

Bellevue School District
Affirmative Action Program

2014-2019

Board of Directors

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SUPERINTENDENT'S STATEMENT

The District has completed its review of the former affirmative action program and has updated the plan. We have sought through this 2014-2019 Affirmative Action Program to reemphasize our commitment to equal opportunity and to renew our efforts toward hiring a qualified and diverse work force.

It is the policy of the Bellevue School District to recruit, hire, retain, assign, transfer, train, and promote persons in all job classifications without regard to race, color, creed, religion, sex, age, national origin, sexual orientation including gender expression or identity, honorably discharged veteran or military status, marital status, the presence of any sensory, physical or mental disability, or the use of a trained dog guide or service animal by a person with a disability.

District employees shall be free from harassment based on legally protected attributes or characteristics. The District shall also make reasonable accommodation to the known sensory, mental or physical limitations of an otherwise qualified disabled applicant or employee unless an accommodation would impose an undue hardship.

We have studied our workforce data thoroughly so that our employment statistics are accurate and current, and have developed a database to update our information whenever new data is released. We are pleased with the gains made in a number of our job groups.

With this Affirmative Action Program, the District restates and recommits itself to equal employment throughout all District operations and programs. We seek to have all levels of the District reflect and foster this commitment.

Tim Mills
Superintendent

I. INTRODUCTION

The Bellevue School District has a long tradition of commitment toward affirmative action and equity. It recognizes that an affirmative action program is a sound employment practice and a positive approach toward achieving an equitable and nondiscriminatory work environment for all staff. The Bellevue School District fully supports equal employment laws and believes that the rights of all applicants and employees should be recognized and protected. The District believes that a diverse work force strengthens all aspects of its operations.

The adoption of this revised affirmative action program should be viewed as a renewed commitment by the District to the equal employment of all persons and to a work environment that is free of discrimination.

II. COMMUNICATION OF THE AFFIRMATIVE ACTION PROGRAM

A. Internal Communication

1. Copies of the District's policies regarding nondiscrimination and affirmative action are contained in the District's Policy and Procedure Manuals, which are available at all work sites. The grievance procedures available to register complaints under these policies are also contained in these manuals.
2. Copies of the affirmative action program will be distributed to all members of the Board of Directors, to all administrators and program supervisors at all District facilities, to employee representatives, and to any employee upon request. The Policies and Procedures Manual, and the Affirmative Action Plan, are available online at www.bsd405.org.
3. These policies will also be discussed in new employee orientation meetings.
4. At least annually, the District shall notify employees of its Affirmative Action Plan and its grievance procedure through employee newsletters or e-mail.

B. External Communication

1. Publications from the District's Public Information Office and/or the Human Resources Department will include notice and mention of the program from time to time, at least annually.
2. A statement of the District's commitment to equal employment opportunity is to be included in all District publications, employment announcements, vendor contracts, forms used for application for employment, and other related District documents. All appropriate and interested recruiting sources are to be informed of the District's policies.
3. Advertisements for positions, whenever published, shall carry a statement to the effect that the District is an "Equal Opportunity Employer."

III. STAFF RESPONSIBILITY

A. Superintendent

The Superintendent of the Bellevue School District shall be responsible for the implementation of the Affirmative Action Program and annual reporting to the Board of Directors. The Superintendent is responsible to ensure that administrators, supervisors, and all employees are fully aware of their role in

supporting the Affirmative Action Plan. Correspondence may be directed to him at (425) 456-4172 or as follows:

Tim Mills, Superintendent
Bellevue School District No. 405
P.O. Box 90010
Bellevue, Washington 98009-9010

B. Human Resources Department

The Human Resources Department is charged with responding to any questions concerning other employment issues, such as any complaints or concerns under the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, or other employment discrimination laws.

The Human Resources Department may be contacted at the following address or phone:

Executive Director for Human Resources
Bellevue School District
P.O. Box 90010
Bellevue, WA 98009-9010
Telephone: (425) 456-4074

C. All Employees

All employees of the District are responsible for supporting the affirmative action program and for conducting the performance of their duties in accordance with it. Anyone having questions or concerns about any matter related to equal employment issues is encouraged to contact the Human Resources Department.

