

# Lake Washington School District No. 414

## Affirmative Action Plan

2006-2011

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# **AFFIRMATIVE ACTION PLAN**

## **I. PURPOSE AND POLICY STATEMENTS**

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, color, creed, religion, sex, age, national origin, ethnicity, marital status, sexual orientation, including gender expression or identity, veteran status or the presence of any sensory, mental or physical 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, color, creed, religion, sex, age, national origin, ethnicity, marital status, sexual orientation, including gender expression or identity, veteran status, or the presence of a sensory, mental or physical disability.

Appendix A contains the Lake Washington School District Board of Directors' adopted policies on equal employment opportunity (GBA) and non-discrimination (AC).

## **II. 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:

### **A. Internal and External**

1. Copies of the 2006-2011 Affirmative Action Plan will be distributed to all organizations, agencies and individuals inside and outside the District as follows:

- Board of Directors
  - All administrators
  - All schools and/or building locations
  - The shop steward and/or president of all employee associations
  - Any employee, upon request
  - The Office of State Superintendent and Public Instruction
  - The Washington State Human Rights Commission
  - The State Department of Personnel
  - The Lake Washington School District Racism Committee
2. A statement of the District's Equal Employment Opportunity Policy will be placed on District recruitment material, application forms and newspaper advertisements.
  3. All District recruiting sources will be informed annually regarding the District's Equal Employment Opportunity Policy and its Affirmative Action Plan.
  4. Upon adoption of the District's 2006-2011 Affirmative Action Plan, the Public Information Office will issue a statement and information regarding the Plan in District publications.
  5. Announcements of training opportunities that promote the goals of the Plan will be issued to staff through District publications.
  6. All District contractors, vendors, and suppliers will be notified that they must comply with the District's Equal Employment Opportunity Policy and Affirmative Action Plan.
  7. The name, address, and telephone number of the District's Affirmative Action Officer will be published, at least annually, in regular District publications to the staff and the community.

#### B. Internal Only

1. All District job postings and newspaper advertisements will include an equal employment opportunity statement.
2. Upon employment, each new employee will be informed of the District's Affirmative Action Plan and policies against discrimination.
3. Unit and department administrators shall at least annually inform all staff of the District's Affirmative Action Plan.

### **III. RESPONSIBILITY FOR IMPLEMENTATION AND EVALUATION**

- A. The Superintendent is responsible to ensure that administrators and supervisors are fully aware of their role in supporting the Affirmative Action Plan.
- B. 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)702-3266.

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. Progress will be reviewed each year with the Board of Directors.

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.

### **IV. NUMERICAL WORK FORCE ANALYSIS**

This section of the Affirmative Action Plan reflects a numerical analysis of the school District's workforce demographics.

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 public census reports and materials made available through the Office of the Superintendent of Public Instruction at:

<http://www.k12.wa.us/equity/AffirmativeAction/resources.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.

#### A. Availability Study

To research and prepare information for the District's 2006-2011 Affirmative Action Plan, an availability analysis was conducted based on state census reports and statistical population studies from various sources for the minority, female, veteran, disabled and aged workforce.

With respect to race/ethnicity and gender, a specific analysis was conducted for each job category tracked by the District. Workforce availability figures were obtained for each job category from the *Detailed Occupations of the Civilian Labor Force by Sex, Race & Origin* tables, available at:

<http://www.k12.wa.us/equity/pubdocs/DetailedOccupationsCivilianLaborForcebySexRaceOrigin.xls>

The data provided therein for King and Snohomish Counties was aggregated to more accurately reflect the District's workforce hiring pool. As described more fully in footnotes to the Utilization Analyses, the job categories tracked by these data tables are not identical to those tracked by the District. However, even where these categories are not precise matches, comparing the District's utilization against theoretical availabilities for similar positions provides more meaningful data than would a comparison against aggregate state- or county-wide data that fails to reflect the availability of persons with the requisite skills and training for specific positions.

