

MEAD SCHOOL DISTRICT AFFIRMATIVE ACTION PLAN

2020-2025

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I.

INTRODUCTION

It is the policy of the Mead School District to provide equal employment opportunities for all applicants and staff in all aspects of employment, including, recruitment, hiring, retention, assignment, transfer, promotion, and training. Such equal employment opportunity shall be provided without unlawful discrimination based on race, creed, color, national origin, sex, honorably discharged veteran or military status, sexual orientation, or 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 District's nondiscrimination and affirmative action policy is set forth in Appendix A. The following Affirmative Action Plan will

1. Outline steps to be taken to ensure that District policies and practices do not unlawfully discriminate against an individual on the basis of race, color, creed, religion, age, sex, ethnicity, national origin, U.S. military veteran status, marital status, sexual orientation including gender identity, or the presence of a sensory, mental or physical disability.
2. Identify areas of underutilization of Minorities and Women at all levels of the district's workforce, and
3. Recognize identified underutilization when planning and implementing recruitment efforts.

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

The Affirmative Action Plan covers five years (2019-2024) and will be reviewed annually and modified as necessary in accordance with applicable law. The Affirmative Action Officer will report to the Board, as part of standard reporting procedures, progress in the implementation of the District's Affirmative Action Plan.

Copies of the Affirmative Action Plan will be published on the Mead School district website and shall be made available to the State Human Rights Commission, the Office of Superintendent of Public Instruction, the State Department of Personnel, staff members, community groups, and other interested parties upon request.

II. AUTHORITY

The requirements for Affirmative Action Plans are contained in Federal Executive Order 11246 and Affirmative Action Guidelines issued by the United States Departments of Labor and Justice. Executive Order No. 11246 (as amended by Executive Order No. 11375) requires Affirmative Action programs for all federal contractors and sub-contractors. Institutions with contracts over \$50,000.00 and 50 or more employees must develop, implement and submit written programs

The Washington law against discrimination, Chapter 49.60 RCW, provides for the right to be free from discrimination based upon race, creed, color, national origin, sex, honorably discharged veteran or military status, sexual orientation, or 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 right includes the right to obtain and hold employment without discrimination.

The Washington State Human Rights Commission (WSHRC) enforces the provisions of the anti-discrimination law. Further, Washington school districts are required by RCW 28A.640, and WAC 392.200.005, to establish and implement programs that are designed to eliminate discrimination on the basis of sex/gender.

III. PURPOSE

This Affirmative Action Plan sets forth results-oriented programs to which the district commits its good faith effort to promote, monitor, and maintain the District's affirmative action and equal employment opportunity policies. These policies provide for equal employment opportunities for all employees and applicants for employment without unlawful discrimination on the basis of race, color, creed, religion, age, sex, ethnicity, national origin, U.S. military veteran status, marital status, sexual orientation including gender identity, or the presence of a sensory, mental or physical disability, and promote diversity in the workforce.

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

This plan advances equal employment opportunities without preferential treatment on the basis of race, gender, ethnicity, or national origin. This plan is also designed to ensure that District policies are properly implemented without lawful discrimination on the basis of race, creed, color, national origin, sex, honorably discharged veteran or military status, sexual orientation, or 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.

IV. RESPONSIBILITY FOR IMPLEMENTATION AND MAINTENANCE OF THE PLAN

- A. The Superintendent has the overall responsibility for the development, implementation, coordination, and monitoring of the Affirmative Action Plan and is responsible for ensuring that administrators and supervisors are fully aware of their role in supporting the Plan. The Superintendent has delegated to the Affirmative Action Officer the authority to represent the Superintendent in these matters. The Affirmative Action Officer is the Director of Human Resources.
- B. The Affirmative Action Officer is charged with the responsibility of making known the District's desire and commitment to providing equal employment opportunities. The Affirmative Action Officer shall ensure that recruitment efforts are reaching protected groups in all categories where underutilization exists through regular and frequent contact with community groups and employment agencies.
- C. The Affirmative Action Officer will advise the Superintendent and/or Board on equal opportunity matters as required. The Officer will monitor and evaluate the Plan's accomplishments and will prepare memoranda addressing proposed action and other issues as required by this Plan.

