

**Lake Washington School District No. 414**  
**Affirmative Action Plan**  
**2011-2016**

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## **AFFIRMATIVE ACTION PLAN**

### **A. OVERVIEW AND POLICY STATEMENTS**

Consistent with WAC 392-190-0592 and chapters 28A.640 and 28A.642 RCW, it is the purpose of this Affirmative Action Plan to advance, monitor, and maintain the Lake Washington School District's Equal Employment Opportunity Policy providing equal employment opportunities for all employees and applicants in all aspects of employment, including recruitment, hiring, retention, assignment, transfer, promotion, and training. These opportunities will be provided without regard to race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained guide dog or service animal by a person with a disability.

It is also the purpose of the District's Affirmative Action Plan to promote diversity in the District's work force by identifying and addressing, where reasonably possible, the factors that may be causing unexpected underutilization of protected groups. This Plan is designed to promote outreach, recruitment, training and educational efforts to expand the pool of qualified applicants and to promote diversity, consistent with the District's standards of excellence.

This Plan advances equal employment opportunity without preferential treatment on the basis of race, gender, ethnicity or national origin. This Plan is also designed to ensure that District policies are properly implemented without unlawful discrimination on the basis of race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained guide dog or service animal by a person with a disability.

### **B. WORKFORCE ANALYSIS BY RACE/ETHNICITY AND SEX**

This section of the Affirmative Action Plan reflects a numerical analysis of the school District's workforce demographics. Although not required, as part of the District's 2011-2016 Affirmative Action Plan, the District also included the corresponding statistical data from 1997, which was derived as part of the District's 2006-2011 Affirmative Action Plan.

The tables that follow contain a numerical study of the District's workforce. The term "underutilization" as used in this policy means having fewer members of an affected group in a particular job category than reasonably would be expected based upon their availability. The statistical comparisons in this section involve the use of workforce statistics for geographic areas relevant to Lake Washington derived from the 2000 public census reports and materials made available through the Office of the Superintendent of Public Instruction at:

<http://www.k12.wa.us/Equity/Districts/AffirmativeAction.aspx>

The use of such geographic areas and statistics is intended only for the purpose of implementing this Affirmative Action Plan and facilitating identification of areas of potential underutilization. These statistical comparisons do not have any independent legal or factual significance. The statistics and geographic areas have been selected and used in good faith with respect to this Affirmative Action Plan.

The availability study discussed above was used to generate “theoretical availability” (“TA”) figures, which indicate the percentage of workers in a given job category, or across all jobs, living in King or Snohomish Counties and identifying themselves as belonging to a particular protected class. The TA figure is a useful tool in approximating whether the District is underutilizing any such protected class in its employment practices, but it should be noted that true availability figures may be significantly higher or lower than the TA.

After a TA was determined for protected groups in each job category (for race/ethnicity and gender analyses) a straight comparison of actual utilization against the TA figure was conducted. In addition, each TA figure was reduced by 20% to arrive at a statistically expected utilization (“SEU”), and a comparison of actual utilization against the SEU was made as well. The SEU comparison is made because it is a commonly accepted practice to use a figure that is 80% of the theoretical availability in determining whether protected groups are meaningfully underutilized, as pure chance may account for utilization that is 20% less than the theoretical availability. Deviations from both figures, however, are considered in the identification of problem areas and possible underutilization. As used in this Plan, “deviation” from TA or SEU refers the value obtained by subtracting the actual utilization percentage from the TA or SEU percentage.

With respect to race/ethnicity and gender, a specific analysis was completed for each of the following job categories: certificated administrators, elementary teachers, secondary teachers, certificated support personnel, classified administrative/paraprofessional, office personnel, custodians, maintenance/crafts, instructional assistants, special education para educators, and transportation personnel.

**Lake Washington School District  
Utilization Analysis  
Race/Ethnicity – April 6, 2011**

Job Group <sup>1</sup>	Total Empl	Total Minority	% Total Minority	% Black or Af. Am.	% Asian or Pac. Islander	% Hispanic or Latino	% Amer. Indian or Alaska Nat.	Theoretical Availability (%) <sup>2</sup>	Statistically Expected Utilization (%) <sup>3</sup>	Deviation From TA (%) <sup>4</sup>	Deviation From SEU (%) <sup>5</sup>
<i>Certificated Personnel</i>											
Certificated Admins	76	7	9.2	1.3	5.3	1.3	1.3	16.2	13.0	7.0	3.8
Elem Teachers	714	59	8.3	.7	4.5	2.4	.7	10.2	8.2	1.0	(1.0)
Sec Teachers	389	33	8.5	1.3	1.8	4.6	.8	11.7	9.3	3.2	0.8
Cert Support Personnel	520	41	7.9	1.5	4.2	1.3	.8	12.4	9.9	9.9	1.1
Total Certificated	1699	140	8.2	1.1	3.8	2.5	0.8	N/A	N/A	avrg = 5.3	avrg = 1.2
<i>Classified Personnel</i>											
Class Admin/Para Prof	115	11	9.6	2.6	5.2	0	1.7	16.2	13.0	6.7	3.5
Office Personnel	178	13	7.3	1.1	3.4	2.2	0.0	18.7	14.9	11.4	7.6
Custodians	98	37	37.8	2.	30.6	5.1	0	36.6	29.3	(1.2)	(8.5)
Maintenance/Crafts	42	7	16.7	0.0	2.4	7.1	7.1	20.0	16.0	3.4	(.6)
Instructional Assistants	302	31	10.3	1	4.6	4	.7	13.2	10.6	2.9	0.3
Special Ed Para Ed	216	30	13.9	1.9	9.3	2.3	.5	5.1	4.1	(8.7)	(9.7)
Transportation	112	10	8.9	0	2.7	4.5	1.8	20.5	16.4	11.6	7.5
Total Classified	1088	122	11.2	1.0	5.9	3.3	1.0	N/A	N/A	avrg = 3.7	avrg = 0.0
District Grand Totals	2737	248	9.1	1.3	4.6	2.3	0.9	N/A	N/A	avrg = 4.5	avrg = 0.6

