may not have large cohorts which can lead to feelings of isolation.
  3. Ensuring the pipeline is based on opportunity and access for all is directly tied to this Board and previous Board's focus on the need to have fidelity of implementation. We need to have the same level of rigor and opportunity in math and sciences at every elementary and middle school in the county. Similarly, afterschool enrichment clubs must be consistently be offered at each middle school. The FCPS Promise must be realized at all of our schools. We need to ensure that in higher FRM schools that we have focused outreach and experiences for our students to meet and work with engineers, mathematicians and scientists so that they can envision themselves in these roles. I know that we have a number of outside organizations that want to help in this area. We should create a database of needs by school so that we can map the opportunities with people that are able to work with our students in these areas. I know that the American Association of Applied Sciences, the MIT Club of the Greater Washington Area, the TJ Partnership, and MSAOC are all anxious to help. We should also reach out to the minority based organization for this as well. Please see article on some of these resources <https://ripplematch.com/journal/article/11-professional-organizations-that-support-people-of-color-in-stem-e7b9ac6b/>. We need to be more systematic in how we utilize these resources and should include this as part of our planning for the school year and summer experiences for our students. We may also want to have TJ visit days for all of our 6<sup>th</sup> graders in the same way that we have our students in middle school visit the Finance Park, why not have them visit the labs of TJ? It is essential that we are identifying opportunities early on for students that demonstrate abilities in the sciences to develop these capabilities throughout their K-12 experience in FCPS and are encouraged to take advantage of TJ and our Academy programs in the sciences, healthcare and engineering.
  4. We need to include in our plan metrics for success, a time period by which we will review the process used and the recognition that we may have to make adjustments to achieve our goals.

As promised, I have tried to capture our conversation this morning.

Karen

Karen Corbett Sanders  
Mt. Vernon District Representative  
Fairfax County School Board  
Tel.: 571-279-7923

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Message

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**From:** Corbett Sanders, Karen (School Board Member) [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=471DCB5B040F4ABF87CF766D8C2E931F-CORBETT SAN]  
**Sent:** 9/29/2020 3:40:00 PM  
**To:** Anderson, Ricardy J (School Board Member) [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=2722e2eac8fb4713bca8bf78590c2d80-Anderson, R]  
**Subject:** FW: TJ update

FYI

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**From:** Corbett Sanders, Karen (School Board Member)  
**Sent:** Sunday, September 27, 2020 4:52 PM  
**To:** Brabrand, Scott S <ssbrabrand@fcps.edu>  
**Cc:** Smith, Marty K. <mksmith@fcps.edu>; Madeja, Lisa <emadeja@fcps.edu>  
**Subject:** Re: TJ update

Scott

Thanks for this. I hope that you will also take into account FRM. In looking at the Brookings Study and the presentation to the task force, taking into account this criteria leads to a more representative student body.

Thanks again for being open to the feedback of the Board. Ideally we will be able to look at the plan in advance of the meeting.

Karen

Sent from my iPhone

On Sep 27, 2020, at 4:03 PM, Brabrand, Scott S <[ssbrabrand@fcps.edu](mailto:ssbrabrand@fcps.edu)> wrote:

Dear Colleagues,

I met with Marty this afternoon. I am reviewing at cabinet tomorrow some alternatives to my TJ admissions proposal that includes an option for a more holistic admissions process which could serve as a potential replacement for the merit lottery and a look at proportional representation of slots based on region size for each of our 5 FCPS regional pathways.

I will certainly have my updated recommendations to you before our work session Thursday.

As an FYI, the Loudoun slots granted in our current proposal reflect their 10 year average of 61.6 students. We would recalculate the pathways numbers (including Loudoun) on an annual basis as a ratio of 8th grade enrollment.

Sincerely,

Scott

## **Exhibit 17**



Message

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**From:** Pekarsky, Stella G (School Board Member) [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=07D7CE498D5549FAAEDC2C42AB1C28D7-PEKARSKY, S]  
**Sent:** 12/16/2020 1:37:12 AM  
**To:** School Board Members [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=9fa751c84a644630aaf9d573f03c80cb-School Boar]  
**Attachments:** TJ 2 Admissions.docx

Colleagues,

Elaine and I are trying to build a compromise solution for our vote on TJ admissions. Please see the attached. There are some tweaks to the accountability measures that we need to incorporate. If you are able to support this or have questions, ideas, etc, please let me know. Elaine and I will be working on it through tomorrow. I'll send an updated version as soon as possible.

Thank you,

Stella Pekarsky  
Sully District Representative  
Fairfax County School Board

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## TJ Admissions

- 1) The admissions decision making to Thomas Jefferson shall utilize a holistic approach and a two-round process. The size of the semi-finalist pool shall equal, at minimum, to three times the expected size of the freshman class. For FCPS, the increased size is now 385.
- 2) Accountability measures shall include school climate, diversity, outreach, experiential, and academic success indicators.

The diversity indicators shall include:

- percent diversity of students (race/ethnicity, socioeconomic status, English learner status, gender, and neurodiversity).

The indicators to measure outreach effort impact and caring culture at TJHHST shall include;

- Percent of middle school students who feel they belong at TJHHST
- Number of families who attend TJHSST outreach meetings
- Percent of parents who feel respected and included at TJHHST
- Percent of parents who feel respected at TJHHST

The academic success indicators shall include:

- levels of STEM classes classes students take, teacher survey on students' academic preparedness and success, attrition rates, and remediation needs.

The Superintendent is directed to collect and report the data and analysis ANNUALLY for the School Board to be able to make any adjustments for future freshman classes

- 3) Each middle school in FCPS shall be guaranteed admission to at least 1.5% of its total 8<sup>th</sup> grade population. These students will be selected from the semifinalist pool. There shall not be a regional cap in the number of students admitted.

## **Exhibit 18**

Message

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**From:** Corbett Sanders, Karen (School Board Member) [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=471DCB5B040F4ABF87CF766D8C2E931F-CORBETT SAN]  
**Sent:** 12/17/2020 10:10:54 AM  
**To:** Keys-Gamarra, Karen A (School Board Member) [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=e8eb9997746142de8ee303feb8966320-KeysGamarra]; Pekarsky, Stella G (School Board Member) [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=07d7ce498d5549faaedc2c42ab1c28d7-Pekarsky, S]  
**Subject:** draft to clarify the 7 December proposal  
**Attachments:** TJ amendment rev2.docx

Slight modifications, ties in the option being pursued from Supt. Recommendations, clarifies timeframe for revisiting, e.g. after covid, Karen please confirm and clarifies the minimum per middle school is the pathway (using the language in the 7 december presentation.

Karen Corbett Sanders  
Mt. Vernon District Representative  
Fairfax County School Board  
Tel.: 571-279-7923

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**I move that the Board direct** the Superintendent to revise the Thomas Jefferson High School admissions standards and oversight to include efforts ensuring that:

- 1) The Thomas Jefferson High School for Science and Technology continues to provide a high-quality STEM education;
- 2) The selection process strives to improve diversity of the student body to include neurodiversity and other underrepresented groups that provide a wide variety of backgrounds, experiences, and skills;
- 3) The process includes an opportunity for the Board to hear input from the Chief Equity Officer on the ongoing efforts to enhance and diversify the educational environment of TJ;
- 4) The Superintendent consider relevant comments provided to the Board from stakeholders and community members, as well as input from the Minority Student Achievement Oversight Committee reports;
- 5) The Superintendent will use a middle school pathway for the holistic review (detailed in the December 7 Board Presentation), allowing for a minimum number of seats per middle school boundary to 1.5% of the 8<sup>th</sup> grade students enrolled in the public middle school.
- 6) The superintendent provide an annual report to the board on TJ Admissions every year thereafter to include: diversity of admitted class, student retention, attrition rates and reason for students not attending or leaving the school, remediation efforts, STEM class offerings and participation in enrichment clubs.
- 7) The Board will receive an interim progress report on the application of the process, after the admissions decisions have been made for the class entering TJ for the 2022-2023 school year. If adequate progress is not made, the board authorizes the Superintendent to utilize additional tools available to accelerate the realization of the goal which could include increased outreach, piloting a lottery or other tools that may be recommended.

