

AGENDA DIVERSITY EQUITY & INCLUSION COMMISSION

January 14, 2025

Hybrid Meeting In-person and via Zoom



Zoom:

<https://us02web.zoom.us/j/89737882563?pwd=c1hycWlIK2FFMENyT1daV0dkcHg2Zz09>

Webinar ID: 897 3788 2563

Passcode: 717948

AMERICANS WITH DISABILITIES ACT

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**CITY OF ELLENSBURG
DIVERSITY EQUITY & INCLUSION COMMISSION AGENDA
Council Chambers
501 North Anderson Street
Ellensburg, WA 98926
And remotely via Zoom
Tuesday, January 14, 2025
3:00 PM - Regular Meeting**

- 1. Call to Order and Roll Call of Members**
 - 1.A Excused Absence Requested for Phil Backlund
- 2. Approval of Agenda (No Public Comment)**
- 3. Approval of Minutes**
 - 3.A Review & Approve December 10, 2024 Commission Meeting Minutes
- 4. New Business**
 - 4.A Elect Co-Vice Chairs for 2025
 - 4.B Revisit Listening Tour Policy
 - 4.C Review Commission Work Plan
- 5. Liaison Reports**
 - 5.A Ellensburg School District DOJ Report
- 6. Subcommittee Reports**
 - 6.A Grant Subcommittee Report
- 7. Commission Member Reports**
- 8. Staff Report**
- 9. Public Comment PUBLIC COMMENT RULES FOR ALL MEETING PARTICIPANTS**
 1. Each speaker's comments are to be limited to 3 MINUTES and must state their name and city of residence. 2. Speakers are cautioned not to engage in conduct that disrupts, disturbs or otherwise impedes the orderly conduct of the DEI Commission meeting. 3. Comments must be related to the commission's business or over which the Commission has control. 4. Speakers may not identify themselves as candidates for elective public office or make any statements which assist or discuss the campaign of a candidate for elective office or discuss or campaign for or against a ballot proposition.
- 10. Preview Next Meeting: February 11, 2024**



For more information on the Diversity, Equity and Inclusion Commission, contact Public Information Officer Nicole Klauss at 509-925-8657.

CITY OF ELLENSBURG

Date of Meeting

Time of Meeting

Place of Meeting

Minutes of Diversity, Equity & Inclusion

Commission Meeting

December 10, 2024

3:00 PM

Council Chambers & Zoom

1. Call to Order and Roll Call

Chair Nancy Goodloe called the meeting to order at 3:00 p.m.

Roll Call Present: Phil Backlund, Tylene Carnell, Kandee Cleary, Teresa Divine, Nancy Goodloe, Amber Hoefer, M. Eliatamby-O'Brien, Alex Mandujano, and Serena Turney.

Also present: Nicole Klauss, DEI Commission staff member; Charlita Shelton, CWU liaison; Rhonda Schmidt, ESD liaison; Ramona Bryant, League of Women Voters of Kittitas County; Cyndi LaChappelle, Executive Assistant to the City Manager, and two members of the public via Zoom.

2. Approval of the Agenda

Commissioner Backlund moved to approve the agenda. Commissioner Cleary seconded the motion. There was no discussion **Motion approved 7-0.** (Commissioner Turney had not yet joined the meeting).

3. Approval of Minutes from November 12, 2024 and November 20, 2024 DEI Commission Meetings

Commissioner Carnell moved to approve the minutes from the November 12 and November 20, DEI Commission Meeting. Commissioner Backlund seconded the motion. There was no discussion. **Motion approved 7-0.** (Commissioner Turney had not yet joined the meeting).

4. New Business

A. Spending Plan Update

Klauss provided an update on the 2025 spending plan, which was approved minus the \$1,400 in funding for the listening tours/pizza klatch program. Council requested the DEI Commission go back before them with an updated proposal for the remaining \$1,400, not to include the pizza klatch program.

Commissioner Cleary made a motion to recommend \$400 from the \$1,400 go toward the Listening Tour budget in 2025. Commissioner Backlund seconded the motion. Chair Goodloe called for discussion.

During discussion, the Commission expressed interest in responding to the City Council's decision. Staff mentioned public comment was an option. The Commission discussed asking the City Council for more time to actually weigh in as an advisory commission and to correct inaccuracies that may have been presented. The

Commission asked about the process to call for a vote to be reconsidered. A subcommittee of Cleary, Hoefer, Eliatamby-O'Brien, and Carnell will work on a memo to the City Council. Commission members will reach out to City Councilmembers to request additional discussion. **Motion approved 8-0.**

Goodloe made a motion to put the \$1,000 into reserve until the Commission recommends allocating it to a specific activity. Commissioner Backlund seconded the motion. During discussion Commissioner Divine expressed interest in seeing more money be allocated toward the retreat when the funds are discussed in the new year. **Motion approved 8-0.**

B. Revisit Listening Tour Policy

There was some miscommunication about which copy of the policy to provide comment on. The Commission recommended moving this topic to the January meeting for additional time to provide feedback to Commissioner Backlund. Staff will send out the current version for review.

C. Discussion on Name Change

The topic was presented because some organizations are moving away from names with diversity, equity, and inclusion in them. The Commission discussed consideration of a name change. The Commission was in favor of keeping the current name because changing the name would not change what the Commission does. Some expressed that consistency is key and the Commission is already established. The Commission decided not to pursue further action on this topic.

5. Liaison Reports

CWU liaison Charlita Shelton reported on what some states and colleges are doing related to diversity efforts. CWU has a robust DEI speaker program in the new year.