<sup>1</sup> The occupational titles under which Census data is tracked only loosely match the job categories tracked by school districts. The availability analysis in this table is based off Census data for the following occupational titles: Certificated Administrators – “Education Administrators”; Elementary Teachers – “Elementary and Middle School Teachers”; Secondary Teachers – “Secondary School Teachers”; Certificated Support Personnel – “Other Education, Training, and Library Workers”; Classified Administrative/Paraprofessional – “Education Administrators”; Office Personnel – “Office and Administrative Support Workers, All Other”; Custodians – “Janitors and Building Cleaners”; Maintenance/Crafts – “Maintenance and Repair Workers, General”; Instructional Assistants – “Teacher Assistants”; Special Education Para Educators – “Special Education Teachers”; and Transportation – “Bus Drivers”.

<sup>2</sup> Total percentage of labor force identified as non-white for combined King and Snohomish Counties, as reported in 2000 Census data provided by OSPI at <http://www.k12.wa.us/equity/pubdocs/DetailedOccupationsCivilianLaborForcebySexRaceOrigin.xls>.

<sup>3</sup> Calculated by reducing the theoretical availability by 20%.

<sup>4</sup> Calculated by subtracting the actual utilization from the theoretical availability.

<sup>5</sup> Calculated by subtracting the actual utilization from the statistically expected utilization.

**Lake Washington School District  
Utilization Analysis  
Gender – April 6, 2011**

Job Group <sup>6</sup>	Total Empl	Total Female	% Total Females	Theoretical Availability (%) <sup>7</sup>	Statistically Expected Utilization (%)	Deviation From TA (%)	Deviation From SEU (%)
<i>Certificated</i>							
Certificated Administrators	76	40	52.6	62.9	50.3	10.3	(2.3)
Elementary Teachers	714	640	89.1	77.7	62.2	(11.9)	(27.0)
Secondary Teachers	389	230	59.1	57.2	45.7	(1.9)	(13.4)
Certificated Support Personnel	520	427	82.1	68.4	54.7	(13.7)	(27.4)
Total Certificated	1699	1337	78.1	N/A	N/A	avrg = (4.3)	avrg = (17.5)
<i>Classified</i>							
Class Admin/Para Professional	115	79	68.7	62.9	50.3	(5.8)	(18.4)
Office Personnel	178	177	99.4	72.4	57.9	(27.0)	(41.5)
Custodians	98	15	15.3	30.4	24.3	15.1	9.0
Maintenance/Crafts	42	4	9.5	6.9	5.5	(2.6)	(4.0)
Instructional Assistants	302	282	93.4	90.3	72.2	(3.4)	(21.2)
Special Ed Paraeducators	216	199	92.1	87.6	70.1	(4.5)	(22.0)
Transportation	112	64	57.1	46.6	37.3	(10.5)	(19.8)
Total Classified	1063	820	77.1	N/A	N/A	avrg = (5.5)	avrg = (16.8)
District Grand Total	2762	2157	78.1	N/A	N/A	avrg = (4.9)	avrg = (17.2)

<sup>6</sup> The occupational titles under which Census data is tracked only loosely match the job categories tracked by school districts. The availability analysis in this table is based off Census data for the following occupational titles: Certificated Administrators – “Education Administrators”; Elementary Teachers – “Elementary and Middle School Teachers”; Secondary Teachers – “Secondary School Teachers”; Certificated Support Personnel – “Other Education, Training, and Library Workers”; Classified Administrative/Paraprofessional – “Education Administrators”; Office Personnel – “Office and Administrative Support Workers, All Other”; Custodians – “Janitors and Building Cleaners”; Maintenance/Crafts – “Maintenance and Repair Workers, General”; Instructional Assistants – “Teacher Assistants”; Special Education Para Educators – “Special Education Teachers”; and Transportation – “Bus Drivers”.

<sup>7</sup> The total percentage of labor force identified as female for combined King and Snohomish Counties, as reported in 2000 Census data provided by OSPI at <http://www.k12.wa.us/equity/pubdocs/DetailedOccupationsCivilianLaborForcebySexRaceOrigin.xls>.

## UTILIZATION ANALYSIS - IDENTIFICATION OF PROBLEM AREAS

### BY JOB CATEGORY

**Certificated Administrators.** This job category includes principals, assistant principals, superintendent, assistant superintendents, human resources director, special education and career and technical education director, and directors of elementary and secondary education.

	<b>Total Emp</b>	<b>Total Minority</b>	<b>% Minority</b>	<b>TA</b>	<b>Deviation from TA</b>	<b>SEU</b>	<b>Deviation frm. SEU</b>
<b>2011</b>	76	7	9.2%	16.2%	7.0%	13.0%	3.8%
<b>2006</b>	74	8	10.8%	16.2%	5.4%	13.0%	2.2%
<b>1997</b>	67	10	14.9%	9.1%	(5.8%)	7.3%	(7.6%)

	<b>Total Emp</b>	<b>Total Female</b>	<b>% Female</b>	<b>TA</b>	<b>Deviation from TA</b>	<b>SEU</b>	<b>Deviation frm. SEU</b>
<b>2011</b>	76	40	52.6%	62.9%	10.3%	50.3%	(2.3%)
<b>2006</b>	74	36	48.6%	62.9%	14.3%	50.3%	1.7%
<b>1997</b>	67	37	55.2%	67.3%	12.6%	53.8%	(1.4%)

Since 2006, the total number of employees in this job category increased slightly. The number of minority administrators fell slightly as both an absolute number and as a percentage of total certificated administrators. However, the total number and percentage of total female administrators rose. For minorities, the 2011 utilization deviates from TA by 7.0% and SEU by 3.8%. For females, the 2011 utilization deviates from TA by 10.3% and SEU by -2.3%.

