Fairfax County PUBLIC SCHOOLS
ENGAGE • INSPIRE • THRIVE

Minority Student Achievement Oversight Committee

MSAOC
Minority Student Achievement Oversight Committee

2026 ANNUAL REPORT

Presentation to FCPS School Board

May 30, 2026

Table of Contents

Executive Summary..... **3**

Summary of 2025-2026 MSAOC Recommendations..... **4**

2025 - 2026 Charge..... **7**

Alignment to FCPS Strategic Plan..... **7**

Subcommittee Reports

1. Academic Inclusion and Engagement..... **8**
2. Alternative Pathways..... **11**
3. Discipline Disproportionality..... **15**
4. Student Sense of Belonging..... **18**

Follow Up from 2024 - 2025 Recommendations **21**

Proposed Charge for 2026 - 2027 ..... **25**

Appendices

A. MSAOC 9-22-26 Letter to School Board..... **26**
B. SY 2025-2026 MSAOC Attendance Summary..... **28**
C. SY 2025-2026 MSAOC Annual Report Voting Record..... **30**
D. Summary of Public Comment..... **32**

Executive Summary

The 2026 Minority Student Achievement Oversight Committee (MSAOC) Annual Report evaluates Fairfax County Public Schools' (FCPS) progress toward the equity commitment in Strategic Plan Goal 2. This summary outlines the committee's findings and actionable recommendations to dismantle systemic barriers affecting marginalized student groups.

Academic Inclusion and Engagement This subcommittee addressed the persistent underrepresentation of Black, Hispanic, and multilingual learners in advanced coursework. Data reveals disproportionalities in identification for Advanced Academic Program (AAP) services for Black and Hispanic students in grades 3-8. This is a contributing factor to proportionally fewer Black and Hispanic students electing to take advanced coursework in middle and high school. To mitigate subjectivity and increase access, the committee strongly recommends transitioning to automatic enrollment in higher level coursework for middle and high school students supported by universal screening at grades to provide readiness data and an option for families to opt-out.

Alternative Pathways The focus for this subcommittee report is on the structural obstacles preventing Multilingual Learners (MLs) from accessing Career and Technical Education (CTE) and Academy courses. Currently, English Language Development (ELD) courses take space in ML student schedules, making it difficult to fit elective career pathways. This creates a divide where English-proficient students gain professional certifications and technical skills, while ML students—who often benefit most from hands-on, career-ready training—are relegated to traditional classroom settings that do not align with their career aspirations. The committee recommends a formal study to eliminate these barriers, suggesting revised staffing formulas to place ML-trained counselors in Academies and expanding co-teaching models where ELD specialists support students directly within CTE environments.

Discipline Disproportionality The subcommittee raises concerns regarding the disproportionate discipline outcomes for Black students and students with disabilities. Findings suggest that recent staffing changes to the Equity & Cultural Responsiveness (ECR) team and the Equity & Student Conduct (ESC) team have shifted the division’s focus from the learning environment to behavior management. The concern is that without sufficient ECR staff to support schools in building culturally responsive learning environments and inclusive instructional practices, the division is merely managing the symptoms of student disengagement rather than addressing the cultural and social factors that lead to disciplinary incidents. The MSAOC strongly advocates restoring positions to the ECR team to ensure a balanced approach that addresses the root causes of behavioral issues as well as fostering a positive disciplinary approach.

Student Sense of Belonging This section explores how communication and information hubs impact a student's sense of belonging and access to opportunities. The findings show that critical information regarding scholarships, extracurriculars, and district-wide events is currently fragmented across multiple platforms, making it difficult for families, particularly those in multilingual households, to navigate the system. When communication is not standardized and easily accessible, it creates an information gap that marginalizes certain groups of students and prevents them from feeling like fully integrated members of the school community. The primary recommendation is the implementation of a standardized, division-wide communication framework, including mandatory translated school newsletters and a more user-friendly FCPS website featuring a multilingual chatbot to assist families.

After 31 years of advocacy, the MSAOC believes that while strides have been made, decisive action is required to close persistent outcome gaps. By adopting these recommendations, the School Board can move the division closer to fulfilling its promise to ensure every student reaches their greatest potential.

Summary of 2025-2026 MSAOC Recommendations

The MSAOC recommends that the School Board direct the Superintendent to enact the following:

Recommendation 1 - Academic Inclusion & Engagement

Automatically enroll students in higher level courses based on data. Students in middle and high school who show the ability to be successful in higher level courses should automatically be enrolled in these courses, with a parental opt-out option. This would be done at the transition from elementary to middle school and then from middle school to high school. This process would be similar to Algebra I identification for ELA, science, and social studies classes. Data analysis should be implemented at several grade levels (e.g., grades 2, 5, and 7) using multiple measures (academic performance, growth data, local assessments, and teacher input). Adopting more inclusive enrollment practices, such as default or opt-out enrollment into Honors courses where appropriate, rather than relying primarily on opt-in systems would reduce reliance on subjective referrals and increase access for underrepresented groups.

Offices Responsible: Chief Academic Office, Chief of Schools Office

Recommendation 2 - Academic Inclusion & Engagement

Strengthen proactive Family Outreach and Communication by developing a standardized, multilingual communication plan to ensure all families are informed about advanced academic opportunities, pathways, and enrollment processes. This should include proactive outreach to families of underrepresented groups and clear, accessible information about course options and long-term benefits.

Office Responsible: Chief Experience and Engagement Office

Recommendation 3 - Alternative Pathways

Engage the Career and Technical Education Office (CTE) to lead a dedicated study of access and support structures for Multilingual Learner participation and success in CTE and Academy programs. This study should:

a. Analyze current scheduling, staffing, and enrollment practices.
b. Identify barriers to ML access and success in CTE and Academy programs.
c. Study and replicate successful models (e.g., integrated ML support in CTE classrooms as seen at Bryant HS and the development of the electrical program at Fairfax High School).
d. Include representatives from CTE, Counseling, College and Career Readiness (CCCR), ML Services, Young Scholars, CTEAC, Trades for Tomorrow, administrators, teachers, students and families.
e. Develop and implement sustainable, division-wide practices that align access with appropriate supports.

Office Responsible: Chief Academic Office

Recommendation 4 - Alternative Pathways

Revise the current staffing formula and program practices ensuring equitable access as outlined in Regulation 3201.27. This collaboration between multiple offices would include:

a. Conducting an analysis of enrollment data to determine appropriate ratios for ML resource teachers and counselors in Academy programs
b. Adjusting staffing formulas to reflect the linguistic and academic needs of ML students
c. Expanding co-teaching or push-in support models where ML teachers provide direct support within CTE courses
d. Prioritizing the recruitment and hiring of bilingual CTE educators, particularly in high-demand program areas (e.g., Spanish-speaking staff)
e. Evaluating the opportunity for unique scheduling to have access to electives and pathways of interest as well as meeting the ELD requirements.