## **Exhibit 19**

## Message

**From:** Torre, John [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=804A5252478C4F4E802C9A99DB6A89E7-TORRE, JOHN]  
**Sent:** 8/14/2020 1:22:55 PM  
**To:** Molloy, Michael A. [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=a880180da65747948292bc1a541804fe-Molloy, Mic]  
**CC:** Smith, Marty K. [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=9b3c2c491ce64b00ae90e8b694fa324a-Smith, Mart]  
**Subject:** RE: Governor's Schools

Scott shared this update with the SB last Friday. I don't have any other info like meeting dates

### Governor's School Task Force Update

Today there was discussion of possible solutions to the admissions process at the state's governor schools. Attention focused mostly on Maggie Walker and TJ. Ideas included a lottery based on a minimum composite score with SES weighting, a lottery plus automatic admission for the top students at each middle school (at X%) and an option for set aside admissions for students with lower SES (socio economic status). There was a lot of discussion about the current impact of testing and test prep on admissions and that "affluence cannot be the criteria by which one has access to greater opportunity" as said by Karen Keys-Gamarra.

Next Friday they will run simulations based on the different models to see these models impact diversity at the schools. They was also talk about the state creating a 4 year timeline to see diversity in the Governor's schools within 5% of diversity in the systems they represent.

---

**From:** Molloy, Michael A.  
**Sent:** Friday, August 14, 2020 9:02 AM  
**To:** Torre, John <jjtorre@fcps.edu>  
**Cc:** Smith, Marty K. <mksmith@fcps.edu>  
**Subject:** RE: Governor's Schools

Just an FYI – I'm getting inquiries from SB members about this task force now, as they are being cc'ed on emails and petitions to state policymakers. There have been numerous political blog posts about the task force and about the petitions as well.

Its not clear if this is going to be a topic of discussion at the Special Session, but people seem to be positioning themselves as though it will be.

Don't know if you all have any more information about this, but wanted to let you know.

Thanks, Michael

---

**From:** Molloy, Michael A.  
**Sent:** Tuesday, August 11, 2020 9:32 AM  
**To:** Torre, John <jjtorre@fcps.edu>  
**Cc:** Smith, Marty K. <mksmith@fcps.edu>  
**Subject:** RE: Governor's Schools

I don't know if any or all of them are formally members, but I understand that Scott, Marty, Jeremy Shugart and Ann Bonitatibus were involved with this workgroup last week. I'm cc'ing Marty as he and I discussed this and he may have more info for you.

Thanks, Michael

---

**From:** Torre, John <jjtorre@fcps.edu>  
**Sent:** Tuesday, August 11, 2020 8:59 AM  
**To:** Molloy, Michael A. <mamolloy@fcps.edu>  
**Subject:** Governor's Schools

Hello Michael, The article at this link references the governor appointing about 20 people to this task force to study admissions policies at Governor's Schools. I can't find any official announcement about task force members, their specific charge and any possible outcomes. Can you help?

---

**From:** Torre, John  
**Sent:** Tuesday, August 11, 2020 8:43 AM  
**To:** Torre, John <jjtorre@fcps.edu>  
**Subject:**

<https://fortheherald.com/surovell-general-assembly-to-explore-more-equitable-admissions-policies-for-virginias-magnet-schools/>



## **Exhibit 20**

## Message

**Sent:** 11/16/2020 7:05:50 PM  
**To:** Brabrand, Scott S [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=f83e4830b34f424397d87919f381f30c-Brabrand, S]; Anderson, Ricardy J (School Board Member) [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=2722e2eac8fb4713bca8bf78590c2d80-Anderson, R]  
**CC:** Derenak Kaufax, Tamara (School Board Member) [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=00228148f8554992b93fa12728ad132a-Derenak Kau]  
**Subject:** FW: TJ Work Session and time sensitive request

Scott and Ricardy

I share Tammy's concerns. Given the need for this board to be reflective and discerning in its governance role. Late arrival of this information does not allow us to do this for a discussion of TJ admissions in less than 6 available business hours before the work session.

Additionally, given the importance of the return to school discussion and the decision to pause our Kindergarten classes, would the public be better served by having a continuation of our discussion from Thursday evening on this top priority? Of particular concern is the fidelity of implementation of our mitigation practices. This is an issue that all of us have been hearing about from the teachers and staff.

Please consider this advocacy and time sensitive request.

Karen

Karen Corbett Sanders  
 Mt. Vernon District Representative  
 Fairfax County School Board  
 Tel.: 571-279-7923

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**From:** Derenak Kaufax, Tamara (School Board Member) <tderenakkauf@fcps.edu>  
**Sent:** Monday, November 16, 2020 1:43 PM  
**To:** Brabrand, Scott S <ssbrabrand@fcps.edu>; Presidio, Sloan <sjpresidio@fcps.edu>; Anderson, Ricardy J (School Board Member) <rjanderson@fcps.edu>; Smith, Marty K. <mksmith@fcps.edu>  
**Cc:** School Board Members <SchBoard@fcps.edu>; Ivey, Frances W <FWIvey@fcps.edu>; Muhlberg, Ilene <idmuhlberg@fcps.edu>; Shughart, Jeremy A <jshughart@fcps.edu>; Kneale, Marcy G <mkgneale@fcps.edu>  
**Subject:** TJ Work Session

Ricardy, Scott and Sloan,

I am disappointed to see with less than 24 hours and the potential for a lengthy meeting tonight we have just received a dense white paper on TJ admissions that we are expected to review and comment on by 11:00 AM tomorrow.

This is not sufficient time for us to do our best work. I would respectfully ask that we postpone tomorrow's TJ work session to allow for adequate time to review this document.

Tamara Derenak Kaufax  
Lee District Representative  
FCPS School Board  
571-423-1081

Cheryl Austin  
Executive Administrative Assistant  
571-423-1069

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## **Exhibit 21**

Message

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**Sent:** 12/16/2020 3:46:17 AM  
**To:** Brabrand, Scott S [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=f83e4830b34f424397d87919f381f30c-Brabrand, S]  
**CC:** Flis, Barb K [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=7ea16a4b90ab4ea59b0aa8f613643400-Gibbs, Barb]  
**Subject:** TJ

Scott,

I am unclear on what you are presenting on Thursday. There are no posted motions for us to vote on. May I suggest that you present your proposal from the December 7<sup>th</sup> work session p. 12 as one of your proposals. You can do the same for the merit lottery. This will give the board an opportunity to make a choice. From there, I suspect you will have amendments to that proposal to include a minimum number of students (1.5 % of the student body of the 8<sup>th</sup> grade class). From there I also anticipate that there will be various amendments to the main motion. I am suggesting this approach so that we can have an organized more time efficient discussion. Please let me know if you have questions. Thanks, Karen KG

## **Exhibit 22**

## Message

**From:** Chris Bassler [basslertj@gmail.com]  
**Sent:** 12/18/2020 12:48:56 PM  
**To:** McLaughlin, Megan (School Board Member) [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=a6aba0c667584a3f809d0323d07b2115-McLaughlin,]  
**Subject:** Re: [External] TJHSST Admissions Data analysis- interesting insights

Based on the 1.5% across all middle schools in FCPS, students from non GT/AAP center middle schools will now have about equal chance to go to TJ than those at the center ones

And yet somehow quality will still be maintained? FCPS is that bad at identifying AAP students or delivering AAP level 4 instruction to have it make no difference? I hope not

Lots of rhetoric about pipelines. ZERO action or plans. The data I layed out was clear. No matter what, TJ is only one school. This entire effort was a massive waste of political capital to achieve nothing of significance to actually helping disadvantaged and disproportionately represented students across the county.

