

MEAD SCHOOL DISTRICT AFFIRMATIVE ACTION PLAN

2006-2011

TABLE OF CONTENTS

I.	INTRODUCTION	2
II.	PURPOSE	2
III.	RESPONSIBILITY FOR IMPLEMENTATION AND MAINTENANCE OF THE PLAN	3
IV.	DISSEMINATION OF PLAN AND POLICIES	3
V.	NUMERICAL ANALYSIS OF WORKFORCE	5
VI.	UTILIZATION ANALYSIS BY JOB CATEGORY- IDENTIFICATION OF PROBLEM AREAS	10
VII.	GOALS AND ACTION PROGRAMS TO ACHIEVE GOALS	13
VIII.	INTERNAL AUDIT AND REPORTING	14
IX.	SUPPORTIVE SYSTEMS	15
X.	REDUCTION IN FORCE	16
	APPENDIX A – Nondiscrimination and Affirmative Action Policy & Procedure...	17
	APPENDIX B – Officers, Board of Directors, AA Committee	24
	APPENDIX C – Affirmative Action Surveys	25

I. INTRODUCTION

It is the policy of the Mead School District to provide equal employment opportunity for all applicants and staff in all aspects of employment, including, recruitment, hiring, retention, assignment, transfer, promotion, and training. Such equal employment opportunity shall be provided without unlawful discrimination based on race, color, creed, religion, age sex, ethnicity, national origin, veteran status, marital status, or presence of a sensory, mental or physical disability.

The District's non-discrimination and affirmative action policy is set forth in Appendix A. The following Affirmative Action Plan will outline steps to be taken to ensure that District policies and practices do not unlawfully discriminate against an individual on the basis of race, color, creed, religion, age, sex ethnicity, national origin, veteran status, marital status, or the presence of a sensory, mental or physical disability. Furthermore, reasonable steps will be taken to actively promote employment opportunities to qualified individuals in protected groups that are underutilized in the workforce.

The Superintendent of the District is assigned responsibility for implementing the Affirmative Action Plan. However it is emphasized that every employee is expected to comply with and facilitate the ultimate success of the program.

The Affirmative Action Plan will be evaluated each year. The Affirmative Action Officer will report to the Board, as part of standard reporting procedures, progress in the implementing of the District's Affirmative Action Plan.

Copies of the Affirmative Action Plan will be made available to the State Human Rights Commission, the Office of Superintendent of Public Instruction, the State Department of Personnel, staff members, community groups, and other interested parties.

II. PURPOSE

It is the purpose of this Affirmative Action Plan for the District to promote, monitor, and maintain the District's affirmative action and equal employment opportunity policies. These policies provide for equal employment opportunities for all employees and applicants for employment without unlawful discrimination on the basis of race, color, creed, religion, age, sex, ethnicity, national origin, veteran status, marital status, or the presence of a sensory, mental or physical disability, and promote diversity in the workforce.

It is also the purpose of this Plan to identify, at all levels of the workforce, areas of underutilization of protected groups and to identify and address, when possible, the factors that may be causing such underutilization. This plan is designed to promote outreach, recruitment, training and education efforts intended to expand the pool of qualified applicants to promote diversity, consistent with the District's standards of excellence.

This plan advances equal employment opportunities 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 lawful discrimination on the basis of race, color, creed, religion, age, gender, national origin, ethnicity, veteran status, marital status, or the presence of a sensory, mental or physical disability.

III. RESPONSIBILITY FOR IMPLEMENTATION AND MAINTENANCE OF THE PLAN

- A. The Superintendent has the overall responsibility for the development, implementation, coordination, and monitoring of the Affirmative Action Plan and is responsible for ensuring that administrators and supervisors are fully aware of their role in supporting the Plan. The Superintendent has delegated to the Affirmative Action Officer the authority to represent the Superintendent in these matters. The Affirmative Action Officer is the Executive Director of Human Services.
- B. The Affirmative Action Officer is charged with 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 contact with community groups and employment agencies through identifying, to the extent possible, persons with requisite skills and talents for projected openings throughout the District. The Affirmative Action Officer shall ensure that recruitment efforts are reaching protected groups as well as unprotected groups in all categories where underutilization exists.
- C. The Affirmative Action Officer will advise the Superintendent and/or Board on equal opportunity matters as required. The Officer will monitor and evaluate the Plan's accomplishments and will prepare memoranda addressing proposed action and other issues as required by this Plan.
- D. The Affirmative Action Officer can be reached at (509) 465 – 6000 or by writing to Affirmative Action Officer, Human Services, Mead School District, 12828 North Newport Highway, Mead, WA 99021.
- E. The Affirmative Action Committee will conduct an annual review of the District's progress toward the goals set forth in this plan and report the results of this review to all District administrators and to the School Board. The Committee will also meet on a regular basis to monitor and evaluate the Plan's accomplishments and will prepare necessary memoranda addressing proposed action and other issues as required by this Plan. The Affirmative Action Advisory Committee will consist of the Affirmative Action Officer and/or Title IX Officer, two certificated staff representatives, two classified staff members and two members of the community.