- D. The Affirmative Action Officer can be reached at (509) 465 – 6000 or by writing to Affirmative Action Officer, Human Resources, Mead School District, 2323 E. Farwell, Mead, WA 99021.
- E. The Affirmative Action Officer will conduct annual reviews of the District’s progress toward the goals set forth in this plan and will report the results of these reviews to all District administrators and the School Board. The Affirmative Action Officer will also monitor and evaluate the Plan’s accomplishments and prepare necessary memoranda addressing proposed action and other issues as required by this Plan.

V. DISSEMINATION OF PLAN AND POLICIES

It is the responsibility of the Superintendent of the District or the Superintendent’s designee to inform all applicants for employment, all current employees, all persons responsible for hiring within the District, all employee associations, and all District contractors and subcontractors of the District’s commitment to equal employment opportunity. To ensure that all are aware that the District is an Equal Employment Opportunity Employer; and to ensure that all personnel are fully apprised of the district policy, the following actions have been taken and will continue to be undertaken:

A. Internal and External

- 1. Copies of the 2020-2025 Affirmative Action Plan will be distributed to all organizations, agencies, and individuals inside and outside of the District as follows:
 - a. Board of Directors
 - b. All administrators
 - c. All Schools and/or building locations
 - d. The presidents of all employee associations
 - e. Any employee, upon request
 - f. The Office of State Superintendent of Public Instruction, upon request
 - g. District Steering Committee, upon request
- 2. A statement of the District’s equal employment opportunity policy will be placed in District recruitment material, application forms, and newspaper advertisements.
- 3. All District recruiting sources will be informed annually regarding the District’s nondiscrimination policy and it’s Affirmative Action Plan.
- 4. Announcements of training opportunities that promote the goals of the plan will be issued to staff through District publications.
- 5. All District contractors, vendors and suppliers will be notified that they must comply with the District’s equal employment opportunity policy and this Plan.
- 6. The address and telephone number of the District’s Affirmative Action Officer will be published, at least annually, in regular District publications to staff and the community.

The Affirmative Action Officer's name and contact information are also identified in Appendix B of this document.

B. Internal

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

VI. WORKFORCE ANALYSIS

The analysis in this Affirmative Action Plan addresses differences in the utilization rate of women and ethnic minorities in the Mead School District as compared with their statistical availability in a reasonable recruitment area. Where there is a valid statistical difference that indicates the underutilization of women or ethnic minorities, this difference is noted. In analyzing the District's workforce for evidence of possible underutilization, the general approach used is to compare the "protected class" percentage of the District employees in various job classifications to the percentage of this class in the available workforce.

The tables that follow contain a numerical study of the District's workforce. The term "underutilization" as used in this Plan refers to having fewer members of an affected group in a particular job category than would be reasonably expected based upon their statistical availability in reasonable recruitment. The statistical comparisons in this section involve the use of census statistics for geographic areas relevant to Mead School District derived from public census reports published by the U.S. Census Bureau. A summary of the census bureau data used is presented as Table 1 while Table 2 represents the current demographics of the Mead School District.

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

Table 1 - Summary of Available Minorities/Women in the Employment Pool

Source: EEO 1w. Detailed Census Occupation by Sex and Race/Ethnicity for Worksite Geography
Universe: Civilians employed at work 16 years and over more information
EEO Tabulation 2006-2010 (5-year ACS data)

Occupation	Total	White non-Hispanic	Women	% Women	Hispanic	Black non-Hispanic	Asian non-Hispanic	NHOPI non-Hispanic	AIAN non-Hispanic	Black & White non-Hispanic	Asian & White non-Hispanic	AIAN & White non-Hispanic	AIAN & Black non-Hispanic	Balance 2+ Races, non-Hispanic	Total Minority	% Minority
Education Administrators (023) SOC 11-9030	1205	1115	525	43.6%	15	25	20	0	0	15	0	10	0	0	85	7.1%
Elementary and Middle School Teachers (231) SOC 25-2020	4200	4045	3015	71.8%	30	35	55	0	15	0	0	4	0	0	139	3.3%
Secondary School Teachers (232) SOC 25-2030	840	800	415	49.4%	10	4	30	0	0	0	0	0	0	0	44	5.2%
Para-Educators*	1640	1515	1345	82.0%	25	45	15	0	0	0	25	15	0	10	135	8.2%
Secretaries**	7965	7325	7255	91.1%	274	90	35	0	55	4	125	49	0	0	632	7.9%
Custodians	3225	2625	960	29.8%	125	105	135	25	65	0	15	120	0	20	610	18.9%
Food Service Workers***	6020	5015	3390	56.3%	400	89	290	0	114	40	4	24	0	40	1001	16.6%
Maintenance & Mechanics****	3310	3140	140	4.2%	130	0	30	0	4	0	0	4	0	0	168	5.1%
Bus Drivers	1215	1095	380	31.3%	50	20	20	0	0	0	0	30	0	4	124	10.2%

* "Para-educators" category includes Teacher Assistants, Crossing Guards, Transportation Attendants from the 2000 Census, Detailed Occupational Analysis.