6. Subcommittee Reports

Proclamation Subcommittee: No report.

Grant Subcommittee: A grant report from KEEN was attached to the agenda packet.

Listening Tour Subcommittee: There is a listening tour in January with CWU's Equity & Services Council on campus. Turney reported on the listening tour at Helen House, noting people mentioned feeling unsafe because they had been discriminated against. Some positives were that they are seeing more safe space stickers in the community. Staff will send all listening tour reports from 2024 to the subcommittee to put together an annual report that can be shared with City Council.

7. Commission Member Reports

Goodloe reported attending the League of Women Voters panel with Carnell and Backlund. The panel included KVH and CWU.

Commissioner Divine reported that the Farmers Market board meets the same time as the DEI Commission, so she will request an excused absence for an upcoming meeting so she can make the connection with the Farmers Market members.

8. Staff Report

Klauss reported that email notifications were sent to grant recipients to get their reports and receipts turned in before the end of the year.

9. Public Comments

Chair Goodloe called for public comment. One member of the public attending remotely, spoke regarding topics unrelated to Commission business and was muted.

Next Meeting January 14, 2025

Topics: Revisit Listening Tour Policy, ESD DOJ Update, Review Commission Work Plan, Annual Reminders, and Elect New Vice-Chair.

Meeting adjourned at 4:15 p.m.

Nicole Klauss

Drafted: 12/11/2024

Approved:

DEI Subcommittee Guidelines and Policy Recommendations
for
Conducting Listening Tours

Introduction

With the formation of the Diversity, Equity and Inclusion Commission (2021), the Ellensburg City Council validated the need for and the use of the Listening Tour format to continuously hear the priorities, concerns, needs, etc. of marginalized populations in Ellensburg. Persons from these groups bring invaluable talents, skills and perspectives to the workforce, the culture, and the economy of the city on a daily basis but have historically been omitted from city discussions and decisions where the future of this community is concerned. It is the desire of the City Council that these groups be heard, be involved, and be recognized as part of the city. Toward this end, the DEI Commission will continue to use listening tours and various other methods so that city government as well as the people of Ellensburg become more aware of the place and value of the diversity of populations that contribute to this rapidly growing and changing community.

This document outlines the policies, procedures and guidelines to be used by the DEI Commission Listening Tour subcommittee to continue to hear these voices, to ensure a connection between the city and the marginalized communities, and to provide written reports and recommendations from these listening sessions to guide the DEI work going forward. If done well, these sessions will help gauge the changes that are happening in the community as a result of our work as well as help us better understand how the needs of these populations are changing.

The DEI Listening Tour subcommittee will be responsible for conducting this work. The subcommittee will consist of three DEI Commission members, one of which will serve as chair and will be appointed by the members of the subcommittee. Other members of the DEI Commission may also participate in the listening sessions to support the work of the subcommittee. (See Implementing the Listening Tour sessions).

Responsibilities of the Chair

- *Call meetings of the subcommittee and keep the listening tour work moving forward.
- *Keep the DEI Commission updated and informed on the work of the subcommittee.
- *Coordinate with subcommittee members to an annual plan that will identify the number of Listening Sessions to be conducted each year, the schedule for the sessions, and the identification of the marginalized groups that will be invited to participate. Present this plan to the DEI Commission for approval.
- *Coordinate with staff in the development of this plan.
- *Assign tasks to subcommittee members to help organize listening tour sessions identified on the plan.
- *Coordinate with staff and subcommittee members on a strategy to contact and invite participants for each listening session.
- *Coordinate with staff to acquire meeting sites for the sessions. (Option: decide that sessions will be held at city hall. This makes it easier for staff to schedule the meeting places).
- *Ensure that written reports after each session are submitted to the chair in a timely fashion for chair review.
- *Format and develop the final listening session report from the subcommittee reports.
- *Submit the final report in a timely manner to staff for placement on a DEI Commission agenda for discussion.
- *Coordinate with staff to develop a method/process for tracking input from each listening tour group, that can be included in a DEI Commission final report to City Council each year. Utilize past reports to compare and contrast results.
- *Coordinate with staff when new members of the DEI Commission would like to observe a listening session and be trained to participate in this work. Report to staff when this training is complete.

Responsibilities of the Subcommittee members

- *Assist the chair in developing the annual work plan for the Subcommittee.
- *Attend listening sessions and take notes to capture the important ideas, needs, recommendations and suggestions that you hear during the listening session.

*Develop a report on what you heard at the listening session and present it to the chair within the timelines indicated below.

*Assist the Chair in developing the final report that will go to the DEI Commission.

Implementing the Listening Tour sessions

*At least two Commission members will be present at each listening session (three is preferred). The Chair of the Listening Tour subcommittee will coordinate with staff to identify who will conduct the session, where the session will be held, and the timeframe for the session. (Subcommittee chair will not always be able to attend a listening session and will assign a chair for the session).

*Members of the DEI Commission are trained by members of the Subcommittee who have experience in doing listening sessions. Before a Commission member may actively participate in a listening session, they shall have observed Subcommittee members conducting at least one listening session.

*The recommended length for a Listening Tour Session is one hour; depending on number of participants, this time could go longer. It is highly recommended that sessions not exceed 1.5 hours in length.

*At least four members of the public are required as participants in each listening tour session, with 10 members being the maximum number.

