



ROBBINSDALE
Area Schools

District Advisory Committee



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Land Acknowledgement

We acknowledge Robbinsdale Area Schools is located on the homelands of the Dakota and Ojibwe people.

We recognize the painful history of genocide and forced assimilation of the Indigenous inhabitants of this land.

We honor and respect the many Indigenous peoples who live on and hold sacred these lands, and we stand with members of these Nations to fight injustice in all of its forms.

We uphold the preservation of Dakota and Ojibwe languages, land based education, and tribal sovereignty.

OUR MISSION

Our mission is to inspire and educate all learners to develop their unique potential and positively contribute to their community.

Believe. Belong. Become.

Equity Policy

We commit to ensuring fairness, equity and inclusion as essential principles of our district, fully integrating those principles into all our governance, leadership, policies, programs, operations and practices.

ROBBINSDALE AREA SCHOOLS EQUITY POLICY

Adopted July 9, 2018

The mission of Robbinsdale Area Schools (RAS) is to inspire and educate all learners to develop their unique potential and positively contribute to their community: See All, Serve All, Support All! The Unified District Vision (UDV) and Board Core Values are embodied by the RAS Equity Definition.



Fulfilling the UDV Through Equity

In our work to fulfill the requirements of the World's Best Workforce and live up to our Unified District Vision (UDV), we embrace the following shared values, and adopt them as the framework for our collective efforts to prepare each student to develop their unique potential. We commit to ensuring fairness, equity and inclusion as essential principles of our district, fully integrating those principles into all our governance, leadership, policies, programs, operations and practices. We commit to providing a district-wide culture which:

- Holds high expectations of students and staff, through appreciation of varied teaching and learning styles.
- Allows for individualized and systemic personal development opportunities that support teachers and students.
- Intentionally utilize culturally relevant and responsive curricula, and pathways that widen access to educational opportunities and lifelong success.
- Identify, develop and apply best instructional practices that have demonstrably made a positive difference for students to reduce prevalent and persistent learning outcome gaps.
- Allocate the many financial, capital and human resources of RAS equitably.
- Facilitate equitable access to co-curricular and extra-curricular activities, social services, tutoring, and enrichment opportunities.
- Engage, and collaborate with our families, students, residents, communities, and stakeholders promoting their active involvement as an essential component of the district's responsibility for effective and equitable governance.

The Board has the expectation all district and school site decision makers, teachers, administrators, and other staff will be accountable for building a district-wide culture of equity. The Superintendent is charged to develop a plan with measurable accountability standards and procedures that can be reported transparently to the public.

The equity policy is the lens guiding existing and future policies which impact student learning and resource allocation. Our district's policy development process will utilize insights from the equity policy.

The Equity Policy of Robbinsdale Area Schools will be reviewed annually and approved by the Board.

RAS defines equity as setting the conditions, to the extent possible, to assure access and opportunity for ALL students, while eliminating gaps in performance based on race, socio-economic status, and language. Discriminatory policies and practices are not tolerated.

RAS is committed to the provision of a barrier-free learning environment. Graduating students ready for careers, skilled trades, and college is our priority. We will actively eliminate district policies, structure, and practices which perpetuate inequities and contribute to disproportionality in access and outcomes.

Recognition of the strengths within our staff and students is an essential core value. These strengths are related to factors such as: race; culture; ethnicity; language; national origin; socioeconomic status; gender; sexual orientation; age; ability; religion; and physical appearance.

To secure this vision, RAS will focus on the individual and unique needs of each student.

Our UDV has four goals:

1. Implement policies and practices that open pathways to academic excellence for all students.
2. Utilize culturally responsive teaching and personalized learning for all students;
3. Engage family and community members as partners;
4. Engage and empower students by amplifying student voice.



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(RE)DISCOVER RDALE

STRATEGIC PLAN

MISSION

The mission of Robbinsdale Area Schools is to inspire and educate all learners to develop their unique potential and positively contribute to their community.