Offices Responsible: Chief Academic Office, Chief of Schools Office, Chief Financial Services Office

Recommendation 5 - Discipline Disproportionality

Rebalance the staffing of the Equity and Student Relations teams in the Chief Equity Office by restoring positions to Equity and Cultural Responsiveness (ECR) while maintaining Equity and Student Conduct (ESC) staffing, ensuring both teams can fulfill their complementary roles.

Offices Responsible: Chief of Financial Services Office, Chief Equity Office

Recommendation 6 – Discipline Disproportionality

Provide transparency regarding staffing decisions by:

a. Identifying whether available funding can still be utilized to restore positions
b. Providing a clear explanation of the fiscal, operational, or policy barriers preventing reinstatement if the positions cannot be restored.

Offices Responsible: Chief of Financial Services Office, Chief Equity Office

Recommendation 7 - Student Sense of Belonging

Align communication across schools by developing and implementing a division-wide, standardized communication framework that ensures consistent, accessible, and equitable dissemination of information to all students and families. Key components would include:

a. Establish a required, standardized format for school-based communications (e.g., weekly newsletters) that includes designated sections for division-wide opportunities, student resources, and family supports, and also meets accessibility standards, including multilingual translation and readability.
b. Create a coordinated communication protocol across offices and departments to eliminate siloed messaging, prioritize and streamline key information, leverage school-based communication channels as primary distribution points.
c. Define minimum expectations for inclusion of critical information (e.g., extracurricular opportunities, scholarships, family resources) in all school communications.
d. Engage stakeholders (students, families, educators, administrators) in the design and refinement of communication practices.

Office Responsible: Chief Experience and Engagement Office

Recommendation 8 - Student Sense of Belonging

Redesign and continuously improve access to centralized information systems by conducting a comprehensive review and redesign of the FCPS website and related digital platforms ensuring intuitive, equitable, and centralized access to resources for students and families. Key components would include:

a. The Chief Experience and Engagement Office establishing a standing committee of students, families, community, and staff from diverse groups to evaluate usability and accessibility.
b. Using quantitative (usage analytics) and qualitative (user feedback) data to identify barriers and prioritize improvements.
c. Developing a centralized, user-friendly resource hub that includes both student opportunities (extracurriculars, scholarships, enrichment) and family supports (e.g., Family Academy, services, community resources).
d. Improving search functionality and navigation structure to ensure key resources are easily discoverable.
e. Exploring and evaluating the implementation of a multilingual chatbot designed to enhance accessibility by supporting multiple languages and enabling users to locate information through natural, spoken-language queries.
f. Implementing a continuous improvement system that regularly monitors access and usage data, collects ongoing stakeholder feedback and updates content and organization accordingly.

Office Responsible: Chief Experience and Engagement Office

MSAOC 2025-26 Charge

The MSAOC will champion equity, excellence, and accountability by assessing the implementation of the Equity Commitments of the Strategic Plan.

Alignment to FCPS Strategic Plan

The FCPS Strategic Plan serves as a collaborative guideline designed to dismantle systemic barriers and ensure that every student has a clear path to success. While the division has made significant strides, the MSOAC recognizes that outcome gaps remain a persistent reality, making the School Board's Educational Equity Policy more significant now than ever. After thirty-one years of advocacy, we believe the division must stand firm in its mission, explicitly championing the principles of equity to address the unique challenges facing our most marginalized communities. The MSAOC continues to urge the board to take decisive action that transforms the educational experience and guarantees a more just future for underserved families.

The Strategic Plan Goals each have a specific Equity Commitment which serves as the promise FCPS makes to each and every student to support them in attaining these goals. The MSAOC subcommittees centered their work this year on the Equity Commitment for Goal 2,

> We will amplify student voice to inform our approaches, honor students' identities and experiences, and ensure student safety and well-being in an inclusive school climate and culture.[1]

This collaborative report, developed by community members, staff, and students, evaluates current practices and provides recommendations to improve both student experiences and outcomes. The findings and recommendations presented to the School Board are structured around areas directly linked to the Equity Commitment for Goal 2.

A. Academic Inclusion and Engagement

B. Alternative Pathways

C. Discipline Disproportionality

D. Student Sense of Belonging

[1] FCPS Strategic Plan 2023-30, Goal 2 https://www.fcps.edu/about-fcps/leadership/strategic-plan/goal-2-safe-supported-included-and-empowered

Academic Inclusion and Engagement

Strategic Plan Connection

The FCPS Strategic Plan states that “every student will have access to high-quality academic programming and resources to support their success.” We are committed to increasing access to advanced coursework, focusing particularly on student groups currently underrepresented in the data. This work directly aligns with the division's commitment to using data to address disproportionality and ensure "equitable access and opportunity for each and every student."[2]

Focus Area: Pathways to higher level coursework for all students

Rationale

Access to high-level coursework in FCPS is not yet equitable, as data shows that certain student groups, particularly those historically marginalized by race, ethnicity, language, socioeconomic status, and ability, are underrepresented in advanced academic programs. This disparity creates a barrier to equitable outcomes, limiting students’ opportunities for rigorous learning, college and career readiness, and long-term success.

Several factors may contribute to this issue, including inconsistent identification practices, limited awareness of or access to information for families, implicit bias in recommendations, and structural barriers such as prerequisite pathways or scheduling constraints. Additionally, systemic inequities tied to socioeconomic status, language access, and prior educational opportunities can further restrict participation for some student groups.

Addressing this issue is critical to fulfilling FCPS’s commitment to equitable access and opportunity for each and every student. By increasing access to high-level coursework and examining the root causes of underrepresentation, the division can help close opportunity gaps, ensure all students are challenged and supported, and create more inclusive pathways to academic and future success.

Evaluation

The current practices for identifying and enrolling students in advanced academic coursework (e.g., Honors, AP, IB, and other high-level programs) rely on teacher and counselor guidance, prior course completion, and student/family self-selection. While these systems are intended to ensure readiness, both FCPS division-level data and site-based data from our committee review show that they are not producing equitable outcomes across student groups.