Protecting the Confidentiality and Anonymity of the Participants

*Listening tours should be conducted under standards used to protect individual privacy rights. Such standards are supported by the Washington State Human Subjects Review Board which currently exists within the Washington State Department of Social and Health Services <https://www.dshs.wa.gov/ffa/human-research-review-section>. The methods of the subcommittee should be influenced by those of the state human subject board, and also be vetted and approved by the Ellensburg City Attorney. **This needs discussion.**

*Only participant first names will be used in the session.

*Subcommittee members will not record participant names and will not share participants names with anyone outside of the listening tour sessions

*Unless special arrangements have been made to have parents understand and sign parental permission forms, the participants of listening tours should be 18 years of age and older. During listening tour sessions, before the tour questions are asked the subcommittee commissioners orally explain Human Subject privacy rights, which are focused on protecting the personal information of participants. Along these lines, Listening Tour Sessions in recent years have **NOT** been recorded with recording devices. Participants have **NOT** been identified, and written notes that would tend to identify an individual have **NOT** been written down, shared or publicly presented.

Conducting the Sessions:

*One subcommittee member will be in charge of asking the questions in the session. This subcommittee person will also develop an introductory script to be read to the participants once all are in place. The script should:

- a. Introduce the members of the subcommittee,
- b. Explain the purpose of the listening session,
- c. How the questions will be asked, that each subcommittee member will take notes during the session, and that this is a listening session, not a discussion session.
- d. Participants should feel free to share their observations, concerns, issues, feelings, and recommendations honestly and sincerely.
- e. Inform participants of their rights not to answer or participate and the confidentiality with which their comments will be kept.

* Members listen but do not actively direct the conversation of the cohort participants. On rare occasions, a clarifying question may be asked by a commissioner. Participants generally have been willing to collectively discuss their lived challenges, opinions and insights being part of the Ellensburg community.

*Commissioners continuously take notes on what is discussed. These sessions usually involve 45 to 90 minutes of active conversation.

*After each Listening Tour session, the notes taken by each subcommittee member are compiled into a report for that member. Members will then meet to determine the shared observations and differences in the notes. A report combining the members' observations and comments will be drafted and submitted to the Chair.

*These report discussions should be held within a week of the listening session and rough drafts to the Chair developed and submitted during this time.

*The Chair is responsible for finalizing the report and forwarding to staff.

*A final report to staff should be completed by the Chair and submitted to staff within two weeks of the listening session.

Staff will include the report on a forthcoming DEI Commission meeting.

(Note: process may vary depending on whether or not the Chair participates in the listening session).

The Questions, in order of ask:

1. What support networks or resources do you have in our community that support or affirm your identity? What kind of support, spaces, or resources would you like to see, or like to see more of?
2. Could you share an example of feeling included in our community?
3. Given the growing diversity of our community, many experience challenges due to their identities. Would you be willing to share some examples of feeling excluded, or facing bias or discrimination, in our community?
4. Beyond your own experiences, are you aware of challenges those with identities similar to yours have experienced? Would you be willing to share some examples?
5. What changes would you like to see in the community to make it more inclusive and welcoming?
6. Is there anything else that you'd be willing to share that we didn't cover in our questions?
7. Have you previously participated in a Listening Tour?

Newly suggested addition to questions:

1. Is there anything you would like to add to what you have already shared today?

Approved by the City of Ellensburg DEI Commission

Date:

Addendum

ANALYSIS, RECOMMENDATIONS, CONCRETE ACTION

One of the essential tasks of the subcommittee and the larger DEI commission should be to analyze the findings of over twenty listening tours, including the three recent sessions done in 2022 and those done in 2023. The Ellensburg City Council Inclusion, Diversity and Equity report of December 2020, has already made many useful findings and suggestions. These can be further developed and directed towards proposals for practical, concrete action.

DISCUSS LISTENING TO THOSE WHO **OPPOSE** DIVERSITY, EQUITY AND INCLUSION WORK?

Although it is critically important to arrange Listening Tour sessions in Ellensburg with marginalized groups, the sessions need not necessarily be limited to people who are marginalized. **It is essential to hear diverse voices, and particularly to understand the views of those who oppose DEI work.** As was repeatedly stated by participants of the recent World Café, for example, self-identified cohorts of people in Ellensburg who generally oppose programs which emphasize and promote diversity, equity and inclusion, generally do not participate in community activities and gatherings which support diversity. It is important to understand their views as well. Those of us who belong to the DEI commission may believe that we already understand local anti-DEI forces, but there may likely be issues that are unique to people who belong to specific local anti-DEI cohorts that the commission needs to understand. Talking to these folks within the context of listening tour sessions may possibly serve to lessen a bit of tension within the community. (Possibly an overly optimistic thought!) Perhaps, this could be a topic of discussion if the DEI commission believes that it merits consideration

USING ADDITIONAL METHODS FOR LISTENING TO COMMUNITY MEMBERS

Listening Tours use relatively simple methods, which require less skill and training than other qualitative research methods such as Focus Groups, Ethnographic Interviews and Key Informant Interviews. It is clear, however, that Listening Tours do provide useful information. When experienced social science researchers serve as members of the DEI Commission, other qualitative research methods could be used to gather greater depths of information and insights that listening tours cannot gain. At some point, future DEI commissions may want to use more intense qualitative methods to gather the thoughts and insights of members of the Ellensburg Community. Until that time, listening tours serve as a useful means to gather knowledge about the numerous and unique sociocultural cohorts which make up the town.

It should be noted that more complex qualitative methods are similar to the methods used by the listening tours in that they do not generate results that are statistically valid. Unlike quantitative methods, such as survey research, where it is essential to use the same questions over time in order to develop results and analyses which are longitudinally valid, the same is not true of qualitative methods.