** Secretaries" category includes Secretaries and Administrative Assistants and Office and Administrative Support Workers and Office Clerks

***"Food Service Workers" category includes Cooks, Combination Food Preparation and Service, Food Servers, and Non-Restaurant.

****Maintenance & Mechanics category includes general maintenance and repair workers, electricians, plumbers, painting workers, bus and truck mechanics, and HVAC mechanics and installers.

Table2 - Summary of Mead School District Minorities/Women in the Employment Pool

Occupation	Total	White non-Hispanic	Women	% Women	Hispanic	Black non-Hispanic	Asian non-Hispanic	NHOPI non-Hispanic	AIAN non-Hispanic	Black & White non-Hispanic	Asian & White non-Hispanic	AIAN & White non-Hispanic	AIAN & Black non-Hispanic	Balance 2+ Races, non-Hispanic	Total Minority	% Minority
Education Administrators	52	51	22	42.3%	1	0	0	0	0	0	0	0	0	0	1	1.9%
Elementary Teachers	245	239	208	84.9%	2	0	1	0	1	0	0	0	0	2	6	2.4%
Secondary School Teachers	241	223	122	50.6%	3	2	5	0	1	0	0	0	0	0	11	4.6%
Para-Educators	310	289	264	85.2%	10	5	4	0	0	0	0	0	0	2	21	6.8%
Administrative Assistants	84	83	84	100.0%	0	0	0	0	0	0	0	0	0	1	1	1.2%
Custodians	49	47	9	18.4%	1	1	0	0	0	0	0	0	0	0	2	4.1%
Child Nutrition Services	41	41	40	97.6%	0	0	0	0	0	0	0	0	0	0	0	0.0%
Maintenance	35	31	1	2.9%	0	1	0	1	1	0	0	0	0	0	3	8.6%
Bus Drivers	76	74	24	31.6%	0	1	0	0	1	0	0	0	0	0	2	2.6%

A. Theoretical Availability and Statistically Expected Utilization Figures

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 above in Table 1. To identify instances of underutilization, the 4/5 or 80% rule was applied. This rule, commonly used in the development of affirmative action plans, establishes a value which is used to determine whether or not 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 (theoretical availability or “TA”).
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 (the Statistically Expected Utilization or SEU) because pure chance may account for utilization that is 20% less than the theoretical availability.
4. If the percentage of employees is less than 4/5 of the available labor market, underutilization exists. If the percentage is greater than or equal to 4/5 of the available labor market, underutilization does not exist
5. Where underutilization was identified, it is noted in Section VII Utilization Analysis by Occupation – Problem Areas Identification on Tables 3a-3i.

VII. UTILIZATION ANALYSIS BY OCCUPATION –PROBLEM AREAS IDENTIFICATION

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

EEO Data "Special File" - Educational Administrators								
Data	Total	Female	Black	Hispanic	Native American	Asian	2 or More Races	Total Minority
Number	1205	525	25	15	0	20	25	85
Percent		44%	2.1%	1.2%	0.0%	1.7%	2.1%	7%
Mead School District Staff - Educational Administrators								
Number	52	22	0	1	0	1	0	1
Percent		42.3%	0.0%	1.9%	0.0%	1.9%	0.0%	1.9%
			Female	Minority				
		Labor Market	44%	7%				
		80%	35%	6%				
		MSD	42%	2%				
		Difference	7%	-3%				
			OK	Under Utilized				

This analysis indicates that Mead School District meets or exceeds the statistically expected utilization figures in the number of female employees. This analysis indicates that Mead School District is below the expected utilization in the categories of minority employees.

B. Elementary Schoolteachers - This job category includes all certificated teachers from preschool to grade 6 including special education teachers and support personnel. Support personnel refers to counselors, nurses, speech and language pathologists, and other educational specialists.