Problem area: The 2011 total number of minorities is below the 2011 TA and slightly below the 2011 SEU. These figures suggest an underutilization of minorities in this group, and the downward trend is a concern. The District shall ensure that recruitment efforts continue to reach minorities and females as well as other protected and non-protected groups in this job category. See also Goals and Action Steps for Recruitment, Section C.

**Certificated Elementary Teachers.** This job category includes all teachers of grades preschool through six, including special education teachers.

	<b>Total Emp</b>	<b>Total Minority</b>	<b>% Minority</b>	<b>TA</b>	<b>Deviation from TA</b>	<b>SEU</b>	<b>Deviation frm. SEU</b>
<b>2011</b>	714	59	9.2%	10.2%	1.0%	8.2%	(1.0%)
<b>2006</b>	798	61	7.6%	10.2%	2.6%	8.2%	0.6%
<b>1997</b>	727	68	9.4%	8.5%	(0.9%)	6.8%	(2.6%)

	<b>Total Emp</b>	<b>Total Female</b>	<b>% Female</b>	<b>TA</b>	<b>Deviation from TA</b>	<b>SEU</b>	<b>Deviation frm. SEU</b>
<b>2011</b>	714	640	89.6%	77.7%	(11.9%)	62.6%	(27.0%)
<b>2006</b>	798	711	89.1%	77.7%	(11.4%)	62.2%	(26.9%)
<b>1997</b>	727	620	85.3%	75.0%	(10.3%)	60.0%	(25.3%)

The total number of employees in this job category decreased from 2006 to 2011, while the percentage of minority and female teachers both increased. The percentage of minority and female elementary teachers increased from 7.6% to 9.2% and 89.1% to 89.6% respectively. For minorities, the 2011 utilization deviates from TA by 1.0% and from SEU by -1.0%. For females, the 2011 utilization deviates from TA by -11.9% and from SEU by -27.0%. There is no apparent underutilization of minorities or females in this group at this time.

**Certificated Secondary Teachers.** This job category includes all teachers of grades 7 through 12, including special education teachers.

	<b>Total Emp</b>	<b>Total Minority</b>	<b>% Minority</b>	<b>TA</b>	<b>Deviation from TA</b>	<b>SEU</b>	<b>Deviation frm. SEU</b>
<b>2011</b>	389	33	8.5%	11.7%	3.2%	9.3%	0.8%
<b>2006</b>	574	42	7.3%	11.7%	4.4%	9.3%	2.0%
<b>1997</b>	559	39	7.0%	8.7%	1.7%	7.0%	0.0%

	<b>Total Emp</b>	<b>Total Female</b>	<b>% Female</b>	<b>TA</b>	<b>Deviation from TA</b>	<b>SEU</b>	<b>Deviation frm. SEU</b>
<b>2011</b>	389	230	59.1%	57.2%	(1.9%)	45.7%	(13.4%)
<b>2006</b>	574	339	59.1%	57.2%	(1.9%)	45.7%	(13.4%)
<b>1997</b>	559	327	58.5%	52.0%	(6.5%)	41.2%	(16.9%)

The total number of employees in this job category decreased substantially from 2006 to 2011. However, since 2006, the total percentage of minority secondary teachers increased and the total percentage of female secondary teachers stayed the same. For minorities, the 2011 utilization deviates from TA by 3.2% and from SEU by .8%. For females, the 2011 utilization deviates from TA by -1.9% and from SEU by -13.4%.

Problem area: While the trend for minority utilization has increased in this group since 2006, the total number of minorities is still slightly below the 2011 TA and the 2011 SEU. It is unclear whether this represents meaningful underutilization, but the District will continue to ensure that recruitment efforts reach minorities as well as other protected and non-protected groups in this job category. See also Goals and Action Steps for Recruitment, Section C.

**Certificated Support Personnel.** This job category includes positions such as librarians, counselors, speech and language pathologists, occupational therapists, school psychologists, and staff developmental specialists. Each person in this job category is certificated.

	<b>Total Emp</b>	<b>Total Minority</b>	<b>% Minority</b>	<b>TA</b>	<b>Deviation from TA</b>	<b>SEU</b>	<b>Deviation frm. SEU</b>
<b>2011</b>	520	41	7.8%	12.4%	4.6%	9.9%	1.1%
<b>2006</b>	203	15	7.4%	12.4%	5.0%	9.9%	2.5%
<b>1997</b>	162	12	7.4%	11.3%	3.9%	9.1%	1.7%

	<b>Total Emp</b>	<b>Total Female</b>	<b>% Female</b>	<b>TA</b>	<b>Deviation from TA</b>	<b>SEU</b>	<b>Deviation frm. SEU</b>
<b>2011</b>	520	427	82.1%	68.4%	(13.7%)	54.7%	(27.4%)
<b>2006</b>	203	177	87.2%	68.4%	(18.8%)	54.7%	(32.5%)
<b>1997</b>	162	131	80.9%	74.7%	(6.2%)	59.8%	(21.1%)

The total number of employees in this category increased from 2006 to 2011. Since 2006, the total number of minority support personnel growth exceeded the increase in the number of employees, representing a deviation from TA of 4.6% and from SEU of 1.1%. The total number of female support personnel also grew, representing a deviation from TA of -13.7% and from SEU of -27.4%.