IV. UTILIZATION ANALYSIS

A. Development of Analysis

The terms "utilization analysis" and "underutilization" appearing in this Affirmative Action Program are used in the same sense in which these terms are used in regulations promulgated by the federal government relative to affirmative action plans. These terms have no independent legal or factual significance whatsoever. Many statistical comparisons herein involve the use of geographic areas and various sources of statistics. The use of such geographic areas and statistics is intended only for the purpose of implementing this plan and has no significance outside the context of the Affirmative Action Program; although, of course, these statistics and areas have been selected and used in good faith and in an effort to be as useful as possible in the development of this Program.

In order to determine whether goals are needed for an affirmative action program, it is first necessary to determine the percentage of females and minorities available in the work force. This is done through an "availability analysis." The availability analysis methodology used in this case is based on the one set forth in federal regulations for affirmative action. This method looks at a variety of factors that contribute to availability and uses a weighting system to give more credit to the factors that contribute to availability, based upon the District's hiring and recruiting patterns. For example, if the District hires more teachers from the local area than statewide, the factor for local availability would be given greater weight. The factors used are:

- Persons with requisite skills in the immediate area;
- Persons with requisite skills in the recruitment area;
- Promotable and transferable persons in the District's work force;
- and
- Degree of training the District can reasonably undertake.

The second step is to measure the District's current utilization (the percentage of females and minorities currently employed in each job group) against the statistically expected utilization rate (80% of availability rate).

This is done by comparing the current utilization to the expected utilization. If current utilization is lower than the expected utilization, the District is "underutilized" in a job group.

Because of the desire to have the availability analysis be as accurate as possible, the District's hiring and recruitment patterns and data were reviewed so that the weight given each factor in the availability analysis would reflect actual patterns. The available resources for the collection and maintenance of data were considered. The job groups which were identified for tracking are: Certificated Administrators; Elementary Teachers; Secondary Teachers; Instructional Support; Professional/Technical/Supervisory; Teacher Aides; Clerical; Nutrition Services; Custodial and Grounds; Maintenance; and Transportation.

After determining the job groups and number of employees in each group, availability factors applicable to each job group were identified, each factor was weighted, and a final availability statistic was calculated. Each job group is statistically analyzed for both female and minority utilization.

The data to support each factor come from a number of sources, including the 2000 Census data for the Seattle-Bellevue-Tacoma Primary Metropolitan Statistical Area (PMSA), Washington State and the United States, and internal District data regarding transfer and promotion patterns. From the summary of underutilization analysis provided in the past years, progress can be monitored.

¹ The job groups utilized for purposes of this Affirmative Action Plan do not correspond with the District's collective bargaining groups. Instead, the job groups are based on job categories utilized in the 2010 Census, which organizes job categories by necessary skills and education level.

B. Summary of Underutilization Analysis

The District has analyzed its utilization of females and minorities relative to statistically expected utilization. See pages 8 and 9. This analysis showed that females are statistically underutilized in the Maintenance job group.² Minorities are statistically underutilized in the Maintenance, Instructional Support, and Professional/Technical/Supervisory job groups.

The District has also compared its utilization of females and minorities in each job group between 2008 and 2013. During that time, the District increased overall utilization of minorities. Minority utilization increased from 15.2% to 17.7%.

Between 2008 and 2013, the District eliminated underutilization of females in the Custodial and Grounds job group, increasing utilization of females from 8.0% to 10.6%. However, because of significant shifts in demographics, as reflected in the newly-available 2010 Census, the District remains statistically underutilized in the following job groups:

- **Professional/Technical/Supervisory:** Minority availability in this job group is 14.1%; current utilization is 13.6%. This job group includes managers, lawyers, computer professionals, and other similar professional positions. The District will eliminate underutilization of minorities in this job group by increasing its efforts to recruit minority applicants and working to ensure equal opportunity for minority applicants in the hiring process.
- **Instructional Support:** Minority availability in this job group is 9.6%; current utilization is 6.8%. This job group includes audiologists, librarians, nurses, occupational and physical therapists, psychologists, social workers, speech and language pathologists, and other similar positions. The District will continue its efforts to eliminate underutilization of minorities in this job group by increasing its efforts to recruit minority applicants and working to ensure equal opportunity for minority applicants in the hiring process.

