

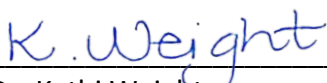
Steilacoom Historical School District No. 1
Employment Affirmative Action Plan
2022-2027

INTRODUCTION AND REAFFIRMATION OF POLICY

The Steilacoom Historical School District No. 1 has established a firm commitment to providing equal employment opportunity to its staff and to applicants for positions in the district. We believe education enhancement requires consistently fair and equitable educational and employment practices without regard to race, creed, color, national origin, age, honorably-discharged veteran or military status, gender, sexual orientation, marital status, or qualified individuals with disabilities. The current Nondiscrimination and Affirmative Action Policy was adopted by the board of directors in 2008 and revised in 2019. The policy will be reaffirmed concurrent with the adoption of this five-year plan. The plan presented here is designed for the years 2022-2027. Although this plan covers a five-year period, it will be reviewed regularly and modified, if necessary, in accordance with applicable law.

The basis for analysis in the current plan involves a comparison of the district's staff of color in various job categories relative to the percentage available in our local labor force. The purpose of these affirmative action commitments remains the same as that of earlier plans, to ensure the absence of discrimination in employment practices.

Each employee of Steilacoom School District involved in the recommendation of hiring or promotion is 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. Kathi Weight
Superintendent



Loujanna Rohrer
President, Board of Directors

November 16, 2022

Date of Board Approval

AUTHORITY

School districts in the state of Washington are required by WAC 392-190-0592 to establish and implement Affirmative Action programs that are designed to “eliminate discrimination on the basis of race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, 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.”

PURPOSE

It is the purpose of the District’s Employment Affirmative Action Plan 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 and to promote diversity in the District’s workforce.

It is also the purpose of the District’s Plan to identify at all levels of the workforce, areas of underutilization when planning and implementing recruitment efforts. This plan is designed to promote outreach, recruitment, training, and education efforts intended to expand the pool of applicants and to advance equal opportunity without preferential treatment.

RESPONSIBILITY FOR IMPLEMENTATION AND EVALUATION

The Superintendent will provide leadership and guidance to all administrators, supervisors, and personnel in the conduct of their employment practices to assure conformity with federal and state laws, regulations and District’s policies. The Human Resources Department will monitor and audit this plan and regularly update the Superintendent regarding efforts toward meeting goals. All staff will annually participate in a review of the District’s Nondiscrimination Policy and Procedure. The District’s Diversity, Equity and Inclusion (DEI) Committee will participate and support this plan by working in partnership with the Human Resource Department to participate in interview committees and recruitment efforts. All publications which advertise employment opportunities will include the District’s nondiscrimination statement and contact information for the civil rights compliance coordinator.

The civil rights compliance coordinator is charged with responding to any questions or complaints concerning discrimination in employment and ensures that the District’s Nondiscrimination and Affirmative Action Policy and Procedure 5010 are available on the District’s website and communicated in new employee trainings and professional development.

Executive Director of Human Resources
Steilacoom Historical School District No. 1
511 Chambers Street
Steilacoom, WA 98388
Phone: (253) 983-2222 Fax: (252) 584-7198

UTILIZATION ANALYSIS

This section summarizes an analysis of the District’s workforce demographics. The following table shows the District’s workforce diversity as measured by race by the following job categories.

Job Group	Job Category
Certificated Administrators	Principals, Assistant Principals, District Administrators
Secondary Teachers	9-12 th grade teachers and counselors
Elementary and Middle School Teachers	Preschool – 8 th grade teachers and counselors
Certificated Support Personnel	Certificated staff whose job assignment is not teaching.
Classified Administrators and Professional Staff	Classified District Administrators and Managers
Office Personnel	Office Coordinators, Secretaries, Department Specialists
Custodians	Custodians
Maintenance	Maintenance and Grounds
Instructional Assistants	Para-Educators, Library Techs, Campus Supervisors
LPNs	LPNs

The term “underutilization” as used in this plan means having fewer members of an affected group in a specific job category than reasonably would be expected based upon their availability. The statistical comparisons in this section involve the use of the workforce statistics for geographic areas relevant to Pierce County derived from the U.S. Census EEOC Tabulation for 2014-2018. For the purpose of this plan, the job category of IT was not included in this analysis due to the broad definition and the small number of classified employees in the technology department (3). The use of geographic areas and statistics is intended only for the purpose of implementing this Affirmation Action Plan and facilitating identification of areas of potential underutilization. These statistical comparisons do not have any independent legal or factual significance. The statistics and geographic areas have been selected and used in good faith with respect to this Affirmative Action Plan.

The 80% rule is commonly used in the development of affirmative action plans by establishing a value to determine whether underutilization exists. If the percentage of employees is less than 80% of the available labor market, underutilization exists. If the percentage is greater than or equal to 80% of the available labor market, underutilization does not exist. The availability study discussed above was used to generate theoretical availability” (TA) figures, which indicate the percentage of workers in a given job category, or across all jobs, whose worksite is reported as Pierce County and identifying themselves as belonging to a particular protected class. The TA figure is a useful tool in approximating whether the District is underutilizing any such protected class in its employment practices, but it should be noted that true availability figures may be significantly higher or lower than the TA.

