



Montesano School District No. 66

AFFIRMATIVE ACTION PLAN

2013-2018

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I. INTRODUCTION

It is the policy of the Montesano 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 discrimination with respect to race, creed, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation including gender expression or identity, religion, marital status, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a person with a disability. This non-discrimination statement also applies to employment opportunities and all students who are interested in participating in education programs and /or extracurricular school activities to include the Boy Scouts of American and other designated youth groups.

The following Affirmative Action Plan will outline steps to be taken to ensure that District policies and practices do not unlawfully discriminate against the protected groups 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 our Affirmative Action Plan. However, it is emphasized that every employee is expected to comply with and facilitate the ultimate success of the program. The District's policy will be easily accessible to all employees of the district. *See appendix 'A'*.

The Affirmative Action Officer will provide the report to the Board, as part of its standard reporting procedures.

II. PURPOSE

It is the purpose of this Affirmative Action Plan of 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 discrimination with respect to race, creed, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation including gender expression or identity, religion, marital status, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a person with a disability, and promotes diversity in the District's workforce. The District remains committed to equal employment opportunities for all veterans, including disabled veterans.

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

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 responsibility of ensuring that related policies and procedures are in place and up to date.
- B. The Affirmative Action Officer is charged with the responsibility of making known the District's desire and commitment to employ members of protected and non-protected groups through regular and frequent contact with community groups and employment agencies and 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 address proposed action and other issues as required by this Plan.
- D. The Affirmative Action Officer can be reached at (360) 249-3942 or by writing to Affirmative Action Officer, Personnel Department, Montesano School District, 302 N. Church St. Montesano, WA 98563

IV. DISSEMINATION OF PLAN AND POLICIES

It is the responsibility of the Affirmative Action Officer 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:

1. Copies of the 2013-2018 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
- Any employee, upon request
- The state Office of Superintendent of Public Instruction
- The Washington State Human Rights Commission
- The State Department of Personnel
- The School District's Website

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 at the time of each posting regarding the District's nondiscrimination policy and Affirmative Action Plan.
4. Upon adoption of the District's 2013-2018 Affirmative Action Plan, the Affirmative Action Officer will post the Plan in District publications and the District's Website.
5. 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 her contact information are also identified in this plan.
6. All District job postings and newspaper advertisements will include an equal employment opportunity statement.
7. Upon employment, each new employee will be informed of our Affirmative Action Plan and policies against discrimination.
8. Unit and department administrators shall at least annually inform all staff of the District's Affirmative Action Plan.
9. Annually all staff will receive an updated employee handbook with the Affirmative Action Plan and policies against discrimination.

V. NUMERICAL ANALYSIS OF WORKFORCE

This section of the Affirmative Action Plan reflects a numerical analysis of the Montesano School District 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 Grays Harbor County derived from the 2010 public census reports. Most of these reports are available on the U.S. Census websites. *See appendix 'C'*.

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 District's 2013-2018 Plan, an availability analysis was conducted based on state census reports and statistical population studies from various sources for the minority, female, and disabled workforce; however data was unavailable on available disabled workers in the Gray Harbor County area. A report of the Washington State population based on the 2010 Census identified the percentage of minorities living in Grays Harbor County as 11.6 % and the percentage of women living in Grays Harbor County as 47.4%. However, these figures do not indicate the work force labor availability or age span to arrive at the percentages. A report on the Resident Labor Force by Sex and Minority Status for Grays Harbor County based on the 2000 EEO data collection identified the percentage of minorities in the Grays Harbor County workforce as 4.8%, and 21.88 % for women; however, again, there is no data collection on whether a person was available for employment or the age span of the work force; therefore the data collection for the actual labor force is unknown. To determine the "Work Force Labor" for this plan, the age span used is 18-64 taken from the 2010 Census tables for Grays Harbor County. This age span is only used for the purpose of creating this plan and not an indication of the age span used for hiring practices in the Montesano School District. This total work force labor in Grays Harbor County is 45,224.

B. Theoretical Availability and Statistically Expected Utilization Figures

After the theoretical availability ("TA") was determined for protected groups in Grays Harbor County, using the 2010 census data, 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 accepted 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: administrators, teachers and classified employees.

Administrators include school principals, program directors, and department supervisors. Teachers include all certificated instructional staff, counselors, occupational therapist, school counselors, and psychologist. Classified employees include

paraeducators (teacher aides), bus drivers, custodians, food service, maintenance, nurses and office support staff.

