

# **Maureen's Top Ten**

## **Public Relations, Communications & Community Engagement Strategies**

**New Superintendent's Academy  
Dec. 2, 2015**

**Presented by:**  
**Maureen Wheeler, APR**  
**Public Communications Officer**  
**503-356-4360**





# 1

## **Your 90 day plan** **Listen • Observe • Learn**

**How well do you know your  
community?**







Bellingham  
Public Schools

...where *every* student learns

Bellingham School District New Superintendent  
Dr. Greg Baker's Plan of Entry:

*"Listening and Learning to Strengthen  
Relationships for Student Success"*

*Last Updated: July 14, 2010*

## **Plan of Entry**

### **Introduction**

The superintendent is responsible for fulfilling the mission of our district and schools – improving student learning. This role provides essential leadership to obtain and develop quality staff, secure and manage funds and facilities, and encourage and maintain communication between the schools and the public. The purpose of this entry plan is to provide a structure to support Dr. Greg Baker's transition as superintendent for Bellingham Public Schools as he listens to students, staff, families and the greater Bellingham community to:

- Build public trust and strengthen engagement in our schools;
- Update the needs, objectives and work priorities of the school district as outlined in the district's existing strategic plan to prepare all students for successful futures; and
- Identify the district's strengths, improvement opportunities and challenges.

The transition activities outlined in this plan are designed to help Dr. Baker accelerate the changeover by gathering critical information quickly about the needs of the children, staff and the school system and community; establish a strong community presence early; assess the district's strengths, challenges and opportunities for improvement; identify critical issues; correct weaknesses while honoring the work of the past; and create a community network of contacts and resources that will help advance the school system.

Special consideration has been given to include a diversity of stakeholders in this plan and voices that may not be heard through traditional forms of communication.

The stakeholders mentioned in this plan are in no way a comprehensive list of all community organizations. If a district stakeholder group was inadvertently omitted, please contact the Superintendent's office at 676-6501. We want to be inclusive.

It should be noted that the work of entry occurs simultaneously with the responsibility of leading and operating the district.

This entry plan has three distinct phases:

- Phase I: Pre-Entry
  - Spring 2010
- Phase II: Entry
  - July 1 – December 31, 2010
- Phase III: Development of Summary Report and Strategic Plan Updates
  - Fall 2010 – Winter 2011

### **Transition Goals**

1. Foster a smooth and successful transition of leadership.
2. Enact a structure for the superintendent to get to know all of the people involved in running the district, listen broadly and learn comprehensively about Bellingham Public Schools.
3. Ensure multiple perspectives and voices are heard and build strong relationships with stakeholder groups, including a foundation for connection and communication with parents.
4. Structure the transition to focus on building relationships in support of student achievement.
5. Learn the history and norms of the district, and their effect on how the organization functions now and may function in the future.
6. Review organizational structure, climate and key work priorities to ensure alignment of resources, efficiency and effectiveness in meeting the educational needs of all students.
7. Determine concerns/issues in regard to improving children's performance that need to be clearly examined and addressed.
8. Set clear expectations for the superintendent and others.
9. Use data and feedback gathered to update the district's strategic plan.
10. Formulate priorities and a plan to accomplish them.

### **Outcomes**

The expected results of implementing this entry plan shall include:

- A summary report of observations and key findings shared in 2011; and
- Updates to the district's Target Objectives, Measures of Progress and Work Priorities in the existing District Strategic Plan.

### **Structure**

The superintendent will engage in a purposeful effort to listen to the community and learn about Bellingham Public Schools. The following activities will be core components of the entry plan:

- School visits and meetings with school staff.
- Meetings, interviews and Listening Posts.
- Cultivation of a working relationship with the district's five labor associations and their leaders.
- Cultivation of relationships with a diversity of district families, business and community leaders.
- Cultivation of a working relationship with the School Board of Directors.
- Data analysis and document review.
- Communication with local media for reporting to the public.

### **A. First Day of School Welcome Activities, School and Classroom Visits**

On the first day of school, the superintendent will invite a diverse group of community leaders and elected officials to join in welcoming students at several schools.

Operating with the belief that spending time in schools and classrooms provides the foundation for learning about the district as well as relationship building, the superintendent will have visited every school by the end of September.