IV. DISSEMINATION OF PLAN AND POLICIES

It is the responsibility of the Superintendent of the 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 employment opportunity.

Communication of the District's 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 of the District as follows:
 - Board of Directors
 - All administrators
 - All Schools and/or building locations
 - The presidents of all employee associations
 - Any employee, upon request
 - The Office of State Superintendent of Public Instruction
 - District Steering Committee
2. A statement of the District's equal employment opportunity policy will be placed in District recruitment material, application forms and newspaper advertisements.
3. All District recruiting sources will be informed annually regarding the District's nondiscrimination policy and its Affirmative Action Plan.
4. Upon adoption of the District's 2002 – 2011 Affirmative Action Plan, the Human Services Department will issue a statement and information about the plan in the 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 this 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 staff and the community. The Affirmative Action Officer and his/her contact information is also identified in Appendix B of this document.

B. Internal

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 our 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.

V. NUMERICAL ANALYSIS OF WORKFORCE

This section of the Affirmative Action Plan reflects a numerical analysis of the Mead School District workforce demographics.

The tables that follow contain a numerical study of the District’s workforce. The term “underutilization” as used in this Plan refers to having fewer members of an affected group in a particular job category than would be reasonably expected based upon their availability. The statistical comparisons in this section involve the use of census statistics for geographic areas relevant to Mead School District derived from public census reports. Most of these reports are available on the Office of Superintendent of Public Instruction website:

<http://www.k12.wa.us/equity/Affirmative%20Action%20Guide/AA%20preface.asp>

The use of such geographic areas and statistics is intended only for the purpose of implementing this 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 plan.

A. **Availability Study**

To research and prepare information for the Districts 2006 – 2011 Plan, an availability analysis was conducted based on state census reports and statistical population studies from various sources for the minority, female, disabled, veteran and aged workforce. A report on the Employment Status by Race for Spokane County based on Census 2000 data identified the percentage of minorities in the Spokane County workforce as 10% and women as 47%. Of the available labor force, 14% were identified as unemployed minorities, and 3% were identified as unemployed women. The Census 2000 data identified the population of disabled individuals in Spokane County as 14% of the available workforce and 47% of the available workforce fell between the ages of 40 – 74. The current veteran population available in the workforce for Spokane County is 5%. The underlined figures are utilized as the theoretical availability figure, or “TA”, in the utilization studies below.

* WA. State Office of Financial Mgmt.	In Total Population	% of Total Population	In Available Workforce	% of Available Workforce
TOTAL	323,980	100%	207,865	100%
Minorities**	32,856	10%	20,999	10%
Women	166,818	51%	98,621	47%
Disabled	68,895	21%	28,824	14%
Aged (40-74)	152,088	47%	97,696****	47%
Vietnam Veterans***	15,917	5%	10,393****	5%
Disabled Veterans	Data N/A	Data N/A	Data N/A	Data N/A

SEE NOTES ON NEXT PAGE

- * NOTE: Data derived from Census 2000 for Spokane County.
- ** NOTE: Minorities include: Black/African American, American Indian/Native Alaskan, Asian, Hawaiian/Other Pacific Island, Hispanic/Latino, and Other or Multiple Races.
- *** NOTE: Represents Vietnam Veterans only.
- ****NOTE: Estimates based on % of total population.

B. Theoretical Availability and Statistically Expected Utilization Figures

After the theoretical availability (“TA”) was determined for protected groups in Spokane County, a straight comparison was conducted against the TA figure. In addition, the TA figure was reduced by 20% to arrive at an “SEU”, or statistically expected utilization, and a comparison was performed against the SEU as well. The SEU Comparison is done because it is a commonly excepted practice to use a figure that is 80% of the theoretical availability in determining whether protected groups are meaningfully underutilized, because pure chance may account for utilization that is 20% less than the theoretical availability. Both figures, however, are considered in the identification of problem areas and possible underutilization.

A specific analysis was completed for each of the following job categories: Certificated Teachers and Support Personnel, Certificated Administrators, Classified Administrators, Classified Administrative Assistants, Classified Para Educators/Educational Support Specialists, Other Classified Employees.

