



Affirmative Action Plan

2018-2023

November 2018

Renton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

Title IX Coordinator

Laurie Taylor, Assistant Superintendent, Human Resources
300 SW 7th Street, Renton, WA 98057
425.204.2370
laurie.taylor@rentonschools.us

Section 504/ADA Coordinator

Victoria Blakeney, Director of Student Support
300 SW 7th Street, Renton, WA 98057
425.204.2429
victoria.blakeney@rentonschools.us

Civil Rights Compliance Coordinator

Dr. Shannon Harvey, Assistant Superintendent, Learning and Teaching
300 SW 7th Street, Renton, WA 98057
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See also, Renton School District Policies and Procedures No. 3207, 3210, 5010, 5005 and 5011 for complaint procedures.

Renton School District Affirmative Action Plan 2018-2023

Board of Directors

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Presentation to the Board: November 28, 2018

Adopted by the Board: November 28, 2018

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Beth Decou.....American Federation of Teachers
Cami Kiel..... Renton Education Association
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Christie LindService Employees International Union
Elaine Love Renton Principal Association
Janie White.....Renton Educational Support Personnel
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Introduction

The Renton School District has established a firm commitment to providing equal employment opportunity to its staff and to applicants for positions in the District. Board Policy No. 5010, "Nondiscrimination and Affirmative Action", authorizes the Superintendent to implement and maintain an Affirmative Action Plan. A copy of this policy, with its associated procedures, is included as Appendix C beginning on page 25. The plan presented here is designed for the years 2018-2023. Although this plan covers a five-year period, it is important that it be reviewed regularly and modified, if necessary, in accordance with applicable law.

This 2018-2023 Affirmative Action Plan was developed following guidelines issued by the Equity and Civil Rights division of the Washington State Office of Superintendent of Public Instruction (OSPI). These guidelines are included in the publication Prohibiting Discrimination in Washington Public Schools: Guidelines for School Districts to Implement Chapters 28A.640 and 28A.642 and Chapter 392 WAC (February 2012). The basis for analysis in the current plan involves a comparison of the District's minority staff in various job categories to the percentage of minorities in the available labor force. Similarly, the basis for the analysis relative to gender balance in this plan is the proportion of men to women in the available labor force for various job categories.

The District's commitment to provide equal employment opportunity and to avoid discrimination in recruitment, hiring, retention, assignment, transfer, promotion, and training is reaffirmed with the adoption of this document. This commitment is made to ensure that equal employment opportunity is 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. The purpose of these affirmative action commitments remains the same as that of earlier plans: to ensure the absence of discrimination in employment practices.

The Affirmative Action Plan presented in this document represents the Renton School District's commitment to equal employment opportunity. Each employee of the District who is involved in a hiring or promotion recommendation must be committed to ensuring that the recommendation is made without discrimination. It is the responsibility of each employee to promote a strong commitment to equal employment opportunity at his/her work site and throughout the District.

Dr. Damien Pattenaude, Superintendent

Lynn Desmarais, President, Board of Directors

A. Policy and Review

The Renton School District Board of Directors regularly reviews its policies and regulations to ensure they reflect current local, state, and federal statutes and regulations and proven pedagogical and financial practices. As evidence of this, the Board recently studied and revised its policy and regulations related to nondiscrimination and affirmative action. On November 13, 2013, a revised policy, Policy No. 5010—Nondiscrimination and Affirmative Action, was adopted. The Board will continue to review this policy, along with other policies, and will make revisions, if necessary, to conform to current local, state, and federal statutes and regulations and proven pedagogical and financial practices.

Policy 5010 is divided into two sections: Nondiscrimination and Affirmative Action. Each section is discussed separately below. The entire policy, along with implementing procedures, is included as Appendix C beginning on page 25.

Nondiscrimination

Policy 5010 outlines the District's commitment to nondiscrimination in employment. The section of the policy related to nondiscrimination reads, in part:

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, 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 section of the policy also provides that the Superintendent will designate a compliance officer to ensure compliance with state and federal requirements for employment practices. Specific information about the District's designated compliance officers is included in Section D of this document beginning on page 14.

Procedure 5010P outlines the informal and formal processes to address complaints related to equal employment opportunity.

Affirmative Action

This section of the policy outlines the District's commitment to affirmative action. Under this policy, the Superintendent is directed to develop an Affirmative Action Plan which "shall 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 veterans who are under-represented in the job classifications in relationship to the availability of such persons having requisite qualifications." The policy notes that, consistent with Washington

law, the plan should not include hiring or employment preferences based on gender or race, color, ethnicity, or national origin.

In addition to Policy 5010, there are several policies, most with accompanying procedures that are relevant to the topic of affirmative action. These policies are discussed separately below. The complete text of each policy and its implementing procedure, if applicable, can be found in the indicated Appendix to this report.

Policy 5004 Nondiscrimination on the Basis of Disability; Reasonable Accommodations Under the Americans with Disabilities Act (ADA)

This policy outlines the District's commitment to avoid discrimination regarding individuals with disabilities. The policy also reviews the District's commitment to make reasonable accommodations for employees consistent with the Americans with Disabilities Act (ADA) and outlines the complaint resolution process for persons with a grievance regarding the District's actions under the ADA. The complete text of Policy 5004 is included as Appendix A on page 16.

Policy 5005 Harassment-free Environment and Prohibition of Discrimination of or by Employees

This policy outlines the District's commitment to provide a positive and productive work environment free from discrimination, including harassment and intimidation. Procedure 5005P outlines the informal and formal complaint processes for individuals who believe they have been subjected to harassment on the basis of protected status in the workplace. The procedure includes a "Harassment Report Form" that an individual is encouraged to use when the individual believes he/she have been harassed or has witnessed harassment. The complete texts of Policy 5005 and Procedure 5005P are included as Appendix B on page 17.

Policy 5011 Sexual Harassment

This policy outlines the District's commitment to provide a positive and productive education and work environment free from sexual harassment. The policy defines sexual harassment and asserts the District's obligation to take prompt, equitable and remedial action on reports, complaints, and grievances alleging sexual harassment. Procedure 5011P outlines the informal and formal complaint processes for individuals who believe they have been subjected to sexual harassment. The procedure includes a "Sexual Harassment Report Form" that an individual is encouraged to use when the individual believes he/she have been sexually harassed or has witnessed such harassment. The complete texts of Policy 5011 and Procedure 5011P are included as Appendix D on page 32.

WAC 392-190-0592

In accordance with Washington Administrative Code (WAC) 392-190-0592, the Renton School District incorporates the following provisions respecting discrimination on the basis of sex within its affirmative action employment program:

- (a) Maintain credential requirements for all personnel;
- (b) Make no differentiation in pay scale;
- (c) Make no differentiation in the assignment of school duties except where such assignment would involve duty areas or situations such as, but not limited to, shower rooms, where persons might be disrobed;
- (d) Provide the same opportunities for advancement;
- (e) 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.

B. Workforce Analysis by Race, Ethnicity and Gender

The analysis in this publication addresses differences in the utilization rate of women and racial/ethnic minorities in the District as compared with their availability in a reasonable recruitment area. Where there is a difference that indicates the underutilization of women or racial/ethnic minorities, this difference is noted. In analyzing the District's work force for evidence of possible underutilization, the general approach used is to compare the "protected class" percentage of District employees in various job classifications to the percentage of this class in the available work force. In establishing comparison figures representing the available work force, information was taken from the "EEO Tabulation" created by the Census Bureau from American Community Survey (2006-10) data. A summary of the census bureau data used is presented here as Table 1. A listing of the EEO job titles used to form these totals is included as Appendix E on page 46.