Problem area: Although the number of minority support personnel in the District has grown and the 2006 utilization rate has been improved, the District is still slightly below both the 2011 TA and the SEU levels for minority employees in this category. The District will continue to ensure that recruitment efforts reach minorities as well as other protected and non-protected group members in this job category. See also Goals and Action Steps for Recruitment, Section C.

**Classified Administrators/Paraprofessionals.** This job category includes non-certificated managers: purchasing, human resources, accounting, facilities, payroll, computer department, health services and nurses.

	<b>Total Emp</b>	<b>Total Minority</b>	<b>% Minority</b>	<b>TA</b>	<b>Deviation from TA</b>	<b>SEU</b>	<b>Deviation frm. SEU</b>
<b>2011</b>	115	11	9.5%	16.2%	6.7%	13.0%	3.5%
<b>2006</b>	139	12	8.6%	16.2%	7.6%	13.0%	4.4%
<b>1997</b>	108	9	8.3%	11.0%	2.7%	8.8%	0.5%

	<b>Total Emp</b>	<b>Total Female</b>	<b>% Female</b>	<b>TA</b>	<b>Deviation from TA</b>	<b>SEU</b>	<b>Deviation frm. SEU</b>
<b>2011</b>	115	79	68.7%	62.9%	(5.8%)	50.3%	(18.4%)
<b>2006</b>	139	103	74.1%	62.9%	(11.2%)	50.3%	(23.8%)
<b>1997</b>	108	73	67.6%	63.9%	(3.7%)	51.1%	(16.5%)

The total number of employees in this job category decreased between 2006 and 2011. For minorities the deviation from TA decreased from 7.6% to 6.7% and from SEU from 4.4% to 3.5%. For females, the deviation from TA increased from -11.2% to -5.8% and from SEU from -23.8% to -18.4%.

Problem area: Although the District's utilization rate has increased for minority classified administrators and paraprofessionals, minority employees appear to be underutilized in this category. The District will continue to ensure that recruitment reaches minorities as well as other protected and non-protected group members in this job category. See also Goals and Action Steps for Recruitment, Section C.

**Office Personnel.** This job category includes all secretaries, both at the schools and at the central administration offices.

	<b>Total Emp</b>	<b>Total Minority</b>	<b>% Minority</b>	<b>TA</b>	<b>Deviation from TA</b>	<b>SEU</b>	<b>Deviation frm. SEU</b>
<b>2011</b>	178	13	7.3%	18.7%	11.4%	14.9%	7.6%
<b>2006</b>	181	18	9.9%	18.7%	8.8%	14.9%	5.0%
<b>1997</b>	189	12	6.3%	8.2%	1.9%	6.6%	0.3%

	<b>Total Emp</b>	<b>Total Female</b>	<b>% Female</b>	<b>TA</b>	<b>Deviation from TA</b>	<b>SEU</b>	<b>Deviation frm. SEU</b>
<b>2011</b>	178	177	99.4%	72.4%	(27.0%)	57.9%	(41.5%)
<b>2006</b>	181	181	100.0%	72.4%	(27.6%)	57.9%	(42.1%)
<b>1997</b>	189	183	96.8%	96.0%	(0.8%)	76.8%	(20.0%)

The total number of employees in this job category has decreased since 2006. For minorities, the deviation from TA increased from 8.8% to 11.4% and from SEU from 5.0% to 7.6%. The District currently has a 99.4% utilization rate for female office personnel. This utilization rate deviates from TA by -27.0% and from SEU by -41.5%.

Problem area: There was a slight decrease in the absolute number and percentage of minority employees in this job category since 2006. The deviation from 2011 TA and SEU figures also suggests a statistical underutilization of minorities in this job group. The District will continue to ensure that recruitment efforts reach minorities as well as other protected and non-protected groups in this job category. See also Goals and Action Steps for Recruitment, Section C.

**Custodians.** This job category includes all custodians.

	<b>Total Emp</b>	<b>Total Minority</b>	<b>% Minority</b>	<b>TA</b>	<b>Deviation from TA</b>	<b>SEU</b>	<b>Deviation frm. SEU</b>
<b>2011</b>	98	37	37.8%	36.6%	(1.2%)	29.3%	(8.5%)
<b>2006</b>	102	30	29.4%	36.6%	7.2%	29.3%	(0.1%)
<b>1997</b>	95	29	31.0%	16.5%	(14.5%)	13.2%	(17.8%)

	<b>Total Emp</b>	<b>Total Female</b>	<b>% Female</b>	<b>TA</b>	<b>Deviation from TA</b>	<b>SEU</b>	<b>Deviation frm. SEU</b>
<b>2011</b>	98	15	15.3%	30.4%	15.1%	24.3%	9.0%
<b>2006</b>	102	14	13.7%	30.4%	16.7%	24.3%	10.6%
<b>1997</b>	95	13	13.7%	29.9%	16.2%	23.9%	10.2%

The total number of employees in this job category has decreased since 2006. However, the absolute and percentage numbers for both minority and females has increased from 2006 to 2011. The District's minority utilization rate of 37.8% deviates from the TA by -1.2% and from the SEU by -8.5%. The District's female utilization rate of 15.3% deviates from the TA by 15.1% and from the SEU by 9.0%.

Problem area: Although utilization of females in this group has increased since 2006, there is still a statistical underutilization of females in this job group, with female utilization rates below the 2011 SEU and TA levels. The District will continue to ensure that recruitment efforts reach females and minorities, as well as other protected and non-protected groups in this job category. See also Goals and Action Steps for Recruitment, Section C.

**Maintenance/Crafts.** This job category includes all tradespeople, including carpenters, plumbers, painters and groundskeepers.