3.b EEO Data "Special File" - Elementary and Middle School Teachers								
Data	Total	Female	Black	Hispanic	Native American	Asian	Other Minority	Total Minority
Number	4796	3418	60	43	14	45	64	226
Percent		71.3%	1.3%	0.9%	0.3%	0.9%	1.3%	4.7%
Mead School District Staff - Elementary and Middle School Teachers								
Number	337	250	0	1	3	6	0	10
Percent		74.2%	0.0%	0.3%	0.9%	1.8%	0.0%	3.0%
			Female	Minority				
		Labor Market	71.3%	4.7%				
		80%	57.0%	3.8%				
		MSD	74.2%	3.0%				
		Difference	17.2%	-0.8%				
			OK	Under Utilized				

This analysis indicates that Mead School District meets or exceeds the statistically expected utilization figures in the number of female employees. The District falls below the expected utilization in the number of minority employees.

C. Secondary School Teachers - This job category includes all certificated teachers from grade 7 to grade 12 including special education teachers and support personnel. Support personnel refers to counselors, nurses, speech and language pathologists, and other educational specialists

EEO Data "Special File" - Secondary School Teachers									
Data	Total	Female	Black	Hispanic	AIAN	NHOPI	Asian	2 or More Races	Total Minority
Number	840	415	4	10	0	0	30	0	44
Percent		49.4%	0.1%	0.2%	0.0%	0.0%	0.7%	0.0%	5.2%
Mead School District Staff - Secondary School Teachers									
Number	241	122	2	3	1	0	5	0	11
Percent		50.6%	0.8%	1.2%	0.4%	0.0%	2.1%	0.0%	4.6%
			Female	Minority					
		Labor Market	49.4%	5.2%					
		80%	39.5%	4.2%					
		MSD	50.6%	4.6%					
		Difference	11.1%	0.4%					
			OK	OK					

This analysis indicates that Mead School District meets or exceeds the statistically expected utilization figures in both the number of female employees and minority employees.

D. **Para Educators** – This job category includes all Paraeducators.

EEO Data "Special File" - ParaEducators									
Data	Total	Female	Black	Hispanic	AIAN	NHOPI	Asian	2 or More Races	Total Minority
Number	1640	1345	45	25	0	0	15	50	135
Percent		82.0%	2.7%	1.5%	0.0%	0.0%	0.9%	3.0%	8.2%
Mead School District Staff -ParaEducators									
Number	325	286	5	10	0	0	4	2	21
Percent		88.0%	1.5%	3.1%	0.0%	0.0%	1.2%	0.6%	6.5%
			Female	Minority					
		Labor Mark	82.0%	8.2%					
		80%	65.6%	6.6%					
		MSD	88.0%	6.5%					
		Difference	22.4%	-0.1%					
			OK	Under Utilized					

This analysis indicates that Mead School District meets or exceeds the statistically expected utilization figures in the number of female employees. The District falls just below the expected utilization in the number of minority employees.

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

EEO Data "Special File" -Secretaries									
Data	Total	Female	Black	Hispanic	AIAN	NHOPI	Asian	2 or More Races	Total Minority
Number	7965	7255	90	274	55	0	35	178	632
Percent		91.1%	1.1%	3.4%	0.7%	0.0%	0.4%	2.2%	7.9%
Mead School District Staff -Secretaries/Administrative Assistants									
Number	84	84	0	0	0	0	0	1	1
Percent		100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%	1.2%
			Female	Minority					
		Labor Market	91.1%	7.9%					
		80%	72.9%	6.3%					
		MSD	100.0%	1.2%					
		Difference	27.1%	-5.2%					
			OK	Under Utilized					

This analysis indicates that Mead School District meets or exceeds the statistically expected utilization figures in the number of female employees. The District falls below the expected utilization in the number of minority employees.

F. **Custodians** - This job category includes all custodial employees

EEO Data "Special File" - Custodians									
Data	Total	Female	Black	Hispanic	AIAN	NHOPI	Asian	2 or More Races	Total Minority
Number	3225	960	105	125	65	25	135	177	632
Percent		29.8%	3.3%	3.9%	2.0%	0.8%	4.2%	5.5%	19.6%
Mead School District Staff - Custodians									
Number	49	9	1	1	0	0	0	0	2
Percent		18.4%	2.0%	2.0%	0.0%	0.0%	0.0%	0.0%	4.1%
			Female	Minority					
		Labor Market	29.8%	19.6%					
		80%	23.8%	15.7%					
		MSD	18.4%	4.1%					
		Difference	-5.4%	-11.6%					
			Under Utilized	Under Utilized					

This analysis indicates that Mead School falls below the expected utilization in both Female and Minority Employees.