Dr. Baker will also set a goal to spend one half day or full day in each school prior to winter break in December. The principal and staff will create the agenda for the superintendent's day to allow Dr. Baker to experience their school as a learner and to provide the opportunity to visit every classroom to get to know staff and students. By December 17, 2010, the superintendent will have visited every classroom in the district.

### **B. Meetings and Interviews**

The superintendent will conduct a series of meetings and key informational interviews to hear from members of the community, policymakers and other stakeholders. During these meetings or interviews, Dr. Baker will listen for information from stakeholders about:

- *What should he know about our Bellingham community?*
- *What should he know about Bellingham schools?*
- *What is working well and should be sustained?*
- *What needs attention and could be improved?*

Meetings or informational interviews will include, but are not limited to the following:

#### **Educational Stakeholders**

##### ***Students***

- Superintendent's Student Advisory Council
- Student Alto and MECha Latino Leaders
- Student Leadership classes
- Recent graduates
- High school drop outs

##### ***Parents***

- Parent Advisory Council to the Superintendent, PTA leaders, Booster Club Leaders
- GRADS program advisory group
- Title I School Improvement Parent Advisory Group
- English Language Learner (ELL) parent groups
- Home visits, including Sterling Meadows community conference center
- Private and home school connections



### ***Staff***

Conduct meetings/interviews with administrators and staff with additional questions for organizational analysis:

*What do we need to start, stop and continue doing?*

*What support is needed for success?*

- School classified and certificated staff, including start-of-school meetings with secretaries and departmental in-services with food services, maintenance and transportation, and during classified professional development on state waiver days
- Collective bargaining/labor management groups: Bellingham Administrators' Organization (BAO), Bellingham Association of School Employees (BASE), Bellingham Education Association (BEA), Service Employees International Union Local 925 (SEIU) and Teamsters Local Union 231
- Central office staff
- Principals and Superintendent's Leadership Team

### ***Educational Partners***

- Higher education officials from Western Washington University and Woodring College of Education, Northwest Indian College, Whatcom Community College and Bellingham Technical College
- Whatcom County Superintendent's Group and local superintendents, including Northwest Educational Service District (ESD) 189
- Lummi Nation K-12 schools director and tribal leaders
- Career and Technical Education Advisory Group
- Homeport and Discovery, alternative learning programs
- Early childhood and Headstart
- Whatcom County Retired Educators Association

### **Community Stakeholders**

#### ***Local Government***

- Mayor, County Executive and other elected officials
- Chiefs of public safety organizations and local emergency response leaders
- Legislative contacts and League of Education Voters
- Bellingham Public Library director

#### ***Business***

- Bellingham Chamber of Commerce, Northwest Economic Development Council and technology Alliance Group
- Northwest Washington Hispanic Chamber of Commerce
- Whatcom County Realtors Association
- Farm to School Advisory Group and School Garden Collective

- Science, Technology, Engineering and Math (STEM) leaders from Alcoa, ConocoPhillips, BP Cherry Point, SPIE
- PeaceHealth Hospital and local health/mental health professionals

#### ***Nonprofit and Local Partners***

- Bellingham Public School Foundation, Dollars for Scholars and Whatcom Community Foundation
- Whatcom Hispanic Organization, Whatcom County Human Rights Task Force, community chapter of the National Association for the Advancement of Colored People (NAACP), Latino/a Educational Achievement Project (LEAP)
- F.A.C.E.S. Northwest Board of Directors (runs a summer school program for children with autism), Arc of Whatcom County (includes Parent Coalition and Down Syndrome Outreach Groups), Special Olympics Washington, Max Higbee Center and Division of Developmental Disabilities (DDD)
- Bellingham service organizations such as Rotary, Kiwanis, Lions Club, Operation School Bell, Soroptimists, City Club (Will attend a meeting or be a guest speaker, and will join a local service organization after getting acquainted with the community.)
- Nonprofit community organizations that support district families such as Opportunity Council, Northwest Youth Services, Big Brothers Big Sisters of Whatcom County, Boys & Girls Club, Communities in Schools, Brigid Collins, YMCA, YWCA, Catholic Community Services, Whatcom Volunteer Center
- Arts and music leaders such as representatives from Whatcom Museum of History & Arts, Children's Museum, Allied Arts, Mayor's Bellingham Arts Commission, Whatcom Symphony, Northsound Youth Symphony, Mount Baker Theatre, Bellingham Children's Theatre and Theatre Guild
- Religious leaders
- Bellingham Neighborhood Association leaders/Mayor's Neighborhood Advisory Commission (MNAC)

#### **C. Fitness Fridays, Listening Posts and Customer Satisfaction**

Dr. Baker will share his passion for running and wellness by encouraging students, staff, parents and community members to join him for a before-school morning jog through local neighborhoods on "Fitness Fridays" beginning Sept. 17, 2010 through Oct. 29, 2010. Runners and walkers will have an opportunity to visit afterwards with the superintendent over a healthy morning snack at a neighborhood school.