DISTRICT VISION



Robbinsdale Area Schools is committed to ensuring **every student** graduates career, articulated skilled trades and college ready.



We believe each student has **limitless possibilities** and we strive to **ignite the potential** in every student.



We expect **high intellectual performance** from all our students.



We are committed to **ensuring an equitable and respectful educational experience** for every student, family and staff member.

STRATEGIC THEMES

District priority work and goals focused on strategic themes will help achieve our mission for each student.



Academic Achievement



Student Engagement and Wellness



Collaboration and Partnerships



Staff Investment and Impact

PRIORITY OUTCOMES GROUNDED IN EQUITY

- **Improve achievement** for students of color
- All students are **ready for school**
- **Every child** reading at or above grade-level
- Academic and social-emotional growth in **middle grades**
- **Student engagement** in school and learning
- Student **support** from families to learn and achieve
- Clear path and **readiness for career, college and life**

Believe. Belong. Become.



2024-25 PRIORITIES

STRATEGIC PLAN



Academic Achievement

- Enhance cultural relevance of curriculum for students
- Enhance an equitable learning system from early childhood to adults
- Deepen preparation for life, college and career



Student Engagement and Wellness

- Improve student-staff connection
- Strengthen practices around student, staff, and school safety



Collaboration and Partnerships

- Strengthen mutual communication and responsiveness with all stakeholders
- Expand equitable inclusion and influence of student, family, staff, and community voice



Staff Investment and Impact

- Cultivate the district culture to be inclusive, supportive, and welcoming
- Increase consistency and accountability for common district practices

Believe. Belong. Become.

Norms

- Keep an Open Mind
- Stay Engaged
- Speak Your Truth
- Feelings:
 - Validate
 - Affirm
 - Build
 - Bridge
- Stay Solution Focused
 - Avoid Shame and Blame
- Have Fun





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Agenda

- District Advisory Committee (DAC) purpose
- WBWF goals review
- Comprehensive Achievement and Civic Readiness
- Achievement and Integration Update
- Curriculum & Instruction Update
- Next meetings

District Advisory Committee Overview

Each school board must establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.

The district advisory committee must pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults.

District Advisory Committee Overview

The district advisory committee must provide feedback:

- Rigorous academic standards;
- Student achievement goals and measures;
- District assessments;
- Means to improve students' equitable access to effective and more diverse teachers;
- Strategies to ensure the curriculum is rigorous, accurate, anti racist, culturally sustaining, and reflects the diversity of the student population;
- Strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups;
- Program evaluations.



Comprehensive Achievement and Civic Readiness (WBWF)



World's Best Workforce



Public Hearing Presentation



Comprehensive Achievement and Civic Readiness

During the 2024 session, the Minnesota Legislature renamed WBWF to Comprehensive Achievement and Civic Readiness (CACR). This new name emphasizes dual roles for the goals set forth in district plans—supporting students with academic achievement within their pre-K through 12 experience as well as preparing them to be active members of their community after graduation. This change will take effect as of the 2024-25 school year strategic plans and Fall 2025 annual summary report.



Achievement and Integration Update

Beth Tepper and Tony Patterson



PURPOSE

The purpose of the *Achievement and Integration for Minnesota* program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

[Read Minnesota Statutes, section 124D.861.](#) [Read Minnesota Statutes, section 124D.862.](#)

Achievement and Integration Update

- Orange Shirt Day
- Tribal Nations Education Committee (TNEC) consultation
- Indigenous People's Day recognition
- Parent/Student affinity groups
- Dakota and Ojibwe Language tables
- District-wide Round Dance
- Black History month celebration



Curriculum & Instruction Update

Matt Pletcher



Curriculum & Instruction Update

- Implement a new foundational literacy program (Bridge2Read)
- K-5 Literacy Committee

Next Meetings

- WBWF public hearing November 4, 2024 6:00 p.m. during the School Board Business Meeting
- March 5, 2025 6:00 p.m.
- May 7, 2025 6:00 p.m.



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Thank You

