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| **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.   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 we anticipate our demographics will be similar, we anticipate our “at-risk” demographics will be somewhat higher, particularly in ethnic diversity, compared to PSD. The third column of the table shows our current 2022-23 student demographics.  Pullman does not have a single non-English language that is exceptionally higher than another. The top three languages spoken in Pullman following English are Arabic, Mandarin, and Spanish. In 2022-23, the top three languages spoken by PCM students and families outside of English are Spanish, Mandarin, and Japanese. Languages spoken by PCM staff include English and Spanish. |
| **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.  **Community, Family, and Student Input Process**  PCM students and families are surveyed in the fall and spring to garner feedback on multiple areas including sense of belonging, whether they fell heard or have a voice, their feeling of representation and inclusion, and feeling of safety. This information helps to inform this plan and PCM’s annual goals. More explicit to this plan, Community Advisory, Student Advisory, and Specialized Support Councils will be asked to review and solicit feedback on this plan each spring to ensure constant reflection and community voice.  **Our Unique Community Considerations**  Pullman is home to the two largest employers in the area: Washington State University (WSU) and Schweitzer Engineering  Laboratories. These two employers have created consistent growth in our community. They also contribute to our increased socioeconomic and racial diversity compared to Eastern Washington towns of similar size and rural location. Demographically, the percentage of the population identifying as White has slowly but continually decreased from 80.5% in 2010 to 73.1% in 2017. The demographic distribution of Pullman’s other populations are; Hispanic/Latino: 6.7%, Asian: 11.4%, two or more races: 5.5%, Black/African American: 2.7%, and American Indian/Alaskan Native and Native Hawaiian/other Pacific Islander reflecting less than 1% according to 2017 census data. The presence of WSU, Washington’s land grant university, results in a higher proportion of residents identifying as foreign (14.57%) or non-citizens (10.72%) compared to other local rural towns in the region. Being home to WSU also leads to a loss of approximately 18K of Pullman’s population during the summer  months as a result of the transient nature of the undergraduate student population. The median household income is approximately $30,548 with an estimated 37.5% of the population living below the poverty line. The proportion of residents living in poverty in Whitman county is above both the state average of 12.2% and national average of 14.6%, even if a more conservative poverty estimate is used after accounting for Pullman’s high university student population. A 2016 Whitman county poverty survey, conducted by the League of Women Voters of Pullman, revealed children aged 18 or younger accounted for 30% of food pantry users. The percentage of residents in poverty, and the proportion that are children, increases in other rural towns surrounding Pullman. The effects of COVID, while not fully realized, have certainly increased these numbers.  The presence of the WSU, the proximity to Moscow, another university town, and the variety of employment options in Pullman results in a diverse menu of opportunities for students to engage in. These opportunities are exceptionally diverse for a rural town of our size. With proximity to these diverse community educational and environmental resources, PCM is strongly positioned to meet our mission and offer unique opportunities to area students. Strategically utilizing our relationship with the community, community-based organizations, and local land grant universities will allow us to achieve our vision.  **Opportunity Gaps Specific to Our Community**  While Pullman School District is a relatively well performing school when assessed using traditional metrics, gaps persist within at-risk populations. Additionally, college and career performance statistics suggest traditional metrics are not sufficient to accurately predict sufficient college and career preparations and life skills development. When data is disaggregated by race and category, concerning patterns are identifiable. From early grades, outcome gaps persist between our anticipated student population and their peers. Of English-language learners (ELLs), only 32.6%, 44.1%, and 37.5% demonstrated proficiency in English Language Arts (ELA) (E), math (M), and science (S), respectively, compared with their non-ELL peers (E-76%, M-63.2%, and S-73.6%). Students with disabilities are not adequately supported (E-19.2%, M-9.3%, S-21.9%) as compared to their non-disabled peers (E-81.9%, M-69.3%, S-78.3%). Low-income students meet standard (E-53.7%, M-39.1%, and S-53.6%) at lower rates than non-low-income peers (E-84.1%, M-73.1%, and S-80.1%). Racial gaps also persist, with Black/African American students meeting standards (E-48.8%, M-25.6%, and S-50.0%) at lower rates compared with their White peers (E-77.3%, M-63.6%, and S-76.1%). Similar standards and disparities exist for Hispanic/Latino students. Following surveying of the community’s interest in an alternative public option, comments reverberated demand for: multicultural education; behavioral support for students requiring more strategies; music and drama in rural schools; opportunities for middle school students to learn vocational and home/life skills; and more targeted support for at-risk students, particularly those who have disabilities or are on 504 plans. Concern for adequate academic rigor for the highly capable student population was also voiced, as well as concerns about this population’s social-emotional preparedness upon graduation, and a desire for better communication with families regarding students’ needs and how they are being met. PCM is strategically designed to be responsive to the needs articulated by area families and close the gap that persists for at-risk student populations.  **Annual Commitment**  PCM is committed to measuring progress towards our commitment to equity throughout the year and annually. Our annual cadence for progress check-ins will be trimesterly. We are also committed to reflecting and soliciting feedback from students, families, and the community annually to ensure this plan stays relevant to community needs and continues to honor its intention. PCM board and staff will engage in annual goal setting and plan adjustment based on feedback. PCM will report its progress annually in its Annual Progress Report (published in August). |

