

Definitions from the Minnesota Department of Education (MDE):

Educational equity: The condition of justice, fairness, and inclusion in our systems of education so that all students have access to the opportunities to learn and develop to their fullest potentials. The pursuit of educational equity recognizes the historical conditions and barriers that have prevented opportunity and success in learning for students based on their races, incomes, and other social conditions. Eliminating those structural and institutional barriers to educational opportunities requires systemic change that allows for distribution of resources, information, and other support depending on the student’s situation to ensure an equitable outcome. Equity is different from equality. Equity is a principle that is based upon justness and fairness, while equality demands everyone be treated at the same level.

Resource equity: Is the allocation and use of resources (people, time, and money) to create student experiences that enable all children to reach empowering and rigorous learning outcomes—no matter their race or income. When we say “equitable,” we do not mean that all students reach the same mediocre level of learning. Instead, we must provide students the kind of experiences they will need to meet rigorous academic expectations and succeed in the fast-changing information- and technology-based world of the future. This means spending more on students who face greater learning challenges AND organizing all our resources in ways that accelerate learning.

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Equitable Access: When low-income students, students of color or American Indian students are educated by effective, experienced and in-field teachers at rates that are at least equal to the rates at which other students are educated by effective, experienced and in-field teachers. Equitable access requires all students have just, fair, and inclusive access to the educators who would best meet their needs.

Equitable Access Gap: The difference between the rate at which low-income students, students of color or American Indian students are educated by effective, experienced and in-field teachers and the rate at which other students are educated by effective, experienced, and in-field teachers. Ineffective teacher: a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.

Inexperienced Teacher: A licensed teacher who has been employed for three years or less.

Low-income Student: A student who qualifies for free or reduced-price lunch.

Student of Color or American Indian student: A student who belongs to a racial/ethnic group—excluding white—as defined under the federal Elementary and Secondary Education Act, as most recently authorized. Student of color refers to Asian, Black, Hispanic, Native Hawaiian/Pacific Islander, or two or more races. American Indians are the indigenous peoples of this continent and citizens of sovereign nations, an important difference from other people of color in the United States. They may have characteristics of persons of color or of ethnic or racial peoples, but American Indians' primary characteristic is political.

We will have equal opportunities for students.

Philosophy:

- Rock Ridge is committed to having students thrive and grow as unique individuals.
- Rock Ridge acknowledges, accepts, and embraces that our students and staff live in a **community** of adults and students.
- Rock Ridge is committed to creating a community that embraces a diversity of thought and action

Resources:

- Student diversity group
- Relationship building
- MSHSL: Together We Make a Difference
- Dr. Martin Luther King Day and Inclusivity Week (Jan. 16-20)
- Restorative circles, justice, practices
- Restorative justice and discipline
- Staff restorative conversations
- Mental health consultation
- Equity literacy
- Anonymous Reporting
- Anti-racism policies
- Positive Community Norms
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EXPLORING	EMERGING	SUSTAINING	EXTENDING
<ul style="list-style-type: none"> • Some students will have equal access and opportunities to all academic classes, including after school activities • Some students will thrive and grow as unique individuals • Some students and staff acknowledge, accept, and embrace that we live in a community of adults and students • Some students and staff create a community that embraces a diversity of thought and action 	<ul style="list-style-type: none"> • Most students will have equal access and opportunities to all academic classes, including after school activities • Most students will thrive and grow as unique individuals • Most students and staff acknowledge, accept, and embrace that we live in a community of adults and students • Most students and staff create a community that embraces a diversity of thought and action 	<ul style="list-style-type: none"> • All students will have equal access and opportunities to all academic classes, including after school activities • All students will thrive and grow as unique individuals. • All students and Staff acknowledges, accepts, and embraces that we live in a community of learners • All students and staff create a community that embraces a diversity of thought and action 	<ul style="list-style-type: none"> • Student access and opportunities to all academic classes, including after school activities, exceeds all expectations • Students thriving and growing as unique individuals exceeds all expectations • Students and staff acknowledging, accepting, and embracing that we live in a community of learners exceeds all expectations • Students and staff create a community that embraces diversity of thought and action which exceeds all expectations

Lagging indicators

Kids feel safe. Have pride. Parents and staff feel safe. Have pride. Students feel safe and be safe

Consistent celebration of diversity, school wide

Recognizing utilizing different staff. Intentional hiring and retention for diversity.

Tracking of complaints, grievances, etc. (End of year check) (Physical box). No behavioral issues related to diversity, Less discipline referrals

Curriculum multicultural. Intentional curriculum. Curriculum embedded with diversity. We have a desire to share culture. Respect for languages

Leading Indicator

Student attendance

Inclusive Classes

Tracking Discipline

Participation in athletics, activities

Hiring diverse staff

Consistently integrating activities and celebrations

Consistently bringing in speaker and staff development activities

Hiring specific individuals (teams) for equity

Embedding multicultural curriculum

Calendars with special events listed

Safe and anonymous reporting methods

Having a budget and following it

Our Students and Staff will have and demonstrate the skills to be respectful of individuals from other cultures and backgrounds

Philosophy:

- Rock Ridge acknowledges and appreciates we live in an increasingly diverse community.
- Rock Ridge believes we are stronger together.
- Rock Ridge believes we should appreciate and celebrate our differences and similarities.

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EXPLORING	EMERGING	SUSTAINING	EXTENDING
<ul style="list-style-type: none"> • Some students and Staff appreciate and celebrate our differences and similarities • Some students and staff will be culturally competent and appreciate we live in an increasingly diverse community • Some students and staff will believe and act that we are stronger together 	<ul style="list-style-type: none"> • Most students and Staff appreciate and celebrate our differences and similarities • Most students and staff will be culturally competent and appreciate we live in an increasingly diverse community • Most students and staff will believe and act that we are stronger together 	<ul style="list-style-type: none"> • All Students and Staff appreciate and celebrate our differences and similarities • All our students and staff will be culturally competent and appreciate we live in an increasingly diverse community • All our students and staff will believe and act that we are stronger together 	<ul style="list-style-type: none"> • Students and Staff appreciating and celebrating our differences and similarities will exceed expectations • Our students and staff who are culturally competent and appreciative that we live in an increasingly diverse community will exceed expectations • Our students and staff who believe and act that we are stronger together will exceed expectations

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