Veteran status, disability and age analyses are reported on a District-wide basis, rather than by individual job category. This was done in part because available state- or county-wide data sources do not examine these statistics by job category and in part because the District gathered this data through an anonymous, electronic survey without a breakdown by job category. The District's use of anonymous, electronic surveys is not only more sensitive to the District's employees, but it also ensures up-to-date data for categorizations that may change throughout the course of an

individual's employment with the District.<sup>1</sup> County-wide availability data regarding veteran, disabled and aged workforces was obtained from Census 2000 reports made available by the Office of Financial Management at:

<http://www.ofm.wa.gov/census2000/dp58/default.asp#county>

The data provided therein for King and Snohomish Counties was aggregated to more accurately reflect the District's workforce hiring pool.<sup>2</sup>

## B. Theoretical Availability and Statistically Expected Utilization Figures

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) or across all job categories (for veteran status, disability and age 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.

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<sup>1</sup> 1455 total surveys were completed by District employees and responses regarding the race/ethnicity of those surveyed closely track the data already on file with the District. The similarity between these two samples lends support to the accuracy of the veteran status, disability and age statistics gathered from the electronic survey.

<sup>2</sup> King and Snohomish County data was also aggregated in the District's previous Affirmative Action Plan.

**Lake Washington School District  
Utilization Analysis  
Race – February 14, 2006**

Job Group <sup>3</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>4</sup>	Statistically Expected Utilization (%) <sup>5</sup>	Deviation From TA (%) <sup>6</sup>	Deviation From SEU (%) <sup>7</sup>
<i>Certificated Personnel</i>											
Certificated Admins	74	8	10.8	4.1	2.7	2.7	1.4	16.2	13.0	5.4	2.2
Elem Teachers	798	61	7.6	1.1	4.4	1.4	0.8	10.2	8.2	2.6	0.6
Sec Teachers	574	42	7.3	1.2	3.1	2.3	0.7	11.7	9.3	4.4	2.0
Cert Support Personnel	203	15	7.4	2.5	3.0	1.0	1.0	12.4	9.9	5.0	2.5
Total Certificated	1649	126	7.6	1.5	3.7	1.7	0.8	N/A	N/A	avrg = 4.4	avrg = 1.8
<i>Classified Personnel</i>											
Class Admin/Para Prof	139	12	8.6	2.9	2.9	2.2	0.7	16.2	13.0	7.6	4.4
Office Personnel	181	18	9.9	1.1	5.5	3.3	0.0	18.7	14.9	8.8	5.0
Custodians	102	30	29.4	1.0	21.6	3.9	2.9	36.6	29.3	7.2	(0.1)
Maintenance/Crafts	40	6	15.0	0.0	7.5	5.0	2.5	20.0	16.0	5.0	1.0
Instructional Assistants	306	23	7.5	0.0	3.6	3.6	0.3	13.2	10.6	5.7	3.1
Special Ed Para Ed	177	17	9.6	1.7	5.1	2.8	0.0	5.1	4.1	(4.5)	(5.5)
Transportation	143	16	11.2	0.7	3.5	3.5	3.5	20.5	16.4	9.3	5.2
Total Classified	1088	122	11.2	1.0	5.9	3.3	1.0	N/A	N/A	avrg = 5.6	avrg = 1.9
District Grand Totals	2737	248	9.1	1.3	4.6	2.3	0.9	N/A	N/A	avrg = 5.1	avrg = 1.9

<sup>3</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>4</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>5</sup> Calculated by reducing the theoretical availability by 20%.

<sup>6</sup> Calculated by subtracting the actual utilization from the theoretical availability.

<sup>7</sup> Calculated by subtracting the actual utilization from the statistically expected utilization.