The superintendent will also convene some Listening Posts this fall for interested community members to have "Coffee and Conversation with the Superintendent." The purpose of the Listening Posts will be to provide an opportunity for parents, community members, students, staff and other interested parties who have not been part of other interviews to provide input, ideas and their perspective about Bellingham Public Schools to the superintendent.

In addition, the district will reassess community perceptions and priorities in summer 2010 by conducting a Customer Awareness and Satisfaction Survey.

#### **D. Data Analysis and Document Review**

The superintendent, working with the Central Administrative Team and Leadership Team, will conduct an analysis of performance indicators and examine a wide variety of data sources, particularly student achievement data, to discern trends, patterns, areas of accomplishment and opportunities for improvement. Student outcomes on standardized tests, value-added data, dropout and graduation rates, staff and student attendance rates, truancy and discipline data, Advanced Placement (AP) course enrollment and passing rates, SAT and ACT scores, college-bound rates, and other relevant indicators will be disaggregated by program, ethnicity and geography, and carefully studied.

Dr. Baker will review all critical documents, the district's organizational chart, employee handbooks, policy and procedure manuals, district and school strategic plans, and all commissioned studies by outside agencies.

Additionally, operating and capital improvement budgets will be closely assessed from the lens of effectiveness and efficiency, along with their alignment to the educational goals of the district and the needs of the children we serve. The current budget development process will be evaluated, as well as how the district is meeting its goals and the service expectations of our community.

Written reports and presentations about Bellingham's use of resources, personnel, organization, leadership and/or academic outcomes will be carefully studied.

#### **E. Board Relations**

Dr. Baker will meet individually with the School Board of Directors to develop a strong working relationship. He will also meet with the School Board in a retreat format in summer 2010 for the purposes of Board professional development, visioning and planning.

#### **F. Media Relations: Communicating with and through the media to ensure public understanding of, and involvement in, the mission of the schools**

The superintendent will engage local media to introduce himself and to deepen his understanding of issues important to the Bellingham community.

The superintendent will seek to better understand both the internal and external communications opportunities in Bellingham.

#### **Conclusion**

This Plan of Entry will afford the superintendent the opportunity to listen, observe and learn from a variety of community members while gaining an understanding of the local context of the city and the school system. The entry plan will serve to help the superintendent begin to formulate ideas and frame strategies to improve our school system so that we increase student achievement for all students while simultaneously closing the achievement gap and ensuring success for every child.

The entry plan culminates with the development and presentation of a Summary Report in 2011, outlining the superintendent's findings, observations and next steps.

Many of the ideas from this plan came from others, in particular: *“Entry: How to Begin a Leadership Position Successfully,”* by Barry Jentz and Joan Wofford; *“Entry: The Hiring, Start Up and Supervision of Administrators,”* by Barry Jentz, Dan Sheever, Jr., Stephen Fisher, Meredith Howe Jones, Paul Kelleher, and Joan Wofford; *“So Now You’re the Superintendent!”* by John Eller and Howard Carlson; and Dr. Alan Ingram’s *Superintendent’s Plan of Entry for Springfield (Mass.) Public Schools*.

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# **Communication Planning**

**R – A – C – E**





**ISSUE:**

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# 3

**Communication &  
Community Engagement is  
everyone's job in your  
school district.**





**4**

**Weekly e-communications  
to your staff & School  
Board**





# Jeff's Monday Memo November 30, 2015

## Jeff's Monday Memo

Mon 11/30/2015 8:08 AM

Dear Beaverton Colleagues,

I hope you had a wonderful Thanksgiving weekend. I had a blast just being with my family for several days in a row. My kids and I played in the snow, ice skated, had a few board-game battles and ate meals together. It was awesome! Despite having several days away from work, I understand that Thanksgiving can also be hectic and stressful. I imagine that many, if not most, felt like last night you were in need of one more day of rest.