The following tables represent an analysis of current utilization and under-utilization of minorities and women in the Montesano school district compared to Grays Harbor County. Specific analysis comparing job categories cannot be accomplished with this study as census data collection reports do not contain the same job categories or groups.

**Montesano School District Employees
Utilization Analysis - Minorities**

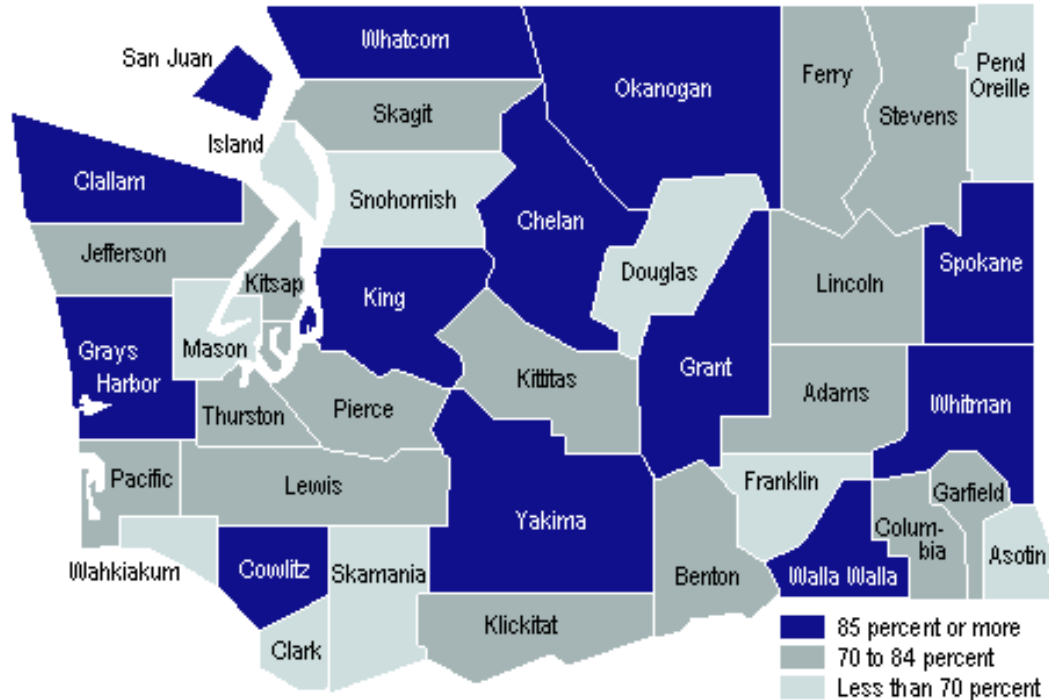
Job Group	Total Employees	Total Minority	Black/Af.Am	Asian/Pac Is.	Indian/ Native Am.	Hispanic	SEU	TA	Deviation from TA
Administrators	9	11.1%	0	0	1	0	11.6%	9.28%	+ 1.82%
Teachers	70	1.4%	0	0	0	1	11.6%	9.28%	- 7.88%
Classified	63	3.5%	0	1	1	1	11.6%	9.28%	- 5.78%

**Montesano School District Employees
Utilization Analysis - Females**

Job Group	Total Employees	Females	% Females	SEU	TA	Deviation from TA
Administrators	9	2	22.2%	47.4%	37.92%	- 15.72%
Teachers	70	50	71.4%	47.4%	37.92%	+ 33.48%
Classified	63	54	85.7%	47.4%	37.92%	+ 47.78%

Stay-at-Home Workers

Workers Working in County of Residence as a Percent of All Workers Working in County



Conclusion:

The analysis of the entire district staff as a whole shows an increase in the utilization in female workers; however the administrative group shows underutilization exists. Compared to employee statistics from 2008, this group has increased from 11.1% to 22.2%. The district is committed to continue recruiting all available resources to women, minorities, disabled workers and veteran workers. When comparing Grays Harbor total workforce population data from the Census 2000, Hispanic population has increased from 4% to 7.6% as well as the African American population has increased from 0.1 % to 1.3%, whereas the white non-Hispanic as decreased from 88.50% to 84.9%. This change in population however, may be a trend in the increase of available minority workers in the Grays Harbor area. In general, Washington State and Grays Harbor continue to hold minority population percentages lower than the national average. These findings will be considered as the District plans and implements its future recruitment efforts to ensure that members of the underutilized minority groups are reached by such efforts.