[2] FCPS Strategic Plan 2023-30, Goal 4 https://www.fcps.edu/about-fcps/leadership/strategic-plan/goal-4-equitable-access-and-opportunity

Locally, our school-based data mirrors division trends and reveals clear disproportionality. Across multiple data points—including middle school Honors enrollment, students earning high school credit in middle school, and Algebra I participation in grades 6 & 7—White and Asian students are consistently overrepresented in advanced coursework, while Black, Hispanic, multilingual learners, and students with higher ELP levels are underrepresented relative to their overall enrollment. Additionally, data on students in advanced courses by ELP level shows that students at lower English proficiency levels are significantly less likely to access Honors or advanced academic pathways, indicating language as a barrier to entry.[3]

Elementary school data reveals that disparities begin early in the identification pipeline. For example, Black students represent approximately 9.4% of the FCPS student population but only 7.8% of the students receiving Full-Time Advanced Academic Program (AAP) services. Hispanic students make up 28% of the student population in the division but only 13.2% of the population of students receiving Full Time AAP services. These gaps in participation demonstrate that inequities are present in the elementary identification process which clearly impacts advanced coursework taking in middle and high school.[4]

These patterns suggest that the current system is not consistently identifying or supporting all students with the potential to succeed. Contributing factors include reliance on subjective measures such as teacher recommendations, inconsistent implementation of identification practices, limited communication or outreach to families, and structural barriers such as prerequisite sequencing and limited access to early advanced opportunities (e.g., Algebra I in elementary or middle school).

As a result, the current approach may unintentionally perpetuate inequities by restricting access to rigorous coursework that is strongly tied to college and career readiness. While some stakeholders emphasize the importance of maintaining prerequisites and rigor, others argue that these same structures create systemic barriers and advocate for more inclusive practices such as universal screening, open enrollment, and targeted support. The variation in perspectives highlights the need to re-examine current policies and practices to ensure they are both rigorous and equitable for all students.

Recommendations

To address persistent inequities in access to advanced coursework, we recommend that the School Board direct the Superintendent to revise current identification, enrollment, and communication practices to ensure more equitable access and outcomes for all students:

1. Automatically enroll students in higher level courses based on data. Students in middle and high school who show the ability to be successful in higher level courses should automatically be enrolled in these courses, with a parental opt-out option. This would be done at the transition from elementary to middle school and then from middle

[3] Data is from the FCPS 2024-25 Course Enrollment Workbook

[4] Data is from the FCPS 2024-25 Course Enrollment Workbook

school to high school. This process would be similar to Algebra I identification for ELA, science, and social studies classes. Data analysis should be implemented at several grade levels (e.g., grades 2, 5, and 7) using multiple measures (academic performance, growth data, local assessments, and teacher input). Adopting more inclusive enrollment practices, such as default or opt-out enrollment into Honors courses where appropriate, rather than relying primarily on opt-in systems would reduce reliance on subjective referrals and increase access for underrepresented groups.

Offices Responsible:

- Chief Academic Office - systems and support
- Chief of Schools - accountability

2. Strengthen proactive Family Outreach and Communication by developing a standardized, multilingual communication plan to ensure all families are informed about advanced academic opportunities, pathways, and enrollment processes. This should include proactive outreach to families of underrepresented student groups and clear, accessible information about course options and long-term benefits.

   Office Responsible:

   - Chief Experience and Engagement Office

Timeline:

- Year 1 (Planning & Pilot): Develop opt-out process from middle to high school
- Year 2 (Implementation & Monitor): Scale implementation division-wide, launch family outreach efforts, and begin data monitoring.
- Year 3 (Evaluation & Adjustment): Analyze participation and success data, refine practices, and report progress to the School Board and community. Begin scaling elementary to middle transition.

Measures of effectiveness:

- increased proportional representation of historically underrepresented student groups in advanced coursework
- improved course completion and success rates
- reduced gaps in access across demographic groups
- increased family awareness and participation.

These recommendations aim to ensure that FCPS not only expands access to advanced coursework, but does so in a way that is intentional, equitable, and aligned with the division's commitment to opportunity and excellence for every student.

Alternative Pathways

Strategic Plan Statement

Providing equitable access to rigorous Career and Technical Education (CTE) courses and Academies ensures every student is prepared for future success.

Focus Area: Access to CTE and Academy Courses

Rationale

Fairfax County Public Schools is committed to advancing the goals outlined in the FCPS Strategic Plan, including ensuring that every student is prepared for college, career, and community success. Central to this commitment is equitable access to rigorous academic and career pathways, including Career and Technical Education (CTE) and FCPS Academies.

Multilingual Learners (MLs), particularly those entering FCPS at the secondary level, often encounter systemic barriers that limit both access to and success within these programs. These barriers are rooted in structural constraints such as required English Language Development (ELD) coursework, scheduling limitations, and insufficient staffing support. ELD course requirements may occupy multiple periods in a student's schedule and reduce opportunities to participate in elective or multi-period CTE and Academy offerings. This can often lead to disengagement, chronic absenteeism, and dropping out of school.

Additionally, limited access to ML-trained counselors and instructional staff reduces students' ability to navigate and succeed in these pathways. As a result, ML students are underrepresented in programs designed to promote college and career readiness, despite the alignment of these programs with their long-term goals.

This work is grounded in Virginia Code, which emphasizes that alternative education should provide flexible learning opportunities in terms of "time, location, staffing, and programs" to meet the needs of diverse learners.[5] Ensuring that ML students can access and succeed in CTE and Academy pathways is essential to fulfilling both state expectations and FCPS's commitment to equitable outcomes.

Evaluation

Current FCPS practices allow for open enrollment in CTE and Academy programs, consistent with Regulation 3201.27 (Academic Achievement—High School Courses of Study), which emphasizes equal access to identified courses regardless of school size. In principle, any student may enroll in these programs. However, in practice, access is influenced by:

[5] Virginia Administrative Code 8VAC20-330-10

- ELD course requirements that occupy significant portions of student schedules
- Master scheduling constraints, particularly for multi-period CTE/Academy courses
- Limited staffing support, often including only one counselor and one ML resource teacher per Academy program (if at all)
- Variability in program implementation across schools and opportunities for access

These factors disproportionately impact ML students, limiting both entry into and success within these programs as shown in Tables 1 and 2.

Table 1 - ML Enrollment in Academies by ELP Level 2025-26

School	ELP 1	ELP 2	ELP 3	ELP 4
Chantilly Governor's STEM Academy	17	27	89	37
Edison High School Academy	<10	13	74	35
Fairfax High School Academy	<10	13	37	37
Falls Church Health Sci Academy	<10	20	45	24
Marshall Governor's STEM Academy	<10	12	50	33
West Potomac Health Sci Academy	<10	26	85	34

Table 2 - ML Enrollment in CTE Courses by ELP Level 2025-26

School	ELP 1	ELP 2	ELP 3	ELP 4
Annandale High	67	115	145	52
Centreville High	33	32	61	27
Chantilly High	16	32	54	24
Edison High	18	45	88	35
Fairfax High	27	42	103	37
Falls Church High	51	74	115	51
Hayfield High	16	28	81	18
Herndon High	50	88	187	46
Jefferson Sci/Tech High				
Justice High	47	64	152	50
Lake Braddock High	15	30	49	17
Langley High	<10	<10	12	<10
Lewis High	36	67	125	47
Madison High	<10	10	21	<10
Marshall High	10	22	49	31
McLean High	<10	13	22	18
Mount Vernon High	35	38	115	35
Oakton High	13	22	32	17
Robinson High	<10	<10	24	15
South County High	11	11	30	16
South Lakes High	25	44	73	27
West Potomac High	43	58	122	40
West Springfield High	16	10	38	19

School	ELP 1	ELP 2	ELP 3	ELP 4
Westfield High	38	40	74	37
Woodson High	12	21	29	12

Schools with more flexible models or targeted supports demonstrate stronger outcomes, suggesting that current practices are not consistently designed to meet ML needs division wide. For example, at Bryant Alternative High School, students are able to access CTE coursework with greater success due to smaller class sizes and more intentional support structures, including direct assistance from ELD teachers within CTE contexts (e.g., supporting students in OSHA certification coursework). This model demonstrates that when linguistic and academic supports are integrated, ML student participation and success increase.

