

**Richland School District No. 400**  
**Affirmative Action Plan 2018 – 2022**



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**615 Snow Avenue**  
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**Adopted by the Board of Directors: February 13, 2018**

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## 1. INTRODUCTION

The Board of Directors of the Richland School District recognizes that an Affirmative Action (AA) Plan is a sound employment practice that assists in remediating any prior employment discrimination and achieving a diverse workforce. The District commits itself to a policy of affirmative action for all qualified persons without regard to race, color, creed, religion, sex, age, national origin, marital status, sexual orientation (including gender expression or identity), veteran or military status, the presence of any sensory, mental, or physical disability, or the use of a trained guide dog or service animal by a person with a disability. Further, the District provides equal access to the Boy Scouts and other designated youth groups.

The following AA Plan will outline steps to ensure that District policies and practices do not unlawfully discriminate against individuals. Further, reasonable steps will be taken to actively promote employment opportunities to qualified individuals in protected groups that are underutilized in the workforce.

Copies of the AA Plan will be made available to the Washington State Human Rights Commission, the Office of Superintendent of Public Instruction, the State Department of Personnel, employee bargaining groups, and other interested parties. The Plan will be posted on the public District website.

## 2. PURPOSE

The purpose of the AA Plan is to promote, monitor, and maintain the District's Affirmative Action and Equal Employment Opportunity (EEO) policies. These policies provide for equal treatment for all employees and applicants for employment without unlawful discrimination as defined in the introduction. All personnel policies and practices related to employee selection, promotion, retention, staff development, and compensation will adhere to the letter and spirit of this AA Plan and District policy on EEO.

Further, the AA Plan will 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. The AA 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.

## 3. IMPLEMENTATION OF PLAN & AFFIRMATIVE ACTION OFFICER

The **Superintendent** is responsible for the development, implementation, coordination, and monitoring of the AA Plan, including the communication of Plan requirements to administrators and supervisors. The Superintendent can delegate this work to an **Affirmative Action Officer (AAO)** for implementation purposes consistent with Board Policy.

The **AAO** is the District's **Executive Director of Human Resources**. The AAO has the authority to represent the Superintendent in these matters. The AAO is charged with the responsibility of communicating the District's commitment to employ members of protected and non-protected groups consistent with District policy. The AAO shall ensure that recruitment efforts are reaching protected and non-protected groups in all categories where underutilization exists.

The AAO will advise the Superintendent and/or Board of Directors on matters related to this Plan as required. The AAO will monitor and evaluate the Plan's accomplishments and will prepare documentation addressing proposed action and other issues as required by this Plan. The AAO will report to the Board, in a general meeting, on an annual basis on how the District is progressing in meeting its goals under the Plan.

The AAO can be reached at (509) 967-6023 or by e-mailing Executive Director of Human Resources Tony Howard at [tony.howard@rsd.edu](mailto:tony.howard@rsd.edu). The District's Human Resources Department is located at the Richland School District Administrative Offices, 615 Snow Avenue, Richland, Washington 99352.

## 4. COMMUNICATION OF PLAN

It is the responsibility of the Superintendent, as delegated to the AAO, to inform applicants for employment, all current employees, all persons responsible for hiring in the District, all employee associations, and all District contractors and subcontractors of the District's commitment to EEO and AA.

To ensure that others are aware that the District is an EEO employer, and to ensure that all personnel are fully apprised of the District's policy, the following actions will be undertaken:

1. EEO and Staff Diversity will be referenced in the District's correspondence, bulletins, reports, and manuals.
2. The EEO Policy and Federal and State posters prohibiting discrimination will be posted on bulletin boards at all District worksites.
3. Supervisory meetings will be conducted annually (at the start of each academic year) that explains the intent of the District's AA Plan and diversity policy. This meeting will include reviewing each supervisor's responsibility for effective implementation of the Plan.
4. Employees will be notified of the existence of the District's EEO Policy and AA Plan through site-specific staff meetings held at the start of each academic year, no later than August 31<sup>st</sup> annually. This notification will include the methodology for reporting concerns or problems of a discriminatory nature to the AAO.
5. The AAO will provide the Superintendent and Executive Cabinet a written plan for staff recruitment for the upcoming year no later than November 30<sup>th</sup> annually. The written plan shall include specific strategies to recruit diverse candidates for the District's projected openings, including any categories of underutilization.
6. The AAO will send out an all-District e-mail with an electronic copy of the EEO Policy and AA Plan to employees by January 31<sup>st</sup> annually. This communication will include the methodology for reporting concerns or problems of a discriminatory nature to the AAO, and will further include the District's recruitment plan for the upcoming year.
7. The AAO will make an annual report to the Board of Directors regarding the implementation of the AA Plan.
8. The EEO policy statement will be communicated to all applicants to the District via the District's online application process, which is administrated by the Human Resources Department.
9. The EEO policy statement, including the methodology for reporting concerns or problems of a discriminatory nature to the AAO, will be included in New Employee Orientation training programs.
10. Employee organizations of the District shall conform to the AA Plan and EEO Policy. Negotiated agreements shall not contain statements that are in conflict to either the AA Plan or the EEO Policy.
11. The District's Human Resources Department will communicate to prospective employees that the District is an EEO employer.
12. The District will incorporate the EEO Policy clause into all purchase orders, leases, contracts, and other pertinent documents.
13. The District's policy manual will document the procedures for prompt, fair, and impartial consideration of complaints of discrimination.
14. The District will assure that appropriate steps are taken to comply with the Title IX regulation, prohibiting sex discrimination in education and employment, and Section 504 of the Vocational Rehabilitation Act of 1973, prohibiting discrimination on the basis of physical, sensory, or mental handicaps in education and employment.

15. The 2018-2022 AA Plan will be posted on the public District website. The AAO will, no later than thirty (30) days after Board approval of the Plan, provide the Plan to the Washington State Human Rights Commission, the Office of Superintendent of Public Instruction, the State Department of Personnel, employee bargaining groups, individual members of the Board of Directors, Superintendent, Executive Cabinet, Supervisors, and anyone else interested.

## 5. NUMERICAL ANALYSIS OF WORKFORCE

The tables that follow contain a numerical study of the District’s workforce. The terms “underutilization” and “underrepresentation” are defined as having fewer members of an affected group in a particular job category than reasonably would be expected based on their availability. These terms are used in the context of regulations defined by the Office of Federal Contract Compliance Programs, and have no independent legal or factual significance.

The statistical comparisons in this section use data from the cities of Pasco, Kennewick, and Richland that are available from public census reports. Most of these reports are available on the Office of the Superintendent of Public Instruction’s website at [www.k12.wa.us/equity/AffirmativeAction/resources.aspx](http://www.k12.wa.us/equity/AffirmativeAction/resources.aspx). The use of geographic areas is intended only for the purpose of implementing the AA Plan and identifying any areas of potential underutilization. The statistics included in this Plan have no independent legal or factual significance, and have been selected and used in good faith.

For the purposes of the 2018-2022 AA Plan, Federal, State and local census data is based on statistics from Census 2010 as newer information is collected every ten years and is not yet available for 2020. The Plan will compare data from the expired 2012-2017, and where available, the 2006-2011 AA Plans.

### 1. Base Salary Ranges for Employee Groups as of October 1, 2017:

Position (by Bargaining Unit)	Salary Range 10/1/2011	Salary Range 10/1/2017
District Administrators	\$63,051 - \$133,000 annually	\$76,222 - \$153,747 annually
Principals/Asst. Principals	\$84,900 - \$116,579 annually	\$102,349 - \$140,307 annually
Teachers	\$33,401 - \$62,955 annually	\$36,521 - \$68,836 annually
Paraeducators	\$11.54 - \$16.51 hourly	\$13.10 - \$30.20 hourly
Secretaries	\$14.43 - \$17.05 hourly	\$16.53 - \$19.54 hourly
Support Services (MOT)	\$13.86 - \$21.94 hourly	\$15.46 - \$27.94 hourly
Nutrition Services	\$10.91 - \$14.57 hourly	\$13.53 - \$17.66 hourly

### 2. Underutilization Analysis & Methodology

The analysis in this AA Plan addresses differences in the utilization rate of women and ethnic minorities in the District as compared with their statistical availability in the local recruitment area of Pasco, Kennewick, and Richland. If a valid statistical difference indicates the underutilization of women and/or ethnic minorities, the difference is noted. The general approach 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.

