MSAOC

Minority Student Achievement Oversight Committee

Annual Report 2026

MSAOC Presenters



Co-Chair Emeritus: George Becerra

Co-Chair: Qia Craig

Co-Chair: Juliana Nelson

Co-Chair in Waiting: Laverne Henson

MSAOC Members

2026 School Board Representatives

At-Large (McDaniel) - **James Bensinger**

At-Large (McElveen) - **Laverne Henson**

At-Large (Moon) - **Junyoung Hwang**

Braddock - **Enis Dogan**

Dranesville - **Heather Murphy Capps**

Franconia - **Kenny White**

Hunter Mill - **Winston Tracy**

Mason - **Edward Osborne**

Mount Vernon - **Debra Graves**

Providence - **Lori Brown-Simmons**

Springfield - **Robert Shaw**

Sully - **Aïcha Janan**

Student Representatives - **Mark Nelson** & **Molly Raiden**

MSAOC Members

2026 Organization & Community Representatives

AAP Advisory Committee - **Margot Dickey**

Asian Educators Association - **Ducchi Quan**

Community At-Large - **George Becerra**

Dream Foundation - **Guru Nagaraja**

FECEP/Head Start Parent Representative - **Cynthia Kolbe-Rojas**

Fairfax Alliance for Black School Educators - **Mitsuko Clemmons-Nazeer**

Fairfax City School Board - **Juliana Nelson**

Fairfax Council of PTAs - **Nikkia Glover**

Fairfax NAACP - **Niki Zimmerman**

Hispanic Educators Alliance - **Stephanie Lemus-Ortiz**

United Hands of America - **Nelly Samaniego**

MSAOC Members

2026 Staff Representatives

Staff Liaisons - **Nardos King, Sloan Presidio**

Regions - **Cheronda Farrish, Melissa Green, Jason Potten, Kimberly Kardelis**

Chief Academic Office - **Kim Amenabar**

Chief Equity Office - **Qia Craig**

Chief Experience & Engagement Office - **Renée LaHuffman-Jackson**

Fairfax Association of Elementary School Principals (FAESP) - **Jen Fallert**

Middle School Principals Association (MSPA) - **Sarah Eqab**

High School Principals Association (HSPA) - **Georgina Aye**

2025-26 School Board Charge

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

Academic Inclusion & Engagement

Focus: Pathways to Higher Level Coursework

Recommendation 1:

Automatically enroll students in higher level courses based on data. Students in MS and HS 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 ES to MS and MS to HS. This process would be similar to Algebra I identification. Data analysis should be implemented at several grade levels 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 & Chief of Schools

Academic Inclusion & Engagement

Focus: Pathways to Higher Level Coursework

Recommendation 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 & Engagement

Alternative Pathways

Focus: Access to CTE & Academy Courses

Recommendation 3:

Engage the Career and Technical Education office (CTE) to lead a dedicated study of access and support structures for ML 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 (i.e.Bryant, Fairfax HS)
d. Include representatives from CTE, Counseling, College and Career Readiness (CCCR), ML Services, Young Scholars, CTEAC, Trades for Tomorrow, staff, students, and families.
e. Develop and implement sustainable, division-wide practices that align access with appropriate supports.

Office Responsible: Chief Academic

Alternative Pathways

Focus: Access to CTE & Academy Courses

Recommendation 4:

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. Evaluating the opportunity for unique scheduling to have access to electives and pathways of interest as well as meeting the ELD requirements

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

Discipline Disproportionality

Focus: Discipline Disproportionality & System Coherence in Student Conduct Practices

Recommendation 5:

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

Offices Responsible: Chief Equity & Chief Financial Services

Discipline Disproportionality

Focus: Discipline Disproportionality & System Coherence in Student Conduct Practices

Recommendation 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 & Chief Financial Services

Student Sense of Belonging

Focus: Equitable Access to Resources, Activities, & Communication

Recommendation 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 that includes designated sections for division-wide opportunities, student resources, & 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 & Engagement

Student Sense of Belonging

Focus: Equitable Access to Resources, Activities, & Communication

Recommendation 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 CXO establishing a standing committee of students, families, community, and staff from diverse groups to evaluate usability and accessibility.
b. Using quantitative and qualitative data to identify barriers and prioritize improvements.
c. Developing a centralized, user-friendly resource hub that includes student opportunities & family supports.
d. Improving search functionality and navigation structure to ensure key resources are easily discoverable.
e. Exploring and evaluating the implementation of a multilingual chatbot 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 & Engagement

Questions & Comments




thank you