

DRAFT



Pullman School District

Minutes

Diversity, Equity, Inclusion, and Belonging Task Force Meeting

Date and Time

Monday October 13, 2025 at 5:30 PM

Location

Community Room
Pullman Public Schools District Office
240 SE Dexter St.
Pullman, WA 99163

Please note these are FINAL task force meeting minutes. Task Force meeting minutes do not require approval at a subsequent meeting since they are prepared and agreed upon by the task force at the end of the meeting.

Committee Members Present

Amanda Tanner, Andrew Chen, Bekah Miller MacPhee, Cheyenne Webber, Colette Casavant, Daun Park, Hafisatu Abess, Megan Itani, Retal Abdellatiffe, Stephany RunningHawk Johnson, Wigiiyahti (Tolman)

Committee Members Absent

Courtney Hodge, Jia Cheng

Guests Present

Anthony Haynes, Palouse EDJE Representative, Tipiziwin Tolman, Palouse EDJE Representative

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Cheyenne Webber called a meeting of the Diversity, Equity, Inclusion, and Belonging Task Force Committee of Pullman School District to order on Monday Oct 13, 2025 at 5:30 PM.

II. Diversity, Equity, Inclusion, and Belonging Task Force

A. Tasks assigned by the School Board

Tasks Reviewed.

B. Welcome New Members!

- Hafisatu Abess, PHS Student Representative
- Andrew Chen, PHS Student Representative
- Wigiiyaothi (Tolman), PHS Student Representative
- Megan Itani, Disability Awareness, Access & Inclusion Representative

C. Meeting with Representatives from Palouse EDJE (Empowering Diversity, Justice, and Equity)

The DEIB Task Force met with members of Palouse EDJE to build relationships, reflect on past interactions, and discuss opportunities for continued collaboration.

Key Discussion Points:

• Introductions and Context:

EDJE representatives shared their origins in the local Black Lives Matter movement and the Pullman mural project, which sparked their community advocacy. They expressed a desire to move forward from past tensions and focus on healing and partnership with the district.

• Experiences and Challenges:

Members shared personal experiences with systemic racism and bias in our schools and the community. Concerns included harmful staff dynamics, a lack of cultural awareness, and incidents of discrimination toward Native and other marginalized students. One member described how stereotypes and fear affected interactions with students and staff, while others emphasized the need for cultural understanding and compassion.

- **Support and Representation:**

The group discussed the importance of having family advocates, note-takers, and balanced representation in meetings to ensure all voices are heard.

- **Education and Awareness:**

EDJE members highlighted gaps in cultural competency among preservice teachers and school staff, noting that teachers often lack awareness of the local Indigenous land and history. They emphasized the need for continued professional development to help educators respond effectively when bias or harm occurs.

- **District Relationship and Moving Forward:**

Participants reflected on a difficult past meeting between EDJE and district leaders, describing feelings of being “ghosted” afterward and a lack of follow-up. Both groups expressed a commitment to rebuilding trust through consistent communication and ongoing engagement rather than one-time events.

- **Next Steps:**

- Establish a continuing relationship between the DEIB Task Force and EDJE.
- Explore professional development opportunities for staff on handling bias-related incidents and fostering inclusive dialogue.
- Identify district policies and practices that may help or hinder families from diverse backgrounds.
- Ensure students not only *feel* safe but *are* safe in school environments.

D. "Community Connections" - Debrief

The group debriefed the recent *Community Connections* event hosted at Jefferson Elementary School. The event featured many community booths but had lower-than-expected family turnout, with most attendees coming for immunizations. JES was chosen for its higher percentage of free and reduced lunch students and neighborhood accessibility, but the timing and darkness of the evening were noted as challenges.

Key Reflections & Feedback:

- **Event Logistics:**

- Consider hosting the event earlier in the evening or during spring for better light and weather.
- Explore ways to increase attendance, such as offering food, as another school's concurrent event with pizza drew a larger crowd.
- Collect feedback from community partners (e.g., a short survey for booth participants) to identify what worked well.

- **Ideas for Future Events:**

- Hold the event multiple times a year and improve branding and promotion.
- Include food options—EDJE noted they have some funding that could support offering food for future events.
- Add interactive and social elements such as games (cornhole), music, karaoke, or slam poetry to create a more engaging atmosphere.

- Offer small prizes for completing booth activities (e.g., stamp cards) instead of a single large raffle.
- Involve high school students or culinary classes in event support.
- Consider rotating event locations among schools to reach different parts of the community.
- Use both the gym and cafeteria to improve flow and engagement.

The group agreed the event was a positive step in community engagement but identified opportunities to improve turnout and interaction. Future events should focus on earlier timing, food and entertainment, student involvement, and stronger community collaboration.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:30 PM.

Respectfully Submitted,
Cheyenne Webber