Recommendations:

In order to move FCPS from a system of *open access* to one of *supported, equitable access*, ensuring that Multilingual Learners are not only able to enroll in, but also succeed within, CTE and Academy programs the MSAOC recommends that the School Board direct the Superintendent to:

3. Engage the Career and Technical Education Office (CTE) to lead a dedicated study of access and support structures for Multilingual Learner participation and success in CTE and Academy programs. This study should:
    a. Analyze current scheduling, staffing, and enrollment practices.
    b. Identify barriers to ML access and success in CTE and Academy programs.
    c. Study and replicate successful models (e.g., integrated ML support in CTE classrooms as seen at Bryant HS and the development of the electrical program at Fairfax High School).
    d. Include representatives from CTE, Counseling, College and Career Readiness (CCCR), ML Services, Young Scholars, CTEAC, Trades for Tomorrow, administrators, teachers, students and families.
    e. Develop and implement sustainable, division-wide practices that align access with appropriate supports.

    Office Responsible:
        Chief Academic Office

    Timeline:
        SY 2026-27

    Measures of Effectiveness:
    - Increased enrollment by MLs in CTE and Academy programs
    - Improved course completion and credential attainment rates
    - Student and staff feedback on access and support

4. Revise the current staffing formula and program practices ensuring equitable access as outlined in Regulation 3201.27[6]. This collaboration between multiple offices would include:
    a. Conducting an analysis of enrollment data to determine appropriate ratios for ML resource teachers and counselors in Academy programs
    b. Adjusting staffing formulas to reflect the linguistic and academic needs of ML students
    c. Expanding co-teaching or push-in support models where ML teachers provide direct support within CTE courses
    d. Prioritizing the recruitment and hiring of bilingual CTE educators, particularly in high-demand program areas (e.g., Spanish-speaking staff)
    e. Evaluating the opportunity for unique scheduling to have access to electives and pathways of interest as well as meeting the ELD requirements.

    Offices Responsible:

    Chief Academic Office - enrollment data analysis, course evaluation & sequencing
    Chief of Schools Office - accountability for support models in schools
    Chief of Financial Services Office - revision of staffing formulas

    Timeline:

    - Data analysis and staffing recommendations within 6 months
    - Phased implementation beginning the following school year

    Measures of Effectiveness:

    - Increased ML participation and persistence in CTE pathways
    - Reduction in scheduling conflicts between ELD and CTE courses
    - Improved student outcomes, including credential attainment and graduation pathways

[6] FCPS Regulation 3201.27

Discipline Disproportionality

Strategic Plan Statement

The MSAOC Discipline Disproportionality Subcommittee's work aligns with Goal 2 (Safe, Supported, Included, and Empowered) and Pillar 3 (Culture of Equity, Excellence, and Accountability) of the FCPS Strategic Plan by addressing disparities in discipline outcomes and promoting equitable, culturally responsive practices. Achieving these goals requires coordinated capacity across the Chief Equity Office including both the Equity & Student Conduct (ESC) and Equity & Cultural Responsiveness (ECR) teams whose roles are complementary and interdependent.

Focus Area: Discipline Disproportionality and System Coherence in Student Conduct Practices

Rationale

FCPS continues to experience documented discipline disproportionality, where Black students, students with disabilities, multilingual learners, and economically disadvantaged students are disproportionately impacted by disciplinary actions. These disparities limit access to instruction, impact students' sense of belonging in school, and undermine equitable outcomes.

Several root causes contribute to this issue:

- Inconsistent implementation of discipline policies across schools
- Variability in staff training, cultural competency, and understanding of Student Rights and Responsibilities (SR&R)
- Fragmented, non-integrated data systems that limit accuracy and transparency
- Limited structured opportunities for meaningful family engagement

The Chief Equity Office plays a central role in addressing these issues through multiple teams, including:

- Equity & Cultural Responsiveness (ECR): Supports culturally responsive learning environments through coaching, consulting, and facilitating professional development.
- Equity & Student Conduct (ESC): Focuses on discipline practices and implementation of the SR&R
- Title IX: Supports the division's commitment to a learning and working environment free from gender discrimination or sex-based misconduct.
- Hearings Office: Conducts hearings and makes recommendations on disciplinary matters

In the 2025-26 school year, the ECR team went from 12 to 4 staff members due to grant funding insecurity, while the ESC team gained 3 positions funded by a different grant. Given this subcommittee's focus, this change represents a strategic investment in addressing discipline disproportionality through increased training and school-based discipline-focused support. However, discipline outcomes are not independent of classroom environments. Culturally responsive teaching, student engagement, and inclusive practices which are core functions of the ECR team directly influence student behavior and discipline outcomes. Reducing the ECR

team's capacity while maintaining expectations creates a gap in addressing root causes upstream.
Addressing discipline disproportionality, therefore, requires both:

- Strong, consistent discipline systems (ESC)
- Culturally responsive, inclusive learning environments (ECR)

Without both, efforts remain incomplete.

Evaluation

The Student Rights and Responsibilities (SR&R) framework establishes expectations for behavior and disciplinary responses. However, several gaps persist:

- Inconsistent Understanding and Application: Staff training varies, resulting in uneven implementation across schools
- Limited Family Engagement: Families acknowledge SR&R but lack consistent opportunities for deeper understanding and partnership

The impact of these gaps are:

- Persistent disproportionate discipline outcomes
- Wide variance of student experiences across schools
- Missed early intervention opportunities
- Weakened trust with families and communities

While the strengthening of the ESC team is a positive step toward addressing discipline directly, the concurrent reduction in ECR staffing limits the system's ability to address contributing factors such as classroom environment, instructional practices, and cultural responsiveness. As emphasized in the September 22, 2025, email to the School Board from MSAOC Co-Chair Juliana Nelson[7], expectations within the Strategic Plan remain unchanged, yet staffing capacity has shifted. This creates a structural misalignment between goals and the ability to execute them fully.