If future commission members with training in qualitative methods want to use new sets of qualitative questions other than those currently used in the listening tours, or if they are even more ambitious and desire to utilize other more complex qualitative methods, they should be encouraged to do so, after their new proposed methodology has been vetted and approved by the City Attorney.

Further, it should be noted that qualitative methods are frequently used to develop useful and appropriate surveys, which can be statistically valid if done correctly. Future DEI commissions may want to use mixed methods, both qualitative and quantitative, to develop surveys that could be used to understand the growing and increasingly diverse community that is Ellensburg.

Thank you for sharing your time with us.

Introductions

Name, pronouns, community affiliations.

With the formation of the Diversity, Equity, and Inclusion Commission in 2021, the Ellensburg City Council validated the need for and the use of this Listening Tour format to continuously hear the priorities, concerns, needs, etc. of those who often feel part of a marginalized group in Ellensburg. Persons from these groups bring invaluable talents, skills and perspectives to the workforce, the culture, and the economy of our city daily but have historically been or felt absent from city discussions and decisions where the future of our community is concerned. It is the desire of the City Council that these groups be heard, be involved, and be recognized as part of our city.

Toward this end, the DEI Commission will continue to use listening tours, and various other methods, so that our city government as well as the people of Ellensburg become more aware of the place and value of the diversity of populations that contribute to this rapidly growing and changing community.

The recommended length of each Listening Tour session is 60 minutes though depending on the number of participants in each session this time could go longer. It is also recommended that sessions not exceed 90 minutes.

Each listening session is just that, a listening session, where subcommittee members will actively listen and take notes during the session. Please understand this is not a discussion session meaning committee members listen but do not actively direct the conversation.

On rare occasions, a clarifying question may be asked by a commissioner.

For confidentiality purposes, only participant's first names will be used during the session.

Subcommittee members will not record participant names and will not share participants' names with anyone outside of the listening tour sessions.

Participants should feel free to share any observations, concerns, issues, feelings, and recommendations honestly and sincerely.

Participants also have the right not to answer any particular question.

The questions you will be asked are:

1. What support networks or resources do you have in our community that support or affirm your identity? What kind of support, spaces, or resources would you like to see, or like to see more of?
2. Could you share an example of feeling included in our community?
3. Given the growing diversity of our community, many experience challenges due to their identities. Would you be willing to share some examples of feeling excluded, or facing bias or discrimination, in our community?
4. Beyond your own experiences, are you aware of challenges those with identities similar to yours have experienced? Would you be willing to share some examples?
5. What changes would you like to see in the community to make it more inclusive and welcoming?
6. Is there anything else that you'd be willing to share that we didn't cover in our questions?
7. Have you previously participated in a Listening Tour?
8. Is there anything you would like to add to what you have already shared today?

Any questions before we begin?

Updated DEI Commission Goals 2025

Core focus of DEI Commission (in our own words)

- Expand collaboration to advance DEI issues with a broad view and definition of community
- Educate and engage around DEI issues through an equity lens
- Facilitate community conversations around lived experiences to enhance belonging
- Identify where the gaps are and facilitate action for greater inclusion
- Hold mirror to community to provide awareness of DEI issues
- Assess and monitor pulse of the community and use data to understand and guide programming

10 Year (infinity) Goals

- Engagement by diverse groups of people and different activities
- All people in Ellensburg feel represented in City spaces
- Full spectrum community center for inexpensive activities; multi-cultural center
- Community oversight committee
- Enhanced education and tools to report bias/hate crime incidents with services and support for victims and targeted populations
- More diverse community reflection in places where decisions are made
- Diversity is celebrated; businesses will acknowledge Black History Month, accessibility and Black, Indigenous, and People of Color (BIPOC) celebrations downtown

3 Year Goals

- BIPOC business support, workshops, and more diverse shopping/businesses
- A broader range of community celebrations, concerts, art, and other cultural ethnic events and increased community participation/engagement in cultural events
- Develop an effective communication plan to support commission activities
- DEI Commission fosters ongoing relationships with other City commissions
- Full-time staff support/event planning for DEI Commission
- Black History Month celebration by the City
- Continue visits with other City boards and commissions to build partnerships
- Develop a BIPOC Business Day
- Continue to support the Human Library
- Expand BIPOC participation in civic education programs (Ellensburg Academy)

1 Year Goals

- Put data into a document for review, discuss how to use the data, and put a structure in place to be able to use data (e.g. listening tour data)

- Meet with the Farmer's Market and Night Market organizers to discuss a multicultural day at the Farmers Market and possibly sponsoring vendors to get more diverse vendors/possibly combine with Multicultural Day at Unity Park
- Support Pride events every June
- Begin engagement with citywide inclusive art in order to develop further representation
- Commission becomes size to reflect diversity in community (*Have discussion*)

90-Day Goals

- Put data into a document for review, discuss how to use the data, and put a structure in place to be able to use data (e.g. listening tour data)
- Invite Farmers Market organizer to upcoming meeting to discuss 2025 event

Ongoing (Activities that are ongoing annually)

- Continue grant program
- Building a relationship with Liaisons
- Continue to support proclamations and recognitions
- Hold another Belonging In The Burg event in partnership with ESD & CWU
- Juneteenth celebration
- Continue listening tours and create feedback loop for participants

Updates made at 11/12/2024 DEI Commission meeting.