**Lake Washington School District  
Utilization Analysis  
Gender – February 14, 2006**

Job Group <sup>8</sup>	Total Empl	Total Female	% Total Females	Theoretical Availability (%) <sup>9</sup>	Statistically Expected Utilization (%)	Deviation From TA (%)	Deviation From SEU (%)
<i>Certificated</i>							
Certificated Administrators	74	36	48.6	62.9	50.3	14.3	1.7
Elementary Teachers	798	711	89.1	77.7	62.2	(11.4)	(26.9)
Secondary Teachers	574	339	59.1	57.2	45.7	(1.9)	(13.4)
Certificated Support Personnel	203	177	87.2	68.4	54.7	(18.8)	(32.5)
Total Certificated	1649	1263	76.6	N/A	N/A	avrg = (4.5)	avrg = (17.8)
<i>Classified</i>							
Class Admin/Para Professional	139	103	74.1	62.9	50.3	(11.2)	(23.8)
Office Personnel	181	181	100.0	72.4	57.9	(27.6)	(42.1)
Custodians	102	14	13.7	30.4	24.3	16.7	10.6
Maintenance/Crafts	40	0	0.0	6.9	5.5	6.9	5.5
Instructional Assistants	306	291	95.1	90.3	72.2	(4.8)	(22.9)
Special Ed Paraeducators	177	164	92.7	87.6	70.1	(5.1)	(22.6)
Transportation	143	76	53.1	46.6	37.3	(6.5)	(15.8)
Total Classified	1088	829	76.2	N/A	N/A	avrg = (4.5)	avrg = (15.9)
District Grand Total	2737	2092	76.4	N/A	N/A	avrg = (4.5)	avrg = (16.6)

<sup>8</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>9</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>.

**Lake Washington School District  
Utilization Analysis  
Veterans – May 1, 2006**

Total Responses	Total Veterans <sup>10</sup>	% Veterans	Theoretical Availability (%) <sup>11</sup>	Statistically Expected Utilization (%)	Deviation From TA (%)	Deviation From SEU (%)
1436	54	3.8	10.4	8.3	6.6	4.5

**Lake Washington School District  
Utilization Analysis  
Disabled – May 1, 2006**

Total Responses	Total Disabled	% Disabled	Theoretical Availability (%) <sup>12</sup>	Statistically Expected Utilization (%)	Deviation From TA (%)	Deviation From SEU (%)
1437	63	4.4	12.5	10.0	8.1	5.6

**Lake Washington School District  
Utilization Analysis  
Persons Over Forty – May 1, 2006**

Total Responses	Total Over 40	% Over 40	Theoretical Availability (%) <sup>13</sup>	Statistically Expected Utilization (%)	Deviation From TA (%)	Deviation From SEU (%)
1433	1059	73.9	46.5	37.2	(27.4)	(36.7)

<sup>10</sup> Vietnam Era Veterans or veterans of more recent military action (honorably discharged service members who are veterans of Vietnam, any war of the United States, or of any military campaign for which a campaign ribbon or expeditionary badge was awarded).

<sup>11</sup> Computed by dividing the 2000 Census figures for King and Snohomish County civilian veterans aged 18-64 (111,118 + 49,306) by the corresponding civilian population aged 18-64 (111,118 + 49,306 + 1,053,019 + 331,237). *Values from Census reports, table P39.*

<sup>12</sup> Computed by dividing the 2000 Census figures for King and Snohomish County employed disabled persons ages 16-64 (109,999 + 40,217) by the corresponding total employed population ages 16-64 (109,999 + 40,217 + 797,180 + 255,612). *Values from Census reports, table P42*

<sup>13</sup> Computed by dividing the 2000 Census figures for King and Snohomish County populations aged 40-64 (554,212 + 188,094) by the corresponding total population ages 16-64 (554,212 + 188,094 + 1,199,800 + 188,094). *Values from Census reports, tables P8 and P42.*