Available Pool

Table 1

Percentage of Available Minorities in the Employment Pool for EEO Categories

Source: EEO Tabulation prepared by U.S. Census Bureau using American Community Survey

(2006-10) Census Data

(Washington State & Seattle, Bellevue, Tacoma Metropolitan Statistical Area)

Employment Category	Geographic Area	Hispanic or Latino		Not Hispanic or Latino One Race					Not Hispanic or Latino 2 or More Races				
		White	All Other	White	Black or African American	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	White & Black	White and American Indian or Alaska Native	White and Asian	Black and American Indian or Alaska Native	Balance
Central Office Admin.	WA	2.5%	1.5%	84.1%	3.0%	1.5%	4.6%	0.1%	0.6%	0.4%	1.1%	0.1%	0.4%
Principals/Asst. Princ.	WA	2.5%	1.5%	84.1%	3.0%	1.5%	4.6%	0.1%	0.6%	0.4%	1.1%	0.1%	0.4%
Elem/MS Teachers	WA	1.8%	1.4%	89.8%	1.4%	0.5%	3.2%	0.1%	0.0%	0.6%	0.6%	0.0%	0.4%
Secondary Teachers	WA	2.8%	1.3%	89.1%	1.3%	0.1%	3.1%	0.3%	0.2%	0.6%	0.5%	0.0%	0.6%
Spec. Educ. Teachers	WA	1.4%	1.6%	90.0%	2.0%	0.1%	2.5%	0.0%	0.0%	0.8%	0.0%	0.0%	1.4%
Cert. Support Staff	WA	2.3%	1.5%	83.6%	2.9%	0.6%	6.9%	0.4%	0.1%	0.7%	0.6%	0.1%	0.4%
Class. Support Staff	Sea.MSA*	3.5%	2.5%	78.7%	3.8%	1.8%	7.9%	0.5%	0.1%	0.6%	0.5%	0.0%	0.0%
Clerical Staff	Sea.MSA*	2.6%	1.8%	80.0%	3.6%	1.1%	6.1%	0.5%	0.4%	0.7%	1.7%	0.2%	1.4%
Custodians	Sea.MSA*	9.1%	8.9%	55.9%	8.6%	1.2%	12.5%	0.7%	0.6%	1.0%	0.2%	0.3%	1.2%
Food Service	Sea.MSA*	12.5%	11.3%	52.7%	3.7%	0.8%	14.3%	1.1%	0.7%	0.7%	1.0%	0.1%	1.1%
Bus Drivers	Sea.MSA*	1.9%	1.1%	71.4%	13.7%	0.4%	6.0%	1.8%	1.2%	0.9%	0.0%	0.0%	1.7%
Maintenance	Sea.MSA*	4.5%	3.6%	73.5%	5.0%	0.5%	8.2%	2.2%	0.0%	0.7%	1.3%	0.2%	0.3%
Prof-Tech Workers	Sea.MSA*	3.9%	1.4%	73.0%	5.3%	1.3%	10.9%	0.4%	0.7%	0.7%	1.0%	0.2%	1.2%

* Seattle, Bellevue, Tacoma Metropolitan Statistical Area

Current Employees

Tables 2 and 3 on the current and following pages, summarize the racial/ethnic and gender composition of the Renton School District staff as of October 1, 2017. This summary includes only regular full and part-time employees; it does not include substitute and temporary employees.

Table 2

Number of Employees by Race/Ethnicity and Gender as of 10/01/2017

This table shows the number of employees in each staff category by race/ethnicity and gender for categories tracked in Renton School District.

Employment Category	Hispanic or Latino		Not Hispanic or Latino One Race					Not Hispanic or Latino 2 or More Races					Total Minority Employees	Total Female Employees	Total Employees
	White	All Other	White	Black or African American	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	White & Black	White and American Indian or Alaska Native	White and Asian	Black and American Indian or Alaska Native	Balance			
Central Office Admin.	3	1	37	2	1	5	0	2	1	0	0	0	15	27	52
Principals/Asst. Princ.	2	1	41	6	1	2	1	0	0	0	0	2	15	39	56
Elem/MS Teachers	16	3	440	24	3	41	0	4	5	0	1	11	108	432	548
Secondary Teachers	11	1	149	5	2	13	0	1	2	0	1	1	37	112	186
Spec. Educ. Teachers	5	1	92	3	1	8	0	1	5	0	0	2	26	93	118
Cert. Support Staff	8	1	151	12	1	18	2	1	1	0	0	2	46	173	197
Class. Support Staff	34	5	254	49	3	45	2	2	4	0	1	10	155	384	409
Clerical Staff	9	3	125	14	0	4	0	1	0	0	0	3	34	155	159
Custodians	3	0	31	5	2	28	0	0	1	0	0	1	40	9	71
Food Service	2	0	46	7	0	10	0	0	0	0	0	1	20	66	66
Bus Drivers	3	2	68	7	0	4	0	0	0	0	0	4	20	51	88
Maintenance	3	2	22	2	0	0	1	0	0	1	0	0	9	2	31
Prof-Tech Workers	7	2	42	16	0	5	0	4	1	0	0	2	37	43	79
TOTALS	106	22	1498	152	14	183	6	16	20	1	3	39	562	1586	2060

Table 3

Percentage of Employees by Race/Ethnicity and Gender as of 10/01/2017*

This table shows the percentage of employees in each staff category by race/ethnicity and gender for categories tracked in Renton School District.

Employment Category	Hispanic or Latino		Not Hispanic or Latino One Race					Not Hispanic or Latino 2 or More Races					Minority Percent	Female Percent
	White	All Other	White	Black or African American	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	White & Black	White and American Indian or Alaska Native	White and Asian	Black and American Indian or Alaska Native	Balance		
Central Office Admin.	5.8	1.9	71.2	3.8	1.9	9.6	0.0	3.8	1.9	0.0	0.0	0.0	28.8	51.9
Principals/Asst. Princ.	3.6	1.8	73.2	10.7	1.8	3.6	1.8	0.0	0.0	0.0	0.0	3.6	26.8	69.6
Elem/MS Teachers	2.9	0.5	80.3	4.4	0.5	7.5	0.0	0.7	0.9	0.0	0.2	2.0	19.7	78.8
Secondary Teachers	5.9	0.5	80.1	2.7	1.1	7.0	0.0	0.5	1.1	0.0	0.5	0.5	19.9	60.2
Spec. Educ. Teachers	4.2	0.8	78.0	2.5	0.8	6.8	0.0	0.8	4.2	0.0	0.0	1.7	22.0	78.8
Cert. Support Staff	4.1	0.5	76.6	6.1	0.5	9.1	1.0	0.5	0.5	0.0	0.0	1.0	23.4	87.8
Class. Support Staff	8.3	1.2	62.1	12.0	0.7	11.0	0.5	0.5	1.0	0.0	0.2	2.4	37.9	93.9
Clerical Staff	5.7	1.9	78.6	8.8	0.0	2.5	0.0	0.6	0.0	0.0	0.0	1.9	21.4	97.5
Custodians	4.2	0.0	43.7	7.0	2.8	39.4	0.0	0.0	1.4	0.0	0.0	1.4	56.3	12.7
Food Service	3.0	0.0	69.7	10.6	0.0	15.2	0.0	0.0	0.0	0.0	0.0	1.5	30.3	100.0
Bus Drivers	3.4	2.3	77.3	8.0	0.0	4.5	0.0	0.0	0.0	0.0	0.0	4.5	22.7	58.0
Maintenance	9.7	6.5	71.0	6.5	0.0	0.0	3.2	0.0	0.0	3.2	0.0	0.0	29.0	6.5
Prof-Tech Workers	8.9	2.5	53.2	20.3	0.0	6.3	0.0	5.1	1.3	0.0	0.0	2.5	46.8	54.4
TOTALS	5.1	1.1	72.7	7.4	0.7	8.9	0.3	0.8	1.0	0.0	0.1	1.9	27.3	77.0

*Values listed in the table above are percentages. For example, 5.8% of Central Office Administrators are Hispanic/Latino and White [number of Hispanic/Latino and White employees (3) divided by number of total employees in the job category (52)]. Values in the “TOTALS” row represent the percentage of total employees for a given ethnic/race category. For example, 5.1% of all employees are Hispanic/Latino and White [total number of Hispanic/Latino and White employees (106) divided by the total number of employees (2060)].

Utilization Analysis for Ethnic and Gender Composition

Goals in this report are based on an underutilization analysis for minorities and women. For purposes of this analysis, the total percentage of ethnic/racial minorities in each employment group is compared to the total percentage of ethnic/racial minorities in the available employment pool. If the employee percentage is less than the percentage in the available pool, underutilization is noted. Comparisons for ethnicity/race are made using the total percentage of minorities in each employment category. A similar approach is used to identify possible underutilization for women.

Table 4 below summarizes the utilization analysis for gender and race/ethnicity. This analysis is based on a comparison of the composition of the District’s workforce with the availability of ethnic minorities and women in various job classifications based on census information as summarized in Table 1 on page 4. Where underutilization is identified, it is noted.