C. Salary Ranges as of October 1, 2005

Group	Annual Salary Range (Based on 8 hour day)	Advanced Degree/Stipend
Certificated Teachers and Support Personnel	\$33,383 - \$57,266	Masters = \$1,823
Certificated Administrators	\$73,223 - \$98,670	\$3,597 - \$4,283
Classified Administrators	\$48,144 - \$65,254	N/A
Classified Administrative Assistants	\$17,006 - \$33,072	N/A
Classified Para Educators/ Educ. Support Specialists	\$14,414 - \$23,832	N/A
Other Classified	\$23,712 - \$41,160	N/A

D. Utilization Studies – Charts D1 through D6

**D1 - Mead School District
Utilization Analysis
Minorities – October, 2005**

Group	Total Empl	Total Minority	% Total Minority	Black Af.Am.	Asian Pacific Island	Hispanic	Other	Theoretical Availability	Statistically Expected Utilization	Deviation From TA	Deviation From SEU
Certificated Teachers and Support Personnel	553	16	3%	1	11	2	2	10%	8%	-7%	-5%
Certificated Admin	28	0	0%	0	0	0	0	10%	8%	-10%	-10%
Classified Admin	10	0	0%	0	0	0	0	10%	8%	-10%	-10%
Classified Admin Assistants	68	2	3%	0	0	0	2	10%	8%	-7%	-5%
Classified Para Educator/ ESS	209	15	7%	2	2	3	8	10%	8%	-3%	-1%
Other Classified	196	12	4%	1	2	1	8	10%	8%	-4%	-2%
Totals	1064	45	4%	4	15	6	20	10%	8%	-6%	4%

**D2 Mead School District
Utilization Analysis
Females – October, 2005**

Group	Total Employees	Total Minority	% Total Females	Theoretical Availability	Statistically Expected Utilization	Deviation From TA	Deviation From SEU
Certificated Teachers and Support Personnel	553	371	67%	47%	37%	+20%	+30%
Certificated Admin	28	14	47%	47%	37%	0	+10%
Classified Admin	10	3	30%	47%	37%	-17%	-7%
Classified Admin Assistants	68	68	100%	47%	37%	+53%	+63%
Classified Para Educator/ ESS	209	202	97%	47%	37%	+50%	+2%
Other Classified	196	76	39%	47%	37%	-8%	+2%
Totals	1064	734	69%	47%	37%	+22%	+32%

D3 Mead School District
Utilization Analysis
Vietnam Veterans – October, 2005

Group	Total Employees	Total Vietnam Veteran	% Total Vietnam Veterans	Theoretical Availability	Statistically Expected Utilization	Deviation From TA	Deviation From SEU
Certificated Teachers and Support Personnel	553	24	4%	5%	4%	-1%	0
Certificated Admin	28	1	4%	5%	4%	-1%	0
Classified Admin	10	2	20%	5%	4%	+15%	+16%
Classified Admin Assistants	68	1	1%	5%	4%	-4%	-3%
Classified Para Educator/ ESS	209	2	1%	5%	4%	-4%	-3%
Other Classified	196	35	18%	5%	4%	+13%	+14%
Totals	1064	65	6%	5%	4%	+1%	+2%

D4 Mead School District
Utilization Analysis
Disabled Veterans – October, 2005

Group	Total Employees	Total Disabled Veterans	% Total Disabled Veterans	Theoretical Availability	Statistically Expected Utilization	Deviation From TA	Deviation From SEU
Certificated Teachers and Support Personnel	553	Data Not Available	Data Not Available	Data Not Available	Data Not Available	Data Not Available	Data Not Available
Certificated Admin	28	“	“	“	“	“	“
Classified Admin	10	“	“	“	“	“	“
Classified Admin Assistants	68	“	“	“	“	“	“
Classified Para Educator/ ESS	209	“	“	“	“	“	“
Other Classified	196	“	“	“	“	“	“
Totals	1064	Data Not Available					

D5 Mead School District
Utilization Analysis
Disabled – October, 2005

Group	Total Employees	Total Disabled	% Total Disabled	Theoretical Availability	Statistically Expected Utilization	Deviation From TA	Deviation From SEU
Certificated Teachers and Support Personnel	553	8	2%	14%	11%	-12%	-9%
Certificated Admin	28	0	0%	14%	11%	-14%	-11%
Classified Admin	10	0	0%	14%	11%	-14%	-11%
Classified Admin Assistants	68	0	0%	14%	11%	-14%	-11%
Classified Para Educator/ESS	209	9	4%	14%	11%	-10%	-7%
Other Classified	196	10	5%	14%	11%	-9%	-6%
Totals	1064	27	3%	14%	11%	-11%	-8%

D6 Mead School District
Utilization Analysis
Persons Age 40-74 – October, 2005

Group	Total Employees	Total Persons 40-74	% Total Persons 40-74	Theoretical Availability	Statistically Expected Utilization	Deviation From TA	Deviation From SEU
Certificated Teachers and Support Personnel	553	363	66%	47%	37%	+19%	+29%
Certificated Admin	28	26	93%	47%	37%	+46%	+56%
Classified Admin	10	10	100%	47%	37%	+53%	+63%
Classified Admin Assistants	68	59	87%	47%	37%	+40%	+50%
Classified Para Educator/ESS	209	175	84%	47%	37%	+37%	+47%
Other Classified	196	143	73%	47%	37%	+26%	+36%
Totals	1064	776	73%	47%	37%	+26%	+36%

VI. UTILIZATION ANALYSIS BY JOB CATEGORY – IDENTIFICATION OF PROBLEM AREAS

A. **Certificated Administrators** - This job category includes principals, assistant principals, superintendent, assistant superintendents, executive directors, directors and assistant directors.

