

# **Olympia School District Affirmative Action Plan**

## **I. REAFFIRMATION OF POLICY**

The Board of Directors of the Olympia School District ("District") recognizes that an affirmative action plan is a sound employment practice that assists in achieving a diverse work force. Olympia School District commits itself to a policy of equal opportunity for all applicants and employees without discrimination on the basis of gender, race, creed, color, national origin, sexual orientation, including gender expression or identity, marital status, religion, age, genetic information, honorably discharged veteran status or military status, or physical, mental or sensory disability, or the use of a trained dog guide or service animal by a person with a disability.

All personnel policies and practices related to employee selection, promotion, retention, staff development, and compensation will conform to this Affirmative Action Plan and the Board of Directors' policy on equal employment opportunity.

Attainment of and adherence to the Affirmative Action Plan is a primary responsibility of the superintendent, administrators, managers, and supervisors. Every employee will be expected to work toward its success.

Progress toward the goals established under this Affirmative Action Plan shall be reported annually to the Board.

## **II. DISSEMINATION OF AFFIRMATIVE ACTION PLAN**

### **A. Internal Communication**

1. Copies of the District's policies regarding nondiscrimination and affirmative action and the Affirmative Action Plan will be included on the District's website. The complaint procedures available to register complaints under these policies are also included on the website.
2. At least annually, the District will remind employees of these policies and the Affirmative Action Plan via email or employee newsletter.
3. Copies of the Affirmative Action Plan will be distributed to all members of the Board of Directors, to all administrators, to employee representatives, and to any employee upon request.

### **B. External Communication**

1. Copies of the District's policies regarding nondiscrimination and affirmative action and the Affirmative Action Plan will be included on the District's website.

2. Publications from the District's Communications and Community Relations Department and/or Human Resources Department will include notice and mention of the Affirmative Action Plan at least annually.
3. A statement of the District's commitment to equal employment opportunity will be included in all District publications, employment announcements, vendor contracts and other related District documents.
4. All appropriate and interested recruiting sources will be informed of the District's policies regarding nondiscrimination.
5. An Equal Employment Opportunity statement will be included on all District job postings and advertisements, including those through the Educational Service District's Personnel Cooperative.

### **III. STAFF RESPONSIBILITIES FOR IMPLEMENTATION AND EVALUATION**

#### **A. Affirmative Action Officer**

The Superintendent of the District has the overall responsibility for the development, implementation, coordination and monitoring of the Affirmative Action Plan. He/she will appoint an Affirmative Action Officer, who will have the authority to represent him/her in these matters and to assure the District is meeting its obligations. The District's Affirmative Action Officer is:

Scott Niemann  
Executive Director of Human Resources  
Olympia School District  
1113 Legion Way SE  
Olympia, WA 98501  
(360) 596-6185

The Affirmative Action Officer is charged with the responsibility of making known the District's desire and commitment to employ a diverse staff by working with the Educational Services District No. 113 Personnel Cooperative, through contact with community groups and associations to identify persons with the requisite skills and talents for projected openings throughout the District, and establishing strategies and resources aimed at training and retention.

The Affirmative Action Officer is responsible for overall coordination within the District and will advise the Superintendent and/or Board on equal opportunity matters as necessary. The Affirmative Action Officer will review the Affirmative Action Plan with the Board annually.

#### **B. All Employees**

All employees of the District are responsible for supporting the Affirmative Action Plan and for conducting their duties in accordance with it. Anyone with questions or concerns about any

matter related to equal employment opportunity issues is encouraged to contact the Affirmative Action Officer.

#### **IV. UTILIZATION ANALYSIS**

##### **A. Development of Analysis**

The terms "utilization analysis" and "underutilization" appearing in this Affirmative Action Plan are used in the same sense in which these terms are used in regulations promulgated by the federal government relative to such 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 this Affirmative Action Plan; 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 the Plan.

In order to determine whether goals are needed for an Affirmative Action Plan, 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 herein is 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. The factors used are:

- Persons with requisite skills in the immediate area
- Persons with requisite skills in the recruitment area, and
- Promotable and transferable persons in the District's work force.

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). 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, Food Service, Service Workers, Maintenance, and Coaches.

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 was statistically analyzed for both female and minority utilization.

The data used to calculate each factor came from a number of sources. The EEOC Tabulation serves as the primary external benchmark in providing comparative labor census data for Thurston County, Washington State, and the United States, and internal district data. From the summary of underutilization analysis provided in prior years, progress can be monitored.