Recommendation:

The MSAOC commends the division on the strategic investment in strengthening the ESC team to directly address discipline disproportionality. However, this investment should not come at the expense of the ECR team. Discipline disproportionality is both a systems issue and an instructional/environmental issue. ESC addresses discipline systems and responses, while ECR addresses the conditions that influence student behavior. Sustained progress requires both functions operating at full capacity. The MSAOC recognizes that staff in Title IIA funded

[7] See Appendix A p.25

positions were reassigned during a period of uncertainty regarding federal funding. However, the federal funding ultimately became available only after staff had already been moved into other roles. Despite the funding becoming available, multiple offices including ECR were not permitted to refill or restore staff to those positions.

Given the continued expectations of the FCPS Strategic Plan and the ongoing need to address discipline disproportionality and equitable student outcomes the MSAOC recommends that the School Board direct the Superintendent to:

5. Rebalance the staffing of the Equity and Student Relations teams in the Chief Equity Office by restoring positions to ECR while maintaining ESC staffing, ensuring both teams can fulfill their complementary roles.

6. Provide transparency regarding staffing decisions by:
    a. Identifying whether available funding can still be utilized to restore positions
    b. Providing a clear explanation of the fiscal, operational, or policy barriers preventing reinstatement if the positions cannot be restored

    Offices Responsible:
    Chief Equity Office - rebalancing positions
    Chief of Financial Services Office - designating operational funding for positions

    Timeline:
    Budget adjustment and planning: FY 2026
    Implementation: 2027–2028 school year

    Measures of Effectiveness:
    - Balanced staffing levels across ECR and ESC
    - Increased school-based support across both discipline and instructional practices
    - Improved consistency in discipline implementation
    - Reduction in discipline disproportionality

Student Sense of Belonging

Strategic Plan Statement

This work aligns with Goal 2: Safe, Supported, Included, and Empowered, specifically the equity commitment to amplify student voice, honor student identities, and ensure inclusive school environments. Ensuring consistent, accessible communication and equitable access to resources directly supports student belonging, engagement, and participation across all schools.

Focus Area: Ensuring equitable access to school and district resources, student activities, and all forms of communication

Rationale

Goal 2 of the FCPS Strategic Plan emphasizes that every student should experience an inclusive school community where they feel supported, engaged, and empowered. Key measures include student participation in extracurricular activities, access to support services, and a positive sense of belonging.

Input from students and families reveals two consistent barriers to achieving this goal:

- Inconsistent access to opportunities: Students report significant variation across schools in awareness of extracurricular activities, scholarships, and support resources. Access often depends on individual staff knowledge rather than on a consistent system.
- Inequitable communication systems: Families, particularly multilingual and newly enrolled families, report difficulty accessing information due to fragmented communication platforms, reliance on opt-in email systems, and inconsistent translation practices.

While FCPS offers a wide range of high-quality resources, the lack of coherence, accessibility, and centralized communication structures limits equitable access. Additionally, the current website structure and search functionality create barriers for families attempting to locate key resources. Without systemic improvements, these conditions contribute to disparities in student participation, awareness, and ultimately, sense of belonging.

Evaluation

Current communication practices across FCPS are decentralized and inconsistent, resulting in inequitable access to information:

- Siloed communication systems: Offices, departments, and schools disseminate information independently, leading to duplication, inconsistency, and gaps.

- Overreliance on opt-in communication: Email-based systems primarily reach families already engaged or familiar with FCPS processes, excluding others.
- Inconsistent accessibility practices: While some platforms offer translation, many flyers and materials are not consistently accessible across languages or formats.
- Ineffective website navigation: Key resources (e.g., Family Academy) are difficult to locate due to unclear organization and limited search functionality.
- School-dependent dissemination: Families are most likely to engage with school-level communication, yet division-level opportunities are not consistently integrated into these channels.

Although there may be differing perspectives regarding the volume of communication (i.e., too much vs. not enough), evidence suggests that lack of coordination, not lack of information, is the primary barrier.

These conditions disproportionately impact students and families from historically marginalized groups, limiting equitable participation in academic, extracurricular, and support opportunities.

Recommendations

The MSAOC recommends that the School Board direct the Superintendent to:

7. Align communication across schools by developing and implementing a division-wide, standardized communication framework that ensures consistent, accessible, and equitable dissemination of information to all students and families. Key components would include:
    a. Establish a required, standardized format for school-based communications (e.g., weekly newsletters) that includes designated sections for division-wide opportunities, student resources, and family supports and also meets accessibility standards, including multilingual translation and readability.
    b. Create a coordinated communication protocol across offices and departments to eliminate siloed messaging, prioritize and streamline key information, leverage school-based communication channels as primary distribution points.
    c. Define minimum expectations for inclusion of critical information (e.g., extracurricular opportunities, scholarships, family resources) in all school communications.
    d. Engage stakeholders (students, families, educators, administrators) in the design and refinement of communication practices.

    Office Responsible:
        Chief Experience and Engagement Office

    Timeline:
    - Planning and stakeholder engagement: Fall 2026
    - Pilot implementation: Spring 2027
    - Full implementation: 2027–28 school year

Measures of Effectiveness:

- Increased student awareness and participation in extracurricular and enrichment opportunities including scholarships.
- Improved family engagement and communication satisfaction survey results.
- Reduction in reported disparities in awareness of opportunities across schools.
- Increased access metrics for multilingual communications.

8. Redesign and continuously improve access to centralized information systems by conducting a comprehensive review and redesign of the FCPS website and related digital platforms ensuring intuitive, equitable, and centralized access to resources for students and families. Key components would include:
    a. The Chief Experience and Engagement Office establishing a standing committee of students, families, community, and staff from diverse groups to evaluate usability and accessibility.
    b. Using quantitative (usage analytics) and qualitative (user feedback) data to identify barriers and prioritize improvements.
    c. Developing a centralized, user-friendly resource hub that includes both student opportunities (extracurriculars, scholarships, enrichment) and family supports (e.g., Family Academy, services, community resources).
    d. Improving search functionality and navigation structure to ensure key resources are easily discoverable.
    e. Exploring and evaluating the implementation of a multilingual chatbot designed to enhance accessibility by supporting multiple languages and enabling users to locate information through natural, spoken-language queries.
    f. Implementing a continuous improvement system that regularly monitors access and usage data, collects ongoing stakeholder feedback and updates content and organization accordingly.