I do appreciate your repeated efforts to try to elevate the professionalism and competence of your board colleagues last night

On Thu, Dec 17, 2020, 11:08 PM McLaughlin, Megan (School Board Member) <[momclaughlin@fcps.edu](mailto:momclaughlin@fcps.edu)> wrote:

I share your deep disappointment. In my 9 years, I cannot recall a messier execution of Board-level work. I feel Supt Brabrand's flawed operational proposals have greatly contributed to tonight's embarrassing process.

Megan O. McLaughlin  
 School Board Member  
 Braddock District

Office: 571-423-1088

Cristy Coffey  
 Executive Administrative Assistant  
 Fairfax County School Board Office  
 Phone: 571-423-1064

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**From:** Chris Bassler <[basslertj@gmail.com](mailto:basslertj@gmail.com)>  
**Sent:** Thursday, December 17, 2020 10:43:54 PM  
**To:** McLaughlin, Megan (School Board Member) <[momclaughlin@fcps.edu](mailto:momclaughlin@fcps.edu)>  
**Subject:** Re: [External] TJHSST Admissions Data analysis- interesting insights

## **Exhibit 23**



Ruth

On Fri, Oct 2, 2020 at 9:03 AM Coffey, Cristy <cmcoffey@fcps.edu> wrote:

Dear Ruth,

I am happy to schedule this call with Megan for you. She is available at 11 a.m. If that is not good for you, I could fit you into the afternoon – please let me know your general availability. Kindly provide the best number for her to call as well.

Will you please provide the number you used to leave a voicemail message? If possible, the date/approx. time you called would also help me track the problem. Voicemail messages should be automatically sent via email to Megan, so I would like to have as much information as possible to have our IT team look into this.

Thank you,  
Cristy

*Cristy Coffey*

Executive Administrative Assistant to:

**Ricardy Anderson - Mason District**

**Megan McLaughlin - Braddock District**

Fairfax County School Board Office

Phone: 571-423-1064

Fax: 571-423-1067

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**From:** McLaughlin, Megan (School Board Member) <momclaughlin@fcps.edu>

**Sent:** Friday, October 2, 2020 12:43 AM

**To:** R M <ngolela@gmail.com>

**Cc:** Coffey, Cristy <cmcoffey@fcps.edu>

**Subject:** Re: [External] URGENT MEETING on merit lottery: TJ Alumni Letter and Follow up to testimony at last week's school board meeting 6/18/2020

Good evening Ruth,

Thank you for contacting me again regarding TJ Admissions. I am not aware of any problems related to constituents leaving messages on my office phone. However, I will definitely touch base with my assistant Cristy to ensure the public is able to reach me in this manner.

With respect to my responding to TJ Admissions emails, I have received over 700 in just the past two weeks. This is in addition to the countless emails I have received from concerned parents and employees since June re: FCPS' Fall Return to School plans, and a myriad of other topics. This is why my email auto-reply states that I am unable to respond to every email related to constituent input, but I will do my very best to respond to those requesting direct assistance.

Prior to my 8 years of service on the school board, I was a tireless community advocate working to improve FCPS' accountability, transparency, and community engagement. Thus, I deeply value community input as it often provides substantive data and research to help the School Board and FCPS make more informed decisions.

Regarding Supt Brabrand's current proposal, I remain very disappointed that it lacks research, data analysis, and best practice "benchmarking". As a former Georgetown Admissions Officer and social worker, I strongly believe in the importance of ensuring equity of opportunity for all students. However, Dr. Brabrand has created a false urgency that FCPS must drastically overhaul the TJ Admissions process within a three week decision-making window. Taking premature action will be a disservice to all students and our Commonwealth. (That said, I agree with concerns related to the Quant Q test, and feel a better universal screener for STEM aptitude needs to be identified.)

At this stage, I have been working with several school board members to develop alternate options to improve TJ Admissions and have since shared this information with Dr. Brabrand. During my time at Georgetown, I saw firsthand how elite colleges successfully utilize a holistic review process to ensure their accepted students are demographically diverse and high-achieving. I am confident FCPS can strategically refine its existing holistic admissions process to similarly ensure a more diverse student population, as well as create a more level playing field for disadvantaged students. In contrast, a random lottery cannot ensure the same.

Given the Board has a TJ Admissions work session next Tuesday, I will ask my assistant Cristy to schedule a quick phone call for us on Monday.

I look forward to our conversation,  
Megan

Megan O. McLaughlin  
School Board Member  
Braddock District

Office: 571-423-1088

*Cristy Coffey*  
Executive Administrative Assistant  
Fairfax County School Board Office  
Phone: 571-423-1064

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On Oct 1, 2020, at 10:34 PM, R M <[ngolela@gmail.com](mailto:ngolela@gmail.com)> wrote:

Hi Megan,

I sent you this email back in June, but have not heard back from you or your office. As a Braddock District resident, I would like to set up a call with you in the next couple of days to discuss this urgent issue. I tried calling the number on your webpage but got no response, as did other neighbors and family of mine in Braddock district who mentioned that they also called.

## **Exhibit 24**

Message

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**From:** McLaughlin, Megan (School Board Member) [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=A6ABA0C667584A3F809D0323D07B2115-MCLAUGHLIN,]  
**Sent:** 12/18/2020 9:04:36 PM  
**To:** asranomani [asra@asranomani.com]  
**Subject:** Re: [External] New admissions policy

Just saw your 2nd email with this additional question below. So please make sure you see my 1st and now 2nd response below:

Re: your 2nd question:

Reasonably, it would seem that there will be a Holistic Review Process WITHIN each of the individual MS to determine who are their top 1.5%. That said, I don't assume anything, so I will ask staff for clarification in writing and then follow-up with you on this. I will also ask that they post this clarification online, as well as share it with the full Board and principals/staff.

1. Also, separate question: How are the top 1.5% evaluated? Is this the top 1.5% of the students who meet these criterion: GPA in core classes, student portrait sheet, problem-solving essay and experience factors

Here was my 1st response, in case you didn't see it yet.

On Dec 18, 2020, at 3:57 PM, McLaughlin, Megan (School Board Member) <[momclaughlin@fcps.edu](mailto:momclaughlin@fcps.edu)> wrote:

That's how I understood last night's explanation. The Supt and staff couldn't clearly explain how the process works. It appears FCPS will automatically admit up to 1.5% of all qualified 8th grade applicants from each of our MS, and then the remaining qualified applicants from each MS will go into a Countywide pool for the holistic review process.

As I stated last night, it is unacceptable that no motions/amendments/follow-ons were posted (nor provided to the full Board) until 4:30pm, which was 30 minutes before the Board went into Closed Session. I sent an email just prior to this, complaining that this was a problem as I hadn't seen any of the official motions, etc. It's one of the reasons I abstained from the Main Motion. Without question, this is not how the Board should conduct its business.

Best,  
Megan

Megan O. McLaughlin  
School Board Member  
Braddock District

Office: 571-423-1088

## **Exhibit 25**

Message

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**From:** Muhlberg, Ilene [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=825BE3D8342D4AC4AF7A8306A1E2C5-MUHLBERG, I]  
**Sent:** 11/16/2020 7:11:15 PM  
**To:** Madeja, Beverly [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=c5b7f14d54ff49ba88fd731a27823062-Madeja, Bev]  
**Subject:** FW: TJ Work Session

Fyi.

*Ilene*

Ilene D. Muhlberg  
Clerk of the Board  
Fairfax County Public Schools  
(571) 423-1060 (office)  
(571) 294-9714 (cell)

---

**From:** Derenak Kaufax, Tamara (School Board Member)  
**Sent:** Monday, November 16, 2020 1:43 PM  
**To:** Brabrand, Scott S <ssbrabrand@fcps.edu>; Presidio, Sloan <sjpresidio@fcps.edu>; Anderson, Ricardy J (School Board Member) <rjanderson@fcps.edu>; Smith, Marty K. <mksmith@fcps.edu>  
**Cc:** School Board Members <SchBoard@fcps.edu>; Ivey, Frances W <FWIvey@fcps.edu>; Muhlberg, Ilene <idmuhlberg@fcps.edu>; Shughart, Jeremy A <jshughart@fcps.edu>; Kneale, Marcy G <mgkneale@fcps.edu>  
**Subject:** TJ Work Session

Ricardy, Scott and Sloan,

I am disappointed to see with less than 24 hours and the potential for a lengthy meeting tonight we have just received a dense white paper on TJ admissions that we are expected to review and comment on by 11:00 AM tomorrow.

