PCM Comprehensive Equity Plan

About Our School & Community

At Pullman Community Montessori (PCM) we believe ALL students deserve the opportunity to have the education that works best for them! PCM's K-9th grade program offers whole-child education personalized to students' needs that prepares them, through rigorous academics, a robust social emotional program, and career and life skill development.

The Mission: PCM endeavors to prepare all students to reach their full potential for future success in high school, college, career, and life, using the rich resources of our community.

The Vision: PCM seeks to serve as an instrument of change, helping to progress our education system to better meet the needs of students, families, and educators.

Our 6 Pillars; *Cultivating collaborative leaders, Respecting the child, Self-empowered lifelong learners, Our place, our Community, Families as partners, and Teachers as leaders and change makers*; serve as our foundation for maintaining our environment and community. PCM's core values, We are LEADERS, serves as a blueprint of actions to create and reinforce the habits and language that support an environment of diversity, equity, and inclusion, where differences are valued and accountability, integrity, character, and a growth mindset are fostered. Our expectations that all participants of PCM's community—students, teachers, staff, and parents—uphold and support our core values, display our high standards for all and our intent to expand community beyond our classroom walls.

What defines a PCM graduate:

- **Creative Expression:** Graduates of PCM are creative individuals who are well-versed in creation and presentation of artistic forms. These individuals can build, make, and code as well as draw and perform. By design, skills learned through Creative Expression are applied across the Impact Projects.
- **Health and Wellness:** Graduates of PCM understand that healthy living includes diet choices, physical activity, and awareness of mental health. Through personal actions, leadership, and projects, graduates will support the health and wellness of themselves and the surrounding community. Smart and safe technology use is embedded through an understanding of neuroscience and mental health.
- **Life and Career Skills:** Graduates of PCM possess a strong base in life skills and have begun to build base skills that will make them successful in any career field. Career exploration has begun and students have field tested some of their interests through community shadowing.
- **Character and Leadership:** Graduates of PCM will demonstrate leadership and self-awareness habits to gain personal and professional success as well as positive impact in the world. These students will be self-aware life-long learners who can actively collaborate and communicate to effectively make an impact.

- **Mathematical Thinking and Analysis:** Core proficiency in both the content and skills involved in mathematics will be mastered by PCM graduates. These students will see how mathematics can be applied through real-world projects, act as a lens to understand the world, and transfer into a set of critical skills.
- **Scientific Literacy:** Graduates of PCM understand that science is a process through which we can understand the complexity of the world. They will be well-versed in basic science principles and constructs so as to critically analyze and understand the world around them.
- **Effective Communication:** Graduates of PCM can articulate themselves through written and verbal communication, speak coherently in a non-native language, build solid arguments from evidence, and discern the difference between fact and opinion.
- **Civic Purpose, Impact, and Agency:** Graduates of PCM understand how culture impacts community through history, economics, geography, and place. As developing young adults they will be well-versed in concepts of finance, equity, conflict, and resolution. Students at PCM understand the ecology, culture, and economy of our place and how to be engaged in our community, knowing that they have agency to give back and make a positive impact.
- **Cultural Competence:** Graduates of PCM will be knowledgeable of multiple cultures, develop empathy to collaborate with identities and cultures both locally and globally.

Category	Student %	
	PSD	PCM
Disaggregated by race		
White	69	60
Hispanic/Latino	11	13
Asian	9	11
Two or more races	7	10
Black/African American	3	5
Disaggregated by at-risk category		
Low income	34	40
Students with disabilities	14	19
Students with 504's	6	8
ELL's	6	8

Our community, Pullman, is the largest city in rural Whitman County, Washington, with a population of 32.4K; 37.5% of residents are estimated to be living below the poverty line (greater than both the state and national average). Pullman School District (PSD), the only public option, serves nearly 3,000 students. The student population distributions outlined in the table can be reasonably predicted for PCM in contrast with PSD. While our demographics will be similar, we anticipate our "at-risk" demographics will be somewhat higher, particularly in ethnic diversity, compared to PSD.

Commitment to Equity

Grounding Statement

PCM will created and maintain an environment of diversity, equity, and inclusion, where differences are valued and accountability, integrity, character, and a growth mindset are fostered. In this commitment PCM will be an anti-biased, anti-racist organization that works to actively dismantle systematic biases and racism by reducing disadvantage in the school system. All members of PCM should be valued, represented, and feel that they have equitable opportunities and support to achieve their potential.

System-wide Commitment to Equity

Knowing that a peaceful community is only possible when we work together to dismantle systems that traditionally oppress child health, development, and education, PCM is committed to understanding that Pullman and the Montessori method were created in a culture that centers and prioritizes the needs and experiences of people with white skin. By understanding this history and the ways in which it limits every child's potential, PCM will make decisions and take action, in ways that validate, protect, honor, and celebrate the experiences and voices of minoritized individuals and nondominant cultures. By using the tools of equity and compassion, we can advance our purpose in supporting social change, justice, and equality for all students, families, and educators.