**TABLE A: Summary of Available Minorities/Women in the Employment Pool 2006-2010 EEO Worksite Report for Pasco, Kennewick, Richland (Tri-Cities) Washington** (<https://factfinder.census.gov>)

	Total	MALE				FEMALE					
		Male	Female	African Am.	Native Am.	Asian Am.	Hispanic Am.	African Am.	Native Am.	Asian Am.	Hispanic Am.
Administrators	485	310 (63.9%)	175 (36.1%)	-	-	-	40 (8.2%)	-	-	-	15 (3.1%)
Teachers	3012	880 (29.2%)	2132 (70.8%)	10 (0.3%)	-	0	40 (1.3%)	15 (0.5%)	-	0	240 (8.0%)
Paraeducators	950	85 (8.9%)	865 (91.1%)	-	-	0	30 (3.2%)	-	-	4 (0.4%)	150 (15.8%)
Secretaries	2730	160 (5.9%)	2570 (94.1%)	-	-	10 (0.4%)	60 (2.2%)	30 (1.1%)	4 (0.1%)	30 (1.1%)	180 (6.6%)
Support Services	3010	2155 (71.6%)	855 (28.4%)	44 (1.5%)	30 (1.0%)	90 (3.0%)	980 (32.6%)	10 (0.3%)	-	20 (0.7%)	285 (9.5%)
Nutrition Services	1515	785 (51.8%)	730 (48.2%)	75 (5.0%)	-	95 (6.3%)	265 (17.5%)	-	-	35 (2.3%)	280 (18.5%)

**TABLE B: Utilization Analysis for Minorities & Women, Richland School District, 09/2017**

(Bargaining Unit Totals)	Total			MALE				FEMALE			
		Male	Female	African Am.	Native Am.	Asian Am.	Hispanic Am.	African Am.	Native Am.	Asian Am.	Hispanic Am.
Administrators	63	34 (54.0%)	29 (46.0%)	-	-	1 (1.6%)	1 (1.6%)	-	-	1 (1.6%)	1 (1.6%)
Teachers	846	184 (21.7%)	662 (78.3%)	-	-	3 (0.4%)	2 (0.2%)	5 (0.6%)	-	4 (0.5%)	11 (1.3%)
Paraeducators	458	33 (7.2%)	425 (92.8%)	3 (0.7%)	-	1 (0.2%)	1 (0.2%)	3 (0.7%)	-	8 (1.7%)	8 (1.7%)
Secretaries	95	-	95 (100.0%)	-	-	-	-	-	-	1 (1.1%)	2 (2.1%)
Support Services	179	106 (59.2%)	73 (40.8%)	5 (2.8%)	-	2 (1.1%)	3 (1.7%)	-	-	5 (2.8%)	1 (0.1%)
Nutrition Services	65	-	65 (100.0%)	-	-	-	-	-	-	6 (9.2%)	1 (0.2%)

### 3. Utilization Analysis by Job Category

For the purposes of this Plan and all subsequent tables, District data will be aggregated by bargaining unit. As noted in the 2011 Affirmative Action Report, the District lost the ability to gather voluntary demographic information from applicants and employees as part of the transition to an on-line application program. This inability has been corrected but District data is best aggregated by bargaining unit.

Comparing between District bargaining units (Table B) and EEO data (Table A) is not perfect; not all unit members fit the specific EEO job codes provided by the Census reporting mechanism. This may create a wider underutilization disparity than actually exists depending on the federal coding of specific positions, especially among minority employees.

The findings below will be considered in the action plans for the four District goals.

**TABLE C: Educational Administrators (Both Building & District Level)**

	2005	2005%	2011	2011%	2017	2017%
Minorities	2	5.0%	0	0.0%	4	6.3%
Females	12	38.4%	17	38.0%	29	46.6%

There continues to be underutilization of minorities in the District's administrative workforce. According to EEO data, 11.3% of administrators in the Tri-Cities region identify as a minority compared to 6.3% in the District. However, since the District had no minority-identified administrators in 2011, this is considered growth, albeit with small samples. The District has made progress towards the regional minority rate for administrators.

There is no longer underutilization of females in the District's administrative workforce. The District's current percentage of female administrators, 46.6%, is the highest in the District's recorded history. This compares favorably to a regional percentage of 36.1% for female administration. This growth is largely reflected in the addition of District-level coordinators and elementary Assistant Principals since 2014.