This is not sufficient time for us to do our best work. I would respectfully ask that we postpone tomorrow's TJ work session to allow for adequate time to review this document.

Tamara Derenak Kaufax  
Lee District Representative  
FCPS School Board  
571-423-1081

Cheryl Austin  
Executive Administrative Assistant  
571-423-1069

Please be aware that correspondence with School Board members is subject to the Virginia Freedom of Information Act (FOIA). This means that your correspondence may be made public if (1) it deals with FCPS business and (2) someone requests it. Only a few topics are exempt from disclosure, such as information about identifiable students, and personnel information about individual employees.

## **Exhibit 26**

## Message

**From:** Jun Wang [juwang6@yahoo.com]  
**Sent:** 9/17/2020 12:41:49 AM  
**To:** Omeish, Abrar (School Board Member) [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=4ced9a11053f4f34a440b877bdc8d908-Omeish, Abr]  
**Subject:** Re: [External] Please provide a report on FCPS efforts for TJHSST lottery admission proposal

Dear Ms. Omeish,

Thank you very much for the quick response and clarification. Many people believe there will be a board vote so the board has a chance to correct their mistakes.

TJ is the lighthouse of the region for STEM enthusiastic students. Many parents expressed their concerns about the future of TJ and the future of FCPS, they want TJ to stay in glory even if their own kids cannot go to TJ. Even disadvantaged families, including a TJ girl who testified at Secretary Qarni's first session advocating for diversity, posted their objection to lottery process on social media.

Thank you for keeping in touch with FCPS families. Now I feel FCPS families are not left out in darkness.

Thank you and have a good night!

Jun Wang

On Sep 16, 2020, at 7:21 PM, Omeish, Abrar (School Board Member) <aomeish@fcps.edu> wrote:

Ms. Want,

Thank you for contacting me. I can certainly empathize with your worries. I was a driven student myself and have a member of my family who have attended TJ. I have also been researching the situation for some time.

I should clarify for you that the decision about TJ admissions is an operations decision. This means that while the Superintendent consults the board, he ultimately makes the changes. We did not take a vote nor is one planned. The information I have is what you saw presented yesterday (it is also posted on Board Docs). I have also come to understand that the Virginia Department of Education plans to intervene if we do not.

I did ask yesterday if alternatives were considered. I will be sure to request any other follow up, especially if we revisit this topic. I will await staff's response.

Do not hesitate to continue to be in touch.

Abrar

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**From:** Jun Wang <juwang6@yahoo.com>  
**Sent:** Wednesday, September 16, 2020 4:50 PM  
**To:** Superintendent Brabrand <suptbrabrand@fcps.edu>  
**Cc:** 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>; 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](mailto:rjanderson@fcps.edu)>; Corbett Sanders, Karen (School Board Member) <[kicorbettsan@fcps.edu](mailto:kicorbettsan@fcps.edu)>; Frisch, Karl V (School Board Member) <[kvfrisch@fcps.edu](mailto:kvfrisch@fcps.edu)>; Cohen, Laura Jane H (School Board Member) <[lhcohen@fcps.edu](mailto:lhcohen@fcps.edu)>; Pekarsky, Stella G (School Board Member) <[sgpekarsky@fcps.edu](mailto:sgpekarsky@fcps.edu)>; Tholen, Elaine V (School Board Member) <[evtholen@fcps.edu](mailto:evtholen@fcps.edu)>; Keys-Gamarra, Karen A (School Board Member) <[kakeysgamarr@fcps.edu](mailto:kakeysgamarr@fcps.edu)>

**Subject:** [External] Please provide a report on FCPS efforts for TJHSST lottery admission proposal

Dear Mr. Brabrand,

During the meeting yesterday, you proposed a lottery admission process for TJHSST to FCPS board. I have to say this is very interesting because lottery process does not need any leadership. Since TJHSST admission process change will likely be one of the most important decisions that FCPS makes in years, much of due diligence work must have been done by now. I'd like to get a detailed report on data collection, investigation, impact analysis, discussions of potential options and how the lottery process was chosen over other options.

I am pretty sure many Fairfax residents, particularly current TJHSST teachers, students, parents and other families that are interested in apply to TJHSST in future years, want to see such a report.

Sincerely yours,

Jun Wang  
703-231-3096

## **Exhibit 27**

## Message

**From:** Tholen, Elaine V (School Board Member) [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=16F0DCDB679749DE970D3D318F8466F4-THOLEN, ELA]  
**Sent:** 9/18/2020 8:04:21 PM  
**To:** Pekarsky, Stella G (School Board Member) [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=07d7ce498d5549faaedc2c42ab1c28d7-Pekarsky, S]  
**Subject:** Fw: [External] Dr. DONNA Poland, VA DOE Governor's Schools and Gifted Education

Hi--look at this info.

**Elaine Tholen**  
**School Board Member, Dranesville**

*Empowering Our Students for Tomorrow*

571-423-1087

Please be aware that correspondence with School Board members is subject to the Virginia Freedom of Information Act (FOIA). This means that your correspondence may be made public if (1) it deals with FCPS business and (2) someone requests it. Only a few topics are exempt from disclosure such as information about identifiable students and personnel information about individual employees.

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**From:** Marissa Fallon <maag@midatlanticart.com>  
**Sent:** Friday, September 18, 2020 3:51 PM  
**To:** Tholen, Elaine V (School Board Member) <evtholen@fcps.edu>  
**Subject:** [External] Dr. DONNA Poland, VA DOE Governor's Schools and Gifted Education

Hi Elaine. I just got off the phone with Dr. Poland. The Diversity Goals Report goes to her. She has already received several. She said the stated Goals for the report requested by the VA DOE can be fairly aspirational and general - Work to recruit teachers from a more diverse population, meet with underrepresented student populations through outreach activities etc. She said the VA DOE can't pull funding based on report submissions - a proposal to allow that "failed miserably" in the VA General Assembly last year. She was unaware of the complete proposal by the Superintendent and assumed it had to have more measurable criteria than a 3.5 GPA and enrolled in algebra. If not, it could lower the level or academic standards, and lower courses may have to be offered as current standards might not fit for the need of less academic population. She was very interested and was surprised about the removal of selection criteria. I sent her the full report. We discussed that a 3.5 might be high in some parts of the state, but not Fairfax County. She said there is no mandate for Governor's Schools to produce a more diverse population and the VA DOE does not tell regional schools what admission criteria must be used.

Happy to share more of our talk if you are interested. She indicated she may reach out to the TJ Principal.

So, it seems this push is all Superintendent Braband and FCPS School Board, not VA DOE led in any way, other than requesting a rough idea of outreach plans by a Governor's School. She said VA DOE is very hands-off, especially at TJ.

Best,  
 Marissa Fallon  
 202-744-9294

Sent from my iPhone

## **Exhibit 28**

## Message

**From:** Sizemore Heizer, Rachna (School Board Member) [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=3DB883C19E0D460F85BBA8341AB557DA-SIZEMOREHEI]  
**Sent:** 10/4/2020 4:31:18 PM  
**To:** Tholen, Elaine V (School Board Member) [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=16f0dcdb679749de970d3d318f8466f4-Tholen, Ela]  
**Subject:** RE: Here is another draft motion

I like this. I added a few words but otherwise is fine. I changed "test" to "universal screener" because some of our colleagues seem set against a test but may be willing to look at a screener. I highlighted the changes in yellow below.

Do you think we need an alternative method that changes the plan for this year but delays til the spring? I don't know what would be more palatable to people. Personally I think we need to wait to implement anything til next school year.