G. **Food Service Workers** - This job category includes All Child Nutrition Service workers within the district.

EEO Data "Special File" - Food Service Workers									
Data	Total	Female	Black	Hispanic	Native American	Asian	2 or More Races	Total Minority	
Number	6020	3390	89	400	114	290	108	1001	
Percent		56.3%	1.5%	6.6%	1.9%	4.8%	1.8%	16.6%	
Mead School District Staff - Child Nutrition Services									
Number	41	40	0	0	0	0	0	0	
Percent		97.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
			Female	Minority					
		Labor Market	56.3%	16.6%					
		80%	45.0%	13.3%					
		MSD	97.6%	0.0%					
		Difference	52.5%	-13.3%					
			OK	Under Utilized					

This analysis indicates that Mead School District meets or exceeds the statistically expected utilization figures in the number of female employees. The District falls below the expected utilization in the number of minority employees.

H. **Trade Workers** - This job category includes all trades workers within the district including, Locksmith, Painter, HVAC, Plumber, Electrician, Computer Technology Technicians, and Diesel Mechanics.

EEO Data "Special File" - Classified Trades									
Data	Total	Female	Black	Hispanic	AIAN	NHOPI	Asian	2 or More Races	Total Minority
Number	3310	140	0	130	4	0	30	4	168
Percent		4.2%	0.0%	3.9%	0.1%	0.0%	0.9%	0.1%	5.1%
Mead School District Staff - Maintenance									
Number	35	1	1	0	1	1	0	0	3
Percent		2.9%	2.9%	0.0%	2.9%	2.9%	0.0%	0.0%	8.6%
			Female	Minority					
		Labor Market	4.2%	5.1%					
		80%	3.4%	4.1%					
		MSD	2.9%	8.6%					
		Difference	-0.5%	4.5%					
			Under Utilized	OK					

This analysis indicates that Mead School District meets or exceeds the statistically expected utilization figures in the number of minority employees. This analysis indicates that Mead School District falls below the expected utilization in Female Employees.

I. **Bus Drivers** - This job category includes all Bus Drivers within the district.

EEO Data "Special File" - Bus Drivers									
Data	Total	Female	Black	Hispanic	AIAN	NHOPI	Asian	2 or More Races	Total Minority
Number	1215	380	20	50	0	0	20	34	124
Percent		31.3%	1.6%	4.1%	0.0%	0.0%	1.6%	2.8%	10.2%
Mead School District Staff - Bus Drivers									
Number	76	24	1	0	1	0	0	0	2
Percent		31.6%	1.3%	0.0%	1.3%	0.0%	0.0%	0.0%	2.6%
			Female	Minority					
		Labor Market	31.3%	10.2%					
		80%	25.0%	8.2%					
		MSD	31.6%	2.6%					
		Difference	6.6%	-5.5%					
			OK	Under Utilized					

This analysis indicates that Mead School District meets or exceeds the statistically expected utilization figures in the number of female employees. The District falls below the expected utilization in the number of minority employees.

VIII. GOALS AND ACTION PROGRAMS TO ACHIEVE GOALS

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

MINORITY GOAL

The Mead School District will strive to increase the number of minority applicants for positions throughout the District, as minorities are underutilized in most job categories. In the next five years, the District's hiring goal for minorities by job category is as follows:

- Educational Administrators: 3 ethnic minorities
- Elementary & Middle School Teachers: 2 ethnic minority
- Administrative Assistants 4 ethnic minorities
- Para Educators 1 ethnic minority
- Custodians 5 ethnic minorities
- Child Nutrition Services 5 ethnic minorities
- Bus Drivers 4 ethnic minorities

Efforts to reach this goal include:

- Review District recruitment efforts. This will include an analysis of how vacancies are advertised. The District will continue to post all vacancies on the District website and other job search websites (e.g. WATeach.com, careers.wa.gov) in an effort to overcome geographical and cultural barriers. The District will also attempt to focus recruitment on efforts that ensure communication with underrepresented groups and other applicants by targeting specific organizations/publications to advertise vacancies.
- Qualified minority applicants will be considered for openings as they occur.
- Upward mobility of minorities in the District will be encouraged.
- Increase the awareness of equal employment opportunities among all personnel involved in hiring.
- Ensure that accurate information is maintained regarding the demographic make-up of the District's workforce.
- Review all hiring processes to ensure all efforts are occurring as stated.