Groups	2005	2005 % of Group	2001	2001 % of Group
Minorities	0/28	0%	0/24.5	0%
Females	14/28	50%	10.5/24.5	43%
Disabled	0/28	0%	Not Available	Not Available
Vietnam Vet	1/28	4%	Not Available	Not Available
Disabled Vet	Not Available	Not Available	Not Available	Not Available
Over 40	26/28	93%	21/24.5	86%

This analysis indicates that Mead School District meets or exceeds the statistically expected utilization figures in the categories of female, Vietnam veterans, and over 40 employees. The District falls below the expected utilization in the categories of minority and disabled employees.

B. **Teachers and Support Personnel** - This job category includes all certificated teachers from preschool to grade 12 including special education teachers. Support personnel refers to counselors, psychologists, speech and language pathologists, and educational specialists.

Groups	2005	2005 % of Group	2001	2001 % of Group
Minorities	16/553	3%	16/479	3%
Females	371/553	67%	316/479	66%
Disabled	8/553	2%	Not Available	Not Available
Vietnam Vet	24/553	4%	Not Available	Not Available
Disabled Vet	Not Available	Not Available	Not Available	Not Available
Over 40	363/553	66%	317/479	66%

This analysis indicates that Mead School District meets or exceeds the statistically expected utilization figures in the categories of female, Vietnam veterans, and over 40 employees. The District falls below the expected utilization in the categories of minority and disabled employees.

C. **Classified Administrators** - This job category includes the Executive Director of Business Services, directors of facilities and planning, food service, building and grounds, transportation, the purchasing agent, etc.

Groups	2005	2005 % of Group	2001	2001 % of Group
Minorities	0/10	0%	Not Available	Not Available
Females	3/10	30%	“	“
Disabled	0/10	0%	“	“
Vietnam Vet	2/10	20%	“	“
Disabled Vet	Not Available	Not Available	“	“
Over 40	10/10	100%	“	“

This analysis indicates that Mead School District meets or exceeds the statistically expected utilization figures in the categories of Vietnam veterans and over 40 employees. The District falls below the expected utilization in the categories of female, minority and disabled employees.

D. **Classified Administrative Assistants** - This job category includes building, district office and department secretaries.

Groups	2005	2005 % of Group	2001	2001 % of Group
Minorities	2/68	3%	Not Available	Not Available
Females	68/68	100%	“	“
Disabled	0/68	0%	“	“
Vietnam Vet	1/68	1%	“	“
Disabled Vet	Not Available	Not Available	“	“
Over 40	59/68	87%	“	“

This analysis indicates that Mead School District meets or exceeds the statistically expected utilization figures in the categories of female, Vietnam veterans, and over 40 employees. The District falls below the expected utilization in the categories of minority and disabled employees.

- E. **Classified Para Educators/Educational Support Specialists** - This job category includes building and department para educators including interpreters, Braillists , and other classified support employees.

Groups	2005	2005 % of Group	2001	2001 % of Group
Minorities	15/209	7%	Not Available	Not Available
Females	202/209	97%	“	“
Disabled	9/209	4%	“	“
Vietnam Vet	2/209	1%	“	“
Disabled Vet	Not Available	Not Available	“	“
Over 40	175/209	84%	“	“

This analysis indicates that Mead School District meets or exceeds the statistically expected utilization figures in the categories of female and over 40 employees. The District falls below the expected utilization in the categories of minority, Vietnam veterans, and disabled employees.

- F. **Other Classified Employees** - This job category includes maintenance and food service workers, bus drivers, computer technicians, mechanics, etc.

Groups	2005	2005 % of Group	2001	2001 % of Group
Minorities	27/405	7%	Not Available	Not Available
Females	278/405	69%	“	“
Disabled	19/405	5%	“	“
Vietnam Vet	37/405	9%	“	“
Disabled Vet	Not Available	Not Available	“	“
Over 40	318/405	79%	“	“

This analysis indicates that Mead School District meets or exceeds the statistically expected utilization figures in the categories of female, Vietnam veterans, and over 40 employees. The District falls below the expected utilization in the categories of minority and disabled employees.