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| **Antiracist Leadership** | | | |
| **Initiative** | **Roles Responsible** | **Timeline** | **Resources** |
| Review policies and procedures annually with a culturally competent, racial equity toolkit. | *School Board*  *School Leader*  *Leadership Team* | *Annually* | [*PSESD Racial Equity Toolkit*](https://www.psesd.org/programs-services/equity-in-education#:~:text=Racial%20Equity%20Tool%20Implementation%3A%20Utilizing,result%20in%20increasing%20racial%20equity.)  *WSSDA* [*Model Policies*](https://www.wssda.org/login/model-policies/)  [*Designing for Racial Equity*](https://mypcm21.box.com/s/vxbk2hx701vha9nqtml9w9lqlj64g8od) |
| 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* |  |
| Employ the us of the updated EER (Essential Elements of Montessori in the Public Sector) that has been reviewed by NCMPS (National Center for Montessori in the Public Sector) using and equity lens to strive to maintain a high-fidelity public Montessori program. | *School Board*  *School Leader*  *Leadership Team* | *Annually* | [EER](https://mypcm21.box.com/s/vxbk2hx701vha9nqtml9w9lqlj64g8od) |
| Identify and maintain a DEI contractor to provide ongoing DEI professional development to the board of trustees and school staff | *School Leader*  *Leadership Team* | *August 2021 and renew Annually* | [Luna Jiminez Institute for Social Transformation](https://ljist.com/) with reflection support by LaTysa Flowers. |
| Participate in NCMPS TIE IN | *Administrative Team* | *Winter 2023* | [Application](https://docs.google.com/forms/d/1gkafnE3sxW4BF9M1gF8UxmiunoXmzig4_zL_Y9IRbOM/viewform?ts=60eb73e3&edit_requested=true) |
| Establish and maintain a transportation system | *School Leader* | *August 2022* | Establish and maintain a transportation system |
| Employ anti-tokenism strategies program wide. | *Administrative and Leadership Team* | *Ongoing, reflect annually* | [TELSO](http://blog.tesol.org/avoiding-tokenism-in-multicultural-education-7-strategies/), [Learning for Justice](https://www.learningforjustice.org/) |
| **Culturally Humble and Inclusive Instructional Practices** | | | |
| **Initiative** | **Roles Responsible** | **Timeline** | **Resources** |
| Engage all staff in DEI and Cultural Humility Trainings | *School Leadership* | *Annually* | LJIST supported by LaTysa and Jill Stansbury |
| Apply the Montessori curriculum through a lens of decolonization, cultural humility, and ant-bias, anti-racism. | *Montessori Coach* | *Ongoing* | [Learning for Justice Framework](https://www.learningforjustice.org/) and resources suggested by JLISt as well |
| Use Accessible Materials throughout all classrooms. | *Montessori Coach* | *Ongoing* | [National Center on Accessible Educational Materials](http://aem.cast.org/supporting/k-12-aem.html) |
| **Human Resources** | | | |
| **Initiative** | **Roles Responsible** | **Timeline** | **Resources** |
| Employ strategies outlined in the Public Sectors Jobs: Steps for Advancing Racial Equity to recruit and retain staff. | *Administrative Team* | *Establish in year 1, Annually update and reflect* | [Public Sector Jobs: Steps for Advancing Racial Equity](http://racialequityalliance.org/wp-content/uploads/2015/02/Public-Sector-Jobs-Final.pdf) |
| Employ anti-tokenism strategies in hiring practices | *Administrative and Leadership Team* | *Ongoing, reflect annually* | [Bryq](https://www.bryq.com/blog/5-ways-to-avoid-tokenism-in-your-dei-efforts/) |
| **Community Collaboration** | | | |
| **Initiative** | **Roles Responsible** | **Timeline** | **Resources** |
| Create and maintain a diverse Asset Map for connection | *School Board*  *School Leader*  *Leadership Team* | *December 2022 and Ongoing* | TSS Place-Network |
| Engage community experts and community representation to add authentic voice and expand understanding of ‘place’ | *Administrative Team*  *Leadership Team* | *Ongoing* | [*TELSO*](http://blog.tesol.org/avoiding-tokenism-in-multicultural-education-7-strategies/)*,* [*Learning for Justice*](https://www.learningforjustice.org/) |
| 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* | *2022 and ongoing reflection* | WSU Tribal Relations |
| **Parent and Family Engagement** | | | |
| **Initiative** | **Roles Responsible** | **Timeline** | **Resources** |
| Create and maintain three core advisory Councils at PCM | *Administrative Team* | *Winter 2022* | Charter |
| Conduct a robust family survey at least once per year to evaluate school performance | *Administrative Team* | *Annually, preferably biannually* | Panorama and in-house surveys |
| Engage families as community experts | *Leadership Team* | *Ongoing* |  |
| **Communications** | | | |
| **Initiative** | **Roles Responsible** | **Timeline** | **Resources** |
| Include in Parent University and/or Open House PCM’s commitment to DEI and how PCM works to achieve this (solicit feedback during this session by blind survey). | *Administrative and Leadership Team* | *BEO 2021-22 SY* |  |
| Create page on PCM’s website to clearly state and expound on PCM’s commitment to DEI and antiracism (include PCM student work images) | *Administrative and Leadership Team* | *BEO 2021-22 SY* |  |
| Feature PCM student-created land acknowledgement | *Administrative and Leadership Team and students* | *BEO 2021-22 SY* |  |
| **Funding** | | | |
| **Initiative** | **Roles Responsible** | **Timeline** | **Resources** |
| General Fund: to support program needs around DEI | School Leader | Ongoing |  |
| External grant funds procurement: to support partnership with DEI support agency (LJIST) and ensure participation in programs like TIE IN | School Leader | Goal to replenish every 2 years |  |