FEMALE GOAL

The Mead School District will strive to increase the number of female candidates in the underutilized occupations. In the next five years, the District's hiring goal for minorities by occupation is as follows:

- Educational Administrators: 3 Females
- Custodians: 2 Females
- Maintenance: 1 Female
- Bus Drivers: 3 Females

Efforts to reach this goal include:

- Qualified applicants will be reviewed as openings occur.
- Upward mobility of females in the District will be encouraged.
- Increase the awareness of equal employment opportunities among all personnel involved in hiring.

- Ensure that accurate information is maintained regarding the demographic make-up of the District's workforce.
- Review all hiring processes to ensure all efforts are occurring as stated.

EDUCATION AND TRAINING GOAL

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

Efforts to reach this goal include:

- Continue emphasis on developing strategies at each building to increase gender equity and multi-cultural opportunities in both the instructional and activities programs. Each staff member has the responsibility for carrying out the equal employment strategies as outlined in the Affirmative Action Plan adopted by the district.
- Provide support for schools to develop and carry out multi-cultural and gender equity training programs and special projects.
- Provide regular training and emphasis on providing a working environment free from unlawful discrimination.
- Provide recognition for staff contributions to the district's efforts to provide a diverse educational environment, free from unlawful discrimination.
- Other means of promotion and information dissemination will be utilized as necessary to ensure that the community and district staff are informed of the goals and objectives of equal employment opportunity.

IX. INTERNAL AUDIT AND REPORTING

The District's Human Resources Department will maintain confidential employee and applicant tracking systems –which records the sex, race, ethnicity, age, disability and veteran status of applicants (See Appendix C.) Frequent monitoring of this data will ensure that all applicants are receiving equal treatment in the hiring process and that the District's recruiting efforts are reaching all protected and non-protected groups.

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

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

X. SUPPORTIVE SYSTEMS

Recruitment and Employment Plan

The Human Resources Office considers all applicants and employees on the basis of job-related qualifications. The District selects employees as needed on the basis of merit, training and experience with no unlawful discrimination against any employee or applicant based on race, creed, color, national origin, sex, honorably discharged veteran or military status, sexual orientation, or 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.

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

Specific emphasis will be placed on the outreach and recruitment of members of protected groups along with the efforts made to reach non-protected groups. Recipient listings for job announcements will be reviewed to ensure continued inclusion of agencies serving minority communities, as well as other protected and non-protected groups. Consistent with the District's equal employment opportunity policy, and in addition to other measures described in this Plan:

1. Publicity for job openings may include, without limitations, informing professional groups and organizations with memberships that include both protected and non-protected groups, visiting areas to promote a diverse population of qualified applicants and listing job openings, including minimum qualifications, on bulletin boards in all district buildings.
2. All staff will be encouraged to facilitate recruitments of a diverse pool of qualified applicants, including individuals from underrepresented protected groups.

3. Community organizations representing the special interest of protected groups will be notified of the District's recruiting efforts.
4. All subcontractors, vendors, and suppliers will be notified in writing of the District's equal employment policy.
5. All recruiting sources, including minority, women, disabled and U.S. military veteran groups will be notified in writing of the equal employment policy.

XI. REDUCTION IN FORCE

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

APPENDIX A



**Policy 5010
PERSONNEL**

Page 1 of 3

NONDISCRIMINATION AND AFFIRMATIVE ACTION

Nondiscrimination

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

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

Affirmative Action

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

The superintendent shall develop an affirmative action plan which specifies the personnel procedures to be followed by the staff of the district and shall ensure that no such procedures discriminate against any individual. Reasonable steps shall be taken to promote employment opportunities of those classes that are recognized as protected groups--aged, handicapped, ethnic minorities, women and Vietnam-era or other U.S. military 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 all interested patrons and organizations. Progress toward the goals established under this policy shall be reported annually to the board.