Table 4
Utilization Analysis for Race/Ethnicity and Gender (date)

Employment Category	Total	Employees Minority		Employees Women		Percentage in Workforce		4/5 th Rule Adjustment*		Under-utilized		Add to Eliminate Minority Underutilization	Add to Eliminate Gender Underutilization
		Number	Percent	Number	Percent	Minority	Women	Minority	Women	Minority	Women		
Central Office Admin	52	15	28.8%	27	51.9%	15.8%	63.2%	12.6%	50.6%	NO	NO	0	0
Principals/Asst. Princ.	56	15	26.8%	39	69.6%	15.8%	63.2%	12.6%	50.6%	NO	NO	0	0
Elem/MS Teachers	548	108	19.7%	432	78.8%	10.0%	76.6%	8.0%	61.3%	NO	NO	0	0
Secondary Teachers	186	37	19.9%	112	60.2%	10.8%	51.1%	8.6%	40.9%	NO	NO	0	0
Special Ed Teachers	118	26	22.0%	93	78.8%	9.8%	86.3%	7.8%	69.0%	NO	NO	0	0
Cert. Support Staff	197	46	23.4%	173	87.8%	16.4%	84.2%	13.1%	67.4%	NO	NO	0	0
Class. Support Staff	409	155	37.9%	384	93.9%	21.2%	89.9%	17.0%	71.9%	NO	NO	0	0
Clerical Staff	159	34	21.4%	155	97.5%	20.1%	94.8%	16.1%	75.8%	NO	NO	0	0
Custodians	71	40	56.3%	9	12.7%	44.3%	31.6%	35.4%	25.3%	NO	YES	0	9
Food Service Workers	66	20	30.3%	66	100.0%	47.3%	53.2%	37.8%	42.6%	YES	NO	5	0
Bus Drivers	88	20	22.7%	51	58.0%	28.7%	44.1%	23.0%	35.3%	YES	NO	1	0
Maintenance Workers	31	9	29.0%	2	6.5%	26.5%	10.1%	21.2%	8.1%	NO	YES	0	1
Prof-Tech Workers	79	37	46.8%	43	54.4%	27.0%	40.0%	21.6%	32.0%	NO	NO	0	0

*Availability is adjusted using the 80% rule (see Appendix F on page 47 for explanation)

Review of Applicant Data

Although not required under OSPI guidelines for affirmative action plans, an analysis of the ethnic/race and gender composition of applicants for positions in the District is viewed as helpful to the establishment of recruitment goals. Available applicant information is divided into Administrators, Certificated, and Classified categories. Race/ethnic information in the applicant database is aggregated into the categories in the table below.

Table 5

Composition of the Applicant Pool by Ethnicity/Race and Gender

Source: Voluntary disclosures from applications initiated between February 1, 2016 and February 1, 2018.

	Administrators		Certificated		Classified	
	Count	Percent	Count	Percent	Count	Percent
American Indian or Alaskan Native	2	0.25%	21	0.59%	13	0.38%
Asian or Pacific Islander	35	4.49%	253	7.15%	498	14.41%
Black or African American	94	12.08%	257	7.27%	564	16.31%
Hispanic-Latino	65	8.35%	232	6.56%	374	10.82%
Native Hawaiian or other Pacific Islander	3	0.39%	20	0.57%	27	0.78%
Two or more Races	40	5.13%	149	4.21%	212	6.13%
White	492	63%	2363	67.11%	1571	45.45%
Chose no response	48	6.17%	242	6.84%	199	5.75%
Total Minority	239	30.68%	932	26.35%	1688	48.81%

Female	426	54.64%	2285	64.10%	2552	73.53%
Chose no response	20	2.56%	148	4.14%	72	2.08%
Total Applicants	782		3572		3470	

In general, the percentage of applicant minorities and women align with both District employment and EEO availability data. Renton administrator applicant minority percentage is 30.68%; EEO unadjusted administrator percentage is 15.8%; Renton Central Office Administrator percentage is 28.8% and Principal/Assistant Principal percentage is 26.8%. Renton certificated applicant minority percentage is 26.35%; EEO unadjusted minority percentages for certificated categories range from 9.8% (Special Education Teachers) to 16.4% (Certificated Support Staff); Renton Certificated Employees range from 19.7% (Elementary and Middle School Teachers) to 23.4% (Certificated Support Staff). Renton classified applicant minority percentage is 48.81%; EEO unadjusted minority percentages for classified categories range from 20.1% (Clerical Staff) to 47.3% (Food Service Workers); Renton Classified Employees range from 21.49% (Clerical Staff) to 56.3% (Custodians).

Because of the wide range of classified jobs in the District, aggregating applicant data in this broad category makes analysis difficult. In the next section a recommendation is made to track

applicant data separately in categories where underutilization is identified (i.e. custodians, food service workers, bus drivers, and maintenance workers).

C. Goals and Action Steps for Recruitment

As noted above, goals in this report are based on an underutilization analysis for total minorities and women. Table 4 on page 7 summarizes this analysis. Table 4 also notes, where underutilization is indicated, the number of employees which would need to be added to eliminate underutilization. These values are not intended to represent numeric goals. Rather they are included to indicate the relative magnitude of underutilization.

General Goals Applying to All Job Categories

The following general goals apply across job categories. These general goals will be addressed throughout the five-year period covered by this plan.

1. Ensure that all applicants and staff are considered on the basis of bona fide job-related qualifications. The purpose of the affirmative action program is to actively include persons of underutilized 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.
2. Copies of Policy 5010—Nondiscrimination and Affirmative Action, as well as this Affirmative Action Plan, regulations, and procedures developed in accordance with it, will be disseminated widely to staff in all classifications and to all interested patrons and organizations.
3. Review all employment procedures and programs to assure that there is no indication of discriminatory practices.
4. Maintain a record system that will collect facts on District employees' and applicants' gender, race/ethnic status, and other protected category status to help ensure that the District's recruiting efforts are reaching protected groups.
5. Forward job descriptions for classified staff to the Washington Employment Service and other organizations which are recruiting sources for groups that may be underutilized in the District's work force.
6. Take appropriate action to attract and retain aged, disabled, ethnic minorities, women, and individuals from other protected classes at all levels and in all segments of the District's work force.
7. Review criteria for selecting staff to assure that such statements relate directly to the requirements for specific positions.
8. Provide management development training to current staff to assure that individuals of underutilized groups are prepared for positions of new and increased responsibility.
9. Include a statement of the District's nondiscrimination policy in pertinent District recruitment material and application forms.

10. As part of the District's recruitment program, provide information about the District's Equal Employment Opportunity Policy and its Affirmative Action Plan.
11. Upon adoption of the District's 2018-2023 Affirmative Action Plan, issue, from the Superintendent's Office, a statement and information concerning the Affirmative Action Plan in regular District publications.
12. An equal employment opportunity statement will be included on all District job postings and newspaper advertisements.
13. Upon employment, each new employee will receive information about the District's Affirmative Action Plan.
14. Unit and department administrators will inform all staff of the District's Affirmative Action Plan at least annually. (All employees are responsible for the success of the District's Affirmative Action Plan.)
15. Establish and maintain relationships with organizations which are a source for the recruitment of individuals from groups which may currently be underrepresented in the work force. This will include such agencies as the state job service agencies and other outreach/job counseling programs.

Discussion of Underutilization and Goals for Individual Job Categories

Table 6 below summarizes underutilization found in Section B of this report (Workforce Analysis by Race, Ethnicity, and Gender).

Table 6

Summary of Underutilization Identified

Job Category	2014 Ethnic/Racial Minorities	2018 Ethnic/Racial Minorities	2014 Women	2018 Women
Central Office Administrators				
Principals/Assistant Principals				
Elementary/Middle School Teachers				
Secondary Teachers				
Special Education Teachers				
Certificated Support Staff				
Classified Support Staff				
Clerical Staff				
Custodians			X (9)	X (9)
Food Service Workers	X (9)	X (5)		
Bus Drivers	X (6)	X (1)		
Maintenance Workers	X (1)		X (2)	X (1)
Professional-Technical Workers				

An “X” indicates underutilization. The numbers in parentheses indicate the number of minorities or women that would need to be added to overcome underutilization.

In the paragraphs which follow, the numerical analysis for each job category is reviewed and, where appropriate, goals are discussed. As noted above, any numerical reference to adding employees should not be interpreted as a numeric goal; rather these figures indicate the relative extent of underutilization.

Central Office Administrators

Summary: The analysis shows no underutilization for minorities or women. Therefore, no goals are appropriate for this employment group.

Principals/Assistant Principals

Summary: The analysis shows no underutilization for minorities or women. Therefore, no goals are appropriate for this employment group.

Elementary/Middle School Teachers

Summary: The analysis shows no underutilization for minorities or women. Therefore, no goals are appropriate for this employment group.

Secondary Teachers

Summary: The analysis shows no underutilization for minorities or women. Therefore, no goals are appropriate for this employment group.

Special Education Teachers

Summary: The analysis shows no underutilization for minorities or women. Therefore, no goals are appropriate for this employment group.