AFFIRMATIVE ACTION REPORT  
February 14, 2006

TOTAL EMPS	WHITE EMPLOYEES			ASIAN OR PACIFIC ISLANDER			BLACK OR AFRICAN AMERICAN			HISPANIC OR LATINO			AM. INDIAN OR ALASKA NATIVE			TOTAL MINORITY EMPLOYEES		TOTAL EMPLOYEES				
	M	F	%	M	F	%	M	F	%	M	F	%	M	F	%	#	%	M	%	F	%	
<i>CERTIFICATED</i>																						
ADMINISTRATORS – CENTRAL	16	7	9	100	0	0	0	0	0	0	0	0	0	0	0	0	0	7	43.8	9	56.3	
ADMINISTRATORS - BLDG.	58	28	22	86.2	1	1	3.4	2	1	5.2	0	2	3.4	0	1	1.7	8	13.8	31	53.4	27	46.6
TEACHERS - ELEMENTARY	798	79	658	92.4	3	32	4.4	0	9	1.1	3	8	1.4	2	4	0.8	61	7.6	87	10.9	711	89.1
TEACHERS - SECONDARY	574	218	314	92.7	5	13	3.1	3	4	1.2	6	7	2.3	3	1	0.7	42	7.3	235	40.9	339	59.1
SUPPORT PERSONNEL	203	24	164	92.6	1	5	3.0	1	4	2.5	0	2	1.0	0	2	1.0	15	7.4	26	12.8	177	87.2
SUBTOTAL	1649	356	1167	92.4	10	51	3.7	6	18	1.5	9	19	1.7	5	8	0.8	126	7.6	386	23.4	1236	76.6
TOTAL/CERTS	1649		1523	92.4		61	3.7		24	1.5		28	1.7		13	0.8	126	7.6	386	23.4	1263	76.6
<i>CLASSIFIED</i>																						
ADMINISTRATORS – CENTRAL	18	9	7	88.9	0	1	5.6	1	0	5.6	0	0	0.0	0	0	0.0	2	11.1	10	55.6	8	44.4
OFFICE PERSONNEL	181	0	163	90.1	0	10	5.5	0	2	1.1	0	6	3.3	0	0	0.0	18	9.9	0	0.0	181	100
CUSTODIAL	102	61	11	70.6	21	1	21.6	1	0	1.0	3	1	3.9	2	1	2.9	30	29.4	88	86.3	14	13.7
MAINTENANCE/CRAFTS	40	34	0	85.0	3	0	7.5	0	0	0.0	2	0	5.0	1	0	2.5	6	15.0	40	100	0	0.0
PARAPROFESSIONAL	121	24	87	91.7	0	3	2.5	1	2	2.5	1	2	2.5	0	1	0.8	10	8.3	26	21.5	95	78.5
INST. ASSISTANTS	306	14	269	92.5	0	11	3.6	0	0	0.0	1	10	3.6	0	1	0.3	23	7.5	15	4.9	291	95.1
SPEC. ED PARA EDUCATOR	177	9	151	90.4	3	6	5.1	1	2	1.7	0	5	2.8	0	0	0.0	17	9.6	13	7.3	164	92.7
TRANSP/TRUCK DRIVERS	143	57	70	88.8	4	1	3.5	1	0	0.7	3	2	3.5	2	3	3.5	16	11.2	67	46.9	76	53.1
SUBTOTAL	1088	208	758	89	31	33	5.9	5	6	5.9	10	26	3.3	5	6	1.0	122	11.2	259	23.8	829	76.2
TOTAL/CLASS	1088		966	89		64	5.9		11	1.0		36	3.3		11	1.0	122	11.2	259	23.8	829	76.2
GRAND TOTAL	2737		2489	91		125	4.6		35	1.3		64	2.3		24	0.9	248	9.06	645	23.6	2092	76.4

**V. 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>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>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 1997, the total number of employees in this job category increased, as did the expected utilization rate for minorities. Despite this increase, the number of minority administrators fell slightly in both absolute number and as a percentage of total certificated administrators. As with minorities, the total number and percent of female administrators also fell slightly – however, these lower values may be due in part to a lower expected utilization rate for females in this category, as the TA fell from 67.3% to 62.9%. While the lower TA for female certificated administrators may be partially responsible for lower utilization, the District’s deviation from TA and SEU increased between 1997 and 2006. For minorities, the 2006 utilization deviates from TA by 5.4% and from SEU by 2.2%. For females, the 2006 utilization deviates from TA by 14.3% and from SEU by 1.7%.

Problem area: The total numbers of minorities and females are below the 2006 TA and slightly below the 2006 SEU. It is unclear whether this represents meaningful underutilization, but it may be an area of potential concern. The District shall ensure that recruitment efforts reach minorities and females as well as other protected and non-protected groups in this job category. See also Goals and Action Programs, Section VI.

**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>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>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 increased, as did the expected utilization rate for both female and minority elementary teachers from 1997 to 2006. Since 1997, both the absolute number and the total percent of minority employees decreased slightly, and the District has fallen slightly below the 2006 SEU and TA levels. The percent of minority elementary teachers decreased from 9.4% in 1997 to 7.6% in 2006. Conversely, since 1997, both the absolute number and the total percent of female elementary teachers increased, and the District's 89.1% utilization rate is well above both the 2006 TA of 77.7% and the 2006 SEU of 62.2%. For minorities, the 2006 utilization deviates from TA by 2.6% and from SEU by 0.6%. For females, the 2006 utilization deviates from TA by -11.4% and from SEU by -26.9%.