Office Responsible:

Chief Experience and Engagement Office

Timeline:

- Research and stakeholder engagement: Fall 2026
- Design and testing: Winter–Spring 2027
- Initial rollout: Summer 2027
- Ongoing refinement: 2027–28 and beyond

Measures of Effectiveness:

- Increased website engagement and successful search rates
- Improved stakeholder satisfaction with access to information
- Increased utilization of division resources
- Reduction in disparities in awareness of resources across student groups

Follow Up from 2024 – 2025 Recommendations

2025 Recommendation	FCPS Action
1. Implement a standardized K–6 Social and Emotional Learning Curriculum. a. Select a culturally responsive SEL curriculum and framework for implementation in all elementary schools beginning in SY 26-27. b. Involve the full community—educators, counselors, families—in the selection process. c. Provide training and ongoing professional development for staff to ensure fidelity. d. Establish metrics and reporting systems to track implementation and impact.	FCPS continues to provide a comprehensive suite of professional learning offerings and related resources to school-based staff. Offerings and resources are based in the CASEL framework and address strategies for developing positive school climates and cultures, explicit SEL instruction, integrating SEL into academic content, and family partnerships. Regional SEL specialists provide individualized consultation and coaching support to school teams as they develop and implement plans for tier 1 SEL practices. A request for an elementary SEL curriculum was submitted in the fiscal forecast for 26-27 budget development.
2. Expand access to student leadership opportunities at the secondary level. a. Develop a plan to launch inclusive, student-driven leadership opportunities in all high schools by the 2026-27 school year. b. Co-design efforts with students to amplify their voice. c. Include intentional outreach to students from underrepresented groups.	The office of Curriculum & Instruction created a Summer Curriculum Development project to develop curriculum resources for Leadership teachers. Teachers have been hired to work on the project in late July. The team is meeting with teachers to create opportunities for students to participate as well.
3. Develop a system wide data collection tool to accurately gather information on the diverse leadership opportunities offered at each high school, ensuring accountability and facilitating continuous improvement. Analyze the demographic data on student participation in these offerings to identify gaps in access and equity.	ISD collected enrollment data from all currently offered Leadership courses in High Schools across the division. The CAO and Chief of Schools offices collaborated to create a survey of all activities which include leadership components. The survey was distributed to Directors of Student Services at all high schools. The survey responses highlight a robust framework of student leadership opportunities through coursework and extra-curriculars, categorized into four primary areas: ● Governance & Equity: Student Government Association (SGA) and Student Advisory Council (SAC), alongside Equity Groups who influence school

2025 Recommendation	FCPS Action
	culture. ● Academics: Honor Societies spanning core subjects, World Languages, and the Arts. ● Career & Advocacy: Professional organizations like (e.g. DECA, FBLA, HOSA) and social leadership through Affinity Groups (e.g., Black Student Union, Hispanic Leadership Alliance). ● Service & Mentorship: Community-focused roles including Student Ambassadors, Peer Tutoring, and service clubs like Key Club. The data reveals a wide range in the breadth and specialization of leadership opportunities available across the division. There are standard leadership opportunities (SGA, NHS, and major career clubs like DECA) that are consistently present, and there is variability due to the fact that many leadership opportunities exist in response to student interests at particular schools.
4. Develop opportunities to expand leadership pathways for underrepresented students by supporting students from economically disadvantaged households, multilingual learners, and students with disabilities. a. Develop a curriculum framework for leadership development skills such as project management, public speaking, and advocacy as part of schools' Student Government course. b. Use the Lewis Leadership Program (LLP) as a model to replicate or create similar opportunities for underrepresented students at additional schools in FCPS.	ISD staff members have reached out to HS Leadership course teachers to connect with staff & students. This work will continue into summer 2026 through a Summer Curriculum Development project which has been initiated to strengthen and support the Leadership Training course. The goal is to generate resources to increase student agency and voice in the Leadership course. Students will be included.
5. Enhance collaboration and resource sharing between the HR and the CEO to proactively address work environment issues and foster a more inclusive and responsive culture by: a. Increasing dedicated staff and time for thorough and timely employee relation	An Investigations Workgroup began working in the spring, which includes team members from HR and the equity office, and is actively collaborating across teams to strengthen coordination and ensure equity implications are consistently considered in all cases.

2025 Recommendation	FCPS Action
concerns and resolution of work environment complaints. b. Expanding cultural competency professional learning for all staff to improve service to children. c. Demonstrating a clear commitment to a safe environment that solicits and values all staff feedback and actively connects with those from marginalized and underrepresented communities, even when the feedback is uncomfortable. d. Continuing to support employee associations and affinity groups as vital channels for amplifying marginalized employee voices, sharing professional development, and mentoring. These groups also contribute to understanding and addressing the educational needs of students from similar backgrounds.	The ECR team has embedded equity-centered content into ongoing professional learning across the division. This includes quarterly professional development for Equity Leads at each school, focused on culturally responsive practices and inclusive leadership. The team hosted a full-day Equity Lead Institute for current and former Equity Leads and central office colleagues, featuring choice-based breakout sessions to deepen learning. These efforts support the integration of equity into leadership development and promote consistent, division wide practice. As of August 2025, Human Resources began providing operational orientation sessions tailored by job class to support onboarding and reinforce equity as a core pillar of the FCPS strategic plan. Additionally, in August 2025, the first Employee Handbook was distributed to all staff to ensure equitable access to information and to reflect that equity-centered practices are embedded across our work. With the implementation of newly launched collective bargaining agreements, the exclusive representative has established dedicated forums for direct engagement with HR and union leadership.
6. Implement division-wide processes to collect disaggregated data on employee separation and to begin collecting demographic data for school-based teacher leader roles to include: a. Dean of Students b. Elementary Content Area Lead c. Equity Lead d. Grade Level or Collaborative Team (CT) Lead e. Secondary Instructional Council Member f. Secondary Department Chair g. Systems of Support Advisor	Human Resources will provide the demographic data for those in stipended roles after the stipend payouts have been made. Human Resources will provide this annually, aligned with the release of demographic data for employees in stipended positions.
7. Identify schools where >75% of students are enrolled in Algebra 1 by 8th grade and document the strategies implemented to	The ISD Math Team conducted Algebra Power Up over the summer of 2025. Student, teacher, and admin reports were positive. Initial analysis of

2025 Recommendation	FCPS Action
achieve this level of participation. The resulting documentation should then be refined and converted into an action-oriented publication on optimal practices disseminated among school-based leadership. This would be a blueprint for schools underperforming in this area and an affirmation for those meeting the Algebra 1 goal for all demographics.	MAP confirmed that students who participated in Algebra Power Up had more growth on MAP from June to August. The math team implemented a curriculum called Math Pathways and Pitfalls in SY25-26, providing professional learning for teachers using the product, teacher coaching, and classroom observations. The math team will evaluate the effects on student achievement and growth in August once MAP scores and SOL scores are available. The Algebra Access Network Improvement Community (AANIC) added 4 schools bringing our total to 20 who have participated in the NIC so far. This year they transitioned to more of a focus on student success in Algebra 1 and deemphasized enrollment. This was largely due to the increased enrollment demonstrated during SY 25-26.
8. Galvanize Family Liaisons in a messaging campaign spotlighting the importance of students taking Algebra 1 by 8th grade. This campaign should be tied to offering mathematics preparation resources, such as workshops, informational sessions, and online tools, including sessions on accessing and using available tutoring options.	A workshop was offered in October 2025 about academic advisement and the importance of Algebra by 8th grade. Communications continues to work closely with ISD to craft messaging through toolkits and development of videos about the importance of Algebra by 8th Grade. Many of these tools have been presented at School Board work sessions or regular meetings through goal reports. Family Academy offerings were provided through FCPS This Week to families through the Office of Communications, social media post and Toolkits.