Employment of Persons with Disabilities

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

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

Nondiscrimination for United States Military Service

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

Legal References:	RCW 28A.400.310 RCW 28A.640.020 RCW 49.60 RCW 49.60.030 RCW 49.60.180 RCW 49.60.400 RCW 73.16 WAC 392-200 WAC 392-200-015 42 USC 2000c – 2000c-9 42 USC 2000h – 2000h-6 42 USC 12101 – 12213 29 USC 706 8 USC 1324a and 1324b 38 USC §§ 2021 -2024 45 CFR 84 Sec 504 Executive Order 11246 Amended by Executive Order 11375	Law against discrimination applicable to district's employment practices Regulations, guidelines to eliminate discrimination — Scope Law Against Discrimination Freedom from discrimination Unfair practices of employer defined Affirmative action, discrimination prohibited (I-200) Employment and Re-employment Employment Discrimination Public school employment — Affirmative action program Title VII of the Civil Rights Act of 1964 Title IX Educational Amendments of 1972 Americans with Disabilities Act (IRCA) Immigration Reform and Control Act of 1986 Uniformed Services Employment and Reemployment Rights Act Vocational Rehabilitation Act of 1973 Executive Order 11246 Amended by Executive Order 11375
Management Resources: <i>Policy News</i> , June 2001		State Updates Military Leave Rights
Replaces Board Policy 3110 (Affirmative Action) and Board Policy 3115 (Affirmative Action Grievance Procedures)		

Adopted: May 8, 2006



NONDISCRIMINATION AND AFFIRMATIVE ACTION

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

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

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

Dissemination

The district will disseminate information concerning employment and developments under the affirmative action plan on a planned basis to assist in achieving the goals set forth in this plan.

Affirmative action information will be disseminated by:

1. Printing and distributing such information to staff, school libraries, and offices;
2. Publicizing such information in district newsletters;
3. Conducting meetings with administrative staff to explain the intent and advantages of the policy and plan;
4. Conducting faculty meetings and meetings with classified staff;
5. Informing appropriate and interested recruiting and hiring sources; and
6. Informing all representative staff groups in the district.

Internal Audit and Monitoring System

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

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

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

Complaint Procedure

To ensure fairness and consistency, the following review procedures are to be used in the district's relationship with its staff with regard to employment problems covered by state and federal equal employment opportunity laws and/or this affirmative action program. No staff member's status with the district shall be adversely affected in any way because the staff member utilized these procedures. As used in this procedure:

"Complaint" shall mean any written charge alleging discrimination based on any of the protected classes. The complaint must describe the specific acts conditions or circumstances, which are alleged to be violations of any anti-discrimination laws and must state why the complainant believes that it is discrimination. 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 misrepresentation 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, email or hand-delivery to any district, school or to the district compliance officer responsible for investigating discrimination complaints. Any district employee who receives a complaint that meets these criteria will promptly notify the compliance officer.

"Respondent" shall mean the person alleged to be responsible or who may be responsible for the violation alleged in the complaint.

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

A. Informal Review Procedures

When a staff member has an employment problem concerning equal employment opportunity, he/she shall discuss the problem with the immediate supervisor within 60 *calendar* days of the circumstances which gave rise to the problem. The staff member may also ask the Affirmative Action Officer and/or Title IX 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 Affirmative Action Officer and/or Title IX officer before pursuing formal procedures. If the discussion with the officer or immediate supervisor does not resolve the issue the staff member may proceed to the formal review procedures. During the course of the informal process, the district will notify the complainant of their right to file a formal complaint.

B. Level One – Complaint to the District

The complaint must be written and set forth the specific acts, conditions, or circumstances alleged to be in violation. Upon receipt of a complaint, the compliance officer will provide the complainant a copy of this procedure. The compliance officer shall investigate the allegations set forth within 30 calendar days of the filing of the charge. The officer shall provide the Superintendent with a full written report of the complaint and the results of the

investigation. The Superintendent shall respond in writing to the complainant as expeditiously as possible, but in no event later than 30 calendar days following receipt of the written complaint, 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 decision of the Superintendent or designee will include:

1. A summary of the results of the investigation;
2. Whether the district has failed to comply with anti-discrimination laws;
3. If non-compliance is found, corrective measures the district deems necessary to correct the non-compliance
4. Notice of the complainant's right to appeal to the school board and necessary filing information.

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.

In certain cases, the complainant and school district may agree to resolve the complaint in lieu of an investigation.

C. Level Two - Appeal to Board of Directors

If a complainant disagrees with the Superintendent's or designee's written decision, he/she may file a written notice of appeal with the secretary of the Board of Directors within ten (10) calendar days following the date upon which the complainant received the response. The Board of Directors shall schedule a hearing to commence by the 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 shall be allowed to present such witnesses and testimony as the Board deems relevant and material. Unless otherwise agreed to by the complainant, the Board of Directors shall render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant a copy of the decision. 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.

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

If a complainant disagrees with the school district's or public charter school's appeal decision under or if the school district or public charter school fails to comply with these procedures, the complainant may file a complaint with the office of superintendent of public instruction.