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**From:** Tholen, Elaine V (School Board Member) <evtholen@fcps.edu>  
**Sent:** Saturday, October 3, 2020 4:26 PM  
**To:** Sizemore Heizer, Rachna (School Board Member) <rsizemorehei@fcps.edu>  
**Subject:** Here is another draft motion

HI-see what you think of this...As we discussed, I can also see not postponing this for so long but making sure we really spend the time we need to flush this out using data to make sure what we do will actually help us meet our goals of overall greater diversity but maintain the integrity of the school's goals.

**Draft Motion:**

**Ask the superintendent to not do the Quant Q test during the 2020-21 admissions process but to offer a proctored math proficiency universal screener (Algebra I first two quarters of material) and a problem solving essay to gain information about problem solving aptitude. Otherwise, keep the admission process the same for this year. In addition, FCPS will set a timeline for community engagement, regional districts collaboration and input, data and expert opinion gathering, etc. to formulate a thorough and detailed, methodical, data driven plan for TJ admissions to be applied during the 2021-22 school year.**

**Elaine Tholen**  
**School Board Member, Dranesville**

*Empowering Our Students for Tomorrow*

571-423-1087

## **Exhibit 29**

Message

**From:** Biliter, Wendy [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=EA512A2CF33C40A98E6ECFFE1D52B40F-BILITER, WE]  
**Sent:** 10/21/2020 4:23:52 PM  
**To:** Tholen, Elaine V (School Board Member) [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=16f0dcdb679749de970d3d318f8466f4-Tholen, Ela]  
**Subject:** FW: October Newsletter: TEST

Wendy Biliter  
Support Technician I  
Temporary Executive Administrative Assistant  
Elaine Tholen, Dranesville District Representative  
Fairfax County Public Schools- School Board Office  
[Wmbiliter@fcps.edu](mailto:Wmbiliter@fcps.edu)  
571 423 1068 - Office  
571 423 1067 - Fax

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**From:** Muhlberg, Ilene <idmuhlberg@fcps.edu>  
**Sent:** Wednesday, October 21, 2020 12:00 PM  
**To:** Biliter, Wendy <wmbiliter@fcps.edu>  
**Subject:** FW: October Newsletter: TEST

- Very minor typo (extra period at end of sentence) highlighted in yellow.
- The language in in the paragraph beginning with "I am so proud..." that states: getting on buses and driving to student homes to check on them makes it sound like teachers are driving buses to student homes.
- Where is the text in green highlight taken from? I'm not sure it's factually accurate.

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**From:** Dranesville District - FCPS School Board <[fcps@public.govdelivery.com](mailto:fcps@public.govdelivery.com)>  
**Sent:** Wednesday, October 21, 2020 10:23 AM  
**To:** Biliter, Wendy <[wmbiliter@fcps.edu](mailto:wmbiliter@fcps.edu)>; Madeja, Beverly <[BAMadeja@fcps.edu](mailto:BAMadeja@fcps.edu)>; Tholen, Elaine V (School Board Member) <[evtholen@fcps.edu](mailto:evtholen@fcps.edu)>; Muhlberg, Ilene <[idmuhlberg@fcps.edu](mailto:idmuhlberg@fcps.edu)>  
**Subject:** October Newsletter: TEST

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



# Eventful October

## Dear Dranesville Families:

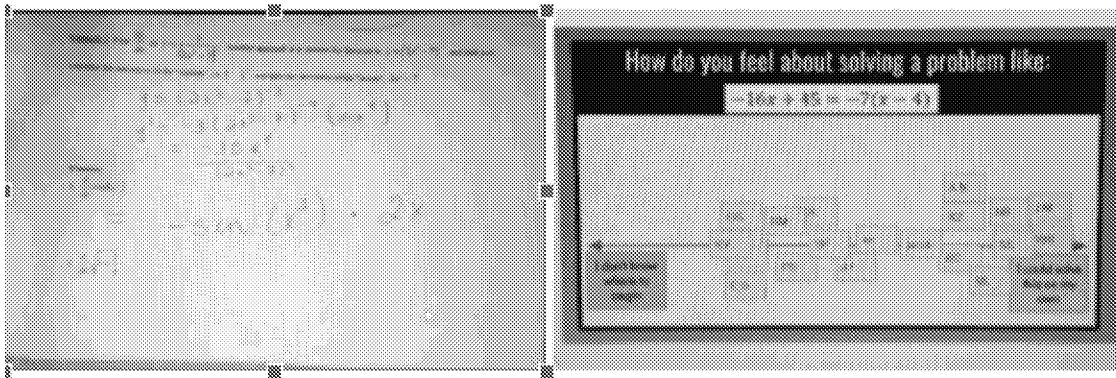
It has been a busy month for me with extra work sessions, visiting classes and talking to families, principals, and PTA leaders. As the board works with staff on Return to School plans, we must continue to work on the School Board's regular business such as developing a Virginia and federal legislative agenda; evaluating the recommendations made during the May expert review of our Advanced Academic Program; and preparing for next year's budget. For Dranesville specifically, I am working with staff to prepare our boundary study materials and community meetings. The goal is to move some students out of McLean HS by fall of 2021. As soon as information is available, I will share it.

Plans for returning to our school buildings are in the forefront of all of our minds. I have talked to many families through my office hours and emails. I cannot thank you enough for the work you are doing to help our students succeed in their virtual classrooms, and all the news articles, scientific journal citations and materials from other school districts that you are sending me. I know for many of you, virtual learning has taken schedule adjustments, work changes and additional expenses. You have worked closely with your school based staff to make the best of a situation that is far from perfect. Please keep sharing your family's experiences and all of the information coming.

I again applaud our principals, teachers, and all school based staff for working hours and hours to make virtual learning the best experience possible. I was fortunate to have recent visits to classrooms at Herndon MS, Longfellow MS, Langley HS, McLean HS, Colvin Run ES, and Franklin Sherman ES. I was so impressed by all the methods the teachers were using to keep students engaged and the students seemed to be doing well. (All I can say is I am glad to not be learning BC Calculus right now--I'd need some serious brush up to succeed in that class! I'll stick to Algebra!) I am 'meeting' with all of our Dranesville principals to catch up on school specific issues and successes. I purposely let them have the early part of the school year to concentrate on getting virtual learning up and running.

I am so proud of our school staff for the outstanding job they have done to reach out to every student. The overall number of students who are not engaging in virtual school is very low. Staff have been texting using our new Talking Points App in many languages, getting on buses and driving to student homes to check on them, etc. For example, when I last talked with Herndon MS, they had just a handful of students they had not reached.





A huge thank you to the Safe Community Coalition for co-hosting our first set of PTA leader connection meetings on October 19. Lots of great ideas were shared among these school leaders. Thanks to all who participated. We will meet with Herndon ES leaders on Oct 26th. During these meetings, Douglas Tyson, our Region 1 Assistant Superintendent, **announced that a set of guidelines for schools and organizations such as PTAs and Boosters to run events outside on school grounds is coming soon.** Join your school's PTA/PTSA/PTO to connect with families, help your school, and learn the latest information regarding physical PTA/PTO events first.

Thanks again for all the work you are doing for your family, for our schools, and our community during this time of COVID. Be well, and please wear a mask and maintain social distance. We need to keep our numbers low and falling so that we can safely move our children into the schools.

Elaine

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## Contacting Me:

**Office Hours:** I hold office hours each Wednesday morning and have slots available through December. If you would like to have a 15 minute phone call with me, please sign up here: <https://calendly.com/speakwithelaine/15min>

**Email me here:** <https://www.fcps.edu/school-board/school-board-members>. I read the emails I get. Due to the volume of email I receive, I fully admit I do not get to respond to all of them in a personal or timely manner. Please be assured that your views are being heard.