	<b>Total Emp</b>	<b>Total Minority</b>	<b>% Minority</b>	<b>TA</b>	<b>Deviation from TA</b>	<b>SEU</b>	<b>Deviation frm. SEU</b>
<b>2011</b>	42	7	16.6%	20.0%	3.4%	16.0%	(0.6%)
<b>2006</b>	40	6	15.0%	20.0%	5.0%	16.0%	1.0%
<b>1997</b>	42	8	19.0%	11.8%	(7.2%)	9.4%	(9.6%)

	<b>Total Emp</b>	<b>Total Female</b>	<b>% Female</b>	<b>TA</b>	<b>Deviation from TA</b>	<b>SEU</b>	<b>Deviation frm. SEU</b>
<b>2011</b>	42	4	9.5%	6.9%	(2.6%)	5.5%	(4.0%)
<b>2006</b>	40	0	0.0%	6.9%	6.9%	5.5%	5.5%
<b>1997</b>	42	0	0.0%	10.7%	10.7%	8.6%	8.6%

The total number of employees in this job category has increased since 2006. The deviation from TA for minorities from 2006 to 2011 fell from 5.0% to 3.4% and SEU from 1.0% to -0.6%. The deviation from TA for females from 2006 to 2011 fell from 6.9% to -2.6% and from 5.5% to -4.0%. The District's utilization rate has increased in this category for both minorities and females. There does not appear to be a meaningful underutilization in this job category at this time.

**Instructional Assistants.** This job category includes playground supervisors, crossing guards, lunchroom monitors, classroom assistants, technology support specialists and technicians.

	<b>Total Emp</b>	<b>Total Minority</b>	<b>% Minority</b>	<b>TA</b>	<b>Deviation from TA</b>	<b>SEU</b>	<b>Deviation frm. SEU</b>
<b>2011</b>	302	31	10.3%	13.2%	2.9%	10.6%	0.3%
<b>2006</b>	306	23	7.5%	13.2%	5.7%	10.6%	3.1%
<b>1997</b>	396	22	5.5%	8.2%	2.7%	6.6%	1.1%

	<b>Total Emp</b>	<b>Total Female</b>	<b>% Female</b>	<b>TA</b>	<b>Deviation from TA</b>	<b>SEU</b>	<b>Deviation frm. SEU</b>
<b>2011</b>	302	282	93.4%	90.2%	(3.4%)	72.2%	(21.2%)
<b>2006</b>	306	291	95.1%	90.2%	(4.8%)	72.2%	(22.9%)
<b>1997</b>	396	381	96.2%	84.8%	(11.4%)	67.9%	(28.3%)

The total number of employees in this job category decreased slightly since 2006. The total number of minority assistants increased slightly, while total number of female assistants decreased slightly. Minority utilizations rates deviate from TA by 2.9% and from SEU by 0.3%. Female utilization rates exceed both TA and SEU, with respective deviations of -3.4% and -21.2%.

Problem area: There was an increase in the absolute number of minorities employed in this job category, which reflects an overall positive utilization trend. However, the total number of minorities is still slightly below the 2011 SEU and TA levels. It is unclear whether this represents meaningful underutilization, but the District will ensure that recruitment efforts continue to reach minorities as well as other protected and non-protected groups in this job category. See also Goals and Action Steps for Recruitment, Section C.

**Special Education Para Educators.** This job category includes support staff for special needs students, including braillists and hearing impaired interpreters.

	<b>Total Emp</b>	<b>Total Minority</b>	<b>% Minority</b>	<b>TA</b>	<b>Deviation from TA</b>	<b>SEU</b>	<b>Deviation frm. SEU</b>
<b>2011</b>	216	30	13.8%	5.1%	(8.7%)	4.1%	(9.7%)
<b>2006</b>	177	17	9.6%	5.1%	(4.5%)	4.1%	(5.5%)
<b>1997</b>	132	7	5.3%	19.8%	14.5%	15.9%	10.6%

	<b>Total Emp</b>	<b>Total Female</b>	<b>% Female</b>	<b>TA</b>	<b>Deviation from TA</b>	<b>SEU</b>	<b>Deviation frm. SEU</b>
<b>2011</b>	216	199	92.1%	87.6%	(4.5%)	70.1%	(22.0%)
<b>2006</b>	177	164	92.7%	87.6%	(5.1%)	70.1%	(22.6%)
<b>1997</b>	132	120	90.9%	82.3%	(8.6%)	65.9%	(25.0%)

The number of employees in this job category has increased since 2006. The total number and percent of minority and female employee utilization increased during this period. The District's utilization rates exceed TA and SEU for both minorities and females, with deviations from minority TA of -8.7%, minority SEU of -9.7%, female TA of -4.5%, and female SEU -22.0%. There is no apparent underutilization within this job category.

**Transportation.** This job category includes bus drivers, dispatchers, bus mechanics and truck drivers.

	<b>Total Emp</b>	<b>Total Minority</b>	<b>% Minority</b>	<b>TA</b>	<b>Deviation from TA</b>	<b>SEU</b>	<b>Deviation frm. SEU</b>
<b>2011</b>	112	10	8.9%	20.5%	11.6%	16.4	7.5%
<b>2006</b>	143	16	11.2%	20.5%	9.3%	16.4%	5.2%
<b>1997</b>	132	11	8.3%	5.7%	(21.6%)	4.5%	(3.8%)

	<b>Total Emp</b>	<b>Total Female</b>	<b>% Female</b>	<b>TA</b>	<b>Deviation from TA</b>	<b>SEU</b>	<b>Deviation frm. SEU</b>
<b>2011</b>	112	64	57.1%	46.6%	(10.5%)	37.3%	(19.8%)
<b>2006</b>	143	76	53.1%	46.6%	(6.5%)	37.3%	(15.8%)
<b>1997</b>	132	87	66.0%	49.3%	(16.7%)	39.5%	(26.5%)

The total number of employees in this category has decreased since 2006. The percentage of minority transportation employees decreased from 2006 to 2011, while the percentage of female transportation employees increased. In 2011, the deviation from TA for minority transportation employees from 11.6% and is 7.5% from SEU. However, the District's 2011 female utilization rate of 57.1% deviates from TA by -10.5% and from SEU by -19.8%.

