APPROVED

Pullman School District

Minutes

Diversity, Equity, Inclusion, and Belonging Task Force Meeting

Date and Time
Wednesday January 21, 2026 at 5:30 PM

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

Committee Members Present
Andrew Chen, Bekah Miller MacPhee, Colette Casavant, Courtney Hodge, Daun Park, Deena Bayoumi, Megan Itani, Retal Abdellatiffe, Stephany RunningHawk Johnson

Committee Members Absent
Cheyenne Webber, Hafisatu Abess, Jia Cheng, Wigiiyaohti (Tolman)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Stephany RunningHawk Johnson called a meeting of the Diversity, Equity, Inclusion, and Belonging Task Force Committee of Pullman School District to order on Wednesday Jan 21, 2026 at 5:30 PM.

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

A. Tasks assigned by the School Board

Tasks reviewed.

B. Spring "Community Connections" Planning

The DEIB Task Force discussed the possibility of partnering with the School Board on the Spring Community Connections event as part of the Board's upcoming Community Listening Session. A joint event was recommended by the Board President and Vice President as a strategy to increase community engagement and attendance for both initiatives.

The Task Force also explored incorporating a "STEAM Night"-style component into the spring event, particularly for schools that were unable to host a STEAM Night this year. One idea included engaging high school Career and Technical Education (CTE) students and student clubs—such as Leadership, Robotics, FCCLA, and FFA—to support or help host activities.

Additional partnership opportunities were discussed, including involvement from Washington State University (WSU 301 students) to support high school students, the district's Parent Resource Partnership group, and other community groups. The Task Force emphasized the importance of expanding the definition of diversity by inviting campus and community organizations that provide social and cultural resources.

Members discussed the task force having a dedicated presence at the event, including a table to promote DEIB conversations. Partnering with EDJE to provide food and an interactive activity was suggested as a way to encourage engagement around diversity, equity, and inclusion topics.

The Task Force also discussed sharing the online Community Resource Guide on the district's website to support outreach and awareness. This would include social media reminders, event-night posters, a ParentSquare link, and printable posters to share in public spaces such as the library. A contact form was also proposed to allow community members to submit missing organizations or identify gaps in available services. In addition, it was also suggested to start an Instagram page for Community Connections to share upcoming events and community resources, with the goal of increasing visibility and reaching more students while establishing a broader social media presence for the initiative.

C. Explore Grant Funding Opportunities

The DEIB Task Force discussed the possibility of applying for the Innovia Foundation Community Grant as a potential funding source to support the task force's ongoing and

future initiatives. Members explored how the grant could align with current goals and provide additional resources to strengthen community engagement and equity-focused efforts across the district. Discussion will continue at a future meeting on how this type of funding could support current and/or future initiatives.

D. Learn More: Washington Assessment of the Risks and Needs of Students (WARNS)

The Task Force reviewed the Washington Assessment of the Risks and Needs of Students (WARNS) after Washington State University (WSU) reached out to inquire whether the district currently uses this assessment. Information was shared about the district's existing tools and processes for identifying and supporting at-risk students.

The district uses a variety of measures to monitor student needs, with attendance serving as a key indicator of students who may be struggling. This year, the district implemented Supported Schools, which allows staff to submit referrals when they identify students in need of additional support. The district also uses the LinkIt! data platform to review multiple data points, including assessment data, attendance, and student grades, to help identify students who may require intervention.

The Task Force discussed the potential benefits and challenges of implementing an assessment like WARNS, emphasizing the importance of implementation with fidelity. Members also highlighted the value of having baseline data on all students to inform decision-making, while acknowledging past challenges with similar implementations and the funding required to sustain such a program over time.

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 6:42 PM.

Respectfully Submitted,
Courtney Hodge