VII. GOALS AND ACTION PROGRAMS TO ACHIEVE GOALS

GOAL 1

JOB ANALYSIS, RECRUITMENT AND SELECTION

The District's goal is to seek purposely and actively a diverse pool of qualified applicants from all protected groups, as well as non-protected groups, for certificated and classified positions on all levels to ensure an increase opportunity for members of underrepresented groups to be considered for employment by the District.

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 attempt to reach protected groups, as well as non-protected groups. Focus recruitment on efforts that ensure communication with underrepresented groups and other applicants.
- 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 awareness of equal employment opportunity among all personnel involved in hiring and have the Superintendent and/or Affirmative Action Officer monitor all hiring.
- 1.5 Ensure that accurate information is maintained regarding the demographic make-up of the district's workforce.

GOAL 2

EDUCATION AND TRAINING

The District's goal is to promote a culture of respect and diversity in the workplace, and to ensure that members of the District community are aware of the Affirmative Action Plan and their roles and responsibilities in enforcing the District's policies concerning equal employment opportunity.

Action Programs.

- 2.1 Continue an emphasis on developing strategies at each building to increase gender equity and multi-cultural opportunities in both the instructional and activities programs. Each staff member has the 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 regular training and emphasis on providing a working environment free from unlawful discrimination.
- 2.4 Provide recognition for staff contributions to the district efforts to provide a diverse educational environment, free from unlawful discrimination.
- 2.5 Other means of promotion and information dissemination will be utilized as necessary to ensure that the community and district staff is informed of the goals and objectives of equal employment opportunity.

GOAL 3

PREVENTING EMPLOYMENT DISCRIMINATION BASED ON SEX

We include this goal and the following objectives to ensure that the district does not discriminate against any person on the basis of sex in employment, recruitment, promotion or advancement, and in order to incorporate the requirements of WAC 392-200-015

Action Programs

- 3.1 Maintain credential requirements for all personnel
- 3.2 Make no differentiation in pay scale on the basis of sex.
- 3.3 Make no differentiation in the assignment of school duties on the basis of sex, except where there is a compelling need for such qualifications based on the nature of the duties: e.g. an assignment that involves supervising students in areas or situations where persons might be disrobed.
- 3.4 Provide the same opportunities for advancement without regard to sex.
- 3.5 Make no difference 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 sex.

VIII. INTERNAL AUDIT AND REPORTING

The District's Human Resources Department will maintain a confidential employee and applicant tracking system – separate from the pre-employment application process which records the sex, race, ethnicity, age, disability and veteran status of applicants (See Appendix C.) Frequent monitoring of this data will 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. The pre-employment application forms used for both

certificated and classified personnel, however, will exclude inquiries that unnecessarily elicit the race, gender or membership of the applicant in other protected groups.

Annual reviews of the District's progress toward the goals set in this plan will be conducted by the District's Affirmative Action Officer and reported to all District Administrators and to the School Board. The analysis will include:

- a) Applicant data
- b) Interview and hiring data
- c) Transfer data and promotion data
- d) Termination data

IX. SUPPORTIVE SYSTEMS

Recruitment and Employment Plan

The Human Services Office 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 unlawful discrimination against any employee or applicant because of race, color, creed, religion, age sex, ethnicity, national origin, veteran status, marital status, or the presence of a sensory, mental or physical disability.

In addition, the District provides names and addresses of those agencies to which job announcements are made. Job announcements are distributed to each building in the District and to each outside employment and referral source on the list. Jobs may also be advertised in newspapers.

Specific emphasis will be placed on the out reach 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 to ensure continued inclusion of agencies serving minority communities, as well as other protected and non-protected groups. Consistent with the District's equal employment opportunity policy, and in addition to other measures described in this Plan:

1. Publicity for job openings may include, without limitations, informing professional groups and organizations with memberships that include both protected and non-protected groups, visiting areas to promote a diverse population of qualified applicants and listing job openings, including minimum qualifications, on bulletin boards in all district buildings.
2. All staff will be encouraged to facilitate recruitments of a diverse pool of qualified applicants, including individuals from underrepresented protected groups.
3. Community organizations representing the special interest of protected groups will be notified of the District's recruiting efforts.
4. All subcontractors, vendors, and suppliers will be notified in writing of the District's equal employment policy.
5. All recruiting sources, including minority, women, disabled and veteran groups will be notified in writing of the equal employment.

X. REDUCTION IN FORCE

The District's reduction in force ("RIF") procedures for bargaining unit positions are established by collective bargaining agreements. Seniority within the appropriate job group is the principal factor determining retention. Affirmative action is not currently a factor in negotiated RIF procedures. If a RIF is necessary, consistent with its legal and contractual obligations, the District will make reductions in force bearing in mind its commitment to equal employment opportunity.