Problem area: For minorities employed in this job group the actual utilization falls below the 2011 SEU and TA levels. This represents a statistical underutilization of minorities in this job group. The District will ensure that recruitment efforts reach minorities as well as other protected and non-protected groups in this job category. See also Goals and Action Steps for Recruitment, Section C.

## **C. GOALS AND ACTION STEPS FOR RECRUITMENT**

The major goals of this Affirmative Action Plan are: to promote equal employment opportunities in the District; to increase the pool of diverse and qualified applicants for employment in the District consistent with the District's standard of excellence; and to encourage upward mobility of all persons, including members of protected groups, once employed.

### **GOAL 1**

#### **JOB ANALYSIS, RECRUITMENT AND SELECTION**

Actively seek a diverse pool of qualified applicants from all protected groups, as well as non-protected groups, for certificated and classified positions at all levels so that more members of under-represented groups are available for consideration as District employees.

#### **Action Programs**

- 1.1 Analyze job descriptions and the hiring process to make sure that qualification requirements and screening criteria are based on specific job functions and do not have the effect of screening out protected group applicants who have the ability to perform District jobs.
- 1.2 Ensure that recruitment efforts include and actually reach all protected groups, as well as non-protected groups. Focus recruitment out-reach to ensure that protected groups identified as statistically underutilized in this Affirmative Action Plan are reached.
- 1.3 Explore flex time and job sharing options as a means of enhancing positions for protected groups and other applicants.
- 1.4 Increase the efficiency of the applicant flow data collection system through word processing or computerization so that flow data will be more readily available to assist in recruitment efforts.
- 1.5 Increase the awareness of equal employment opportunity among all personnel involved in hiring, and have the Superintendent, Human Resources Director, and Affirmative Action Officer monitor all hiring.

## **GOAL 2**

### **EDUCATION AND TRAINING**

Promote a culture of respect and diversity in the workplace, and ensure that employees are aware of the Affirmative Action Plan and their roles and responsibilities in enforcing the District's equal employment opportunity policies.

#### **Action Programs**

- 2.1 Continue the emphasis on developing annual objectives and strategies at each building to increase gender equity, multi-cultural and mainstreaming opportunities in both the instructional and activities programs. Each staff member has responsibility for carrying out the equal employment strategies as outlined in the Affirmative Action Plan adopted by the District.
- 2.2 Provide support for schools to develop and carry out multi-cultural and gender equity training programs and special projects.
- 2.3 Provide multi-cultural training for personnel at the elementary, middle school, and high school levels, in conjunction with incorporating multi-cultural and gender equity concepts, awareness, and information into the curriculum.
- 2.4 Other means of promotion and information dissemination will be utilized as necessary to ensure that the community and District staff and students are informed of the goals and objectives of equal educational and employment opportunities.

## **GOAL 3**

### **PREVENTING EMPLOYMENT DISCRIMINATION**

Ensure that the District does not unlawfully discriminate against any person on the basis of any protected status in employment, recruitment, promotion or advancement.

#### **Action Programs**

- 3.1 Maintain credential requirements for all personnel.
- 3.2 Make no differentiation in pay scale on the basis of any protected status.
- 3.3 Make no differentiation in the assignment of school duties on the basis of any protected status, except where there is a compelling need for a lawful, bona fide occupational qualification based on the nature of the duties (e.g. a gender based qualification for an assignment that involves supervising students in areas or situations where students might be disrobed).

- 3.4 Provide the same opportunities for advancement without regard to a protected status.
- 3.5 Make no differentiation in conditions of employment, including, but not limited to, hiring practices, leaves of absence, hours of employment, and assignment of, or pay for, instructional and non-instructional duties on the basis of any protected status.

**D. Staff Responsibilities for Implementation, Monitoring and Evaluation of Progress**

Consistent with WAC 392-190-0592 and chapters 28A.640 and 28A.642 RCW, it is the purpose of this Affirmative Action Plan to advance, monitor, and maintain the Lake Washington School District's Equal Employment Opportunity

**INTERNAL AUDIT AND REPORTING**

Human Resources maintains a confidential employee and applicant tracking system – separate from the pre-employment application process - which records the sex, race/ethnicity, veteran status, disability status, and age of applicants. Frequent monitoring of this data will help ensure that all applicants are receiving equal treatment in the hiring process and that the District's recruiting efforts are reaching all protected and non-protected groups. However, all pre-employment application forms will exclude unlawful inquiries that unnecessarily elicit the race, gender or membership of the applicant in other protected groups.

A careful review of all job descriptions and job postings will be made to ensure non-discrimination.

All screening interview questions will be checked and monitored to ensure non-discrimination.

Human Resources will prepare and submit required reports to state and federal agencies concerning employment and educational practices.

Perceived, apparent or reported inequities will be formally noted and included in the annual report to the Board of Directors. Human Resources will provide written reports each year to the Board of Directors on the results of any utilization analysis performed in connection with this Affirmative Action Plan and the status of any efforts taken by the District to promote its Equal Employment Opportunity Policy.

## DISSEMINATION OF POLICIES

It is the responsibility of the Superintendent of the Lake Washington School District or the Superintendent's designee to inform all applicants for employment, all current employees, all persons responsible for hiring within the District, all employee associations, and all District contractors and subcontractors of the District's commitment to equal opportunity employment.