1. A complaint must be received by the office of superintendent of public instruction within twenty (20) calendar days after the complainant received the school district's or public charter school's written appeal decision unless the office of superintendent of public instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery
2. A complaint must be in writing and include:
 - a. A description of the specific acts, conditions, or circumstances alleged to violate applicable anti-discrimination laws and the facts on which the complaint is based;
 - b. The name and contact information, including an address, of the complainant;
 - c. The name and address of the school district or public charter school subject to the complaint;
 - d. A copy of the district's complaint and appeal decision, if any;
 - e. A proposed resolution of the complaint or relief requested; and
3. If the allegations regard a specific student, the complaint must also include:
 - a. The name and address of the student, or in the case of a homeless child or youth, contact information for the student; and
 - b. The name of the school and school district, the student attends.

Upon receipt of a complaint, the office of superintendent of public instruction may initiate an investigation, which may include reviewing relevant information or conducting an independent on-site review. The office of superintendent of public instruction may, at its discretion, investigate additional issues related to the complaint that were not included in the initial complaint or appeal.

Following an investigation, the office of superintendent of public instruction will make an independent determination as to whether the school district has failed to comply with RCW 28A.642.010 or WAC 392-190. The office of superintendent of public instruction will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues that the office of superintendent of public instruction has identified in the investigation. The written decision will include the corrective actions deemed necessary to correct any noncompliance and any documentation the district must provide to ensure that the corrective action is completed.

All corrective actions must be completed within the timelines established in the written decision unless the office of superintendent of public instruction grants an extension. If timely compliance is not achieved, the office of superintendent of public instruction may take actions to ensure compliance. Such actions may include but are 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 conclusion of an investigation, the complainant, and the district, voluntarily agree to resolve the complaint. The office of superintendent of public instruction may provide technical assistance and dispute resolution methods necessary to resolve a complaint

E. 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 with the superintendent of public instruction 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.

F. Mediation

At any time during the discrimination 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 discrimination 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 used 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 an 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.

Preservation of Records

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

Adopted: May 8, 2006
Revised: November 28, 2011
Revised: June 22, 2015

Revised: **February 24, 2020**

APPENDIX B

Affirmative Action Officer

Keri Hutchins
Director of Human Resources
2323 E. Farwell Rd
Mead, WA 99021

Title IX Officer

Jared Hoadley
Assistant Superintendent
Student Services and Activities
2323 E. Farwell
Mead, WA 99021

Board of Directors

Carmen Green, President, Director District #5
Chad Burchard, Vice-President, Director District #1
Denny Denholm, Director District #2
Bob Olson, Director District #3
Michael Cannon, Director District #4

Superintendent

Shawn Woodward

APPENDIX C
EMPLOYEE AFFIRMATIVE ACTION SURVEY

Employee Self-Identification

The Mead School District complies with recordkeeping requirements under federal and State Civil rights laws and DOE regulations. In accordance with these laws, the district invites employees to voluntarily self-identify their gender and race or ethnicity. Submission of this information is voluntary and refusal to provide it will not subject the employee to any adverse treatment. The information obtained will be kept confidential and will only be used in accordance with the provisions of the applicable laws, executive orders and regulations.

Name:	Position:
Building:	
GENDER IDENTIFICATION (SELECT ONE)	
<input type="checkbox"/> MALE <input type="checkbox"/> FEMALE	
RACE/ETHNICITY IDENTIFICATION (SELECT ONE)	
<input type="checkbox"/> HISPANIC: All persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.	
<input type="checkbox"/> WHITE (Not Hispanic or Latino): All persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.	
<input type="checkbox"/> BLACK (Not Hispanic or Latino): All persons having origins in any of the Black racial groups of Africa.	
<input type="checkbox"/> ASIAN or PACIFIC ISLANDER: All persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.	
<input type="checkbox"/> AMERICAN INDIAN or ALASKAN NATIVE: All persons having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.	
<input type="checkbox"/> TWO OR MORE RACES (not Hispanic or Latino) A person who identifies with more than one of the above races, excluding those who identify themselves as Hispanic or Latino.	

Note: Race/Ethnic Designations as used by the U.S. Equal Employment Opportunity Commission (EEOC) do not denote scientific definitions of anthropological origins. Self Identification is the preferred method of obtaining this information. If an employee declines to identify his or her race/ethnicity, Human Resources Staff may use observer identification or personnel records.