In my head I segment the year into blocks of time. Each chunk brings with it nuance and specific emotional or behavior patterns. The weeks between Thanksgiving and the Winter Holidays are no different. The word 'busy' does not do the time justice. Everything will be amplified . . . anticipation and jubilation as will be anxiety and tension. Traffic on the roads and in stores increases ten-fold and everyone will feel and act rushed.

In my mind, this is a joyous time of year. However, I know we will feel the pressure of wanting to complete tasks before the end of the year (sequencing of curriculum, classroom projects, having our buildings ready for winter maintenance, etc.). Many students will be anxious and excited for an extended holiday break and others, due to very challenging home environments, will dread the time away from the structure of school.

I don't have any words of wisdom other than to take a deep breath, rely on one another and lead on. This is a time when we are needed by our students and community to be strong and caring.

### News You Can Use

#### **REMINDER: BSD Transitions to New Online Application System**

Effective January 4, 2016, the District will replace the EdZapp application system with AppliTrack. If you have applied to the District via EdZapp and wish to maintain a copy, download or print your application by Friday, December 18, 2015, as your information will no longer be available after that time.

#### **High School Boundary Committee Meets this Thursday**

The committee will meet again this Thursday to continue their work on realigning the high school boundaries. One thing is certain, it will be a very challenging task. We are receiving a lot of public comment and welcome yours as well.

You can stay engaged here: [High School Boundary Adjustment Process](#)

### A Peek Into My Week

- Attended Senator Merkley's Town Hall meeting at Beaverton High School
- Helped Beaverton Rotary deliver Books 4 Kids at Aloha-Huber K-8

To view my pictures and comments, click on this link [Jeff's Tweets](#) or follow me at [@JeffRoseSupt.](#)

### Pillar of Learning Feature Story

**WE Expect Excellence: Cross-Curricular Learning Project**

You never know where the inspiration for a lesson will come from. For Physics Teacher on Special Assignment (TOSA) Bradford Hill, it came when he watched a PSA during the Signal to Noise film festival about texting while driving. Why not have students do a unit on motion surrounding texting while driving? Better yet, why not get health teachers on board to do a unit that connects to the same topic? [Read more...](#)

Have a great week!

Be well,

Jeff

District Goal: All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

# Weekly Update

jeff rose

Sun 11/29/2015 6:32 PM

To: Anne Bryan <Anne\_Bryan@beaverton.k12.or.us>; barbara evans <Barbara\_Evans@beaverton.k12.or.us>; brenda lewis <Brenda\_Lewis@beaverton.k12.or.us>; carl mead <Carl\_Mead@beaverton.k12.or.us>; claire hertz <Claire\_Hertz@beaverton.k12.or.us>; danielle sheldrake <Danielle\_Sheldrake@beaverton.k12.or.us>; Donna Tyner <Donna\_Tyner@beaverton.k12.or.us>; jon bridges <Jon\_Bridges@beaverton.k12.or.us>; leeann larsen <LeeAnn\_Larsen@beaverton.k12.or.us>; linda degman <Linda\_Degman@beaverton.k12.or.us>; mary hawkins <Mary\_Hawkins@beaverton.k12.or.us>; matthew casteel <Matthew\_Casteel@beaverton.k12.or.us>; maureen wheeler <Maureen\_Wheeler@beaverton.k12.or.us>; robin kobrowski <Robin\_Kobrowski@beaverton.k12.or.us>; ron porterfield <Ron\_Porterfield@beaverton.k12.or.us>; steven langford <Steven\_Langford@beaverton.k12.or.us>; sue robertson <Sue\_Robertson@beaverton.k12.or.us>; Susan Greenberg <Susan\_Greenberg@beaverton.k12.or.us>; carolyn miller <Carolyn\_Miller@beaverton.k12.or.us>; ginny hansmann <Ginny\_Hansmann@beaverton.k12.or.us>; mike chamberlain <Mike\_Chamberlain@beaverton.k12.or.us>; richard steinbrugge <Richard\_Steinbrugge@beaverton.k12.or.us>; Eric Simpson <Eric\_Simpson@beaverton.k12.or.us>; Becky Tymchuk <Becky\_Tymchuk@beaverton.k12.or.us>; nicole will <Nicole\_Will@beaverton.k12.or.us>;

Dear Board Members,

I hope you had a great holiday. My family and I packed a house in Sunriver Oregon, a yearly tradition. We had a lot of fun, and made it back today safely and of course exhausted. I am sure you can relate. As wonderful Thanksgiving weekend is, it can be tiring as well. Still, I would not ask for anything different.