Communication of the Lake Washington School District Affirmative Action Plan will be accomplished as follows:

1. The 2011-2016 Affirmative Action Plan is posted on the district official website as well as the district's policy of non-discrimination. The complaint procedures available to register complaints under these policies are also posted on the website.
2. At least annually, the District will remind employees of these policies and the Affirmative Action Plan and their location of the website via training or email communication. These policies will also be discussed in new employee orientation meetings.
3. The District will publish an annual notice to its community the nondiscrimination policy as contained in the Affirmative Action Plan at least annually prior to the beginning of the school year. Such publication will include the name, address, and a telephone number of the District's Affirmative Action Officer.
4. A statement of the District's commitment to equal employment opportunity is to be included in all District publications, employment announcements, vendor contracts, and other related District documents. All appropriate and interested recruiting sources are to be informed of the District's policies regarding nondiscrimination.
5. An equal employment opportunity statement will be included on all District job postings and newspaper advertisements.

## RESPONSIBILITY FOR IMPLEMENTATION AND EVALUATION

The Superintendent has the overall responsibility for the development, implementation, coordination, evaluation, and monitoring of the Affirmative Action Program. He will provide leadership and guidance to all administrators, supervisors, and personnel in the conduct of their employment practices to assure conformity with relevant federal and state laws and regulations and Lake Washington School District policies.

The Superintendent has delegated much of the work under this responsibility to the Human Resources Department.

The Director of Human Resources is designated as the Affirmative Action Officer and is responsible to the Superintendent for District compliance with the principles set forth in the Affirmative Action Plan. The responsibilities of the Affirmative Action Officer include:

1. Issuing all statements concerning the District's Affirmative Action Plan.
2. Identifying problem areas.
3. Formulating recommendations or directives for solving identified problems.

The Affirmative Action Officer is the Director of Human Resources, Lake Washington School District, 16250 NE 74th Street, PO Box 97039, Redmond, Washington 98073, telephone (425) 936-1266.

Human Resources will be responsible for documenting compliance with the Affirmative Action Plan, which includes maintaining a quarterly statistical analysis and updating employment data to measure the effectiveness of the Affirmative Action Plan and to highlight any areas of imbalance, if present.

Implementation of the equal employment opportunity policies of the District will be the responsibility of Human Resources.

Human Resources also has the responsibility of making known the District's desire and commitment to employ members of protected as well as non-protected groups through regular and frequent contacts with community groups and employment agencies and through identifying, to the extent reasonably possible, persons with requisite skills and talents for projected openings throughout the District. Human Resources shall ensure that recruitment efforts are reaching protected groups, as well as non-protected groups, in all categories where underutilization exists.

## SUPPORTIVE SYSTEMS

### Recruitment and Employment Plan

Human Resources considers all applicants and employees on the basis of job-related qualifications. The District selects employees as needed on the basis of merit, training and experience with no discrimination against any employee or applicant because of race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained guide dog or service animal by a person with a disability. In addition, the District selects employees without preferential treatment on the basis of race, gender, ethnicity or national origin. A continuing review of hiring criteria is made to ensure the relevance of the job qualifications to the tasks to be performed and the needs of the position.

In addition, the District promotes continued relationships with organizations that are a recruitment source for individuals from protected groups, including those groups which may currently be underutilized in the work force. These organizations include such agencies as the state job service agencies and college and university placement offices.

The District has a distribution list containing names and addresses of those agencies where job announcements are mailed. Job announcements are distributed to each building in the District, posted on the District's website; and distributed to each outside employment and referral source on the distribution list. Jobs may also be advertised in newspapers.

Specific emphasis will be placed on the outreach and recruitment of members of protected groups along with the efforts made to reach non-protected groups. Recipient listings for classified job announcements will be reviewed and expanded to include agencies serving minority communities, in addition to those serving the majority community. District public relations/recruitment brochures used for teacher recruiting will picture both minority and non-minority men and women.

### Training

Lake Washington School District recognizes the importance of on-going training for employees both to assist in upgrading skills and to assist in personal growth. The District will continue to provide staff development opportunities and to assist individual employees with career counseling through the employee assistance program, if needed. In addition, workshops on multi-cultural heritage and the inclusion of world studies in the core curriculum will be part of the training and development program.

## **E. INTERNAL MONITORING AND REPORTING PROCESS**

To ensure fairness and consistency, the following informal and formal review procedures will be used with regard to problems covered by state and federal equal employment opportunity laws and/or the District's Affirmative Action Plan. No employee's status with the District shall be adversely affected in any way because the employee utilized these procedures.

### **A. Informal Review Procedures**

If an employee has an employment problem dealing with equal employment opportunity, the employee is encouraged to discuss the problem, as soon as the problem develops, with his or her immediate supervisor. If the employee feels he or she cannot approach his or her immediate supervisor with the complaint, or if the employee feels that the response received from the supervisor does not resolve the complaint, then the employee is encouraged to discuss the problem with the Superintendent or the Superintendent's designee before pursuing formal procedures. However, the employee should be informed that he or she may at any time pursue formal procedures.

### **B. Formal Review Procedures**

Formal review procedures will be used to investigate specific complaints which remain unresolved after informal review has been pursued or after an employee chooses to forego informal review. The procedures may not be used for discharge or discipline cases and may only be used in connection with alleged employment discrimination complaints concerning race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained guide dog or service animal by a person with a disability.. Employees filing a formal complaint of sexual harassment should file their written complaint directly with the Affirmative Action Officer, which complaints shall be investigated and handled in accordance with the review and appeals procedures established by WAC 392-190-065, et seq.

Time limits are expressed in weeks and shall mean calendar weeks. Time limits may be extended by mutual consent of the employee and the person or persons by whom the grievance is being considered.