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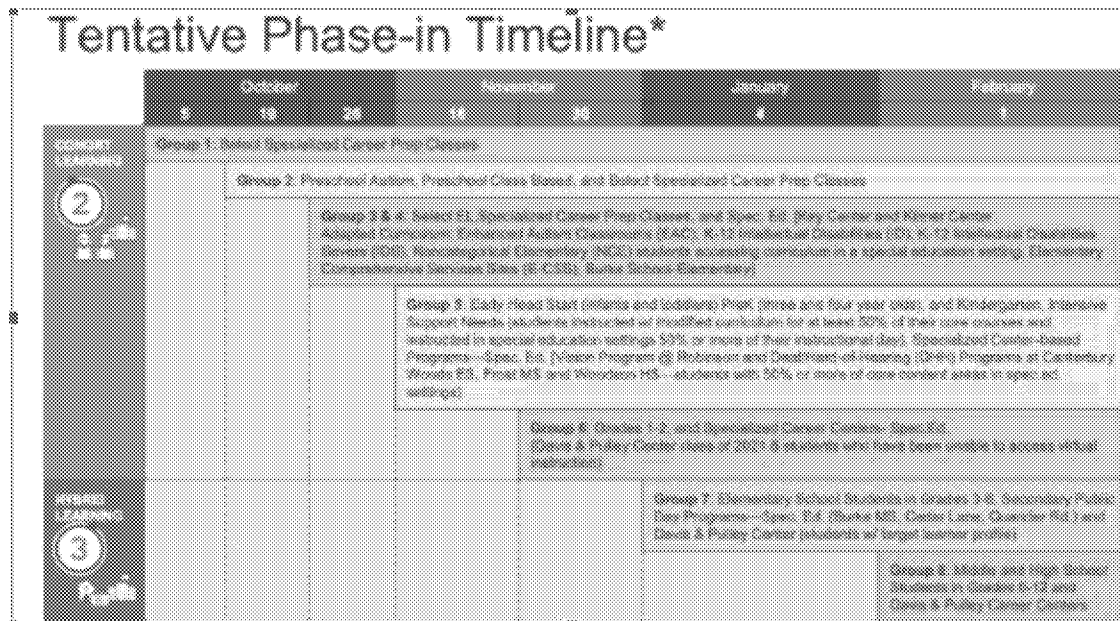
## Return to School Plans and the 10/15 School

## Board Work Session

Here is the most recent information from the 10/15 School Board Work Session where the Superintendent and staff presented an [update on Return to School plans](#) (To watch the 10/15 Return to School Report Work Session click [here](#)). Because this was a Work Session, the Board didn't have formal votes, but rather, provided "consensus" to guide the Superintendent's work.

### **Ultimately, this is what we gave consensus on:**

- A pilot of concurrent learning with up to 13 schools, and the Superintendent will bring an interim report to the Board on November 12.
    - During this timeframe, discussions need to happen with teachers to see how this will work and how much planning and training time this will take.
    - In the meantime, support will need to be given to our kindergarten teachers as to teaching techniques and expectations as we move toward Nov. 16.
    - *I advocated to not vote on this plan one way or the other until we had this experience and data to inform our decisions.*
  - Proposed timeline
    - We agreed to returning students in Group 5 on Nov 16, and Group 6 no later than Nov 30. (see table below for Cohort definitions)
    - The board asked the Superintendent to re-look at groups 7 and 8 to determine the best timeline for those students--possibly earlier than those listed.
    - *I advocated for beginning, as soon as possible, some social distanced, outdoor activities for cohorts of students in groups 7 and 8. I am hearing from so many families and students themselves how badly this is needed.*
-



*Please note that groups 1 through 6 represent small cohorts of students that will not mix with other students throughout the day. Groups 7 and 8 (grade 3 thru high school) move between classes through the day. That is a big step forward beyond cohort learning and has inherent increased risks. We will need to see good community health metrics and little if any COVID cases from the in-person teaching of groups 1 to 6 before we can move forward with in-person teaching of groups 7 and 8.*

To watch Dr. Brabrand's 10/19/20 Return to School Town Hall please click [here](#).

## Upcoming School Board Meetings

- **Regular Meeting - October 22, 7 p.m. (Virtual)**
- **Work Session - October 27, 11 a.m. (Virtual) AAP Study Responses and School Year 2021-22 Calendar**
- **Work Session - October 29, 4 p.m. (Virtual) Program Budget**

### How to Watch Meetings

- **Livestream:** Meetings can be live streamed [here](#).
- **Recordings of Meetings:** Meetings are recorded and available [here](#).

## 2020 FCPS Virtual College Week

This year, FCPS will host a Virtual College Week from today through Friday, October 23, 2020. This event will feature two live virtual sessions each evening starting at 5:00 p.m. and 7:00 p.m. During these sessions, FCPS students and families will be

provided an opportunity to meet virtually with subject-matter experts and ask questions about college admissions. Students and their families must register [here](#) to attend any of the sessions. [Here](#) is a flyer with detailed information.

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## School Counselors, Psychologists, and Social Workers Are Ready and Willing to Help

As you and your family deal with virtual learning and changes as we progress through this school year, school counselors, psychologists, and social workers are here and ready to support you. These professionals work with students in a variety of different capacities, whether through virtual classroom lessons, groups, individual counseling, or connection with community resources to provide support in the areas of social-emotional learning, academics, and college and career planning. College and career planning is also supported by the college and career specialists in each FCPS high school.

Contact information for your student's school counselor, social worker, psychologist, and college and career specialist (high school only) are available on your school's website under Student Services, found by clicking on the Full Menu button on the toolbar on the upper left side.

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## Old Firehouse Learning Connection

The Old Firehouse Center is offering a new program! Old Firehouse Learning Connection is a **supervised e-learning program** held at the Old Firehouse Center, supervised by our staff, **designed for students in 5th -10th grades** Tuesday - Friday from 7 am to 5 pm.. The sessions run for 4 weeks. There are spots available in their 11/20 and 12/20 sessions. The program will provide a supervised environment for students to complete their school led virtual instruction. Staff will provide limited socially distant recreation opportunities for students during their breaks. Program waivers, participant contracts and additional information will be sent to all registered participants prior to the start of the program.

Registration is open now. See all the details [here](#) or call 703 448 8336.

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## TJHSST Admissions

Based on feedback from the October 6 Fairfax County School Board work session, Superintendent Brabrand will present a revised admissions process proposal for TJHSST in November. The date is still to be determined.

### Where are we now?

The revised Superintendent's proposal eliminates the admissions test, teacher

recommendations, and application fee. It requires that student applicants meet the minimum requirements including a 3.5 GPA (grade point average) in core classes, enrollment in Algebra I, residency in Fairfax County or a participating jurisdiction, a Student Portrait Sheet (formerly the Student Information Sheet) with a section on experience factors, and a questionnaire-problem-solving essay. Experience factors are personal circumstances that potentially impact a student's education experience, such as special education, English language learner, economically disadvantaged, and enrollment in an underrepresented FCPS school.

As a result of the Oct 8 discussion, the following consensus issues are being worked on for the November meeting:

- The School Board reached consensus that the TJHSST admissions tests and application fee should be eliminated.
- With TJ at 84% capacity, look at increasing the number of freshman that would be admitted;
- Bring an approach that considers the applicant pool by pyramid and middle school;
- Present a holistic admissions process that considers lottery and non-lottery options;
- Explain how each process proposed will get at a student's aptitude and proficiency in STEM and potential success at TJ;
- Initiate the revised admissions process timeline for the Class of 2025 to begin no later than the end of January 2021.