B. Analysis of Underutilization

The District has analyzed its 2017-18 utilization of females and minorities relative to the statistically expected utilization. See Appendices A and B.

This analysis indicates that females are statistically underutilized in the Maintenance groups. Minorities are statistically underutilized in the following job groups: Certificated Administrators, Secondary Teachers, Professional-Technical, Clerical, Food Service, and Service Workers (custodians and bus drivers). Further information about these groups is below.

**Certificated Administrators:** Minority availability in this job group is 11.6%; current utilization is 9.7%. The District has made significant growth in this area due to concerted efforts of its Human Resources Department. District staff will continue to identify strong internal applicants and recruit minority candidates to enrich the pool of qualified minority candidates when job openings occur. The District is assessing what would make the District an attractive place of employment for minority administrators.

**Secondary Teachers:** Minority availability in this job group is 10.9%; current utilization is 8.4%. The District has been able to attract and retain minority elementary teachers at a level consistent with expected utilization and has increased minority representation at the secondary level to 8.4%. Additional work is needed to attract and retain more minority teachers at the secondary level. To increase retention of minority teachers at all levels, the District has worked to enhance connections among staff through regular quarterly meetings and other gatherings of minority teachers and to provide mentoring for new teachers. To increase hiring of minority teachers, the District will continue to attend job fairs in Washington state, have its own booth at such fairs when feasible, and be prepared to promptly extend offers to attractive candidates. In addition, the District will continue to identify minority student teachers and existing paraeducator staff who have demonstrated interest in teaching and encourage and foster their careers as teachers with the District. The District will also work with the Martinez Fellowship and undergraduate programs, such as Central Washington and Washington State University, to identify teachers who may have an interest in working for the District. Finally, the District will continue to work with the ESD Personnel Co-op to expand the pool of qualified minority candidates.

**Professional/Technical/Supervisory:** Minority availability in this job group is 12.2%; current utilization is 10.3%. District staff will continue to work with the ESD Personnel Co-op to enrich the pool of minority candidates with the requisite skills and experience when openings for these positions occur.

**Clerical:** Minority availability in this job group is 4.5%; current utilization is 3.4%. District staff will continue to partner with the ESD Personnel Co-op to increase the pool of minority candidates.

**Food Service:** Minority availability in this job group is 18.6%; current utilization is 16.7%. District staff will continue to work with the ESD Personnel Co-op to enrich the pool of minority candidates.

**Service Workers:** Minority availability in this job group is 23.9%; current utilization is 19.4%. Traditionally, custodial and bus driver positions have been filled by substitutes. Human Resources staff will examine this practice to determine whether an alternative approach would be appropriate and could lead to greater minority representation. The District will also continue to work with the ESD Personnel Co-op to enrich the pool of qualified minority candidates.

**Maintenance:** Female availability in this job group is 2.5%; current utilization is 0%. There are limited positions in this job group and few openings. District staff will continue to work with the ESD Personnel Co-op to search for and enrich the pool of qualified female candidates so that when openings occur there are female candidates in the pool.

For all job groups, the District will review all application screening processes and revise them as necessary to ensure that only job-related criteria are considered in selecting interviewees. All District employees involved in interviewing job applicants will be trained in proper interviewing techniques, advised of District hiring policies, and informed of the District's commitment to its Affirmative Action Plan. Before making any job offer, the Human Resources Department will review the applicant pool, candidate selection and interview processes, and hiring team comments to ensure compliance with District hiring policies. The District will review retention rates of current protected-class employees, and monitor resignations of employees in underutilized categories through exit interviews or surveys.

In its annual updates to the Board of Directors, the District will discuss and analyze the reasons for any continuing underutilization of females and minorities in each of its job groups.

## **V. SUPPORTIVE SYSTEMS**

To facilitate attainment of affirmative action goals, the Human Resources Department has responsibility for implementing and/or monitoring the following supportive activities:

### **A. Job Descriptions**

1. Job descriptions will be reviewed and revised as necessary to reflect current duties, essential job functions, and critical job elements.
2. Professional job analysis techniques will be utilized in the creation of new job descriptions and revision of existing job descriptions.

### **B. Recruitment**

1. Recruitment sources and procedures will ensure that qualified, protected-class applicants are identified and recruited.
2. The District has established a Diversity Recruitment Advisory Committee to provide input regarding the District's minority recruitment. The Committee is headed by a District administrator who has been tasked with devoting 20% of his time on employee recruitment and retention of diverse employees.
3. Targeted mailing lists, newspaper advertisements, career fair participation, school-focused recruiting, and active participation with other public and community agencies on diversity and affirmative action issues will be used to increase the diversity of the applicant pool.
4. A computerized applicant tracking system will be utilized to evaluate the effectiveness of the District's recruiting efforts and to identify the best sources of protected-class applicants.