NONDISCRIMINATION AND AFFIRMATIVE ACTION

Nondiscrimination

The district shall provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion and training. Such equal employment opportunity shall be provided without discrimination with respect to race, creed, color, national origin, age, sex, sexual orientation, marital status or qualified individuals with disabilities. The district may give preference to a United States citizen or national over an authorized alien if two candidates are equally qualified.

The superintendent shall assign a staff member to serve as Affirmative Action Officer and/or Title IX Compliance officer.

Affirmative Action

The district, as a recipient of public funds, is committed to undertake affirmative action which shall provide effective equal employment opportunities for staff and applicants for employment. Such affirmative action shall include a review of programs, the setting of goals and the implementation of corrective employment procedures to increase the ratio of aged, handicapped, ethnic minorities, women and Vietnam-era veterans who are under-represented in the job classifications in relationship to the availability of such persons having requisite qualifications. Affirmative action plans may not include hiring or employment preferences based on gender or race, including color, ethnicity or national origin. Such affirmative action shall also include recruitment, selection, training, education and other programs.

The superintendent shall develop an affirmative action plan which specifies the personnel procedures to be followed by the staff of the district and shall ensure that no such procedures discriminate against any individual. Reasonable steps shall be taken to promote employment opportunities of those classes that are recognized as protected groups--aged, handicapped, ethnic minorities, women and Vietnam-era veterans, although under state law racial minorities and women may not be treated preferentially in public employment.

This policy, as well as the affirmative action plan, regulations and procedures developed according to it, shall be disseminated widely to staff in all classifications and to all interested patrons and organizations. Progress toward the goals established under this policy shall be reported annually to the board.

Employment of Persons with Disabilities

In order to fulfill its commitment of nondiscrimination to those with disabilities, the following conditions shall prevail:

- A. No qualified person with disabilities shall, solely by reason of a disability, be subjected to discrimination, and the district shall not limit, segregate or classify any applicants for employment or any staff member in any way that adversely affects his/her opportunities or status because of a disability. This prohibition applies to all aspects of employment from recruitment to promotions and includes fringe benefits and other elements of compensation
- B. The district shall make reasonable accommodation to the known physical or mental limitations of an otherwise qualified disabled applicant or staff member unless it is clear that an accommodation would impose an undue hardship on the operation of the district program. Such reasonable accommodations may include:
 - 1. Making facilities used by staff readily accessible and usable by persons with disabilities; and
 - 2. Job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters and other similar actions. In determining whether or not accommodation would impose an undue hardship on the district, factors to be considered include the nature and cost of the accommodation.
- C. The district shall not make use of any employment test or criteria that screens out persons with disabilities unless:
 - 1. The test or criteria is clearly and specifically job-related; and
 - 2. Alternative tests or criteria that do not screen out persons with disabilities are available.
- D. While the district may not make pre-employment inquiry as to whether an applicant has a disability or as to the nature and severity of any such disability, it may inquire into an applicant's ability to perform job-related functions.
- E. Any staff member who believes that there has been a violation of this policy or the law prohibiting discrimination because of a disability may initiate a grievance through the procedures for staff complaints.

Nondiscrimination for Military Service

The district will not discriminate against any person who is a member of, applies to be a member or, performs, has performed, applies to perform, or has an obligation to perform service in a uniformed service, on the basis of that participation in a uniformed service. This includes initial employment, retention in employment, promotion, or any benefit of employment. The district will also not discriminate against any person who has participated in the enforcement of these rights under state or federal law.

Legal References:	RCW 28A.400.310	Law against discrimination applicable to district's employment practices
	RCW 28A.640.020	Regulations, guidelines to eliminate discrimination — Scope
	RCW 49.60	Law Against Discrimination
	RCW 49.60.030	Freedom from discrimination
	RCW 49.60.180	Unfair practices of employer defined
	RCW 49.60.400	Affirmative action, discrimination prohibited (I-200)
	RCW 73.16	Employment and Re-employment
	WAC 392-200	Employment Discrimination
	WAC 392-200-015	Public school employment — Affirmative action program
	42 USC 2000c – 2000c-9	Title VII of the Civil Rights Act of 1964
	42 USC 2000h – 2000h-6	Title IX Educational Amendments of 1972
	42 USC 12101 – 12213	Americans with Disabilities Act
	29 USC 706	
	8 USC 1324a and 1324b	(IRCA) Immigration Reform and Control Act of 1986
	38 USC §§ 2021 -2024	Uniformed Services Employment and Reemployment Rights Act
	45 CFR 84 Sec 504	Vocational Rehabilitation Act of 1973
	Executive Order 11246 Amended by Executive Order 11375	

Management Resources: *Policy News*, June 2001 State Updates Military Leave Rights

Replaces Board Policy 3110 (Affirmative Action) and Board Policy 3115 (Affirmative Action Grievance Procedures)