U.S. Department of Justice
Civil Rights Division, Educational Opportunities Section
U.S. Attorney's Office, Eastern District of Washington



**Ellensburg
School
District**

Summary of
Settlement Agreement
between
The United States of America
and
The Ellensburg School District



Introduction

This document summarizes a Settlement Agreement between the United States and the Ellensburg School District (District). This Settlement Agreement is public and is available on both the United States' [website](#) and the District's website.

Federal law requires that schools respond to address discriminatory harassment of students. The Educational Opportunities Section of the U.S. Department of Justice's Civil Rights Division and the United States Attorney's Office for the Eastern District of Washington (United States) investigated complaints that students in the Ellensburg School District were harassed and discriminated against on the basis of race, sex, and national origin. The District fully cooperated with the United States during the investigation.

To resolve the investigation, the District has agreed to take certain steps. The District has committed to ensuring that all students have equal access to educational opportunities, regardless of race, sex, or national origin.

The goal of this summary is to raise awareness and improve understanding of the Settlement Agreement and the steps the District is taking to address harassment in its schools. This summary is designed for those who may not have a legal background.



Table of Contents

Requirements of the Settlement Agreement

- General Requirements
- Hiring a Consultant and Designating Employees to Respond to Reports of Harassment
- Handling Reports of Harassment
- Developing New Procedures to Respond to Harassment
- Improving Other Policies and Procedures
- Assessing School Climate
- Programming, Training, and Professional Development
- Reports to the United States
- Contact Information



General Requirements

Sections A, I, and J

The District will not discriminate based on race, sex, or national origin.

- The District will take the **necessary and reasonable steps** to:
 - **end harassment** involving students;
 - **prevent harassment from occurring again**; and
 - **support students** who have been impacted by harassment.

- The District **will not retaliate** against anyone for reporting harassment or for participating in the United States' investigation, monitoring, or enforcement of the Agreement.

What is harassment?

This Agreement is about **harassment** based on a student's sex, race, or national origin. Harassment is unwelcome and offensive conduct and can include slurs, taunts, or other derogatory language, intimidation, threats, unwanted physical contact, or physical violence.



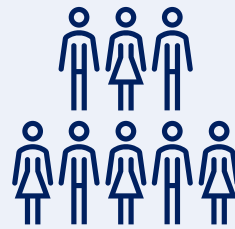
Hiring a Consultant and Designating Employees to Respond to Reports of Harassment

Sections B and C

The District will hire or designate staff to support its response to harassment.

The District will:

- Hire a **Consultant** with expertise in preventing and responding to harassment who will assist the District with implementing this Agreement;
- Designate a **District Civil Rights Compliance Coordinator (District Coordinator)** to oversee the District's response to reports of harassment; and
- Designate a **Spanish-speaking Liaison to Latino Families** to engage with Latino families and students and ensure that the District hears and responds to their complaints.





Handling Reports of Harassment Involving Students

Section D

The District will create an electronic Harassment Report Management System to document and manage all reports of harassment.

Schools will use the system to:

- **communicate with students and parents,**
- **track reports** of harassment in a central location, and
- analyze report data to **understand trends of harassment** affecting students.

The District will work with the Consultant to train all relevant staff on how to use it by the **start of the 2025-2026 school year.**

What counts as a report of harassment?

The District will respond any time an employee **witnesses or receives a report about** conduct that reasonably may be harassment. This includes reports received **orally or in writing**, through the [StopIt app](#), or through **online complaint portals.**





Developing New Procedures to Respond to Harassment

Section E

The District will develop new policies and procedures to respond to reports of harassment in a timely and effective way.

The new **harassment policies and procedures** will require the District to:

- Create and publicize an **online reporting form** that students, parents, employees, and community members can use to report harassment and provide feedback on the school's response to harassment. This form will allow **anonymous responses** and will be accessible for people with disabilities and those who are not fluent in English;
- **Document and maintain all reports of harassment** in the Harassment Report Management System along with a detailed summary of actions taken in response to the report; and
- Ensure that the District Coordinator **oversees the effective resolution** of all reports.





Improving Other Policies and Procedures

Section E

The District will improve other policies and procedures that relate to harassment.

The Consultant will **review all other District- and school-level policies**, procedures, and practices related to harassment and provide a report with recommendations on how to improve them. The District will revise its policies consistent with the Consultant's recommendations to ensure that the District:

- Identifies, addresses, and **prevents harassment in low-supervision areas**;
- Recognizes that **conduct that is not directed at a specific student** can still be harassment; and
- **Considers whether harassment was a factor** in an incident of student misconduct before deciding on discipline consequences.



Assessing School Climate

Section F

The District will assess school climate, including harassment trends, by:

- Conducting an **annual climate survey** for students, parents, and employees;
- Having the Consultant host separate **annual listening sessions** for students, parents, and employees to share concerns and feedback; and
- **Analyzing trends** in the results of climate surveys, listening sessions, harassment report data, and other feedback from students, parents, employees, and community members.
- The District will **publicly present the results** of this climate assessment to the School Board each year and use these results to help understand whether it is effectively responding to harassment.



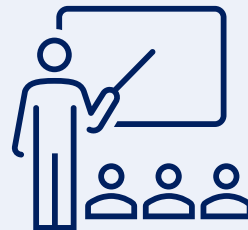


Programming, Training, and Professional Development

Section G

The District will develop and implement training for students and staff related to harassment.

- Student programming: **age-appropriate harassment intervention training** for all students on how to prevent, identify, and report harassment.
- Professional development: annual training for **all employees who interact with students** on how to identify, respond to, and report harassment.
- Administrator training: **additional training for school administrators**, the District Coordinator, and the Liaison to Latino Families on how to investigate reports of harassment and provide supportive measures for students impacted by harassment.