**TABLE D: Teachers**

	2005	2005%	2011	2011%	2017	2017%
Minorities	21	4.4%	25	4.5%	25	3.0%
Females	336	69.6%	390	71.0%	662	78.3%

The District has seen tremendous growth in the number of teachers (and paraeducators) since the 2011 AA Report due to reduced elementary class size and increased enrollment. Regardless, there continues to be underutilization of minority teachers in the District. The net number of minority teachers has not changed since 2011, but the percentage rate has decreased due to more overall teachers. The District's current 3.0% minority rate is significantly less than the 10.1% regional rate.

Classroom teachers in the District are female at a higher rate (78.3%) than the regional average (70.8%). Much of the District’s increase of teachers since 2011 are at the primary elementary grades, and these hires are almost exclusively female. There is no underutilization of female teachers in the District.

**TABLE E: Paraeducators**

	2005	2005%	2011	2011%	2017	2017%
<b>Minorities</b>	12	5.2%	22	8.1%	23	5.0%
<b>Females</b>	224	97.4%	245	91.0%	425	92.8%

The District has hired a significant number of paraeducators, especially since 2013. While the District has the highest number of minority paraeducators (23) during the recording period, the percentage rate decreased from 8.1% to 5.0%. This means that the growth in paraeducator hiring has not been reflected in minority hiring, and an underutilization exists.

The rate of female paraeducator (92.8%) is close to the 2011 total and slightly higher than the regional average (91.1%). There is no current underutilization of females among the District’s paraeducators.

**TABLE F: Secretaries**

	2005	2005%	2011	2011%	2017	2017%
<b>Minorities</b>	1	1.8%	1	1.2%	3	3.2%
<b>Females</b>	76	100.0%	80	98.0%	95	100.0%

There is underutilization of minorities among the District’s secretaries. The District’s 3.2% minority rate is less than the 11.5% regional minority rate.

There is not underutilization of female secretaries as the District’s secretaries are exclusively female. The regional rate for female secretaries is 94.1%.

**TABLE G: Support Services (MOT) and Nutrition Services (NS)**

MOT	2005	2005%	2011	2011%	2017	2017%
<b>Minorities</b>	No Data Available				16	8.9%
<b>Females</b>	No Data Available				73	40.8%
NS	2005	2005%	2011	2011%	2017	2017%
<b>Minorities</b>	No Data Available				7	10.8%
<b>Females</b>	No Data Available				65	100.0%

Data for Minorities and Females for these bargaining groups prior to this report are not readily available. The District will start tracking these employee groups with the 2017 AA Plan.

Based on the 2017 data, there is underutilization in both Support Services and Nutrition Services for minority employees. Regionally, employees in Support Services positions identify as a minority 48.5% of the time as compared to the District’s 8.9%. In Nutrition Services, the District’s 10.8% rate is significantly less than the regional rate of 49.6%. The high regional percentages are largely Hispanic which reflects upon the regional population as a whole.

There is not underutilization of females in either Support Services or Nutrition Services. In fact, the District’s Nutrition Services employee group is exclusively female.

**6. GOALS OF THE PLAN**

The District sets four goals in the 2018-2022 AA Plan:

1. Purposefully seek and actively recruit a diverse pool of qualified applicants from all protected groups, as well as non-protected groups, for all open positions regardless of title.
2. Promote a culture of respect and diversity in the workplace and ensure that the members of the District's community are aware of both the AA Plan and their professional responsibilities in both enforcing and contributing to the overall success of the Plan.
3. Ensure that the District does not discriminate against any person on the basis of protected or non-protected class as defined within this AA Plan. This includes establishing and monitoring fair and transparent procedures for employment, promotion, and advancement that are consistent with District Policy, Washington State Law, and Federal Law as well as a reporting protocol for current employees or candidates for employment concerned about potential discrimination.
4. Connect the District's hiring, induction, retention, and support for employees into one comprehensive system, and align the system to the District's primary goal of closing the poverty-based achievement gap for students.

Detailed action planning for each of these goals can be found in the appendix to this AA Plan.