*I also advocated for additional public engagement in this process. I do feel that the outreach to date has been one-sided and did not solicit input from all of our communities. Unfortunately, this motion did not pass at the Oct. 8 meeting. I have tried hard to speak with many families and groups to hear varying perspectives. I must say my hardest conversations were with current 8th graders that were ready to apply to TJ through the process they were expecting.*

*I will also be advocating moving forward for a strategic view of all of our STEM programming to ensure that we are providing opportunities for all of our students to grow a passion and proficiency in STEM. I also want our base high school, academy programming, and afterschool programs to be a part of this strategic view. This will provide more STEM opportunities for our students no matter which school, K-12, they attend. I also asked for data on the capacity impacts to base high schools with any changes in TJ admissions.*

*As many of you know, my son attended TJ so I know first hand how special the school and the community is. He was a passionate math and science learner as well as very organized. He was able to not only thrive academically at TJ but also pursued his*



*loves of theater and improv. That is the trick with a new admissions process--how do we meet both goals of diversity and providing a spot at TJ for those students that can thrive.*

### **Why did the board vote to eliminate the admissions test?**

The current board, myself included, feels that this is a good year to try to not utilize the TJ admissions test. *For me, this is true for a number of reasons.*

- *Holding an exam during this time of COVID can exacerbate inequities that already exist. With everyone learning from home, access to resources to prepare for the test is more difficult.*
- *The TJ test is “preppable” and this makes it hard to be sure the test really tells us which students will be able to thrive in the rigorous courses offered at TJ.*

### **Why are we working on TJ Admissions now?**

As much as I agree that as we deal with Return to School, working on TJ admissions is an unwanted distraction, there are a few reasons why we are doing this now.

In January, the VA General Assembly passed as part of their budget, a request for all Governor Schools to submit a report detailing how they are working to improve diversity in their admissions processes. TJ as a regional Governor School receives approximately \$3.5M in funding from the state.

The VA Secretary of Education started a task force to examine diversity primarily for TJ and Maggie Walker HS in Richmond. He has stated that he will develop TJ admissions recommendations for the 2021 General Assembly. *I do feel that it is in our best interest to outline how we will make changes to the TJ admission process as opposed to a state crafted TJ admissions policy.*

*We are dealing with difficult issues here and I know many Dranesville parents and MS students are waiting for the final decisions. I will do my best to keep you apprised as we move ahead and to support you as decisions are made.*

To learn more about the TJHSST admissions changes or to share your opinion:

- 10/8/20-School Board Regular Meeting discussing TJHSST admissions  
Watch [here](#)
- 10/7/20 5:00 pm: TJ Admissions town hall with Dr. Brabrand. Watch [here](#)
- 10/6/20 -recording of the work session discussing TJHSST admissions [here](#)
- [TJHSST Admissions registration site](#)
- FCPS is collecting comments at [TJComments@fcps.edu](mailto:TJComments@fcps.edu)
- Additionally, Virginia Secretary of Education Atif Qarni is collecting community feedback at [atif.qarni@governor.virginia.gov](mailto:atif.qarni@governor.virginia.gov)

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## VolunteerFest

The annual VolunteerFest is scheduled for Saturday, Oct. 24 and Sunday, Oct. 25. VolunteerFest is a region-wide weekend of service that mobilizes hundreds of volunteers in a variety of volunteer events across Fairfax County. Residents of all ages are encouraged to participate. Due to the pandemic, Volunteer Fairfax has incorporated at-home (virtual) projects from which you can select. Opportunities include making holiday cards, cleaning up yards and assisting with food drives. [Learn more.](#)

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## “Go Paperless” Report Card Option Reminder

Please sign up for “Paperless Report Cards”. To take advantage of the paperless options, parents and/or guardians will need to log into [ParentVUE](#), sign in then go to “My Account” and select “Go Paperless”. All parents who live with the student and share the same address must have a SIS ParentVUE account and must select the paperless option to prevent mailing of the printed report cards. The “Go Paperless” option will apply to all your associated students, no matter what school level. This will not impact any other mailings from FCPS other than the report cards for secondary students and progress reports for ES students.




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## Grab and Go Meals

FCPS Food and Nutrition Services (FNS) continues to update times and locations for grab and go meals posted on the website. Herndon Elementary School was recently added as a Grab and Go Location. Grab and go meals are available to ALL students. In addition, FNS will offer breakfast and lunch meals for Saturday during distribution on Fridays. Food distribution locations and times are posted and updated frequently on the website: <https://www.fcps.edu/return-school/food>

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## Parent Resource Center

The FCPS Parent Resource Center provides access to information and resources to support the success of all students. They host a variety of free seminars and have a wealth of free resources, including for those with learning challenges, special needs, and disabilities. In addition, they are available via phone or email for consults.

- **Webinars** are from 10:00 -11:30 am or 6:30 – 8:00 unless otherwise noted. All

Webinars will be recorded and can be accessed at the [Parent Resource Center YouTube Channel](#). Register online [here](#). Registration will be open approximately one month before the workshop date.

- **Tutor Lists and Free Resource Guides** Contact us via phone or email to get the list of available tutors. Additionally, we have free resources on topics such as: Executive Functioning, Parenting & Basic Needs, Adults with Disabilities, Mind in the Making, Mental Health, Fairfax County Government Resources, Military Connected Resources, Kindergarten Readiness, Adapted Sports and Recreation, and many more.
- **Contact** them at [prc@fcps.edu](mailto:prc@fcps.edu) or 703-204-3941.

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## Cornerstones Winter Coat Closet-

### No One Should Go Without a Coat

Cornerstones, in partnership with the Hunter Mill District Supervisor's Office, is once again operating the Hunter Mill District Winter Coat Closet for 2020 – 2021 in order to provide free winter coats, hats, gloves, mittens and scarves to all who need them.

Anyone may come to receive a coat. **Due to the ongoing impact of COVID-19, the coat closet will be running on a modified schedule this winter.** All distribution events will be outdoors, and all participants will be required to wear masks to ensure everyone's safety.. The opener, October 24, is being held at our Cornerstones Food Pantry parking lot at 11484 Washington Plaza West, Reston, VA 20190 from 10 a.m. to 1 p.m. After elections are over, we will move for the remainder of the winter season to the parking lot of the Police/Supervisor's office in Reston, North County Government Building, 1801 Cameron Glen Drive, Reston, VA 20190. Those dates are 11/14, 12/12, 1/9, 2/6, and 3/6 from 10 a.m. to 1 p.m.

Donors can take coats to our main office between 9:00 a.m. and 5:00 p.m. at: Cornerstones, 11150 Sunset Hills Rd., Suite 210, Reston, VA 20190. We need new or gently used men's women's and children's warm winter coats and **NEW ONLY** hats, gloves, and scarves. *Donations of children's and youths' coats (all sizes) and extra-large adult sizes (3X and larger) are especially appreciated.*

To Volunteer:

Saturday, Oct. 24, 2020—8:30 a.m.-11:00 a.m. and 10:45 a.m.-1:15 p.m. [Hunter Mill District Supervisor's Office \(Outdoor\) Winter Coat Closet Distribution](#). Volunteers are needed to help set up, run, and take down the coat closet outdoors. The season's opening date is at Cornerstones' ASAPP Food Pantry parking lot—11484 Washington Plaza West, Reston, VA 20190.

Saturdays, Nov. 14—8:30 a.m.-11:30 a.m. and 10:45 a.m.-1:15 p.m.—Hunter Mill



District (Outdoor) Winter Coat Closet Distribution —Volunteers are needed to help set up, run, and take down the coat closet outdoors.

**Questions about volunteering at the Winter Coat Closet?** Contact Susan Alger, Director of Volunteer and Community Engagement, at 571-323-1383.

**Questions about donating coats?** Contact Nate King, Donations and Drives Coordinator, at 571-323-9569.

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## Food for Neighbors Holiday Meals

Hunger is an unwelcome guest during the holiday season. Since 2016, Food For Neighbors has been providing holiday meals to families in middle and high schools throughout Fairfax and Loudoun counties. Can you help make the holidays special for a local family struggling with food insecurity? For every \$100 received, FFN can provide two grocery gift cards for families to purchase several nutritious and delicious meals this season. *Holiday meals are a special time when families come together. With your generosity, students throughout our community will experience this joy during what has been a difficult year.* Thank you for your generosity. Here is a link to their website: <https://www.foodforneighbors.org/home/holiday-meals/>

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## Plan to Vote by November 3

This year's election is for President, US House of Representatives, US Senate, and local issues. There will also be four bond referendums on the ballot, and learn more about them [here](#). To learn more about the 3 methods to vote and where to vote click [here](#). If you have questions or concerns, do not delay in contacting the [Fairfax County Office of Elections](#) at [voting@fairfaxcounty.gov](mailto:voting@fairfaxcounty.gov).