U.S. Department of Justice
Civil Rights Division, Educational Opportunities Section
U.S. Attorney's Office, Eastern District of Washington



**Ellensburg
School
District**

Reporting

Section H

The District will submit an Annual Report to the United States describing its efforts to comply with this Agreement.

The United States will monitor the District's compliance with the Agreement through at least the 2026-2027 school year.





U.S. Department of Justice
Civil Rights Division, Educational Opportunities Section
U.S. Attorney's Office, Eastern District of Washington



**Ellensburg
School
District**

Contact Information

Ellensburg School District

If you have concerns about discrimination or harassment in any Ellensburg School District school, please reach out to:

District Civil Rights Compliance Coordinator

Rhonda Schmidt

Email:

DistrictComplianceCoordinator@esd401.org

Phone: 509-925-8011

Liaison to Latino Families

Cindy Melchor

Email: LatinoFamilyLiaison@esd401.org

Phone: 509-925-8042

U.S. Department of Justice, Civil Rights Division, Educational Opportunities Section

If you have concerns about discrimination or harassment in any Ellensburg School District school, please reach out to the Department of Justice.

Contact Information:

Email: Community.ESD@usdoj.gov

You may also submit a complaint to the Department: [Civil Rights Division Complaint Portal](#)

Gallery One DEI City of Ellensburg Community Grantee 2024 Report December 20, 2024

Grantee: Gallery One

Project Name: Bi-lingual art classes

Gallery One contracted with Claire Bicchieri to work with the Ellensburg bi-lingual club that meets monthly at Hal Holmes with Alex Mandujano to design and facilitate two bi-lingual art experiences at Gallery One.

Recognition: The acknowledgement was shared with the participants as well as on Facebook and Instagram. Sample post below.



Impact: The November 4 class was a bilingual tour of Gallery One and had 10 participants. The hojalatas workshop had 30 participants.

Total served: 40

Outcomes/Objectives:

1. Increase access to the benefits of creativity to Spanish speaking residents of Ellensburg.
2. Create a safe space for dialogue and connection between primarily English and primarily Spanish speakers.
3. Learn from participants about how to create a more inclusive environment that is traditionally considered a non-inclusive space (the gallery/ museum environment). In our research we have learned that the obstacles to accessing these spaces include language, perception of value, and cost.

Submitted by Monica Miller, Director, Gallery One

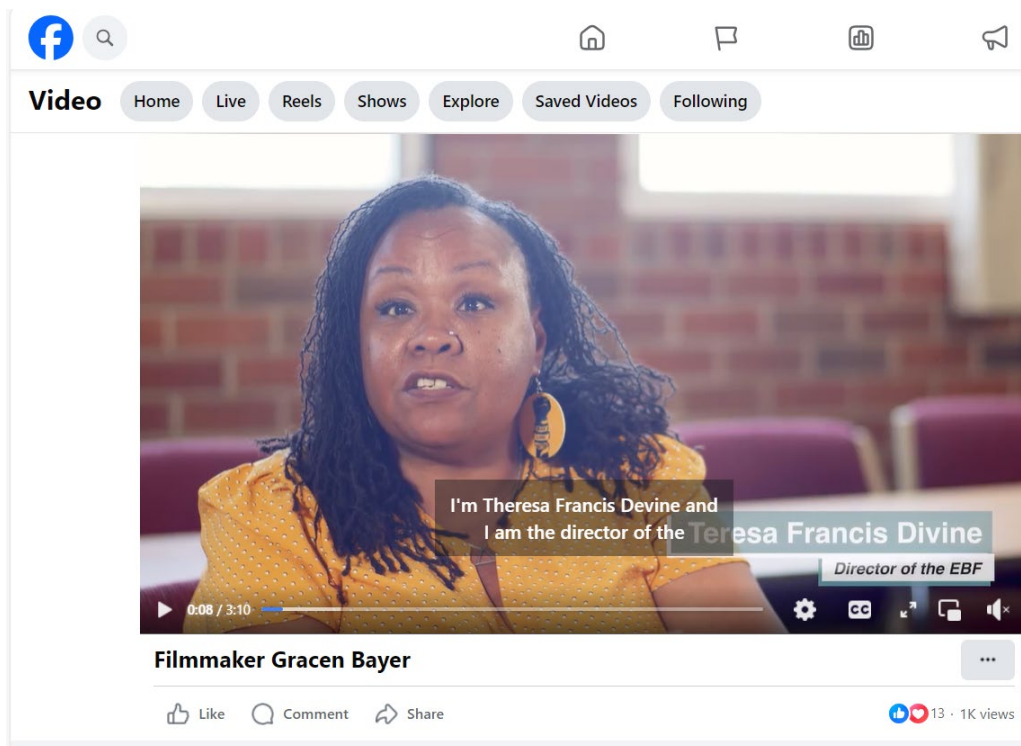


Ellensburg Bail Fund will recognize the City's DEI Commission on Facebook.