² Females and minorities were not statistically underutilized in the Maintenance job group in the 1992-1997 Affirmative Action Plan; therefore, no goals were set in this job group. Since then, however, the job group shows statistical underutilization of females and minorities. While the District has not identified new goals for females and minorities in the Maintenance job group, and although there are limited maintenance openings, it will continue to make efforts to increase the number of female and minority applicants.

V. SUPPORTIVE SYSTEMS

The District considers all applicants and employees on the basis of job-related qualifications. However, attracting a highly qualified diverse work force requires the identification of needs and systematic programs to recruit qualified candidates in all employment categories. Once employed there must also be programs in place to insure that recruited employees are provided opportunities for professional development and career advancement. In order to meet these objectives and to address utilization concerns the District will do the following:

- Annually review its hiring criteria to insure that all applicants are considered on the basis of job-related criteria relevant to the task to be performed and position needs;
- Engage in broad-based recruitment activities for certificated staff, including attending job fairs locally, regionally, and out of state as appropriate. Through these efforts, hundreds of potential teachers are identified and interviewed, thereby casting a broad net for diverse candidates. In addition, representatives of the District visit colleges and universities in the State of Washington to meet candidates and make informational presentations about the District and to encourage applicants to apply in Bellevue. The District also schedules interviews at job fairs, colleges and universities and makes contingent job offers to candidates who fall into hard to fill categories.
- For classified applicants, the District will continue to expand its efforts to broadcast its position openings through electronic and hard copy postings and through contacts with unions and professional job-alike groups;
- Evaluate all employees annually using criteria appropriate to each position;
- Continue and expand relationships with organizations and training programs which are a source for the recruitment of individuals from diverse backgrounds, including minorities and women;
- Place an emphasis upon minority recruitment for certificated positions, including placement of advertisements in major metropolitan newspapers and periodicals targeting minority populations and the addition of colleges and universities with high minority enrollment to job announcement mailing lists;

- Distribute job announcements to each building in the District and to each outside employment referral source on the District distribution list and to send out periodically an email message to all staff, listing announced openings at all levels in the District that were recently posted;
- Maintain a publicly-accessible website with a list of job announcements and publicize the website in a variety of ways;
- Post job announcements on third party websites and through print and other publications as frequently as reasonably possible;
- Encourage current employees to participate in the District staff development offerings and out-of-district educational opportunities to assure that individuals are prepared for positions of new and/or increased responsibility, such as the support of the National Board Certification Program and the Paraprofessional training activities;
- Advertise staff development opportunities through District publications; and
- At least annually, the Human Resources Department will review its recruitment and hiring efforts to modify, enhance, or redirect the Department's efforts as practical and necessary to achieve Program goals

VI. GRIEVANCE PROCEDURE

Employees who feel they are aggrieved with regard to matters concerning this Affirmative Action Plan may access Procedure 5010P, Affirmative Action and Equal Opportunity, on the District website at <http://www.bsd405.org/Portals/0/administration/board-policy/5000-personnel/5010P.pdf> to address their concerns. Hard copies of this procedure will also be made available upon request.

In addition, the Human Resources Department welcomes and encourages anyone to bring ideas, concerns, or complaints about any District policy or employment practices to its attention at 425-456-4074.

Bellevue School District

2014 Utilization Analysis and Goals – Females

| Job Group | Total Female | Total Employees | Percent Female | Statistically Expected Utilization* | Persons Underutilized |
|------------------------------------|--------------|-----------------|----------------|-------------------------------------|-----------------------|
| Certificated Administrators | 42 | 68 | 61.8% | 51.4% | |
| Elementary Teachers | 401 | 451 | 88.9% | 62.3% | |
| Secondary Teachers | 345 | 551 | 62.6% | 50.3% | |
| Instructional Support | 230 | 263 | 87.5% | 66.2% | |
| Professional/Technical/Supervisory | 73 | 118 | 61.9% | 35.9% | |
| Teacher Aides | 382 | 430 | 88.8% | 71.9% | |
| Clerical | 176 | 187 | 94.1% | 76.2% | |
| Nutrition Services | 74 | 79 | 93.7% | 78.8% | |
| Custodial & Grounds | 10 | 94 | 10.6% | 1.3% | |
| Maintenance | 1 | 35 | 2.9% | 4.8% | |
| Transportation | 29 | 88 | 33.0% | 31.0% | |
| Total | 1763 | 2364 | 74.6% | | |
| * 80% of Total Availability | | | | | |