Adopted: May 8, 2006

NONDISCRIMINATION AND AFFIRMATIVE ACTION

The following goals shall assure that a meaningful educational experience will continue to exist for students and staff alike. The district will:

- F. Make efforts to modify the composition of the future work force in order to work toward a full utilization of aged, handicapped, ethnic minorities, women and Vietnam-era veterans in the various job categories.
- G. Ensure that all applicants and staff are considered on the basis of bona fide job-related qualifications. The purpose of the affirmative action plan is to actively include persons of under-utilized classes in the employment process, not to exclude others from it. The district shall continue to emphasize in all recruitment contacts that nondiscrimination is a basic element in the district's personnel procedures.
- H. Be responsible for reviewing all employment procedures and programs to assure that there is no indication of discriminatory practices. The district shall consider aged, handicapped, ethnic minorities, women and Vietnam-era veterans in the recruitment and employment process. Job descriptions for classified staff may be sent to the Washington Employment Service and other organizations which are recruiting sources for groups that may be under-utilized in the district's work force. Recruitment from colleges and universities may include institutions with high percentages of students of various ethnic minorities.
- I. Contract and purchase all goods and services from persons, agencies, vendors, contractors and organizations who comply with the appropriate laws and executive orders regarding discrimination.
- J. Take appropriate action to attract and retain aged, handicapped, ethnic minorities and women at all levels and in all segments of the district's work force. Criteria for selecting staff shall be reviewed regularly to assure that such statements relate directly to the requirements for specific positions. However, pursuant to state law there shall be no preferential employment practices based on race or gender.
- K. Upgrade present staff by providing management development training to assure that individuals of under-utilized groups are prepared for positions of new and increased responsibility.

Implementation of the affirmative action plan shall be the responsibility of the Superintendent. Administrators shall assist in the attainment of the established goals and purposes of this affirmative action plan.

Internal Audit and Monitoring System

The Human Services department, in compliance with WAC 162-12, "Pre-employment Inquiry Guide," shall record by age, race, sex and other protected groups applicant flow, new hires, promotions, transfer requests, transfers, administrative internships and terminations. An analysis shall be made of the internal and external work force availability of aged, handicapped, ethnic minorities and women.

The district shall evaluate the effectiveness of the nondiscrimination and affirmative action program and report its status to the board annually. Such reports may include recommendations for changes in the affirmative action program goals. The overall responsibility for monitoring and auditing this policy is assigned to the Executive Director of Human Services. The duties include:

- A. Analysis of the categories of employment in relation to affirmative action goals;
- B. Analysis of work force data and applicant flow;
- C. Maintaining records relative to affirmative action information;
- D. Preparation of reports of progress toward the goals and recommended changes required to maintain the vitality of the program;
- E. Identifying in a written report to the Superintendent any employment practice or policy that is discriminatory or that does not meet the requirements of the affirmative action program; and
- F. Keeping the Superintendent advised of the progress in implementing the goals and procedures of this affirmative action program.

Grievance Procedure

To ensure fairness and consistency, the following review procedures are to be used in the district's relationship with its staff with regard to employment problems covered by state and federal equal employment opportunity laws and/or this affirmative action program. No staff member's status with the district shall be adversely affected in any way because the staff member utilized these procedures. As used in this procedure, "Grievance" shall mean a complaint which has been filed by a complainant (a student, an employee, a parent or guardian) relating to alleged violations of any anti-discrimination law including Title IX regulations and Washington Administrative Code (WAC) 392-190, Section 504 of the Rehabilitation Act of 1973 or Title VII of the Civil Rights Act of 1964.

A complaint shall mean a charge alleging specific acts, conditions or circumstances, which are in violation of the anti-discrimination laws. A respondent shall mean the person alleged to be responsible or who may be responsible for the violation alleged in the complaint.

The primary purpose of this procedure is to secure an equitable solution to a complaint. The following steps shall be taken:

A. Informal Review Procedures

When a staff member has an employment problem concerning equal employment opportunity, he/she shall discuss the problem with the immediate supervisor within 60 *calendar* days of the circumstances which gave rise to the problem. The staff member may also ask the Affirmative Action Officer and/or Title IX officer to participate in the informal review procedure. It is intended that the informal discussion shall resolve the issue. If the staff member feels he/she cannot approach the supervisor because of the supervisor's involvement in the alleged discrimination, the staff member may directly contact the Affirmative Action Officer and/or Title IX officer before pursuing formal procedures. If the discussion with the officer or immediate supervisor does not resolve the issue the staff member may proceed to the formal review procedures.