Certificated Support Staff

Summary: The analysis shows no underutilization for minorities or women. Therefore, no goals are appropriate for this employment group.

Classified Support Staff

Summary: The analysis shows no underutilization for minorities or women. Therefore, no goals are appropriate for this employment group.

Clerical Staff

Summary: The analysis shows no underutilization for minorities or women. Therefore, no goals are appropriate for this employment group.

Custodians

The analysis shows no underutilization for minorities. However, women are underutilized in this employment category. The adjusted availability for women in the workforce is 25.3%; current utilization in Renton School District is 12.7%. Nine women would need to be added to this group to eliminate gender underutilization.

Throughout the next five years, the District will advertise custodial vacancies in local media and send job announcements to relevant training programs. Meetings will be scheduled with hiring officials to discuss recruitment and retention strategies and to review discrimination-free employment practices. In addition, the District will establish continuing relationships with organizations that may be sources for women applicants in this job category, such as Women in Trades. The District will continue the practice begun in 2017-2018 to host job fairs for classified positions to create interest and offer information and categories of open positions. The District will also work with principals and other District administrators to make sure interested women in the school communities are encouraged to apply for positions in this job group. Voluntary

applicant ethnicity/race and gender data will be maintained separately for positions in this category. Progress toward goals will be assessed at least annually and reported to the Board of Directors.

Food Service Workers

Summary: The analysis shows no underutilization for women. However, minorities are underutilized in this employment category. The adjusted availability for minorities in the workforce is 37.8%; current utilization in Renton School District is 30.3%. Five minority employees would need to be added to this group to eliminate underutilization.

Recruiting food service employees is complicated by the fact that most entry-level positions provide only a minimal number of hours for part of the calendar year. Throughout the next five years, the District will advertise food service vacancies in local media and monitor the food service hiring process. The District will continue the practice begun in 2017-2018 to host job fairs for classified positions to create interest and offer information and categories of open positions. The District will also work with principals and other District administrators to make sure interested women in the school communities are encouraged to apply for positions in this job group. Voluntary applicant ethnicity/race and gender data will be maintained separately for positions in this category. Progress toward goals will be assessed at least annually and reported to the Board of Directors.

Bus Drivers

Summary: The analysis shows no underutilization for women. However, minorities are underutilized in this employment category. The adjusted availability for minorities in the workforce is 23.0%; current utilization in Renton School District is 22.7%. One minority employee would need to be added to this group to eliminate underutilization.

Recruiting for transportation positions is complicated by the fact that they are primarily part-time positions. Most positions are “split-shift” positions with gaps of unpaid time between morning and afternoon bus runs. New hires must participate in driver training before being considered for substitute or regular positions. Over the next five years, the District will advertise permanent and substitute driver positions in local media and create incentives for new drivers to complete the training and obtain employment in the District. The process for training and hiring bus drivers will be reviewed with the intention of increasing the recruitment of minority applicants for open positions. The District will continue the practice begun in 2017-2018 to host job fairs for classified positions to create interest and offer information and categories of open positions. Voluntary applicant ethnicity/race and gender data will be maintained separately for positions in this category. Progress toward goals will be assessed at least annually and reported to the Board of Directors.

Maintenance Workers

The analysis shows no underutilization for minorities. The analysis shows underutilization for women in this category. The adjusted availability for women in the workforce is 8.1%; current utilization in Renton School District is 6.5%. One woman would need to be added to this group to eliminate gender underutilization.

Strategies similar to those discussed above for other classified positions will be followed to increase the number of women applicants in this category. Throughout the next five years, training programs for jobs in the trades industry will be contacted with the goal of instituting recruitment programs. The District will continue the practice begun in 2017-2018 to host job fairs for classified positions to create interest and offer information and categories of open positions. The District will also work with principals and hiring managers to make sure minority parents and community members are encouraged to apply for positions in this job group. In addition, the District will establish continuing relationships with organizations that may be sources for women applicants in this job category, such as Women in Trades. Voluntary applicant ethnicity/race and gender data will be maintained separately for positions in this category. Progress toward goals will be assessed at least annually and reported to the Board of Directors.

Professional-Technical Workers

Summary: The analysis shows no underutilization for minorities or women. Therefore, no goals are appropriate for this employment group.

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

The Superintendent of the District has the overall responsibility for the development, implementation, coordination, evaluation, and monitoring of the Affirmative Action Plan. Much of the work under this responsibility has been delegated to the Assistant Superintendent for Human Resources whose contact information is listed below. The Assistant Superintendent for Human Resources shares, with the Superintendent, the responsibility to represent the District in the identification of problem areas and recommendations or directives for solving identified problems.

For questions or complaints involving discrimination or affirmative action, the following contacts are listed:

Title IX Coordinator

(For questions/complaints involving sex discrimination or sexual harassment.)

Laurie Taylor, Assistant Superintendent, Human Resources

300 SW 7th Street, Renton, WA 98057

425.204.2370

laurie.taylor@rentonschools.us

Section 504/ADA Coordinator

Victoria Blakeney, Director of Student Support
300 SW 7th Street, Renton, WA 98057
425.204.2429
victoria.blakeney@rentonschools.us

Civil Rights Compliance Coordinator

(For questions/complaints involving all other areas of discrimination based on sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a service animal.)

Dr. Shannon Harvey, Assistant Superintendent, Learning and Teaching
300 SW 7th Street, Renton, WA 98057
425.204.2318
shannon.harvey@rentonschools.us

E. Internal Monitoring and Progress Reporting

The Human Resources Department will maintain such records as necessary to comply with local, state, and federal requirements pertaining to employment. The Human Resources Department will maintain a record system that will collect facts on District employees' and applicants' gender, race/ethnic status, and other protected category status to help ensure that the District's recruiting efforts are reaching protected groups.

Under the direction of the Superintendent, the Assistant Superintendent for Human Resources will evaluate the effectiveness of the program, prepare an annual report on the effectiveness of the program, and recommend changes to the Board of Directors. The annual report and recommendations will be submitted to the Board of Directors. Changes mandated by the Board will be carried out under the direction of the Superintendent.

Appendix A: Policy 5004

Nondiscrimination on the Basis of Disability; Reasonable Accommodations Under the Americans with Disabilities Act (ADA)

The district is committed to compliance with Americans with Disabilities Act (ADA) in all its services, programs, and activities. In furtherance of this commitment, the district shall provide equal opportunities in education and employment and shall not discriminate on the basis of disability.

The superintendent is directed to implement a program to ensure compliance with the ADA, including the appointment of an ADA compliance officer and completion of staff training.

The district shall make reasonable accommodations for the known sensory, mental, or physical limitations of otherwise qualified disabled employees to assist them in performing the essential functions of their regular jobs, where no undue hardship to the district shall result. For example, in appropriate situations, the district may be able to adjust work schedules, reassign responsibilities, grant leave, transfer a qualified employee to a vacant equivalent position, or make other accommodations to permit a disabled employee to continue working.

An employee who believes that he/she requires some form of reasonable accommodation should contact the ADA compliance officer. The district shall work with the employee to evaluate the situation and determine whether a reasonable accommodation is necessary to enable the employee to perform essential job functions. The district may request medical opinions to verify the disability, identify possible reasonable accommodations, and/or determine whether continued work would pose a safety or health risk. The district shall treat such medical information as confidential consistent with applicable law.

In the event any person has a complaint alleging conduct prohibited by the ADA, such complaint may be addressed to the district's ADA compliance officer. The ADA compliance officer shall investigate the complaint and render a decision.

Cross References:	Board Policy 5003	Nondiscrimination and Affirmative Action
Legal References:	42 USC Sec.12101 – 12213	Americans with Disabilities Act
	29 USC 706	

Adoption Date: 5.11.05

Appendix B: Policy & Procedure 5005

Harassment-free Environment and Prohibition of Discrimination of or by Employees (Policy and Procedure 5005)

Commitment to Harassment-Free Environment

The district is committed to a positive and productive working and learning environment free from discrimination, including harassment and intimidation, on the basis of any protected status. Discrimination, including harassment and intimidation, on the basis of a protected status adversely affects morale and interferes with the ability of employees to work productively in a supportive environment. It is also inappropriate, offensive, and illegal. The district prohibits discrimination, harassment, and intimidation on the basis of a protected status of its employees and students, whether committed by a co-worker, supervisor, subordinate, contractor, parent, vendor, volunteer, student, or others involved in school district activities. This policy applies to conduct on district property and at any school-sponsored activities, regardless of location, whenever a staff member serves as a representative of the district. Protected status includes race, color, national origin (including language), sex, sexual orientation including gender expression or identity, creed, religion, age, veteran or military status, presence of sensory, physical or mental disabilities, or the use of a trained dog guide or service animal by a person with disabilities, marital status, domicile or political activity.