Bellevue School District

2014 Utilization Analysis and Goals – Minorities

| Job Group | Total Minority | Total Employees | Percent Minority | Statistically Expected Utilization* | Persons Underutilized |
|--|-------------------|--------------------|---------------------|---|--------------------------|
| Certificated Administrators | 10 | 68 | 14.7% | 8.6% | |
| Elementary Teachers | 57 | 451 | 12.6% | 7.9% | |
| Secondary Teachers | 55 | 551 | 10.0% | 8.6% | |
| Instructional Support | 18 | 263 | 6.8% | 9.6% | 8 |
| Professional/Technical/ Supervisory | 16 | 118 | 13.6% | 14.1% | 1 |
| Teacher Aides | 115 | 430 | 26.7% | 14.6% | |
| Clerical | 42 | 187 | 22.5% | 13.2% | |
| Nutrition Services | 38 | 79 | 48.1% | 39.3% | |
| Custodial & Grounds | 50 | 94 | 53.2% | 1.5% | |
| Maintenance | 4 | 35 | 11.4% | 25.8% | |
| Transportation | 13 | 88 | 14.8% | 12.2% | |
| Total | 418 | 2364 | 17.7% | | |
| * 80% of Total Availability | | | | | |

| Job Group | Total Employees | Total Female | Percent Female | Total Minority | Percent Minority | Asian | Percent Asian | Black | Percent Black | Hisp. | Perc. Hisp. | Native Amer. | Perc. Native Amer. |
|---------------------|-----------------|--------------|----------------|----------------|------------------|-------|---------------|-------|---------------|-------|-------------|--------------|--------------------|
| Cert. Admin. | 68 | 42 | 61.8% | 10 | 14.7% | 5 | 7.4% | 2 | 2.9% | 3 | 4.4% | 0 | 0.0% |
| Elem. Teachers | 451 | 401 | 88.9% | 57 | 12.6% | 32 | 7.1% | 2 | 0.4% | 21 | 4.7% | 2 | 0.4% |
| Sec. Teachers | 551 | 345 | 62.6% | 55 | 10.0% | 34 | 6.2% | 5 | 0.9% | 14 | 2.5% | 2 | 0.4% |
| Inst. Support | 263 | 230 | 87.5% | 18 | 6.8% | 12 | 4.6% | 2 | 0.8% | 4 | 1.5% | 0 | 0.0% |
| Prof./Tech./Supv. | 118 | 73 | 61.9% | 16 | 13.6% | 6 | 5.1% | 4 | 3.4% | 6 | 5.1% | 0 | 0.0% |
| Teacher Aides | 430 | 382 | 88.8% | 115 | 26.7% | 73 | 17.0% | 10 | 2.3% | 31 | 7.2% | 1 | 0.2% |
| Clerical | 187 | 176 | 94.1% | 42 | 22.5% | 24 | 12.8% | 3 | 1.6% | 14 | 7.5% | 1 | 0.5% |
| Nutrition Service | 79 | 74 | 93.70% | 38 | 48.1% | 33 | 41.8% | 2 | 2.5% | 1 | 1.3% | 2 | 2.5% |
| Custodial & Grounds | 94 | 10 | 10.6% | 50 | 53.20% | 28 | 29.80% | 10 | 10.6 | 11 | 11.7% | 1 | 1.1 |
| Maintenance | 35 | 1 | 2.9% | 4 | 11.40% | 4 | 11.40% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Transportation | 88 | 29 | 33.00% | 13 | 14.80% | 7 | 8.00% | 1 | 1.10% | 5 | 5.70% | 0 | 0.00% |