## 7. CURRENT COMPLIANCE OFFICERS (as of February 2018)

### **District Superintendent**

Dr. Rick Schulte (through 06/30/2019) and Dr. Nicole MacTavish (starting 07/01/2019)

[rick.schulte@rsd.edu](mailto:rick.schulte@rsd.edu) / [nicole.mactavish@rsd.edu](mailto:nicole.mactavish@rsd.edu)

### **Affirmative Action, Diversity, and Equal Employment Opportunity Officer**

Tony Howard

Executive Director of Human Resources

[tony.howard@rsd.edu](mailto:tony.howard@rsd.edu)

### **Section 504 Compliance Officer**

Mike Hansen

Assistant Superintendent

[mike.hansen@rsd.edu](mailto:mike.hansen@rsd.edu)

### **Title IX Compliance Officer**

Todd Baddley

Assistant Superintendent

[todd.baddley@rsd.edu](mailto:todd.baddley@rsd.edu)

## 8. SUPPORTIVE SYSTEMS & WORKFORCE MANAGEMENT

The District considers all applicants and all employees on the basis of job-related qualifications as established in job descriptions. Employees are selected as needed on the basis of merit, training, and experience without unlawful discrimination. No preferential treatment otherwise is tolerated or allowed. A review of hiring criteria is made prior to the posting of positions to ensure the relevance of the job qualifications to the tasks to be performed. The District honors the collective bargaining process and is committed to following mutually negotiated protocols for the internal selection of staff to fill vacant positions.

The District recognizes the importance of on-going training for employees both to assist in upgrading professional skills and professional growth. The District will continue to develop and provide career counseling to staff interested in moving to levels of greater responsibility within the organization.

The District's Reduction in Force (RIF) procedures are specific to each bargaining unit and strictly defined by collective bargaining agreements. Seniority within the appropriate job classification is the general determining factor. Affirmative Action is not currently a factor in negotiated RIF procedures for any District bargaining unit. RIF procedures for administrative and exempt positions are established by Board Policy and do not explicitly address Affirmative Action. If a RIF becomes necessary, consistent with legal and contractual obligations, the District will make reductions in force bearing in mind its commitment to EEO.

**APPENDIX A: Affirmative Action Policy #5010**

The District 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, disabled, ethnic minorities and women 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, 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 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, shall be disseminated widely to staff in all classifications and to 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:

1. 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.
2. 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:
  - a. making facilities used by staff readily accessible and usable by persons with disabilities and
  - b. 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.

3. The District shall not make use of any employment test or criteria that screens out persons with disabilities unless:

- a. the test or criteria is clearly and specifically job-related and
  - b. alternative tests or criteria that do not screen out persons with disabilities are available.
4. 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.
  5. Any staff member who believes that there has been a violation of this policy or the law prohibiting discrimination because of a disability may initiate a grievance through the procedures for staff complaints.

Nondiscrimination for Military Service

The District will not discriminate against any person who is a member of, applies to be a member, or performs, has performed, applies to perform, or has an obligation to perform service in a uniformed service, on the basis of that participation in a uniformed service. This includes in 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 Reference:	RCW	28A.400.310	Law against discrimination applicable to district's employment practices
		28A.640.020	Regulations, guidelines to eliminate discrimination-Scope
		49.60	Law Against Discrimination
		49.60.030	Freedom from discrimination
		49.60.180	Unfair practices of employer defined
		49.60.400	Affirmative action, discrimination prohibited
		73.16	Employment and Re-Employment
	WAC	162-22-050	Unfair practice
		392-200	Employment Discrimination
		392-200-010	Public school employment and contract practices--Sex discrimination
		392-200-015	Public school employment--Affirmative action program
			Title VII of the Civil Rights Act of 1964
			Title IX Educational Amendments of 1972
			Title IX Education Amendments of 1974
		8 USC 1324a and 1324b	Immigration Reform and Control Act (IRCA) of 1986
		38 USC §§ 2021-2024	Uniformed Services Employment and Reemployment Rights Act
		42 U.S.C. SS 12101-12213	Americans with Disabilities Act
		29 U.S.C. 706	
		Executive Order 11246	Amended By Executive Order 11375
		45 CFR 84, Sec 504	Vocational Rehabilitation Act of 1973

RSD # 400 (Adopted 3/24/75, Most Recent Revision 12/15/11)

**APPENDIX B-1: Action Plan for AA Plan Goal #1**

**Goal #1: Purposefully seek and actively recruit a diverse pool of qualified applicants from all protected groups, as well as non-protected groups, for all open positions regardless of title.**