Reporting

The district strongly encourages individuals who believe they have been subjected to discrimination, including harassment or intimidation in the district's educational or work environment on the basis of a protected status, to bring their complaints and concerns to the immediate attention of their principal, manager, supervisor, a district administrator, and/or the district's Title IX officer, in accordance with the procedures accompanying this policy.

Corrective Measures

The district shall investigate complaints of discrimination, including harassment and intimidation, and if substantiated, shall take prompt, effective, and reasonable corrective measures, per procedures, to eliminate discrimination, including harassment and intimidation, and to prevent recurrence.

Retaliation Prohibited

The district prohibits retaliation against any person because he/she has made a report of alleged discrimination, including harassment and intimidation, on the basis of a protected status, or against any person who has testified, assisted, or participated in the investigation of a report. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or adverse pressure. Retaliation is itself a violation of federal and state regulations prohibiting discrimination and shall result in disciplinary action against the offender.

Posting

The harassment-free environment policy shall be conspicuously posted in each building, and provided to each employee.

Cross Reference:	Board Policy 3207	Prohibition of Harassment, Intimidation, and Bullying
	Board Policy 3210	Nondiscrimination and Sexual Harassment - Students
	Board Policy 5003	Nondiscrimination and Affirmative Action
	Board Policy 5004	Nondiscrimination on the Basis of Disability Under the Americans' With Disabilities Act (ADA)
	Board Policy 5006	Prohibition of Sexual Harassment of or by Employees
	Board Policy 5010	Workplace Violence Prevention

Rev: 11.10.10

Adoption Date: 5.11.05

Procedures 5005P

Harassment-free Environment and Prohibition of Discrimination of or by Employees

All employees are encouraged, and should feel free, to informally report a concern related to harassment to a colleague, supervisor, personnel administrator, or the Title IX officer, either anonymously or in person, for the purposes of gaining or sharing information, including the provisions of this policy.

Any employees who are recipients of such a report are requested to direct a potential complainant to an appropriate administrator who can explain the informal and formal report processes. When a staff member receives a report of harassment that is beyond his/her training to resolve, or one that alleges serious misconduct, he/she is expected to inform his/her supervisor, the personnel department, the Title IX officer, or another appropriate administrator.

Employees who believe they have been harassed are encouraged to act promptly to resolve the harassment informally. Victims are encouraged to keep accurate documentation of any harassment in the event such documentation is needed in formal or legal steps. Documentation should include dates, places, specific behaviors, the victim's response, and the name(s) of any witnesses.

Listed below are the informal and formal steps for reporting and processing harassment complaints. Although individuals are encouraged to resolve complaints at the lowest level possible (e.g., the informal step), should the individual feel that the situation is beyond his/her ability to resolve, he/she may proceed directly to the formal steps and obtain assistance through a district administrator.

Informal Complaint Process

- A. Speak directly to the harasser. State the offensive behavior and request that it stop. Tell the harasser such behavior is offensive and inappropriate and is not welcome. Tell how the behavior should change. In the event the employee is unable to speak directly to the harasser, contact the Title IX Officer.
- ~~B.~~ Communicate in another way to the harasser, identifying the offensive behavior and requesting that the behavior stop. Tell the harasser such behavior is offensive and inappropriate and is not welcome. Tell how the behavior should change.
- C. Informally seek a neutral third party with whom to discuss the situation in order to seek options for resolution. Following the discussion, determine whether and how to pursue the matter. In choosing a third party with whom to talk, the victim should consider if he/she trusts the person to listen sensitively and whether the person would have information about options available for resolving such harassment.
- D. Following discussion with a third party, the victim may choose to proceed with one of the actions listed below:

1. Discussion with the alleged harasser by the victim, including the information that he/she has shared the concern with a third party.
2. Discussion with the alleged harasser by the victim and the third party jointly.
3. Discussion with the alleged harasser by the third party alone.

The individual may, at any time, decide that involving a third person is not likely to resolve the harassment and may elect to resolve the matter through formal steps.

The victim, the alleged harasser, and any third party involved should keep accurate documentation in the event such documentation is needed in formal or legal steps in resolving the complaint. Said documentation will be maintained at the building level.

Formal Complaint Process

These steps can begin either following, at the same time, or in lieu of, the use of informal efforts at resolution.

- A. Verbally present allegations to the immediate supervisor. (If the supervisor is the alleged harasser, the verbal complaint should be made to the district's Title IX officer, or to the personnel department, and processed at the next step.) Facts presented should include: who is being accused, what the specific offensive behaviors were, and dates and times the behavior occurred. A copy of the district's *Harassment Report* form may be used to provide the information needed.
- B. The supervisor will report the alleged harassment to the district's Title IX officer or to the personnel department. A decision will be made by the supervisor and/or the complainant to attempt to resolve the matter at this level through the supervisor and the parties involved, or to move to the next step.
- C. The supervisor will respond to the complainant regarding resolution options as soon as possible and in no more than 15 calendar days. Options given will be responsive to the individual situation and may focus on either short or long term solutions or both.
- D. If the supervisor believes the issue cannot be resolved at the first formal step, the supervisor will refer the complainant to the district's Title IX officer, or the complainant can report directly to the Title IX officer. At this next formal step, the complainant will be asked to complete and sign the district's *Harassment Report* form.
- E. The district's Title IX officer or designee will conduct an investigation into the complaint. An initial report of findings will be made available to the complainant no later than 15 calendar days from the date of the first formal step, and no later than 30 calendar days from the initial complaint. Timelines may be adjusted depending upon availability of witnesses or other critical information, with the goal of completing the investigation as promptly as possible.

Confidentiality

The district has a compelling interest in providing an educational and work environment free from discrimination. A report of harassment and its investigation are to be kept confidential to the extent possible, practical, or permissible by law, for the protection of all parties involved. However, the superintendent, the Title IX officer, or the appointed investigator may take action deemed necessary to protect the alleged victim or other employees or students, consistent with the requirements of applicable regulations and statutes.

Potential complainants who wish to have the district hold their identity confidential will be informed that every effort will be made to preserve confidentiality in the investigation process, but that the district may be required to make some information available to the accused, consistent with due process requirements. All documents related to harassment investigations will be treated as confidential documents to the extent permitted by law and district policies and procedures.

Investigation

The following are guidelines for investigations:

- A. Upon receipt of the *Harassment Report* form, the Title IX officer or designee will undertake or authorize an investigation. The investigation may be conducted by school district officers or by a third party designated by the district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other investigatory methods and/or the collection and review of documents and materials deemed relevant by the investigator.
- C. In determining whether the alleged conduct constitutes a violation of this policy, the district will minimally consider the surrounding circumstances, the nature of the behavior(s), past incident(s), past or continuing patterns of behavior(s), the relationships between the parties involved, and the context in which the alleged incident(s) occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. Upon the completion of the investigation, the complainant will be notified in writing of the action(s) taken and to be taken in response to the complaint. Any disciplinary action resulting from the investigation will be processed in accordance with applicable state and federal law, district policies and procedures, and applicable provisions of collective bargaining agreements.

Appeals Procedure

If an individual is dissatisfied with the written response from the investigation, he/she may file a written appeal with the Board within ten calendar days of receipt of the written response from the investigation, or the expiration of the 30-day response period, whichever occurs first. The notice of appeal will set forth specific reasons as to why the complainant disagrees with the written response and the remedies sought from the Board. The notice of appeal will be filed with the superintendent.

Disciplinary Action

Any employee who permits or engages in discriminatory acts of any person may be subject to disciplinary action, up to and including dismissal, consistent with collective bargaining agreements and state and federal laws. Any employee who receives a report of harassment and does not act promptly to forward that report pursuant to these procedures will be subject to discipline consistent with collective bargaining agreements and state and federal laws.

**RENTON SCHOOL DISTRICT
HARASSMENT REPORT FORM**

Instructions:

An individual who believes he/she has been harassed on the basis of protected status or has witnessed such harassment is strongly encouraged to complete this form and submit it to a district administrator or other employee, regardless of the severity of the issue. The individual may seek assistance in deciding whether to complete a report by discussing the situation with a district administrator or another district employee.

In providing the information requested below, the complainant has obligated the district to investigate the allegations made and to take appropriate corrective or disciplinary actions.