Problem area: The total numbers of minorities is only slightly below the 2006 TA and the 2006 SEU. While this does not appear to represent a meaningful underutilization at this time, it does reflect a trend of declining absolute number and total percentage of minority employees in this job category. The District shall specifically ensure that recruitment efforts reach minorities as well as other protected and non-protected groups in this job category. See also Goals and Action Programs, Section VI.

**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>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>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 increased, as did the expected utilization rate for both female and minority secondary teachers between 1997 and 2006. Since 1997, the total number of minority and female employees has increased, the percent of minority employees has decreased, and the percent of female employees has increased. As with elementary teachers, the District is slightly below the 2006 TA and SEU for minority secondary teachers, but above the TA and SEU for female secondary teachers. For minorities, the 2006 utilization deviates from TA by 4.4% and from SEU by 2.0%. For females, the 2006 utilization deviates from TA by -1.9% and from SEU by -13.4%.

Problem area: The total number of minorities is slightly below the 2006 TA and the 2006 SEU. It is unclear whether this represents meaningful underutilization, but it may be an area of potential concern. 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 Programs, Section VI.

**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>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>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 since 1997, as did the expected utilization of minorities (up to 12.4% from 11.3%). Conversely, the expected utilization of female support personnel fell during this period (down to 68.4% from 74.7%). Since 1997, the total number of minority support personnel grew such that the total percentage of minority employees remained constant at 7.4%, which represents a deviation from minority TA of 5.0% and from SEU of 2.5%. The total number of female workers increased, as did the percentage of female workers, up to 87.2%. This utilization represents a deviation from female TA of -18.8% and from SEU of -32.5%.

Problem area: Although the number of minority support personnel in the District has grown and the 1997 utilization rate has been maintained, the District is still slightly below both the TA and the SEU levels for minority employees in this category. The number of applicants for certificated support positions (i.e. special education teachers, physical and occupational therapists, and psychologists) from members of protected groups has traditionally been low in the District, and at times positions have gone unfilled due to the lack of qualified applicants from any group. 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 Programs, Section VI.

**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>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>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 increased since 1997, as did the expected utilization of minorities. The expected utilization of female classified administrators and paraprofessionals fell slightly during this period. The District's utilization rates for both minorities and females have grown since 1997 (up to 8.6% and 74.1%, respectively), and while this has resulted in female utilization rates that are well above the TA and SEU, minority utilization rates remain below the TA and SEU. The deviation for minority utilization is 7.6% from TA and 4.4% from SEU. The deviation for female utilization is -11.2 % from TA and -23.8% from SEU.

Problem area: The TA for minority classified administrators and paraprofessionals has increased rather dramatically since 1997, and although the District's utilization rate has increased, it has not kept pace with the TA, and 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 Programs, Section VI.

**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>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>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 1997. During the same period, the expected utilization of minority office personnel has increased dramatically, and the expected utilization of female officer personnel has fallen equally as dramatically. While the number of minority employees and the percent of minority employees have increased since 1997, these increases have not kept pace with changes to the TA and SEU, and the District's 6.3% utilization rate deviates from the TA by 8.8% and from the SEU by 5.0%. The District currently has a 100% utilization rate for female office personnel. This utilization rate deviates from TA by -27.6% and from SEU by -42.1%.

Problem area: Despite the increase in the absolute number and percentage of minority employees in this job category, the actual utilization number is still below 2006 SEU and TA levels. This appears to represent 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 Programs, Section VI.

**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>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>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 increased since 1997, as has the expected utilization for both minorities (up sharply to 36.6% from 16.5%) and females (increasing slightly to 30.4% from 29.9%). The District has one fewer minority custodian since 1997, and its 2006 utilization rate of 29.4% is slightly below the 1997 rate and deviates from TA by 7.2%, but is above the SEU, with a deviation of -0.1%. The total number of female custodians grew by one, and the utilization rate remained constant at 13.7%, which deviates from TA by 16.7% and from SEU by 10.6%.