<b>1.1</b>		<b>Analyze Job Descriptions and the hiring process to ensure that qualifications and screening criteria are based on specific job functions that do not screen out protected group applicants.</b>
	1.1.1	<i>Review Job Descriptions prior to posting positions in order to make any changes required by regulations.</i>
	1.1.2	<i>Modify Job Descriptions to include competitive preference for military service consistent with WAC 357-16-110.</i>
<b>1.2</b>		<b>Ensure that recruitment efforts include and actually reach protected and non-protected groups, including both certificated and classified employees.</b>
	1.2.1	<i>Connect with the Washington State Ombudsman (<a href="http://oeo.wa.gov">http://oeo.wa.gov</a>) and OSPI (<a href="http://www.k12.wa.us">http://www.k12.wa.us</a>) and explore strategies to increase minority recruiting.</i>
	1.2.2	<i>Reinstate on-the-road teacher recruiting for 2018 and reach out to university personnel prior to campus visits for assistance in minority recruiting.</i>
	1.2.3	<i>Attend annual AASPA National Conference (<a href="http://www.aaspa.org">http://www.aaspa.org</a>) and target conference sessions specific to workplace diversity.</i>
	1.2.4	<i>Contact at least three (3) regional universities targeted as Hispanic Colleges with at least 25% Hispanic enrollment and actively recruit Hispanic teachers to apply to the District.</i>
<b>1.3</b>		<b>Increase the awareness of EEO among all District staff, especially hiring managers/supervisors.</b>
	1.3.1	<i>Notify staff annually of the EEO Policy and AA Plan, no later than August 31<sup>st</sup>.</i>
	1.3.2	<i>Send out a reminder e-mail to all staff about the EEO Policy and AA Plan, no later than January 31<sup>st</sup> annually.</i>
	1.3.3	<i>Include references to the EEO Policy and AA Plan in New Hire Orientation Documentation.</i>
	1.3.4	<i>Update District website to include the District's EEO Policy clause and a link to the District's AA Plan.</i>
	1.3.5	<i>Remind hiring supervisors of the District's EEO Policy and AA Plan during annual supervisor training.</i>
	1.3.6	<i>Increase visibility of EEO Policy &amp; AA Plan in District hiring documents.</i>
	1.3.7	<i>Update EEO Policy documentation for worksite bulletin boards and verify completion of system-wide posting of materials.</i>
	1.3.8	<i>Include the reporting mechanism for concerns about possible discrimination on the District's website and in printed materials.</i>
<b>1.4</b>		<b>Increase accuracy and depth of District applicant and employee demographic statistics.</b>
	1.4.1	<i>Refine voluntary ethnic identification process and address any deficiencies, including tracking of multi-race applicants.</i>
	1.4.2	<i>Build a tracking metric for collecting and aggregating demographic data from external applicants for open positions.</i>

**APPENDIX B-2: Action Plan for AA Plan Goal #2**

**Goal #2: Promote a culture of respect and diversity in the workplace and ensure that the members of the District's community are aware of both the AA Plan and their professional responsibilities in both enforcing and contributing to the overall success of the Plan.**

<b>2.1</b>		<b>Develop training materials regarding diversity</b>
	2.1.1	<i>Research pre-existing modules (i.e., Safe Schools, etc.) and customize to District policy and need.</i>
	2.1.2	<i>Incorporate diversity training into new administrator hiring induction.</i>
	2.1.3	<i>Develop remedial services to address any perceived or substantiated discrimination regardless of employee intention.</i>
	2.1.4	<i>Reconstitute the District's Wellness Program and include diversity awareness/education as a program offering.</i>
	2.1.5	<i>Create a cyclic training program for District supervisors that includes, at a minimum, repetitive training about diversity, anti-discrimination policies, the social justice role(s) of a leader, and transgender rights.</i>
<b>2.2</b>		<b>Increase the visibility of diversity within the District</b>
	2.2.1	<i>Provide multi-cultural competence training for all staff in conjunction with incorporating multi-cultural and gender equity concepts, awareness, and information into the District's curriculum.</i>
	2.2.2	<i>Maintain a culture within the District that is strongly supportive of diversity through ongoing professional development.</i>
	2.2.3	<i>Maintain and publicize student and staff achievement in diversity organizations (i.e., the Hispanic Academic Achievers Program)</i>
	2.2.4	<i>Consider diversity and employee contribution to a discrimination-free workplace as a criteria for staff recognition (i.e., Crystal Apple Awards)</i>