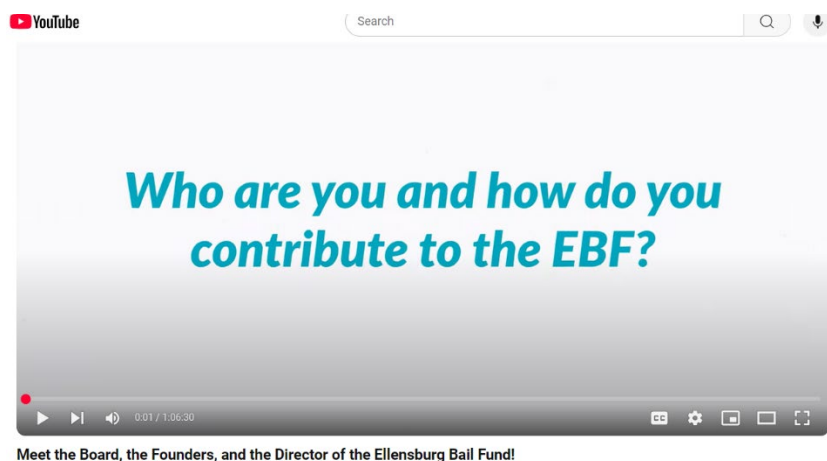
The Bail Fund videos can be viewed at:

<https://youtu.be/txFA3rlgMuQ?si=zIxK6ijOpB6o17XQ>

<https://www.facebook.com/burgbail/videos/1724317228383717>



The Facebook video has received over 1,000 views and will continue to be shared as a resource to educate people about the Ellensburg Bail Fund.



The YouTube video has received 25 views and will continue to be shared as a resource to educate people about the Ellensburg Bail Fund.



Grant guidelines:

What does this all mean? Supporting diversity, equity, and inclusion related educational opportunities, social gathering opportunities, and supporting access to community resources to create a sense of belonging within the community.

1. Overview of project proposal (maximum of 200 words):
 - a. Briefly describe the project proposal and its objectives and how you feel it aligns with creating belonging in the Ellensburg community:

The objective of this proposal is to increase visibility and awareness of racial inequity in the Ellensburg community. The Ellensburg Bail Fund would like to procure the services of a videographer (preferably a local CWU student, with preference given to minorities) to produce and film a video narrating EBF's history, purpose, and core values. This aligns with our overarching mission of dismantling racism by increasing community awareness of our organization; as well as employing minority and local business, which increases diversity via business spend and opportunities.

The video itself would feature an interview with our Director speaking about the history of bail funds and why they have become necessary, and their connection to dismantling racism. The video would be close captioned for accessibility to all audiences. Communication cues such as tone, inflection, and word emphasis cannot always be adequately conveyed in writing, and would emphasize our personal, local, and relatable foundation in a more captivating manner. We are optimistic that a visual representation of a minority-led nonprofit will provide greater connection to our key audience, as well as understanding and awareness to a wider constituency.

2. Budget and funding:
 - a. How much funding are you requesting from the city for the project in total?
We are requesting a total of \$1,000.00, all of which would go towards the video production services.
3. Additional requests/needs (Optional)
 - a. Are there any additional requests you might have of the City for your project? For example; special permits?

Not applicable.



4. Additional information: (Optional)

- a. Are there any other factors you would like to highlight as part of your application?

Ellensburg has a unique racial demographic due to being both a rural agricultural community and the home of a large university. As such, much of the population are either young adults or minorities, or both. There is a historically large disparity between arrests and bail issued to minorities versus non-minorities; incarceration rates affect their completion of college, employability, and finances at a disproportionate rate compared to other.

- b. How do you hope the project will serve the wider community?

Equity means recognizing that we do not all start from the same place and must acknowledge and make adjustments to imbalances. We must allow poor people the opportunity for freedom. By reaching more of our audience with video and a human connection, it will increase visibility and provide people with an opportunity to get out of jail so they can go to work , pick up their kids, and pay their rent.

On a higher level, our primary goal is to dismantle the cash bail system altogether, which has been a historic inequality for centuries. We are currently collecting data on bail amounts, race, and arrests in the Kittitas County area – a project that has never been undertaken before by any other organization – to document and track metrics in order to effect change. Our aim is to change the inequity in the court system(s) so that minorities and low-income individuals are no longer targeted, and can feel welcome, respected, and live in our community without fear or unjust impact to their future.

TransRural Elders Conference 2024 - Narrative for City of Ellensburg DEI Commission Grant Report

From October 25-27, 2024, Helen House and TransRural Lives—in partnership with the Pride Foundation and the Northwest Portland Area Indian Health Board's Paths (Re)Membered Project—hosted the first TransRural Elders Conference in Ellensburg. This conference was the first of its kind in the city, and sought to bring together Two-Spirit (2S) and transgender older adults connected to rural areas in the Pacific Northwest along with family members, community organizers, and providers who serve 2S and trans adults. The goals of the conference were to increase visibility, support, and community for trans elders in the rural Pacific Northwest while also fostering intergenerational connections between trans elders and younger trans and queer individuals. Primary attendees (2S and trans older adults) came from across Washington, Oregon, and Idaho, while our additional attendees were primarily from Ellensburg and the surrounding area.

One of our aims with hosting the conference was ensure every aspect was welcoming, accessible, and available to people with different financial means, abilities, and participation needs, and one of our tactics was to keep the cost to attendees at \$0. Thanks to the generous support of the City of Ellensburg's Diversity, Equity & Inclusion Commission via this grant, we were able to accomplish this. The \$2000 from the DEI Commission's grant was used to cover some of the costs for the lodging for our 2S and trans attendees (one of the largest conference costs), which guaranteed that no one was prevented from attending due to the financial burden of travel and accommodation. Throughout the conference, we recognized the DEI Commission's support and impact during the introduction reception and event at Gallery One on the first evening (which was open to the public) as well as during the opening remarks the next day at the Windrow Hotel. We also included the DEI Commission on a list of supporters that was present at many of the conference locations, including the Windrow, the INK, the Mule, and the Pearl.