TO: _____
Name of School Official

FROM: _____
Name of Complainant School or Work Location

Home Telephone Today's Date

Describe the nature of your complaint and the specific event or events you believe are in violation of the law and district policy regarding harassment on the basis of protected status. Describe the incident(s) as clearly as you can, including such things as listed below. You may include more details on additional pages if you wish.

1. Who did specifically what?

2. On what date(s) did the alleged harassment occur? Where did the alleged harassment occur?

Date Location

3. What force, if any, was used?

4. What specific verbal remarks were made and by whom?

5. What, if any, physical contact was made?

6. Names of any witnesses present:

Name: _____

Name: _____

7. Names of any individuals you told of the incident:

Name: _____

Name: _____

8. What did you do in immediate response to the alleged harassment incident?

9. What efforts, if any, have you taken so far to stop the harassment?

10. What remedy are you seeking from the district?

Signature: _____

Complainant

Date: _____

Signature: _____

School/Site Official

Date: _____

Signature: _____

District Official

Date: _____

Appendix C: Policy and Procedure 5010

Nondiscrimination and Affirmative Action

Book	Policies and Procedures
Section	5000 SERIES - PERSONNEL
Title	Nondiscrimination and Affirmative Action
Number	5010
Status	Active
Adopted	May 11, 2005
Last Revised	June 7, 2017

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, 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.

The Superintendent shall designate a cabinet member to serve as the compliance officer.

Affirmative Action

The district, as a recipient of public funds, is committed to undertake affirmative action which shall make 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, 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 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, 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, shall 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 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. Adjusting modified work schedules, acquiring or modifying of equipment or devices, the providing 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 use any employment tests or criteria that screen out persons with disabilities unless the test or criteria is clearly and specifically job-related. Also, the District will not use such tests or criteria if 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 shall 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 shall also not discriminate against any person who has participated in the enforcement of these rights under state or federal law.

Cross References	Model Policy 2030	Service Animals in Schools
	Model Policy 5670	Resolution of Workplace Issues
	Model Policy 5407	Military Leave

Legal References	RCW 28A.400.310	Law against discrimination applicable to districts' employment practices
	RCW 28A.640.020	Regulations, guidelines to eliminate discrimination-Scope-

Sexual Harassment Policies:	RCW 28A.642	Discrimination prohibition
	RCW 49.60	Discrimination — Human rights commission
	RCW 49.60.030	Freedom from discrimination — Declaration of civil rights
	RCW 49.60.180	Unfair practices of employers
	RCW 49.60.400	Discrimination, preferential treatment prohibited
	RCW 73.16	Employment and Reemployment
	WAC 392-190	Equal Education Opportunity — Unlawful Discrimination Prohibited
	WAC 392-190-0592	Public school employment — Affirmative action program
	42 USC 2000e1 – 2000e10	Title VII of the Civil Rights Act of 1964
	20 USC § 1681 - 1688	Title IX Educational Amendments of

		1972
	42 USC 12101 – 12213	Americans with Disabilities Act
	8 USC 1324	(IRCA) Immigration Reform and Control Act of 1986
	38 USC §§ 4301-4333	Uniformed Services Employment and Reemployment Rights Act
	29 USC 794	Vocational Rehabilitation Act of 1973
	34 CFR § 104	Nondiscrimination on the basis of handicap in Programs or activities receiving federal financial assistance
	38 USC §4212	Vietnam Era Veterans Readjustment Act of 1974 (VEVRAA)

Rev: 6/11/08; 11/10/10; 11/13/13; 4/28/17; 6/7/17

Book Policies and Procedures
Section 5000 SERIES - PERSONNEL
Title Nondiscrimination and Affirmative Action
Number 5010P
Status Active
Last Revised April 28, 2017

Nondiscrimination

The following grievance procedure is to be used with regard to complaints filed with the school district alleging that the District has violated RCW 28A.642.020, RCW 28A.640.020, and WAC Chapter 392-190. 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 relating to alleged violations of any state or federal anti-discrimination laws 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.

Informal Process for Resolution

When a staff member has a complaint concerning equal employment opportunity, he/she shall discuss the problem with the immediate supervisor, personnel director or superintendent within 60 days of the circumstances which gave rise to the problem. The staff member may also ask the compliance 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 compliance 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.

Level One

The complaint must be written, signed by the complainant and set forth the specific acts, conditions, or circumstances alleged to be in violation. Upon receipt of a complaint, the compliance officer shall investigate the allegations within 30 calendar days. The school district and complainant may agree to resolve the complaint in lieu of an investigation. 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.

The response of the superintendent shall include notice of the complainant's right to appeal to the school board and shall identify where and to whom the appeal must be filed.

The superintendent's written response shall state that the district either:

- A. Denies the allegations contained in the written complaint received by the district, or
- B. Shall implement reasonable corrective measures to eliminate any such act, conditions or circumstance within the school district.

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 unless otherwise agreed to by the complainant.

Level Two - Appeal to Board of Directors

If a complainant disagrees with the superintendent's written decision or if the superintendent fails to respond, the complainant may file a written notice of appeal with the secretary of the board by the 10th calendar day following:

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

The board shall schedule a hearing to commence by the twentieth (20) calendar day following the filing of the written notice of appeal unless otherwise agreed to by the complainant and the superintendent or for good cause. Both parties shall be allowed to present such witnesses and testimony as the board deems relevant and material. The board 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, unless otherwise agreed to by the complainant and the superintendent or for good cause. The response of the board shall include notice of the complainant's right to appeal to the superintendent of public instruction and shall identify where and to whom the appeal must be filed.

Level Three - Appeal to the Superintendent of Public Instruction

If a complainant disagrees with the decision of the board of directors, the complainant may appeal the board's decision to the superintendent of public instruction.

- A. A notice of appeal must be received by the Superintendent of Public Instruction on or before the twentieth (20) day following the date upon which the complainant received written notice of the board of directors' decision.
- B. A notice of appeal must be in writing in the form required by the superintendent of public instruction and must set forth:

1. A concise statement of the original complaint and the portions of the board of directors' decision which is appealed; and
2. The relief requested by the complainant.

If a complainant remains aggrieved, they may seek resolution with federal or state agencies empowered with the authority to resolve such 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 for a period of 6 years.

Resources

1. District Contact

Assistant Superintendent, Human Resources
Renton School District #403
300 SW 7th Street
Renton, WA 98057

2. State Contacts

Superintendent of Public Instruction
Equity and Civil Rights Office
P.O. Box 47200
Olympia, WA 98504-7200
360.725.6162

Washington State Human Rights Commission

711 South Capitol Way, Suite 402
P.O. Box 42490
Olympia, WA 98504-2490
360.753.6770

Office of Civil Rights

U.S. Department of Education
915 Second Avenue, Room 3310
Seattle, WA 98174
206.607.1600

Appendix D: Policy and Procedure 5011 Sexual Harassment

Book	Policies and Procedures
Section	5000 SERIES - PERSONNEL
Title	Sexual Harassment
Number	5011
Status	Active
Adopted	May 11, 2005
Last Revised	May 10, 2017

The Renton School District is committed to a positive and productive education and working environment free from discrimination, including sexual harassment. This policy extends to all employees and other persons involved in academic, educational, extracurricular, athletic, and other programs or activities of the district, whether that program or activity is in a school facility, on school transportation, or at an activity held elsewhere.

Sexual harassment includes:

- Unwelcome sexual advances;
- Unwelcome requests for sexual favors;
- Acts of sexual violence;
- Sexual demands as a stated or implied condition of obtaining an education or work opportunity or other benefit;
- Sexual demands as a factor in an academic, work or other school-related decision affecting an individual;
- Sexual or gender-directed conduct or communication that interferes with an individual's performance or creates an intimidating, hostile or offensive environment

Prevention

The superintendent shall develop procedures to provide information and education to district staff, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. The elements of this policy including sexual harassment recognition and prevention shall be included in staff and regular volunteer orientation. This procedure, which includes the complaint process, shall be posted in each district building.

Investigation and Response

The superintendent shall develop and implement procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures shall include reasonable time lines and delineate responsibilities under this policy. Any staff member receiving a complaint or report of sexual harassment shall inform appropriate district personnel. Allegations of criminal misconduct shall be reported to law enforcement. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassments -to the extent that such action does not interfere with an on-going criminal investigation. If an investigation determines that sexual harassment has transpired, the district will take prompt steps reasonable calculated to end the harassment and remedy the effects.

Engaging in sexual harassment shall result in appropriate discipline or other appropriate sanctions against offending staff or parties involved.

Sexual harassment can occur adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male and female to female.

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited. The district shall take appropriate actions to protect involved persons from retaliation. It is a violation of this policy to knowingly report false allegations of sexual harassment.