Disabled individuals are not reported. The District relies on the use of its affirmative action data collection process, which entails voluntary reporting. Employees may be more reluctant to self-report disability status than other demographic information, as a matter of privacy. The District is committed to its policy of nondiscrimination on the basis of disability.

Potential reasons for such underutilization for minorities are not clearly known. A detailed analysis of the workforce labor in Grays Harbor County would need to be conducted. The District currently does not have the capacity to conduct this type of research. Future plans with more informative information may be implemented if the District finds that utilization targets are not being met. The District remains committed to its policy against discrimination of the protected classes.

Veterans and Disabled Veterans. The Grays Harbor Census data identified the population of veterans as 8,938 from 2007-2011. However, it is unknown what percentage of this population participates in the labor work force. Nevertheless, the District remains committed to equal employment opportunities for all veterans, including disabled veterans.

Additional data regarding work force labor indicates a high percentage of *Stay-at-Home Workers* for Grays Harbor County in relation to the available labor work force. This statistical data will also be considered in recruitment efforts and the changes in work force trends.

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 at all levels to ensure an increased opportunity for members of underrepresented groups to be considered for employment by the District. It is our goal to increase our minority workforce in all areas of underutilization.

Action Programs

- 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.
- Ensure that recruitment efforts include and actually reach protected groups, as well as non-protected groups. Focus recruitment on efforts that ensure underrepresented groups are reached.
- Explore flex time and job sharing options as a means of enhancing positions for protected groups and other applicants.
- Increase the awareness of equal employment opportunity among all personnel involved in hiring. All hiring will be monitored by the Superintendent and the Affirmative Action Officer. All recommendation to hire will be approved by the Superintendent.
- 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

- 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 responsibility for carrying out the equal employment strategies as outlined in the Affirmative Action Plan adopted by the District.
- Provide support for schools to develop and carry out multi-cultural and gender equity training programs and special projects.
- Provide regular training and emphasis on providing a working environment free from unlawful discrimination.
- Provide recognition for staff contributions to the District's efforts to provide a diverse educational environment, free from unlawful discrimination.

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

- Maintain credential requirements for all personnel.
- Make no differentiation in pay scale on the basis of sex. All salary schedules are based upon job classification – *See appendix 'B'*.
- Make no differentiation in the assignment of school duties on the basis of sex, except where there is a compelling need for such qualification based on the nature of the duties; e.g. an assignment that involves supervising students in areas or situations where persons might be disrobed.
- Provide the same opportunities for advancement without regard to sex.
- 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 Personnel Department will maintain a confidential employee and applicant tracking system—separate from the pre-employment application process—which records the sex, race, ethnicity, age and disability and veteran status 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. 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. The document used for the application process is used on a volunteer basis.

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 applicant data, interview and hiring data and documentation, transfer and promotion data if applicable.

IX. SUPPORTIVE SYSTEMS

Recruitment and Employment Plan

The Personnel 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 selects employees without preferential treatment 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. 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.

Transfers and promotions within District are governed by the perspective collective bargaining agreements which specify processes for each classification. Seniority within those classifications dominates the employment practices; however, no unlawful discrimination against any employee is made. Each perspective bargaining unit adheres to unlawful discrimination and discloses the non-discrimination language in each bargaining agreement.

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

Job announcements are distributed to each building in the District and to each outside employment and referral source. Jobs are posted on the District's website and may also be advertised in newspapers.

Specific emphasis will be placed on the outreach and recruitment of members of protected groups along with the efforts made to reach non-protected groups. Recipient listings for classified job announcements will be reviewed to ensure continued inclusion of agencies serving minority communities, as well as other protected and non-protected groups.

Training

The 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 develop and provide training opportunities that are suited to individual staff needs based on current staff assessments, District goals, and current student population needs. Example; paraeducators assisting teachers in the classroom may need additional training to support the needs of a special education student. On-going assessments will be conducted to determine the training priorities.

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. RIF procedures for administrative and other exempt positions are established by School Board policy and do not explicitly address Affirmative Action. 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.

Appendix 'A'

Affirmative Action Policy 5010

Non-Discrimination Statement

Affirmative Action Officer

Name: Pam Banks

Address: 302 N. Church St., Montesano, WA 98563

Phone: 360.249.3942

Montesano School District No. 66

Nondiscrimination and Affirmative Action

Nondiscrimination

The district will provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion and training. Such equal employment opportunity will be provided without discrimination with respect to race, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation including gender expression or identity, marital status, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a person with a disability.