As you know, last Monday we had the honor of hosting a general town hall for Senator Jeff Merkley and Congresswoman Suzanne Bonamici at Beaverton High School. Principal Anne Erwin and her staff were very accommodating including clearing out and setting up the cafeteria for the main event that had in excess of 250 community members attending. This was a great way for us to showcase our schools in action. Thank you to Board Members Anne Bryan, Donna Tyner and Susan Greenberg for attending the pre-session meet & greet as well as the town hall.

**Here is a look at some of my activities during the past week:**

- Met with my Cabinet
- Attended OLN meeting (Oregon Leadership Network) BSD team meeting
- Attended Senator Merkley's Town Hall meeting at Beaverton High School
- Helped pass out books with Beaverton Rotary Members as part of their Books 4 Kids program

## Upcoming Events

Tuesday, December 1, 2015, 8:00 a.m. - Planning Sub Committee meeting, Jeff's Office

Tuesday, December 8, 2015, 7:30 a.m. - Legislative Breakfast, Conf Rooms 1, 2 & 3

Monday, December 14, 2015 6:30 p.m. - School Board Meeting, Conf Rooms 1, 2 & 3



**Reauthorization of ESEA nears vote**

Last week, Congress took a major step forward toward the reauthorization of the Elementary & Secondary Education Act (ESEA) (or NCLB). A bicameral and bipartisan agreement was reached and approved by a Joint Conference Committee (that included our own Congresswoman Suzanne Bonamici) by a vote of 39-1.

We are still digesting the content of the measure and working with our national association to figure out what it means for states and individual school districts. The full bill is expected to get final floor votes in the House and Senate in the first couple weeks of December.

Here is a good link to get the basics of the bill known as Every Student Succeeds Act:

[http://blogs.edweek.org/edweek/campaign-k-12/2015/11/accountability\\_and\\_the\\_esea\\_re.html](http://blogs.edweek.org/edweek/campaign-k-12/2015/11/accountability_and_the_esea_re.html)

**Media Notes**

**Oregonian:** overcrowding, projected enrollment

**Beaverton Valley Times:** overcrowding, holiday giving back stories

Be well,  
Jeff

Jeff Rose, Ed.D.  
Superintendent  
Beaverton School District

Follow me on Twitter: [twitter.com/JeffRoseSupt](https://twitter.com/JeffRoseSupt)

Follow us on Facebook: [facebook.com/BeavertonSchoolDistrict](https://facebook.com/BeavertonSchoolDistrict)

District Goal for 2010-2015: All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.



# 5

## **Develop a Key Communicator Network**



Instruction: Use this document as a self-reflective tool on your leadership practice as you create and maintain an inclusive learning environment. This is not a teacher evaluation tool.

**District Goal:**

All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

**College & Career Readiness (CCR) Framework Strategy #1:**

Supportive, inclusive learning environments ensure each and every student, regardless of background, experiences success.

Main Entrance & Office			
Description		Strengths/Evidence	Needs
Signs and posters are visibly posted to assist all visitors and students and are in the languages that reflect the language diversity of the school.			
The district & school's non-discrimination and anti-harassment policies are visibly posted, including the procedures for reporting.			
Information to request an interpreter is visibly posted in languages that reflect the school community.			
Information about community resources to support students and families of all backgrounds is visibly posted and available.			
Student work is displayed and reflective of the diversity represented in the school.			
Staff greets and acknowledges all visitors and students with a welcoming and affirming disposition.			
Conversations in a variety of languages are encouraged and affirmed.			