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The views contained within this newsletter reflect the views of the individual school board member who is the publisher of this newsletter and may not reflect the views of the Fairfax County School Board.

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E-mail: [Elaine Tholen](mailto:Elaine.Tholen) | Phone: [571-423-1087](tel:571-423-1087)

Wendy Biliter , Executive Admin Assistant, 571-423-1068, [wmbiliter@fcps.edu](mailto:wmbiliter@fcps.edu)

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



## Kiren Mathews

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**From:** cmecf@vaed.uscourts.gov  
**Sent:** Friday, December 3, 2021 5:39 PM  
**To:** Courtmail@vaed.uscourts.gov  
**Subject:** Activity in Case 1:21-cv-00296-CMH-JFAVAED Coalition for TJ v. Fairfax County School Board et al Affidavit in Support of Motion

**This is an automatic e-mail message generated by the CM/ECF system. Please DO NOT RESPOND to this e-mail because the mail box is unattended.**

**\*\*\*NOTE TO PUBLIC ACCESS USERS\*\*\*** Judicial Conference of the United States policy permits attorneys of record and parties in a case (including pro se litigants) to receive one free electronic copy of all documents filed electronically, if receipt is required by law or directed by the filer. PACER access fees apply to all other users. To avoid later charges, download a copy of each document during this first viewing. However, if the referenced document is a transcript, the free copy and 30 page limit do not apply.

U.S. District Court

Eastern District of Virginia -

### Notice of Electronic Filing

The following transaction was entered by Somin, Alison on 12/3/2021 at 8:38 PM EST and filed on 12/3/2021

**Case Name:** Coalition for TJ v. Fairfax County School Board et al  
**Case Number:** [1:21-cv-00296-CMH-JFA](#)  
**Filer:** Coalition for TJ  
**Document Number:** [103](#)

#### Docket Text:

**AFFIDAVIT in Support re [96] MOTION for Summary Judgment of *Erin Wilcox* filed by Coalition for TJ. (Attachments: # (1) Exhibit 1, # (2) Exhibit 2, # (3) Exhibit 3, # (4) Exhibit 4, # (5) Exhibit 5, # (6) Exhibit 6, # (7) Exhibit 7, # (8) Exhibit 8, # (9) Exhibit 9, # (10) Exhibit 10, # (11) Exhibit 11, # (12) Exhibit 12, # (13) Exhibit 13, # (14) Exhibit 14, # (15) Exhibit 15, # (16) Exhibit 16, # (17) Exhibit 17, # (18) Exhibit 18, # (19) Exhibit 19, # (20) Exhibit 20, # (21) Exhibit 21, # (22) Exhibit 22, # (23) Exhibit 23, # (24) Exhibit 24, # (25) Exhibit 25, # (26) Exhibit 26, # (27) Exhibit 27, # (28) Exhibit 28, # (29) Exhibit 29)(Somin, Alison)**

**1:21-cv-00296-CMH-JFA Notice has been electronically mailed to:**

Alison Elisabeth Somin asomin@pacificlegal.org, CKieser@pacificlegal.org, EWilcox@pacificlegal.org, GERoper@pacificlegal.org, incominglit@pacificlegal.org, tdyer@pacificlegal.org

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Daniel Robert Stefany dstefany@hunton.com

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Sona Rewari sreware@huntonak.com, cbaroody@huntonak.com

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Winston Kirby Mayo kirbv.mavo@arnoldporter.com

**1:21-cv-00296-CMH-JFA Notice has been delivered by other means to:**

Arthur Luk  
Arnold & Porter LLP (DC-NA)  
601 Massachusetts Ave NW  
Washington, DC 20001  
\*\*NA\*\*

Elizabeth Denning  
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Washington, DC 20001  
\*\*NA\*\*

Eri Andriola  
Asian Americans Advancing Justice - AAJC (DC-NA)  
1620 L Street NW  
Suite 1050  
Washington, DC 20036  
\*\*NA\*\*

The following document(s) are associated with this transaction:

**Document description:**Main Document

**Original filename:**n/a

**Electronic document Stamp:**

[STAMP dcecfStamp\_ID=1091796605 [Date=12/3/2021] [FileNumber=10379287-0] [6391be72b22c315278607b04450e6b14703305ab1a0ee354ebc20c7e1c8e478312691088a0866d19a6dc197807db9e4fba60b79f68c68fda6b018eb9327346d5]]

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**Original filename:**n/a

**Electronic document Stamp:**

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**Document description:**Exhibit 2

**Original filename:**n/a

**Electronic document Stamp:**

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**Document description:**Exhibit 3

**Original filename:**n/a

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**Document description:**Exhibit 4

**Original filename:**n/a

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**Document description:**Exhibit 5

**Original filename:**n/a

**Electronic document Stamp:**

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**Document description:**Exhibit 6

**Original filename:**n/a

**Electronic document Stamp:**

[STAMP dcecfStamp\_ID=1091796605 [Date=12/3/2021] [FileNumber=10379287-6] [9827c3ee8a91586f1f8bcd998c67f324ffb4ace413f216bfaa965127e821faff4004add82530db36cd4ed74ae2477e0aef08b2f152b46b7e1dc8d24f440685eb]]

**Document description:**Exhibit 7

**Original filename:**n/a

**Electronic document Stamp:**

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**Document description:**Exhibit 8

**Original filename:**n/a

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**Original filename:**n/a

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**Document description:**Exhibit 10

**Original filename:**n/a

**Electronic document Stamp:**

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**Document description:**Exhibit 11

**Original filename:**n/a

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**Document description:**Exhibit 12

**Original filename:**n/a

**Electronic document Stamp:**

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**Document description:**Exhibit 13

**Original filename:**n/a

**Electronic document Stamp:**

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**Document description:**Exhibit 14

**Original filename:**n/a

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**Document description:**Exhibit 16

**Original filename:**n/a

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**Original filename:**n/a

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**Document description:**Exhibit 18

**Original filename:**n/a

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**Document description:**Exhibit 19

**Original filename:**n/a

**Electronic document Stamp:**

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**Document description:**Exhibit 20

**Original filename:**n/a

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**Document description:**Exhibit 21

**Original filename:**n/a

**Electronic document Stamp:**

[STAMP dcecfStamp\_ID=1091796605 [Date=12/3/2021] [FileNumber=10379287-21] [35bc9992ff1b1f0ac8d77f038269edc159637a6655ac7afdecc0e1091e4d574af8f6e2181c5aa63d7a7f2b2494f95f0288878043935b226fde626b4397d3bae4]]

**Document description:**Exhibit 22

**Original filename:**n/a

**Electronic document Stamp:**

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**Document description:**Exhibit 23

**Original filename:**n/a

**Electronic document Stamp:**

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**Original filename:**n/a

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**Document description:**Exhibit 25

**Original filename:**n/a

**Electronic document Stamp:**

[STAMP dcecfStamp\_ID=1091796605 [Date=12/3/2021] [FileNumber=10379287-25] [79f2f2c9c46d586dd8127ebca799d59a541c8416f4faf915638eef8cf7e7ff7ae9c60bf77884ebbcbafoa5f9592acb9e3d924e57803d051df3e7274614c3ff6b]]

**Document description:**Exhibit 26

**Original filename:**n/a

**Electronic document Stamp:**

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**Document description:**Exhibit 27

**Original filename:**n/a

**Electronic document Stamp:**

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**Document description:**Exhibit 28

**Original filename:**n/a

**Electronic document Stamp:**

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**Document description:**Exhibit 29

**Original filename:**n/a

**Electronic document Stamp:**

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