The superintendent or designee shall develop procedures to provide age appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum sexual harassment recognition and prevention and the elements of this policy shall be included in staff, student and regular volunteer orientation. This policy shall be posted in each district building in a place available to staff, volunteer and parent handbook.

Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

Cross References	Board Policy 3207	Prohibition of Harassment, Intimidation and Bullying
	3210	Nondiscrimination and Harassment-Free Environment-Students
	3240	Student Conduct and School Rules Child Abuse, Neglect and Exploitation Prevention
	3421	Child Abuse, Neglect and Exploitation Prevention
	5010	Nondiscrimination and Affirmative Action
	5281	Disciplinary Action and Discharge

	3205	Sexual Harassment of Students Prohibited
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Legal References:	RCW 28A.640.020	Regulations, guidelines to eliminate discrimination — Scope—Sexual harassment policies
	WAC 392-190--058	Sexual harassment
	20 U.S.C.§§1681-1688	

Management Resources	2015	July Policy Alert
	2014	December Issue
	2010	October Issue

Rev: 6/11/08; 11/13/13; 5/10/17

Book Policies and Procedures
Section 5000 SERIES - PERSONNEL
Title Sexual Harassment
Number 5011P
Status Active
Last Revised May 10, 2017

The procedure is intended to set forth the requirements of Policy 5011, including the process for a prompt, thorough, and equitable investigation of allegations of sexual harassment and the need to take appropriate steps to resolve such situations. If sexual harassment is found to have created a hostile environment, staff must take immediate action to eliminate the harassment, prevent its reoccurrence, and address its effects.

This procedure applies to sexual harassment (including sexual violence) targeted at district employees carried out by other students, employees or third parties involved in school district activities. The district has jurisdiction over these complaints pursuant to Title IX of the Education Amendments of 1972, Chapter 28A.640, RCW and Chapter 392-190 WAC.

Notice

Information about the district's sexual harassment policy will be easily understandable and conspicuously posted throughout each school building, provided to each employee and reproduced in each staff, volunteer and parent handbook. In addition to the posting and reproduction of this procedure and Policy 5011, the district will provide annual notice to employees that complaints pursuant to this procedure may be filed at Kohlwees Education Center, 300 SW 7th Street, Renton, WA 98057.

Staff Responsibilities

In the event of an alleged sexual assault, the school principal will immediately inform: 1) the Title IX/Civil Rights Compliance Coordinator so that the district can appropriately respond to the incident consistent with its own grievance procedures; and 2) law enforcement. The principal will notify the targeted district staff person of their right to file a criminal complaint and a sexual harassment complaint simultaneously.

Confidentiality

If a complainant requests that his or her name not be revealed to the alleged perpetrator or asks that the district not investigate or seek action against the alleged perpetrator, the request will be forwarded to the Assistant Superintendent for Human Resources for evaluation. The Assistant Superintendent for Human Resources should inform the complainant that honoring the request

may limit its ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator.

If the complainant still requests that his or her name not be disclosed to the alleged perpetrator or that the district not investigate or seek action against the alleged perpetrator, the district will need to determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students, staff and other third parties engaging in district activities, including the person who reported the sexual harassment. Although a complainant's request to have his or her name withheld may limit the district's ability to respond fully to an individual allegation of sexual harassment, the district will use other appropriate means available to address the sexual harassment.

Retaliation

Title IX prohibits retaliation against any individual who files a complaint under these laws or participates in a complaint investigation. When an informal or formal complaint of sexual harassment is made, the district will take steps to stop further harassment and prevent any retaliation against the person who made the complaint, was the subject of the harassment, or against those who provided information as a witness. The district will investigate all allegations of retaliation and take actions against those found to have retaliated.

Informal Complaint Process

Anyone may use informal procedures to report and resolve complaints of sexual harassment. Informal reports may be made to any staff member. Staff will always notify complainants of their right to file a formal complaint and the process for same. Staff will also direct potential complainants to the Title IX Coordinator, Sheryl Moore, Assistant Superintendent, 425-204-2370. Additionally, staff will also inform an appropriate supervisor or professional staff member when they receive complaints of sexual harassment, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

During the course of the informal complaint process, the district will take prompt and effective steps reasonably calculated to end any harassment and to correct any discriminatory effects on the complainant. If an investigation is needed to determine what occurred, the district will take interim measures to protect the complainant before the final outcome of the district's investigation (e.g., allowing the complainant to change academic or extracurricular activities or break times to avoid contact with the alleged perpetrator).

Informal remedies may include:

- An opportunity for the complainant to explain to the alleged harasser that his or her conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face;
- A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;

- A general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant.
- Developing a safety plan;
- Separating staff person; or
- Providing staff and/or student training.

Informal complaints may become formal complaints at the request of the complainant, parent or guardian, or because the district believes the complaint needs to be more thoroughly investigated. The district will inform the complainant how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

Formal Complaint Process

Level One – Complaint to District

Anyone may initiate a formal complaint of sexual harassment, even if the informal complaint process is being utilized. At any level in the formal complaint process, the district will take interim measures to protect the complainant before the final outcome of the district's investigation. The following process will be followed:

Filing of Complaint

- All formal complaints will be in writing and will set forth the specific acts, conditions or circumstances alleged to have occurred and to constitute sexual harassment. The Title IX Coordinator may draft the complaint based on the report of the complainant for the complainant to review and approve. The superintendent or Title IX Coordinator may also conclude that the district needs to conduct an investigation based on information in his or her possession, regardless of the complainant's interest in filing a complaint.
- The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005.
- Complaints may be submitted by mail, fax, e-mail or hand-delivery to the Title IX Coordinator, Sheryl Moore, Assistant Superintendent, at Kohlwes Education Center, 300 SW 7th Street, Renton, WA 98057, 425-204-2370, or Sheryl.moore@rentonschools.us.

Any district employee who receives a complaint that meets these criteria will promptly notify the Coordinator.

Investigation and Response

- The Title IX Coordinator will receive and investigate all formal, written complaints of sexual harassment or information in the coordinator's possession that they believe requires further investigation. The Coordinator will delegate his or her authority to participate in this process if such action is necessary to avoid any potential conflicts of interest. Upon receipt of a complaint, the Coordinator will provide the complainant a copy of this procedure.
- Investigations will be carried out in a manner that is adequate in scope, reliable and impartial. During the investigation process, the complainant and accused party or parties, if the complainant has identified an accused harasser(s), will have an equal opportunity to present witnesses and relevant evidence. Complainants and witnesses may have a trusted adult with them during any district-initiated investigatory activities. The school district and complainant may also agree to resolve the complaint in lieu of an investigation.
- When the investigation is completed, the Coordinator will compile a full written report of the complaint and the results of the investigation.

Superintendent Response

- The superintendent or designee will respond in writing to the complainant and the alleged perpetrator within thirty (30) calendar days of receipt of the complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date. At the time the district responds to the complainant, the district must send a copy of the response to the office of the superintendent of public instruction.
- The response of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) a statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed ; 3) if sexual harassment is found to have occurred, the corrective measures the district deems necessary, including assurance that the district will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate; 4) notice of the complainant's right to appeal to the school board and the necessary filing information; and 5) any corrective measures the district will take, remedies for the complainant (e.g., sources of counseling, advocacy and other support), and notice of potential sanctions for the perpetrator(s) (e.g., discipline).

- The superintendent or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964. If the complaint alleges discriminatory harassment by a named party or parties, the coordinator will provide the accused party or parties with notice of the outcome of the investigation and notice of their right to appeal any discipline or corrective action imposed by the district.
- Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the superintendent's mailing of a written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. Staff may also pursue complaints through the appropriate collective bargaining agreement process or anti-discrimination policy.
- The district will inform the complainant how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

Level Two -Appeal to Board of Directors

Notice of Appeal and Hearing

- If a complainant disagrees with the superintendent or designee's written decision, the complainant may appeal the decision to the district board of directors, by filing a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the complainant received the response. :
- The board will schedule a hearing to commence by the twentieth (20th) calendar day following the filing of the written notice of appeal, unless otherwise agreed to by the complainant and the superintendent or for good cause.
- Both parties will be allowed to present such witnesses and testimony as the board deems relevant and material.

Decision

- Unless otherwise agreed to by the complainant, the board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision.
- The decision will be provided in a language that the complainant can understand which may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act.

- The decision will include notice of the complainant’s right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the office of the superintendent of public instruction.

