The Minority Student Achievement Advisory Committee (MSAAC) is dedicated to partnering with Loudoun County Public School (LCPS), parents and the community to acknowledge and advocate for the needs of minority students. Minority students represent any group of people who, because of their physical or cultural characteristics, are singled out for unequal treatment. MSAAC is also dedicated to building a school system that is culturally and socially competent and positioned to provide fair and equitable learning experiences for all students.

The following concerns, priorities and recommendations are made by MSAAC on behalf of LCPS families and community members and represent the needs and concerns of our minority community. The requirements of LCPS students are based on Loudoun County Public School data, public comments presented at MSAAC General Membership meetings, MSAAC subcommittee reports, the annual MSAAC parent survey and related research. The priorities identified below are areas of ongoing concern and have been shared with the LCPS school board and administration.

**Concerns** – Areas of concern that necessitate monitoring and study to identify the prevalence of unmet needs of the minority community and design mechanisms to create an inclusive environment that better supports our diverse community:

1. Lack of cultural and social awareness and understanding among some educators and administrators which leads to unintentional negative impacts on diversity and student growth in LCPS classrooms.
2. Minority student opportunity gaps and achievement gaps.
3. Discipline disproportionality gap among minority students to include students with disabilities.
4. Unequal access to key academic, cultural and social resources to include teachers, AP programs, FUTURA, Academies of Loudoun, Gifted Education services, etc.
5. Recruitment, selection and hiring of Loudoun County Public School teachers. The minority representation of licensed educators in LCPS still does not match minority representation in the student population.

**Prioritized Solutions** – Most impactful ways to address unmet needs of the minority community:

1. Mandatory Bias Training – Require that all LCPS licensed and classified staff received unconscious bias and culturally responsive training.
2. Equity as an LCPS Goal: Improve school discipline policies to eliminate discipline disproportionality. Review and design policies that remove discriminatory practices, remove or reduce exclusionary practices, and account for the use of positive proactive behavior support practices. Ensure that all stakeholders are aware of given policies for desired improvements to be effective (Green et al., 2015)

3. One-to-One Technology - Allocate budgetary resources to ensure equitable student access to technology

4. Accessible Enrichment Opportunities – Revise the screening, referral, and identification policies and procedures related to LCPS enrichment programs like Gifted Education Services and Academies of Loudoun. MSAAC is specifically concerned about the lack of progress being made to achieve the gifted program goal focused on equitable representation of students.

5. Equitable Talent Acquisition Practices – Regulate hiring and selection practices across all Loudoun County Public Schools to ensure consistent and equitable hiring practices. MSAAC continues to be troubled by the fact that the minority representation of licensed educators in LCPS does not match minority representation in the student population.

References