Problem area: There is a statistical underutilization of females in this job group, with female utilization rates below the 2006 SEU and TA levels. The low number of female employees in this job category corresponds to a low number of female applicants for position openings. Minority utilization is below the TA, but slightly above the SEU. This does not appear to represent a meaningful underutilization. The District will nevertheless continue to ensure that recruitment efforts reach both minorities and females, as well as other protected and non-protected groups in this job category. See also Goals and Action Programs, Section VI.

**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>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>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 decreased since 1997. During this period, expected utilization of minorities grew from 11.8% to 20.0% and the expected utilization of females fell from 10.7% to 6.9%. Both the total number of minority employees and the percentage of minority employees decreased between 1997 and 2006. The District's minority utilization rate of 15.0% deviates from TA by 5.0% and from SEU by 1.0%. The number of female maintenance/craft workers employed by the District remained constant at zero. This represents a deviation from the TA of 6.9% and from the SEU of 5.5%.

Problem area: The total number of females and minorities was below the 2006 SEU and TA levels for this job category. There is a statistical underutilization of females in this job group. Currently, there are no female employees. The turnover rate is low, which exacerbates the difficulty in hiring and/or promoting females. Minority utilization is

below the 2006 TA and SEU. It is unclear whether this represents meaningful underutilization, but it may be an area of potential concern. 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 Programs, Section VI.

**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>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>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 since 1997. During this time, the number and percent of minority employees increased (from 5.5% to 7.5%) and the number and percent of female employees decreased (from 96.2% to 95.1%). Expected utilization rates increased for both minorities and females between 1997 and 2006 (up to 13.2% for minorities and up to 90.3% for females). Minority utilization rates deviate from TA by 5.7% and from SEU by 3.1%. Female utilization rates exceed both TA and SEU, with respective deviations of -4.8% and -22.9%.

**Problem area:** There was an increase in the absolute number of minorities employed in this job category (even though approximately 90 jobs have been eliminated in this job category since 1997), which reflects an overall positive utilization trend. However, the total number of minorities is still below the 2006 SEU and TA levels. It appears that members of minority groups may be underutilized in this job category at this time. Many of the positions within this classification are part-time and most applicants are from within the neighborhood community, which includes a very small population of protected class members. It is difficult to attract applicants from outside the neighborhood community because most do not wish to commute to a part-time job. 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 Programs, Section VI.

**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>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>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 1997 because of the increased demand for special education programs. The total number and percent of minority and female employee utilization increased during this period (minority utilization from 5.3% in 1997 to 9.6% in 2006 and female utilization from 90.9% in 1997 to 92.7% in 2006). At the same time, expected utilization of minorities has decreased and the expected utilization of females has increased. The District's utilization rates exceed TA and SEU for both minorities and females, with deviations from minority TA of -4.5%, minority SEU of -5.5%, female TA of -5.1%, and female SEU -22.6%.

**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>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>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 increased since 1997, the expected utilization of minorities has risen dramatically (5.7% up to 20.5%), and the expected utilization of females has fallen (49.3% down to 46.6%). The number and percentage of the District's minority transportation employees has increased between 1997 and 2006, but has not kept pace with the large increases in expected utilization. The District's 2006 minority utilization rate of 11.2% deviates from TA by 9.3% and from SEU by 5.2%. Since 1997, the number and percentage of female transportation workers has decreased,

but even so, the District remains above expected utilization rates. The District's 2006 female utilization rate of 46.6% deviates from TA by -6.5% and from SEU by -15.8%.

Problem area: Despite the increase in the absolute number and percentage of minorities employed in this job group, the actual utilization falls below the 2006 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 Programs, Section VI.

**BY PROTECTED CATEGORY**

**Veteran Status.** This category includes honorably discharged service members who are veterans of Vietnam, any war of the United States, or of any military campaign for which a campaign ribbon or expeditionary badge was awarded.

	<b>% Veterans</b>	<b>TA</b>	<b>Deviation From TA</b>	<b>SEU</b>	<b>Deviation frm. SEU</b>
<b>2006</b>	3.8%	10.4%	8.3%	6.6%	4.5%
<b>1997</b>	no data				

Veterans were not previously tracked by the District. As of 2006, 3.8% of the District's work force self-identified themselves as a veteran. This utilization rate is below the 2006 TA of 10.4%, as well as the 2006 SEU of 8.3%. However, these TA and SEU figures are based on King and Snohomish County demographics, and are not adjusted for the specific types of employment available through the District. Given that over 75% of the District's work force is female, it is not surprising that the District's veteran utilization is significantly below global expected utilization figures for the region, as veteran status remains more prevalent in the male population.