2.2.5	<i>Discuss the AA Plan with students annually, via the Superintendent’s Student Advisory Council, and look for opportunities for students to see the value of diversity within the school setting. This may include specific student activities designed by individual school(s) based on their School Improvement Plan.</i>
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**APPENDIX B-3: Action Plan for AA Plan Goal #3**

**Goal #3: Ensure that the District does not discriminate against any person on the basis of protected or non-protected class as defined within this AA Plan. This includes establishing and monitoring fair and transparent procedures for employment, promotion, and advancement that are consistent with District Policy, Washington State Law, and Federal Law as well as a reporting protocol for current employees or candidates for employment concerned about potential discrimination.**

<b>3.1</b>	<b>Maintain Accurate Files for Employees</b>
3.1.1	<i>Timely filing of employee file documentation (i.e., contracts, pay assignments, evaluations).</i>
3.1.2	<i>Research future migration to digital employee files consistent with records retention regulations.</i>
3.1.3	<i>Add a “file clerk” position, independent of Human Resources and Finance Departments, to audit, monitor, and file documents consistent with record retention regulations. The clerk will be trained to spot trends that could show unfair and/or discriminatory actions by District staff.</i>
<b>3.2</b>	<b>Monitor Staff Evaluations for Quality &amp; Potential Bias</b>
3.2.1	<i>District Administrator will read all summative evaluations prior to permanent filing for quality and any potential bias. Unsatisfactorily written evaluations will be returned to the evaluating supervisor for correction.</i>
3.2.2	<i>Evaluation Data (i.e., TPEP scores) will be tracked annually to measure inter-rater reliability among supervisors.</i>
<b>3.3</b>	<b>Make no determination in pay scales based on demographic identifies</b>
3.3.1	<i>Annually monitor salary comps with regional school districts (i.e., KSD &amp; PSD) to show wage trends.</i>
3.3.2	<i>Disavow any use of demographic identifiers, such as gender or ethnicity, as a condition of employment or promotion.</i>

**APPENDIX B-4: Action Plan for AA Plan Goal #4**

**Goal #4: Connect the District’s hiring, induction, retention, and support for employees into one comprehensive system, and align the system to the District’s primary goal of closing the poverty-based achievement gap for students.**

<b>4.1</b>	<b>Increase the use of metrics to analyze the District’s workforce</b>
4.1.1	<i>Staff Attendance, by type, frequency, site, and quantity</i>
4.1.2	<i>Substitute Usage &amp; Fill Rates</i>
4.1.3	<i>Staff Mobility within District (i.e., movement from school to school)</i>
4.1.4	<i>Staff Mobility outside of District (i.e., moving to a position outside the District)</i>
4.1.5	<i>Internal Mix Factor (to replace state discontinued measure)</i>
4.1.6	<i>Evaluation vs. Student Performance</i>
4.1.7	<i>Applicant Tracking per Position</i>
4.1.8	<i>Recruitment Targets by format (i.e., on-line, university, local connection, etc.)</i>
4.1.9	<i>Ethnicity &amp; Gender metrics to include non-teaching staff</i>
<b>4.2</b>	<b>Strengthen a positive culture for District employees, and measure whether targeted culture activities increases employee attendance, which positively impacts student learning</b>
4.2.1	<i>Reinstitute a District Wellness Program</i>
4.2.2	<i>Explore Attendance Incentive Programs</i>
4.2.3	<i>Prioritize workplace assignments over in-work-day professional development to maintain employment integrity and reduce the need for lesser-trained substitutes.</i>
4.2.4	<i>Increase training for employees, including substitutes. (i.e., classroom management, instructional pedagogy, positive student relationships, student &amp; staff safety, and developing diversity)</i>
<b>4.3</b>	<b>Develop an annual Board Presentation to communicate Plan progress</b>
4.3.1	<i>EEO Policy &amp; AA Plan Updates</i>
4.3.2	<i>Demographic Updates to AA Plan Data, including annual review of recruiting/retention data as defined in 4.1 above.</i>
4.3.3	<i>Status of District efforts to improve and promote diversity in the workplace and a positive workplace culture.</i>