1. The employee may request a review of the complaint by submitting the employee's complaint, in writing, to his or her immediate supervisor within two weeks of the alleged discrimination. The allegations of discrimination should be signed and set forth the specific acts, conditions or circumstances alleged to be in violation of the District's obligations in regard to discrimination. The immediate supervisor shall arrange to meet with the employee within one week after the letter is received. If the complaint remains unresolved, the immediate supervisor

will attach comments to the employee's complaint and forward both complaint and the attached comments to the next line administrator within one week after meeting with the employee. The employee may submit his or her complaint directly to the next line administrator and proceed to step two if the employee feels he or she cannot approach his or her immediate supervisor with the complaint.

2. The next line administrator shall arrange to meet with the employee within one week after the complaint and comments are received from the immediate supervisor, or from the employee if the employee skips step one due to allegations of discrimination directed against the immediate supervisor. If the complaint remains unresolved after the meeting, the next line administrator shall attach comments to the complaint and the comments from the immediate supervisor and forward the material to the Affirmative Action Officer within one week after meeting with the employee.
3. The Affirmative Action Officer, along with advice and assistance as deemed necessary, shall investigate the complaint. Depending upon the circumstances, this investigation may include a meeting between the employee and the supervisor involved. A written response to the complaint shall be provided to the employee by the Affirmative Action Officer within two weeks after receipt of the complaint and comments.
4. If the employee is not satisfied with the results of the review by the Affirmative Action Officer, the employee may then submit a written request for further review to the Deputy Superintendent. Such request shall be submitted within one week after the employee's receipt of the written response from the Affirmative Action Officer. The Deputy Superintendent shall arrange for a hearing to be conducted by a three-member hearing panel to be chaired by the Deputy Superintendent, with the second member selected by the employee and the third by the Deputy Superintendent. Both of these members of the panel shall be from the Lake Washington School District community.

Nothing contained in this complaint/grievance procedure shall be construed to deny employees their rights under the law. Nor does the complaint/grievance procedure prohibit the processing of grievances by an employee bargaining representative and/or a member of a bargaining unit pursuant to grievance procedures established in local collective bargaining agreements.

**F. SUMMARY**

Lake Washington School District has a firm commitment to equal employment opportunity and to its Affirmative Action Plan. The District is committed to increasing the diversity of its work force without preferential treatment on the basis of race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained guide dog or service animal by a person with a disability.

Affirmative action is an on-going process. This Plan provides for periodic reviews and updates to ensure that the District's equal opportunity employment policies are effective.

The Lake Washington School District recognizes that by assuring equality of employment opportunity, the District also assures the quality of the education it provides to its students.

## **Appendix A**

### Equal Employment Opportunity

The Lake Washington School District has a firm commitment to equal employment opportunity and diversity in the workplace. The District is further committed to a workplace free of unlawful discrimination on the basis of race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained guide dog or service animal by a person with a disability.. To these ends, the District has an ongoing Affirmative Action Plan, which advances equal employment opportunity without preferential treatment on the basis of race, gender, ethnicity or national origin.

The scope of this policy and the Affirmative Action Plan shall be comprehensive, and shall cover all aspects of treatment of employees and applicants, including employment opportunities, compensation, hours of work, conditions of employment, promotions, demotions, transfers, recruitment, advertising, layoff and termination.

The Board of Directors shall require this policy to be implemented along with the Affirmative Action Plan in every department, every school, and at every level of operation.

The Board of Directors shall provide resources for equal employment opportunities to implement the above statement.

### Employment of Persons with Disabilities

The District recognizes its obligation under applicable federal, state and local laws to provide reasonable accommodation to allow individuals with disabilities to apply for and perform the essential functions of their jobs. If an employee has a disability and wishes reasonable accommodation, he or she should let his or her supervisor or the Human Resources Director know as soon as possible. The District can discuss with the employee the possibility of providing reasonable accommodations to enable the employee to perform the essential functions of the job. The District shall make those reasonable accommodations that may be accomplished without undue hardship to the District. An important factor to be considered shall be the nature and cost of the accommodation. However, an employment opportunity shall not be denied on the basis of the need to make reasonable accommodation.

If an employee becomes unable to perform the essential functions of his or her job, even with reasonable accommodation, he or she should ask about assistance in identifying and applying for other jobs with the District that may become available and for which he or she may be qualified.

## Nondiscrimination

The District prohibits unlawful discrimination against any employee or applicant for employment by reason of race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained guide dog or service animal by a person with a disability.

## Legal Refs.:

Title VI, Civil Rights Act of 1964  
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act  
Executive Order 11246, as amended by E.O. 11375  
Equal Pay Act, as amended by the Education Amendments of 1972  
Title IX, Education Amendment of 1972  
Rehabilitation Act of 1973, section 504  
Individuals with Disabilities Education Act of 1990  
Age Discrimination in Employment Law, P.L. 95-256  
Americans with Disabilities Act of 1990  
RCW 28A.400.310  
RCW Chapter 28A.640, generally  
RCW 28A.642, generally  
RCW Chapter 49.60  
WAC 180-40-215  
WAC Chapter 392-190, generally  
WAC Chapter 392-200, generally

## Contract Refs.:

Lake Washington Education Association Agreement, Articles VII, XIII  
School District Trades Bargaining Council Agreement, Nondiscrimination  
Public, Professional and Office-Clerical Employees and Drivers Local Union No. 763  
(Representing the Food Services Employees)  
Lake Washington Association of Educational Office Personnel/CPEA-WEA-NEA  
Lake Washington Instructional Assistants Represented by Service Employees  
International Union, Local #6

## Cross Refs.:

EFB, Free and Reduced Price Food Services  
GBA, Equal Employment Opportunity  
JB, Equal Educational Opportunities