Proposed Charge for 2026 - 2027

The MSAOC will be electing new Co-Chairs and drafting a charge at the June 3, 2026, meeting. This will be submitted to the School Board upon approval by the membership.

Attachment 1 - September 22, 2026 MSAOC Letter to the School Board

From: *Juliana Nelson*
Sent: *Monday, September 22, 2025 9:16 PM*
To: *Anderson, Ricardy J (School Board Member); Anderson, Sandra B (School Board Member); Dixit, Seema (School Board Member); Dunne, Mateo (School Board Member); Frisch, Karl V (School Board Member); Lady, Robyn A 1 (School Board Member); McDaniel, Kyle (School Board Member); McElveen, Ryan (School Board Member); Mekonen, Faith; Meren, Melanie K (School Board Member); Moon, Ilryong (School Board Member); Reid, Michelle C; Sizemore Heizer, Rachna (School Board Member); StJohn-Cunning, Marcia C (School Board Member)*
Cc: *George Becerra; Craig, Qia V.; Presidio, Sloan; King, Nardos E; Amenabar, Kim B*
Subject: *[External] MSAOC call for action - ECR Teams*
Importance: *High*

This Message Is From an External Sender

CAUTION: This email originated from outside of FCPS. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear School Board Members & Superintendent,

Given the current reality, we must first and foremost acknowledge your foresight in creating the Minority Student Achievement Oversight Committee (MSAOC). This action demonstrated the full acknowledgement of the importance of amplifying the voices of the community most connected to underserved students. As a result of years of advocacy, FCPS again took action by creating a Chief Equity Office to tackle the urgent inequities in our system. Through this office, FCPS' vision was implemented tirelessly by the Equity & Cultural Responsiveness (ECR) team. Once more, we are at a turning point where words of commitment will not suffice, as targeted reductions are threatening the ECR team. Once more, we wholeheartedly trust your action will follow upon review of the below.

From its inception, the ECR team has been solely dedicated to supporting equitable outcomes for underserved students, through a multileveled approach. They have created learning for all staff in the division, facilitated difficult conversations, drafted policy and regulation, partnered with nearly every team in the central office, consulted with school administrators on all equity matters, and coached teachers on culturally responsive instructional practices. In 2024-25, the ECR team had 12 staff members to support 199 schools and over 40,000 employees. Yet only three (3) of those positions were funded through operational funds, while the remaining nine (9) were grant funded. As we begin 2025-26, the team has four (4) staff members. Now that the grant stream is threatened, the consequence is clear: the loss of essential personnel whose work is central to fulfilling the 2023–2030 Strategic Plan.

The progress made as the FCPS Strategic Plan unfolds, is proof that it is more than an aspirational document — it is a commitment to measurable change. The ECR team's work is embedded across the **Goals and the Four Pillars,** making it just as measurable:

Pillar 4: Diverse, Adaptive, & Supported Workforce

ECR staff lead culturally responsive professional development, support HR in recruiting and retaining a workforce reflecting our student population and amplify staff voice. Without them, this pillar will weaken, and progress will stall.

Pillar 3: Culture of Equity, Excellence, & Accountability

ECR provides the data analysis and equity lens needed to identify disproportionalities and direct resources strategically — fulfilling

Equity Commitment 4. Removing these positions dismantles the very infrastructure that makes accountability possible.

Goal 2: Safe, Supported, Included, and Empowered

ECR champions inclusive, culturally responsive learning environments that improve school climate, belonging, and wellness, the essential elements needed for learning to occur. Reducing their staff eliminates services that will compromise these outcomes, widening disparities.

Goal 3: Academic Growth & Excellence

Through their work with schools to dismantle barriers to advanced coursework and enrichment, ECR ensures equitable opportunity for all students. Without them, disproportionality in course-taking patterns will persist unchecked. ECR's work directly impacts **Equity Commitment 3** by building schools' capacity to provide access to challenging programs and necessary supports. Without these roles, achievement gaps will deepen.

Goal 4: Equitable Access & Opportunity

Goal 5: Leading for Tomorrow's Innovation

The ECR team's efforts connect students — particularly those historically underserved — with post-secondary pathways and Portrait of a Graduate competencies. Not funding these positions undercuts our district's promise to prepare every student for life beyond school.

Without dedicated personnel focused on equity and cultural responsiveness, the Strategic Plan's goals will remain unfulfilled promises. As you recognize that this is not a moment for symbolic language or aspirational statements — we are standing by you for decisive, corrective action.

You have the data, the authority, and the responsibility to prevent these losses. Anything less would represent a retreat from the commitments you have made to the students and families of Fairfax County. We expect you to use the evidence already in your possession to reinforce our analysis and take immediate steps to safeguard these positions and the expertise they represent.

Our community has invested time, trust, and vision into this Plan. We expect no less from you than the same level of commitment in protecting the people who make its success possible.

We will measure success not by stated intentions, but by the actions you take now.