**Steilacoom Historical School District
Utilization Analysis Based on Race/Ethnicity
(October 2022)¹**

Job Group²	Total SHSD Employees³	% Total SHSD (BIPOC)	Theoretical Availability⁴ (%)	Deviation from TA⁵ (%)	Does Underutilization exist?
CERTIFICATED PERSONNEL					
Certificated Admins	19	10.5%	15.5%	5.0%	Yes
Cert. Support Personnel	16	25.0%	15.4%	-9.6%	No
Elementary/Middle (P-8)	143	14.7%	9.2%	-5.5%	No
Secondary Teachers (9-12)	51	19.6%	15.0%	-4.6 %	No
Total Certificated	229	16.2%	11.7%	-4.4%	No

CLASSIFIED PERSONNEL					
Class. Admin/Professional	9	44.4%	21.8%	-22.7%	No
Office Personnel	24	16.7%	17.8%	1.2%	Yes
Custodians	21	57.1%	33.7%	-23.4%	No
Maintenance	9	44.4%	38.9%	-5.6%	No
Instructional Assistants	66	34.8%	20.0%	-14.9%	No
LPNs	6	50.0%	11.0%	-39%	No
Total Classified	129	36.4%	18.7%	-17.7%	No

¹ Does not include substitutes or athletic coaches.

² The occupational titles under which Census data is tracked to match job categories by the school district.

³ Total FTE reported October 2022

⁴ Theoretical availability of labor force identified as for Pierce County as reported in U.S. Census EEO tabulation 2014-2018 (80% rule).

⁵ Calculated by subtracting the utilization from the theoretical availability. Orange reflects underutilization exists.

GOALS AND ACTION STEPS

The goals of this Affirmative Action Plan are to promote equal employment opportunities in Steilacoom Historical School District and to attract, promote, develop, and retain a high-performing diverse workforce to serve diverse student needs; and to encourage upward mobility of all persons, including members of protected groups, once employed. Specifically, for this five-year plan, the District is focused on increasing representation (based on race and ethnicity) in the classroom for our certificated and administrator positions.

The analysis shows that the District's workforce is only underutilized in the job categories of Certificated Administrators and Office Personnel compared to theoretical availability in the Pierce County workforce. However, our current student demographics reflect 53% are students of color, compared to only 16.2% of our certificated staff. While the District has made gains across all job categories, this analysis identifies a need for the District to look beyond our primary applicant pool in Pierce County to meet our goal for a workforce that reflects the racial and ethnic diversity of our students and community.

GOAL 1

Job Recruitment, Selection and Analysis

Actively seek a diverse pool of qualified applicants to more represent our current students and families for consideration as District employees.

- 1.1 Identify and partner with colleges and universities outside of Washington state for recruitment. Specifically, working closely with Historically Black Colleges and Universities to post open positions.
- 1.2 Expand resources on the District's website tailored to recruiting out-of-state applicants, by partnering with local county organizations such as, Choose Tacoma Pierce County to highlight resources related to living and working in our communities.
- 1.3 Expand partnerships with School Liaison Offices and Transition Offices in key military installations across the country to post vacancies and information related to living and working in our communities.
- 1.4 Partner with the District's DEI Committee in developing and disseminating recruitment materials and job opportunities to organizations and outlets which have the opportunity to reach protected groups. Invite DEI Committee participation to serve as "Steilly Ambassadors" to share information with interested applicants about working and living in our communities.
- 1.5 Continue the District's practice of inviting DEI Committee members to participate in interview committees.
- 1.6 Provide and require interview committee members and hiring administrators to participate in bias training related to the hiring process.

GOAL 2

Education and Training

Promote a culture of respect and diversity in the workplace, and ensure that employees are aware of the Plan and their roles and responsibilities in enforcing the District's equal employment opportunity policy.

- 2.1 Continue to develop annual objectives and strategies at each building to ensure equal employment opportunities in all work places.
- 2.2 Continue to provide training and professional development at all schools and in all departments to promote cultural competency in conjunction with incorporating multi-cultural and gender equity concepts, awareness, and information into the curriculum.
- 2.3 Other means of promotion and information dissemination will be utilized as necessary to ensure that the community and District staff and students are informed of the goals and objectives of equal educational and employment opportunities.

GOAL 3

Preventing Employment Discrimination

Ensure that the District does not discriminate against any person on the basis of any protected status in employment, recruitment, promotion, or advancement.

- 3.1 Maintain credential requirements for relevant personnel.
- 3.2 Make no differentiation in pay scale on the basis of any protected status.
- 3.3 Make no differentiation in the assignment of school duties on the basis of any protected status, except where there is a compelling need for a lawful or bona fide occupational qualification based on the nature of duties.
- 3.4 Provide the same opportunities for advancement without regard to a protected status.
- 3.5 Make no differentiation in conditions of employment, including, but not limited to, hiring practices, leaves of absence, hours of employment, and assignment of, or pay for, instructional and non-instructional duties on the basis of any protected status.