Problem area: The District's utilization is below the 2006 King and Snohomish County TA and SEU for veterans. It is unclear whether this represents meaningful underutilization, but it may be an area of potential concern. The District will ensure that recruitment efforts reach veterans as well as other protected and non-protected groups in all job categories. See also Goals and Action Programs, Section VI.

**Disability.** This category includes all individuals with a sensory, mental or physical disability, where “disability” means, with respect to an individual: (1) a physical or mental impairment that substantially limits one or more of the major life activities of such individual; (2) a record of such an impairment; or (3) being regarded as having such an impairment.

	<b>% Disabled</b>	<b>TA</b>	<b>Deviation From TA</b>	<b>SEU</b>	<b>Deviation frm. SEU</b>
<b>2006</b>	4.4%	12.5%	8.1%	10.0%	5.6%
<b>1997</b>	0.9%	4.8%	3.9%	3.8%	2.9%

The percentage of disabled persons employed by the District rose from 0.9% in 1997 to 4.4% in 2006. Even so, the District’s 2006 utilization deviates from King and Snohomish Counties TA and SEU figures by 8.1% and 5.6%, respectively.

Problem area: Although the District significantly improved its utilization of disabled persons between 1997 and 2006, current utilization remains below both the TA and SEU. It is unclear whether this represents meaningful underutilization, but it may be an area of potential concern. Further, unlike veteran status, individuals may be less inclined to self-identify under this category, despite the use of an anonymous survey. The District will ensure that recruitment efforts continue to reach the disabled as well as other protected and non-protected groups in all job categories. See also Goals and Action Programs, Section VI.

**Aged.** This category includes all employees over 40 years of age.

	<b>% Aged</b>	<b>TA</b>	<b>Deviation From TA</b>	<b>SEU</b>	<b>Deviation frm. SEU</b>
<b>2006</b>	73.9%	46.5%	(27.4%)	37.2%	(36.7%)
<b>1997</b>	59.2%	25%	(34.2%)	20.0%	(39.2%)

The percentage of persons over 40 employed by the District rose from 59.2% in 1997 to 73.9% in 2006. This utilization rate substantially exceeds both the 2006 TA and SEU, with deviations of -27.4% from TA and -36.7% from SEU.

## **VI. GOALS AND ACTION PROGRAMS**

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 incentives and 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.

## VII. INTERNAL AUDIT AND REPORTING

Personnel Services 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.

Personnel Services 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. Personnel Services 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.

## VIII. SUPPORTIVE SYSTEMS

### Recruitment and Employment Plan

Personnel Services 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, color, creed, religion, sex, age, national origin, marital status, sexual orientation, including gender expression or identity, veteran status or the presence of any sensory, mental or physical 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 and to each outside employment and referral source on the distribution list. Jobs may also be advertised in newspapers.

Additional information on securing minority teaching applicants will be pursued through a minority staff and parent advisory committee. District public relations/recruitment brochures used for teacher recruiting will picture both minority and non-minority men and women.

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.

### 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.

## **IX. COMPLAINT/GRIEVANCE PROCEDURES**

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, color, creed, religion, sex, age, national origin, ethnicity, marital status, sexual orientation, including gender expression or identity, veteran status or the presence of any sensory, mental or physical 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.

## **X. REDUCTION IN FORCE**

With regard to reduction in force, Lake Washington School District will follow the appropriate negotiated agreement or District policy #GCPA, Reduction in Professional Staff Work Force.

## **XI. 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, gender, ethnicity or national origin and without unlawful discrimination on the basis of race, color, creed, religion, sex, age, national origin, marital status, sexual orientation, including gender expression or identity, veteran status or the presence of any sensory, mental or physical 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, color, creed, religion, sex, age, national origin, ethnicity, marital status, sexual orientation, including gender expression or identity, veteran status or the presence of any sensory, mental, or physical 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, color, creed, religion, sex, age, national origin, ethnicity, marital status, sexual orientation, including gender expression or identity, veteran status, the presence of any sensory, mental or physical 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 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