Adults in the PCM school community, including Guides, Instructional Assistants, Specialized Staff, Volunteers, Contracted Support, Support Staff, Administrators, Parents/Guardians, and Board of Trustees members ensure access to an equitable education for all races, religion, age, assigned sex at birth, gender expression, gender identity, sexual orientation, ethnicity, national origin, abilities, disabilities, the terms of an individualized education program, income level, language proficiency, and neurodiversity.

The Montessori prepared environment is composed of trained adults, children, and the physical environment with materials. Students learn daily through constructive experiences in this mindfully prepared environment. The environment is continuously examined through an equity lens. Barriers are removed in order for students to manifest their unique potential and contribute to a global peaceful society.

Equity in the prepared environment creates a space in which each student feels safe, seen, heard, represented, understood, and worthy. Through this process, we strive to remove institutional barriers, policies, and procedures to disrupt predictable student outcomes based on race, religion, age, assigned sex at birth, gender expression, gender identity, sexual orientation, ethnicity, national origin, abilities, disabilities, the terms of an individualized education program, income level, language proficiency, neurodiversity, and all other distinguishing characteristics in order to become an antiracist community. To achieve equity, PCM student success is not predicted or predetermined by their perceived or actual status – or the perceived or actual status of other persons with whom the student is associated.

Equity in education is about inclusiveness and social justice and not to be used interchangeably with principles of equality. The principle of educational equity goes beyond formal equality where all students are treated the same. Instead, educational equity is achieved by acknowledging that systemic institutional policies and practices can act as barriers to success. The next step is to identify, examine, and remove these barriers to create concrete conditions that will lead to access and opportunity for every student. Educational equity creates the environment to maximize the quality of the educational experiences and outcomes for each student and among historically minoritized groups of students. Equity strategies are intentional, systemic, funded, and focused on the core of the teaching and learning process.

Antiracist Leadership			
Initiative	**Roles Responsible**	**Timeline**	**Resources**
Policy and procedure annual review with a culturally competent, racial equity toolkit.	*School Board School Leader Leadership Team*	*March 2021*	*PSESD Racial Equity Toolkit* WSSDA *Model Policies Designing for Racial Equity*
Maintain a weighted enrollment preference (FRLP) and maintain an inclusive marketing campaign that reaches economically disadvantaged groups and other high-risk subgroups in Pullman and surrounding local areas (Colfax, Palouse)	*School Board School Leader*	*Aug 2021*	
Employment of the updated EER (Essential Elements of Montessori in the Public Sector)	*School Board School Leader Leadership Team*	*Annually*	EER
Identify and secure a DEI contractor to provide ongoing professional development to the board of trustees and school staff	School Leader Leadership Team	August 2021	In negotiations with Luna Jiminez Institute for Social Transformation with reflection support by LaTysa Flowers.
Participate in NCMPS TIE IN	*Administrative Team*	Winter 2023	Application
Establish a transportation system	*School Leader*	Aug 2021	
Culturally Humble and Inclusive Instructional Practices			
Initiative	**Roles Responsible**	**Timeline**	**Resources**
DEI and Cultural Humility Trainings			Predicted: ljist supported by LaTysa and Jill Stansbury
Montessori curriculum applied through a lens of decolonization, cultural humility, and ant-bias, anti-racism.			Learning for Justice Framework and resources Suggested by ljist as well
Accessible Materials			National Center on Accessible Educational Materials
Human Resources			
Initiative	**Roles Responsible**	**Timeline**	**Resources**
Collect and analyze qualitative and quantitative data	Administrative Team Leadership Team		Public Sector Jobs: Steps for Advancing Racial Equity

PULLMAN COMMUNITY MONTESSORI **PUBLIC FREE K-9**

Community Collaboration			
Initiative	**Roles Responsible**	**Timeline**	**Resources**
Create and maintain a diverse Asset Map for connection	School Board School Leader Leadership Team	December 2022	TSS Place-Network
Bring in community experts and representation to add authentic voice and expand understanding of 'place'	*Administrative Team Leadership Team*	Ongoing	*TELSO*, *Learning for Justice*
Create learning resources to ensure students leave with a basic understanding of the history of the Palouse region and of the native peoples who historically and currently reside in and around Pullman.	Leadership Team		WSU Tribal Relations
Parent and Family Engagement			
Initiative	**Roles Responsible**	**Timeline**	**Resources**
Create and maintain three core Councils at minimum	Administrative Team	November 2022	Charter
Conduct a robust family survey at least once per year to evaluate school performance	Administrative Team	Annually	
Communications			
Initiative	**Roles Responsible**	**Timeline**	**Resources**
Language Access	Administrative Team Office Team	Ongoing	(expand options by December 2022)
Anti-tokenism	Administrative Team	Ongoing	TELSO, Learning for Justice
Funding			
Initiative	**Roles Responsible**	**Timeline**	**Resources**
General Fund	School Leader	Ongoing	

Date of School Board Approval: Board Chair Signature   School Leader Signature

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