B. Level One - Formal Review

The complaint must be written and signed by the complaining party and set forth the specific acts, conditions, or circumstances alleged to be in violation. The Affirmative Action Officer and/or Title IX Officer shall investigate the allegations set forth within 30 calendar days of the filing of the charge. The officer shall provide the Superintendent with a full written report of the complaint and the results of the investigation. The Superintendent shall respond in writing to the complainant as expeditiously as possible, but in no event later than 30 calendar days following receipt of the written complaint from the Affirmative Action or Title IX officer. The Superintendent shall state that the district either:

1. Denies the allegations contained in the written complaint received by the district, or
2. Shall implement reasonable measures to eliminate any such act, conditions or circumstance.

Such corrective measures deemed necessary shall be instituted as expeditiously as possible, but in no event later than 30 calendar days following the Superintendent's mailing of a written response to the complaining party.

C. Level Two - Appeal to Board of Directors

If a complainant remains aggrieved as a result of the action or inaction of the Superintendent he/she may file a written notice of appeal with the secretary of the Board of Directors by the 10th calendar day following:

1. The date upon which the complainant received the superintendent's response, or
2. The expiration of the 30-calendar day response period stated in Level One, whichever occurs first.

The Board of Directors shall schedule a hearing to commence by the 20th calendar day following the filing of the written notice of appeal. Both parties shall be allowed to present such witnesses and testimony as the Board deems relevant and material. The Board of Directors shall render a written decision by the 10th calendar day following the termination of the hearing and shall provide a copy to all parties involved.

D. Level Three - Appeal to the Superintendent of Public Instruction

In the event a complainant charging discrimination remains aggrieved with the decision of the Board of Directors in connection with any matter which, if established, would constitute a violation, the complainant may appeal the Board's decision to the Superintendent of Public Instruction.

1. A notice of appeal must be received by the Superintendent of Public Instruction on or before the tenth (10th) day following the date upon which the complainant received written notice of the Board of Directors' decision.
2. A notice of appeal must be in writing in the form required by the Superintendent of Public Instruction and must set forth:
 3. A concise statement of the original complaint and the portions of the Board of Directors' decision which is appealed.
 4. The suggested recommendations for resolution or remediation of the alleged complaint set forth in the original statement of complaint.

Preservation of Records

The files containing copies of all correspondence relative to each complaint communicated to the district and the disposition, including any corrective measures instituted by the district, shall be retained in the office of the District Compliance Officer.

Adopted: May 8, 2006

APPENDIX B

Affirmative Action Officer

Annie Lehinger, Ph.D.
Executive Director of Human Services
12828 N. Newport Highway
Mead, WA 99021

Title IX Officer

Cal Johnson
Executive Director
Student Services and Activities
12828 N. Newport Highway
Mead, WA 99021

Board of Directors

Denny Denholm, President
Ron Farley, Vice President
Tom Hunt
Maureen O'Conner
Robert Olson

Superintendent

Dr. Tom Rockefeller

Affirmative Action Committee

Jon Iverson, MEA President
Jocelyn Merhab, MEA President-elect
Nancy Cambell, PSE Para educator Representative
Guy Pruitt, MECA President
Jim Dearing, Transportation (1135MT) President
Lowell Harris, MCPEA President
Robin Anderson, MAEOP President
Gina Sawyer, Food Service President
Dave Stenersen, Administrative President
Shirley Fairfax, District Office Assistants
Cal Johnson, Executive Director of Student Services/Activities
Annie Lehinger, Executive Director of Human Services

APPENDIX C
EMPLOYEE AFFIRMATIVE ACTION SURVEY

MEAD SCHOOL DISTRICT
Affirmative Action

In order to improve the accuracy of records Mead School District is required to keep to support its Affirmative Action Program (RCW 28A.300.040) please respond to the following survey and return it to your supervisor. All responses are voluntary, and will remain anonymous. The response will not be identified by your name or worksite. Please do not put your name on the survey. **If you are not willing to provide this information, please answer only the last question.**

Please indicate the ethnic group to which you feel you most belong.

- Black/African American**
- Asian/Pacific Islander**
- Hispanic Origin**
- American Indian/Eskimo/Aleut**
- Caucasian**
- Other (Please specify)_____**

Do you have a disability? **Yes** **No**

Are you a Veteran? **Yes** **No**

Are you a Vietnam Era Veteran? (Service between 8/5/64 and 5/7/75)
 Yes **No**

Are you 40 or more years old? **Yes** **No**

Which of the following describes your position?

CLASSIFIED

- Classified Para Educator**
- Classified Administrative Assistant**
- Classified Administrator**
- Classified Custodial and Maintenance**
- Classified Transportation**
- Classified Food Service**

CERTIFICATED

- Teacher / Support Personnel (Librarian, psychologist, specialists, therapist, etc.)**
- Administrator**

Are you willing to provide the foregoing information? **Yes** **No**

Please return to the Human Services Department by April 21, 2006