**Definitions:**

**Accessible Materials** – instructional materials or supplemental materials to instruction that are necessary for equitable and timely access to learning opportunities for students with disabilities, including equal access to printed materials, digital materials, and technologies.

**Antiracist/Antiracism** – the practice of actively identifying and opposing racism. The goal of anti-racism is to actively change policies, behaviors, and beliefs that perpetuate racist ideas and actions.

**Cultural Humility** - Where *cultural competency* assumes that there is an endpoint –a final destination, a finish line –cultural humility invites a more humble and dynamic approach: an ongoing, lifelong process of listening, learning, questioning, and transforming ourselves and the world related to issues of diversity, equity, and inclusion.

**Diversity** - Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, age, gender, sexual orientation, gender expression, country of origin, and ability as well as cultural, political, religious, or other affiliations).

**Equity** - takes into consideration the fact that the social identifiers (race, gender, physical and mental ability, socioeconomic status, and more.) do, in fact, affect equality. In an equitable environment, an individual or a group would be given what was needed to give them a more equal advantage. This would not necessarily be equal to what others were receiving. It could be more or different. Equity is an ideal and a goal, not a process. It ensures that everyone has the resources they need to succeed. A big component of this equitable ‘insurance’ includes transforming oppressive systems that target many and privilege others based on class, race, gender, ability, and more.

**Inclusion/Inclusive Practices** - Authentically bringing traditionally (and currently) excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power, both interpersonally and systemically.

**Tokenism** - the practice of making only a perfunctory or symbolic effort to be inclusive to members of minority groups and give the appearance that people are being treated fairly.

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

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