The conference was a great success from our perspective. We exceeded our expectations in terms of attendees and the number of people impacted. The conference had approximately 30 attendees over the three days of the conference, roughly 20 of whom were 2S and trans elders, and approximately 70 additional people were impacted by attending at least one of the events that was open to the public. We were able to successfully increase visibility, support, and community for 2S and trans elders; to foster intergenerational connections; and to

remove all costs to attendees and community members. Based on these successes and positive feedback from attendees and the Ellensburg community, we're already planning to host a second conference next year to continue advancing these goals and increasing diversity and inclusion in Ellensburg and the region. Thank you again to the DEI Commission and the City of Ellensburg for supporting this project and helping us to make it such a successful event.

DEI Grant Summary from Eastside Opportunity Center

#A2542

Explanation of how funds were used:

We first purchased some cutting boards and knives for our group because we were not happy with the items available in the rented space. We also chose to have our own equipment so we could keep it together in one tote and we didn't have to search to find what we needed. With these new items our group has made much progress in learning to cut, chop and slice vegetables for recipes. This purchase has made a difference in teaching



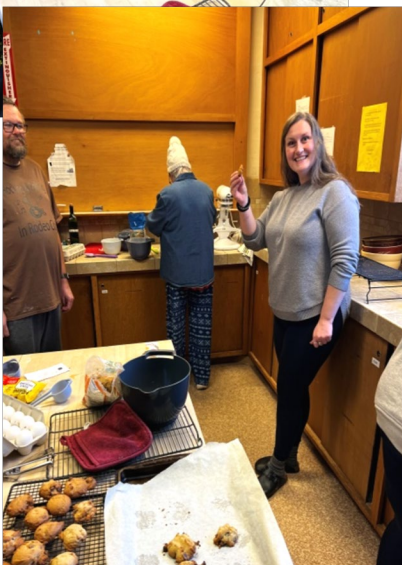
new skills to participants. This is a good picture of participants using our new boards and knives to learn to cut watermelon into pieces in order to make a drink with them.

We purchased sets of mixing bowls, measuring cups, measuring spoons, mixing whisks, and spoons so we could have our own items to use for cooking and especially baking. Our intention for this equipment is to be able to do more individualized instruction if each participant has their own equipment and aren't sharing everything with others. It enables the client to be able to participate more rather than watching someone else do the work or wait until the equipment is available to take their turn.

The next picture shows some participants using measuring cups and bowls to learn to measure flour and other dry ingredients into our cookie recipe. Then we have pictures of a participant learning to use a newly purchased scoop to put cookie dough onto the cookie sheet for baking. We have a picture of a hard working participant keeping up with washing dishes and cleaning as well.

We also used our grant funds to purchase a new set of cookware for our group's use. This will help us to be able to do better cooking with more even temperatures and less food sticking. The quality of the cookware will improve the quality of our cooking results.

Pictures of Class



Finally we have to have a tasting session for the final products

Revenues, Expenses and Participants

Before this grant we have had generous donors who have provided funds for our basic rent and insurance expenses. We have a projected budget amount for what we would like to have for our program but unfortunately we have no steady income sources to operate our programs yet. For our cooking program the participants and volunteer helpers have been taking turns bringing foods and supplies needed for our classes. We are currently continuing to search for more grants, donors and sponsors to help us continue our What's Cooking program.

We are very grateful for receiving this DEI grant money. It has made it possible for us to acquire our own upgraded cooking equipment so that we can do a better job of teaching our participants needed life skills to be successful in caring for themselves. We have regularly had 5-6 participants per class and as many as 8 participants on different occasions. The grant allowed us to add a baking class to our 2 cooking classes, making a total of 3 classes per month. With the better equipment and added cooking opportunities that this grant made possible, we are hoping to increase our participant number in the future. We made sure we told all our participants and volunteers about receiving this grant from the DEI Commission and how excited we were about being chosen for this opportunity.

Outcome

Our group decided to set up a luncheon and rummage sale at the last minute to try to raise funds for our organization. We set it up for the day after Thanksgiving thinking it would get some attention. It didn't work like we had hoped however and we had little traffic and did not make much money. But it was a good excuse for our participants to have more practice baking cookies and pies to offer as desserts at our luncheon. The participants enjoyed the experience and did well. We would like for our group to continue baking and hope to use baked goods as fundraisers in the future.

Overall, because we acquired our own equipment for the class we have been able to be more organized finding the tools we need to get the recipes completed. The tools are in good shape so they produce good products.

We also were able to teach new skills to participants already. One participant said to me that she thought she hated Quiche because the name sounded "icky". She said she didn't want to attend the class where we introduced it. But she decided to come to the class

anyway and then said to me, “Why didn’t you tell me that this was just a recipe with eggs? It isn’t “icky” and this class was fun!”

One of the goals of this class is to make recipes that participants will be able to try to make at home for themselves. We are very encouraged by one participant who is inspired to start doing more cooking at home. This is the same one who thought Quiche was “icky”!



We also want to note that by having our own equipment for our cooking class, we will be prepared for when we are able to acquire and move into our own program space in the future.

So, please excuse the quality of my pictures of paperwork for you. I was using my phone to take pictures because my printer and scanner died and I am not a tech person. If you need better quality pics I can get more help!

Also, we realize that we spent a little more money than the grant allotment. But we understand we only get reimbursed for the \$500 agreed to. Thank you for giving us this opportunity.

Rhonda Edwards, President

Eastside Opportunity Center