This non-discrimination statement applies to employment opportunities and all students who are interested in participating in educational programs and/or extracurricular school activities to include the Boy Scouts of America and other designated youth groups.

The superintendent will designate a staff member to serve as the compliance officer.

Affirmative Action

The district, as a recipient of public funds, is committed to undertake affirmative action which will make effective equal employment opportunities for staff and applicants for employment. Such affirmative action will include a review of programs, the setting of goals and the implementation of corrective employment procedures to increase the ratio of aged, persons with disabilities, ethnic minorities, women and Vietnam 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 will also include recruitment, selection, training, education and other programs.

The superintendent will develop an affirmative action plan which specifies the personnel procedures to be followed by the staff of the district and will ensure that no such procedures discriminate against any individual. Reasonable steps will be taken to promote employment opportunities of those classes that are recognized as protected groups — aged, persons with disabilities, ethnic minorities and women and Vietnam 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, will be disseminated widely to staff in all classifications and to all interested patrons and organizations. Progress toward the goals established under this policy will 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 will prevail:

- A. No qualified person with disabilities will, solely by reason of a disability, be subjected to discrimination and the district will 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 will 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 will 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; and
- 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.

Appendix 'B' Salaries

Salary Ranges as of September 1, 2013:

Salary ranges are based upon perspective negotiated collective bargaining agreements for that workforce group.

The Certificated Teachers are based upon the Washington State LEAP salary schedule according to their years of experience and level of education per their negotiated collective bargaining agreement.

Salary Ranges:

34, 048 – 64, 174

Administrative staff salaries are based upon their negotiated collective bargaining agreement. This group includes school principals, program directors and department supervisors.

Salary Ranges:

42,000 – 97,000.

The classified staff have several workforce groups within their bargaining agreement. Each group has their own salary schedule. This group includes paraeducators, bus drivers, food service, custodians, maintenance and mechanics.

Salary Ranges:

Paraeducators	11.70 – 14.40
Bus Drivers	14.43 – 16.56
Food Service	12.00 – 15.15
Custodians	14.12 – 16.86
Maintenance	16.06 – 18.88
Mechanic	17.04 – 20.09

A non-union represented group includes office support personnel and the District nurses.

Salary Range: 12.62 – 17.90

Source Information

<http://quickfacts.census.gov/qfd/states/53/53027.html>

<http://www.census.gov/prod/cen2010/doc/dpsf.pdf>

http://www.va.gov/vetdata/docs/SpecialReports/LFPR_FINAL_March2.pdf

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

<http://www.census.gov/eeo2000/>

Population facts

(Source: U.S. Census Bureau QuickFacts)

	Grays Harbor County	Washington State
Population 2011	72,546	6,830,038
Population 2000	67,194	5,894,121
Percent Change, 2000 to 2011	8.0%	15.9%

Age, gender and ethnicity

(Source: U.S. Census Bureau QuickFacts)

- The largest age category in Grays Harbor County's population is the 25 to 29 year-olds, which make up over 5,700 of the 2011 population forecast total.
- The next two largest groups are the 15 to 19 and 50 to 54 age groups, each accounting for just over 5,100 individuals.
- Females made up 48.5 percent of the county's population compared to the state at 50.1 percent.
- Grays Harbor County is less diverse than the state or nation, according to the 2011 data, as nearly 81.1 percent of the populations are counted as white non-Hispanic.
- The largest minority grouping in the county is the Hispanic or Latino grouping at 8.9 percent, while the American Indian/Alaska Native category accounted for 5.1 percent of the population in 2011.

Demographics

(Source: U.S. Census Bureau QuickFacts)

	Grays Harbor County	Washington State
Population by age, 2011		
Under 5 years old	5.8%	6.5%
Under 18 years old	21.3%	23.2%
65 years and older	16.9%	12.7%
Females, 2011		
	48.5%	50.2%
Race/ethnicity, 2010		
White	88.3%	82.0%
Black	1.3%	3.8%
American Indian, Alaskan Native	5.1%	1.8%
Asian, Native Hawaiian, Other Pacific Islander	1.8%	8.2%
Hispanic or Latino, any race	8.9%	11.6%

Educational attainment

(Source: U.S. Census Bureau QuickFacts)

In the county, 84.4 percent of persons age 25 or older were high school graduates, compared to 89.6 percent statewide. The numbers holding a Bachelor's degree or higher were much lower, at 14.5 percent compared to the states 31.0 percent.