Level Three - Complaint to the Superintendent of Public Instruction Filing of Complaint

- If a complainant disagrees with the decision of the board of directors, or if the district fails to comply with this procedure, the complainant may file a complaint with the Superintendent of Public Instruction.
- A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the board of directors’ decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.
- A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-sexual harassment laws; 2) The name and contact information, including address, of the complainant; 3) The name and address of the district subject to the complaint; 4) A copy of the district’s complaint and appeal decision, if any; and 5) A proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.

Investigation, Determination and Corrective Action

- Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or board.
- Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.
- All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

Level Four - Administrative Hearing

A complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05, RCW.

Other Complaint Options

Office for Civil Rights (OCR), U.S. Department of Education
OCR enforces several federal civil rights laws, which prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age. File complaints with OCR within 180 calendar days of the date of the alleged discrimination.
206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | www.ed.gov/ocr

Washington State Human Rights Commission (WSHRC)
WSHRC enforces the Washington Law Against Discrimination (RCW 49.60), which prohibits discrimination in employment and in places of public accommodation, including schools. File complaints with WSHRC within six months of the date of the alleged discrimination
1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov

Mediation

At any time during the complaint procedure set forth in WAC 392-190-065 through 392-190-075, a district may, at its own expense, offer mediation. The complainant and the district may agree to extend the complaint process deadlines in order to pursue mediation.

The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be sued to deny or delay a complainant's right to utilize the complaint procedures.

Mediation must be conducted by a qualified and impartial mediator who may not: 1) Be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or 2) Have a personal or professional conflict of interest. A mediator is not considered an employee of the district or charter school or other public or private agency solely because he or she serves as a mediator.

If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant and a district representative who has authority to bind the district.

Training and Orientation

A fixed component of all district orientation sessions for staff, students and regular volunteers will introduce the elements of this policy. Staff will be provided information on recognizing and preventing sexual harassment. Staff will be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policy and procedure.

Certificated staff will be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of sexual harassment. Regular volunteers will get the portions of this component of orientation relevant to their rights and responsibilities.

Students will be provided with age-appropriate information on the recognition and prevention of sexual harassment and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents.

As part of the information on the recognition and prevention of sexual harassment staff, volunteers, students and parents will be informed that sexual harassment may include, but is not limited to:

- Demands for sexual favors in exchange for preferential treatment or something of value;
- Stating or implying that a person will lose something if he or she does not submit to a sexual request;
- Penalizing a person for refusing to submit to a sexual advance, or providing a benefit to someone who does;
- Making unwelcome, offensive or inappropriate sexually suggestive remarks comments, gestures, or jokes; or remarks of a sexual nature about a person's appearance, gender or conduct;
- Using derogatory sexual terms for a person;
- Standing too close, inappropriately touching, cornering or stalking a person; or
- Displaying offensive or inappropriate sexual illustrations on school property.

Rev. 11.13.13; 5.10.17

Book Policies and Procedures
Section 5000 SERIES - PERSONNEL
Title Sexual Harassment
Number 5011F
Status Active
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**RENTON SCHOOL DISTRICT
SEXUAL HARASSMENT REPORT FORM**

Instructions:

An individual who believes he/she has been sexually harassed on the basis of protected status or has witnessed such sexual harassment is strongly encouraged to complete this form and submit it to a district administrator or other employee, regardless of the severity of the issue. The individual may seek assistance in deciding whether to complete a report by discussing the situation with a district administrator or another district employee.

In providing the information requested below, the complainant has obligated the district to investigate the allegations made and to take appropriate corrective or disciplinary actions.

TO: _____
Name of School Official

FROM: _____
Name of Complainant School or Work Location

Home Telephone Today's Date

Describe the nature of your complaint and the specific event or events you believe are in violation of the law and district policy regarding sexual harassment. Describe the incident(s) as clearly as you can, including such things as listed below. You may include more details on additional pages if you wish.

1. Who did specifically what?

2. On what date(s) did the alleged harassment occur? Where did the alleged harassment occur?

Date	Location
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3. What force, if any, was used?

4. What specific verbal remarks were made and by whom?

5. What, if any, physical contact was made?

6. Names of any witnesses present:

Name: _____

Name: _____

7. Names of any individuals you told of the incident:

Name: _____

Name: _____

8. What did you do in immediate response to the alleged sexual harassment incident?

9. What efforts, if any, have you taken so far to stop the sexual harassment?

10. What remedy are you seeking from the district?

Signature: _____
Complainant

Date: _____

Signature: _____
School/Site Official

Date: _____

Signature: _____
District Official

Date: _____

Appendix E—Application of Special EEO File from Year 2010 Census

Special EEO File from American Community Survey (2006-10) Census Data
Employment Area and Job Categories Used to Compare with Renton Staff Profile

Renton S.D. Affirmative Action Category	Geographic Area	EEO Job Categories*
Central Office Administrators	WA State	Education Administrators (0230) SOC 11-9030
Principals/Assistant Principals	WA State	Education Administrators (0230) SOC 11-9030
Elementary/Middle School Teachers	WA State	Elementary and Middle School Teachers (231) SOC 25-2020
Secondary Teachers	WA State	Secondary School Teachers (2320) SOC 25-2030
Special Education Teachers	WA State	Special Education Teachers (2320) 25-2030
Certificated Support Staff *	WA State	Counselors (2000) SOC 21-1010 Librarians (2430) SOC 25-4021 Occupational Therapists (3150) SOC 29-1122 Physical Therapists (3160) SOC 29-1123 Speech-Language Pathologists (3230) SOC 29-1127 Registered Nurses (3255) SOC 29-1141
Classified Support Staff	Sea,Bel,Tac MSA**	Teacher Assistants (2540) SOC 25-9041
Clerical Staff	Sea,Bel,Tac MSA**	Secretaries and Administrative Assistants (5700) 43-6010
Custodians	Sea,Bel,Tac MSA**	Janitors and Building Cleaners (4220) SOC 37-201X
Food Service Workers	Sea,Bel,Tac MSA**	First-line Supervisors of Food Preparation and Serving Workers (4010) SOC 35-1012) Cooks (4020) SOC 35-2010 Food Preparation Workers (4030) SOC 35-2021
Bus Drivers	Sea,Bel,Tac MSA**	Bus Drivers (9120) SOC 53-3020
Maintenance Workers	Sea,Bel,Tac MSA**	Maintenance and Repair Workers, General (7340) SOC 49-9071
Professional-Technical Workers	Sea,Bel,Tac MSA**	Financial Managers (0120) SOC 11-3031 Human Resource Managers (0136) SOC11-3121 Computer Support Specialists (1050) SOC 15-1150 Miscellaneous community and social service specialists, including health educators and community health workers (2025) SOC 21-109X Security guards and gaming surveillance officers (3930) SOC 33-9030

*Where more than one job category is listed, figures were aggregated for comparisons.

**Seattle, Bellevue, Tacoma Metropolitan Statistical Area

Appendix F—4/5 or 80% Rule Explanation

Instructions for Performing a Utilization Analysis Using the 4/5 or 80% Rule

This rule, commonly used in the development of affirmative action plans, establishes a value which is used to determine whether or not significant underutilization exists.

The steps used to conduct the 4/5 or 80% rule are:

1. Calculate the percentage of minorities and women available in the labor market.
2. Calculate the percentage of minority and women employees.
3. Determine whether the percentage of employees is less than, greater than, or equal to 4/5 of the available labor market.
4. If the percentage of employees is less than 4/5 of the available labor market, significant underutilization exists. If the percentage of employees is greater than or equal to 4/5 of the available labor market, significant underutilization does not exist.

Example #1:

Assume a job group with the following characteristics:

12,324 = Total labor force

6,801 = Women in labor force

45 = Total employees

11 = Women employees

Step 1: $6,801/12,324 = 55.19\%$ (women in labor force)

Step 2: $11/45 = 24.44\%$ (women employees)

Step 3: $55.19 \times .8 = 44.15\%$ (4/5 or 80% of total labor force)

Step 4: Four-fifths or 80% of the total labor force is 44.15%. The percentage of women employees is 24.44%. Significant underutilization exists because 24.44% is less than 44.15%.

Example #2

Assume, however, the following job group:

16,379 = Total labor force

4,806 = Women in labor force

121 = Total employees

29 = Women employees

Step 1: $4,806/16,379 = 29.34\%$ (women in labor force)

Step 2: $29/121 = 23.97\%$ (women employees)

Step 3: $29.34 \times .8 = 23.47\%$ (4/5 or 80% of total labor force)

Step 4: Four-fifths or 80% of the total labor force is 23.47%. The percentage of women employees is 23.97%. Significant underutilization does not exist because 23.97% is greater than 23.47%.