Sincerely,

Juliana Nelson

MSAOC Co-Chair

Appendix B: SY 2025-2026 MSAOC Attendance Summary

Last Name	First Name	Organization Represented	9/10/25	10/15/25	11/12/25	12/10/25	1/14/26	2/11/26	3/11/26	4/8/26	5/13/26
Aye	Georgina	High School Principals Association	n/a	Absent	Present	Present	Present	Absent	Present	Absent	Present
Becerra	George	Community At Large	Absent	Present	Present	Present	Absent	Present	Present	Present	Present
Bensinger	James	SB District: At-Large (McDaniel)	Absent	Present	Present	Present	Absent	Absent	Present	Present	Absent
Brown-Simmons	Lori	SB District: Providence	Present	Absent	Present	Present	Present	Present	Absent	Present	Present
Capps	Heather Murphy	SB District: Dranesville	Absent	Present	Present	Absent	Present	Present	Present	Absent	Present
Clemmons-Nazeer	Mitsuko	Fairfax Alliance for Black School Educators	Present	Present	Absent	Present	Present	Absent	Present	Present	Present
Craig	Qia	Chief Equity Office	Present	Present	Present	Present	Present	Present	Present	Present	Present
Dickey	Margot	AAP Advisory Committee	Present	Present	Present	Present	Present	Present	Present	Absent	Present
Dogan	Enis	SB District: Braddock	Present	Present	Present	Present	Absent	Present	Present	Present	Absent
Eqab	Sarah	Middle School Principals Association	Present	Present	Present	Present	Present	Present	Absent	Present	Present
Fallert	Jen	Fairfax Association of Elementary School Principals	Present	Present	Absent	Present	Absent	Absent	Present	Absent	Present
Farrish	Cheronda	Region 1	Present	Absent	Present	Absent	Present	Absent	Present	Absent	Absent
Glover	Nikkia	Fairfax County Council of PTAs	Absent	Present	Absent	Absent	Present	Absent	Absent	Present	Absent
Graves	Debra	SB District: Mount Vernon	n/a	n/a	Absent	Absent	Absent	Absent	Absent	Absent	Absent
Green	Melissa	Region 3	Present	Absent	Present	Present	Absent	Present	Present	Absent	Present
Henson	Laverne	SB District: At-Large (McElveen)	Absent	Present	Present	Present	Present	Present	Present	Absent	Present
Hwang	Junyoung	SB District: At-Large (Moon)	Absent	Present	Present	Absent	Absent	Present	Absent	Absent	Absent
Janan	Aicha	SB District: Sully	Present	Absent	Present	Present	Absent	Present	Present	Present	Present
Kardelis	Kimberly	Region 5	Absent	Present	Present	Absent	Present	Present	Absent	Absent	Present
Kolbe-Rojas	Cynthia	FECEP/Head Start	Present	Present	Present	Absent	Absent	Present	Absent	Absent	Absent
LaHuffman-Jackson	Renée	Chief Experience & Engagement Office	Present	Present	Present	Absent	Absent	Present	Present	Absent	Absent

Last Name	First Name	Organization Represented	9/10/25	10/15/25	11/12/25	12/10/25	1/14/26	2/11/26	3/11/26	4/8/26	5/13/26
Lemus-Ortiz	Stephanie	Hispanic Educators Association	Present	Present	Present	Present	Present	Present	Present	Present	Present
Nagaraja	Guru	Dream Foundation	Present	Absent	Present	Absent	Absent	Absent	Absent	Absent	Absent
Nelson	Juliana	Fairfax City School Board	Present	Present	Absent	Present	Present	Present	Absent	Absent	Absent
Nelson	Mark	Community At-Large	Present	Present	Absent	Present	Present	Absent	Absent	Absent	Present
Osborne	Edward	SB District: Mason	Present	Present	Present	Present	Present	Present	Present	Present	Present
Potten	Jason	Region 4	Present	Present	Absent	Present	Absent	Present	Present	Present	Present
Quan	Ducchi	Asian Educators Association	Present	Present	Absent	Present	Present	Present	Absent	Present	Present
Raiden	Molly	FCPS Students	Present	Present	Present	Present	Present	Present	Present	Present	Present
Samaniego	Nelly	United Hands of America	Absent	Absent	Absent	Present	Absent	Present	Absent	Absent	Absent
Shaw	Robert	SB District: Springfield	Absent	Present	Present	Present	Present	Present	Present	Present	Present
Tracy	Winston	SB District: Hunter Mill	Absent	Absent	Present	Present	Absent	Present	Absent	Present	Present
White	Kenny	SB District: Franconia	Absent	Absent	Present	Absent	Present	Present	Present	Present	Absent
Zimmerman	Niki	NAACP	Absent	Absent	Absent	Absent	Absent	Absent	Absent	Absent	Absent

Appendix C: SY 2025-2026 MSAOC Annual Report Voting Record

Last Name	First Name	District or Organization Represented	Eligible to Vote	Approve	Oppose	Abstain	Signature
Aye	Georgina	High School Principals Association	Yes	✓			
Becerra	George	Community At Large	Yes	✓			
Bensinger	James	SB District: At-Large (McDaniel)	Yes				
Brown-Simmons	Lori	SB District: Providence	Yes	✓			
Capps	Heather Murphy	SB District: Dranesville	Yes	✓			
Clemmons-Nazeer	Mitsuko	Fairfax Alliance for Black School Educators	Yes	✓			
Craig	Qia	Chief Equity Office	Yes	✓			
Dickey	Margot	AAP Advisory Committee	Yes	✓			
Dogan	Enis	SB District: Braddock	Yes				
Eqab	Sarah	Middle School Principals Association	Yes				
Fallert	Jen	Fairfax Association of Elementary School Principals	Yes	✓			
Farrish	Cheronda	Region 1	No				
Glover	Nikkia	Fairfax County Council of PTAs	No				
Graves	Debra	SB District: Mount Vernon	No				
Green	Melissa	Region 3	Yes	✓			
Henson	Laverne	SB District: At-Large (McElveen)	Yes	✓			
Hwang	Junyoung	SB District: At-Large (Moon)	No				
Janan	Aicha	SB District: Sully	Yes	✓			
Kardelis	Kimberly	Region 5	Yes	✓			

Last Name	First Name	District or Organization Represented	Eligible to Vote	Approve	Oppose	Abstain	Signature
Kolbe-Rojas	Cynthia	FECEP/Head Start	Yes				
LaHuffman-Jackson	Renée	Chief Experience & Engagement Office	Yes				
Lemus-Ortiz	Stephanie	Hispanic Educators Association	Yes	✓			
Nagaraja	Guru	Dream Foundation	No				
Nelson	Juliana	Fairfax City School Board	Yes	✓			signed electronically by Juliana Nelson
Nelson	Mark	Community At-Large	Yes	✓			
Osborne	Edward	SB District: Mason	Yes	✓			
Potten	Jason	Region 4	Yes	✓			
Quan	Ducchi	Asian Educators Association	Yes	✓			
Raiden	Molly	FCPS Students	Yes	✓			
Samaniego	Nelly	United Hands of America	No				
Shaw	Robert	SB District: Springfield	Yes	✓			
Tracy	Winston	SB District: Hunter Mill	Yes	✓			
White	Kenny	SB District: Franconia	Yes	✓			signed electronically by Kenny White
Zimmerman	Niki	NAACP	No				

Appendix D: Summary of Public Comment 2025-2026

Month	Speaker	Topic
September 2025	N/A	No public comment
October 2025	N/A	No public comment
November 2025	N/A	No public comment
December 2025	N/A	No public comment
January 2026	N/A	No public comment
February 2026	N/A	No public comment
March 2026	N/A	No public comment
April 2026	N/A	No public comment
May 2026	N/A	No public comment