Main Entrance & Office				
Description		Strengths/Evidence	Needs	Next Steps
M.O.	Behav.	Request for an interpreter is acknowledged and processed with a welcoming and affirming disposition.		
Classroom				
Classroom	Environment	Classroom posters and bulletin boards represent the diversity of the classroom (e.g. race, language, religion, gender, sexual orientation, gender identity, etc.). The district & school's non-discrimination and anti-harassment policies are visibly posted, including the procedures for reporting.		
		Student work is displayed and reflective of the diversity represented in the school.		
Behaviors		Teachers welcome students by name as they enter the classroom.		
		Teachers communicate learning targets in student-friendly language.		
		Student demographics in various courses are reflective of overall student population (AP/IB, RTI, intervention, extension, etc.).		
		Teachers use multiple strategies to ensure all students have opportunities to answer and ask questions, as well as to engage in discussions.		
		Teachers embed community and team building activities into instruction to promote connection and support learning.		

Classroom			
Description	Strengths/Evidence	Needs	Next Steps
Teachers use cooperative learning structures across differences (e.g. language, race, culture, gender, etc.).			
Teachers use students' native language, cultural and prior knowledge & experiences as a bridge for students to access content.			
Teachers utilize materials and curriculum that acknowledge and affirm the legitimacy of student's cultural heritage and background (e.g. language, history, tradition, etc.).			
Teachers use students' real life experiences to connect school learning to their lives.			
Teachers affirm and encourage use of students' native language in the classroom that supports learning.			
Teachers provide specific and timely feedback that promotes improved learning to all students.			
Teachers utilize multiple approaches to monitor and assess student's learning.			
Teachers use multiple instructional strategies (e.g. SIOP, RTI, differentiation, culturally responsive pedagogy, etc.) to promote the learning of all students.			

## Classroom

### Behaviors

## Classroom

### Description

### Strengths/Evidence

### Needs

### Next Steps

Teachers use cooperative learning structures across differences (e.g. language, race, culture, gender, etc.).

Teachers use students' native language, cultural and prior knowledge & experiences as a bridge for students to access content.

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Teachers use students' real life experiences to connect school learning to their lives.

Teachers affirm and encourage use of students' native language in the classroom that supports learning.

Teachers provide specific and timely feedback that promotes improved learning to all students.

Teachers utilize multiple approaches to monitor and assess student's learning.

Teachers use multiple instructional strategies (e.g. SIOP, RTI, differentiation, culturally responsive pedagogy, etc.) to promote the learning of all students.

Throughout the Building			
Throughout the Building	Description	Throughout the Building	
		Strengths /Evidence	Needs
Environment	Cafeteria: Foods that are appropriate for all cultural groups are served and appreciated.		Next Steps
	Media Center: Books and materials are reflective of student population (e.g. language, race, religion, gender, sexual orientation, gender identity, etc.).		
	The district & school's non-discrimination and anti-harassment policies are visibly posted, including the procedures for reporting.		
	Student work is displayed and reflective of the diversity represented in the school.		
	(Secondary Only) A safe space for students who may experience non-inclusion is readily available (e.g. Gay Straight Alliance, "safe space," culturally-themed student clubs, etc.).		
	Students and adults encourage and affirm the use of students' native languages throughout the building.		
	Volunteers and visitors are reflective of student population.		
	School holiday celebrations, rituals, and routines are reflective and supportive of the diversity of student population.		

Throughout the Building			
Description	Strengths/Evidence	Needs	Next Steps
School-wide activities (e.g. assemblies, conferences) and extra curricular activities (e.g. clubs, athletics) are reflective of the diversity of student population.			
Policies and practices are in place to promote and sustain an inclusive and welcoming environment at all levels (e.g. membership of student leadership & Site Council, etc.)			
Student presence in all aspects of the school (e.g. hallway during class time, ISS room, extra curricular activities, TAG, etc.) reflects the overall student population.			
Student attires and self-expressions reflect the diversity of the students and are affirmed.			
Students and staff use inclusive and respectful language that affirms students' background (e.g. race, language, religion, gender, sexual orientation, gender identity, etc.).			
Staff promotes use of respectful and inclusive language through modeling, interrupting and intervening in response to non-respectful and exclusionary language.			

Sources:

Beaverton Minority Educator Community. (2011). Inclusive learning environment. Coalition of Essential Schools. Culturally responsive pedagogy.

Gay, G. (2010). *Culturally responsive teaching: Theory, research and practice, Second edition*.

Lindsay, R., Roberts, L., & Campbell-Jones, F. (2005). *The culturally proficient school: An implementation guide for school leaders*.

Montgomery County Public Schools. A resource for equitable classroom practices 2010.1/30/12