C. Employee Selection

1. Selection instruments and methods will be based on essential job functions and critical job elements.
2. As vacancies occur, recruiting and hiring authorities will be reminded of the District's commitments under the Affirmative Action Plan.
3. The Human Resources Department will monitor all aspects of the employee selection process for inclusion of underutilized protected-class applicants.

D. Evaluation

1. All employees are evaluated annually using processes and criteria appropriate to each position.
2. Career counseling is available through the employee's supervisor, the Human Resources Department, or the District's Employee Assistance Program. The District will also consider the use of mentors to assist in career counseling.

E. Program Support

The Human Resources Department will train and assist administrators, managers, and supervisors in developing appropriate departmental and building strategies to implement the District's Affirmative Action Plan.

## **VI. INTERNAL AUDIT AND REPORTING**

The District has established the following internal audit and reporting system to monitor the Affirmative

Action Plan:

A. Job History Files

Job history files are maintained and retained for the legally specified time period and are available for reference. These files contain copies of the job announcement, applicant lists, applications, selection instruments, rating summaries, and relevant correspondence and notes.

B. Applicant Flow Data

All applicants are asked to fill out an optional self-designation form and are asked to indicate how they found out about the position for which they are applying. A computerized applicant tracking system will be upgraded to more readily access the data.

C. Reporting

Statistics on recruiting and utilization will be prepared and disseminated to administrators, managers and supervisors as appropriate.

**VII. REDUCTION IN FORCE**

Reductions in staff will be made in accordance with applicable law and with collective bargaining agreements currently in force. If a reduction in force is necessary, consistent with its legal and contractual obligations, the District will attempt to make reductions bearing in mind its affirmative action commitment.

**VIII. COMPLAINT PROCEDURE**

Informal and formal complaint procedures have been adopted by the District, Procedure 5010P, and are provided below.

**INFORMAL COMPLAINTS**

An employee may complain informally to his or her supervisor, the Executive Director of Human Resources, or the Compliance Officer, about any alleged noncompliance with equal employment opportunity or equal access laws. The Compliance Officer or a designee will attempt informally to resolve the complaint and shall notify the complainant within thirty (30) days of a proposed resolution.

**FORMAL COMPLAINTS**

LEVEL ONE—COMPLAINT TO THE DISTRICT

- A. The Compliance Officer or designee will receive and investigate all written allegations of noncompliance or discrimination and shall coordinate reasonable procedures for resolution.

- B. The Complaint must:
1. Be made in writing and be signed by the complaining party;
    - i. Set forth specific acts, conditions or circumstances alleged to violate the District's policies or obligations regarding discrimination; and be made in writing and signed by the complaining party;
  2. Be filed with the Compliance Officer as soon as possible.
- C. Upon completion of the investigation, the Compliance Officer will provide the Superintendent or designee with a full written report of the complaint and the results of the investigation, unless the matter is resolved to the satisfaction of the complainant prior to the submission of a full written report.
- D. The Superintendent/designee will respond in writing to the complainant within thirty (30) calendar days after the District receives 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. If an extension is needed, the District will notify the complainant in writing of the reasons for the extension and the anticipated response date. At the time the District responds to the complainant, the District will send a copy of the response to the Office of Superintendent of Public Instruction ("OSPI").
- E. The response by the Superintendent/designee will include:
1. A summary of the results of the investigation;
  2. The reasonable corrective measures deemed necessary to eliminate any such act, condition or circumstance within the District;
  3. Notice of the complainant's right to appeal to the District's Board of Directors and will identify where and to whom the appeal must be filed, as set forth in Level Two below.
- The District's response to the complaint will be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency in accordance with Title VI.
- F. Corrective measures necessary to correct any noncompliance will be instituted as expeditiously as possible, but no later than thirty (30) calendar days after the District's written response to the complainant, unless otherwise agreed to by the complainant.

#### LEVEL TWO—APPEAL TO THE BOARD OF DIRECTORS

- A. A complainant may appeal the Superintendent's/designee's decision by filing a written appeal to the District Board of Directors on or before the tenth (10th) calendar day from



the date the complainant receives the Superintendent's/designee's response, or the expiration of the thirty (30) calendar day response period in Section D above, if no response is issued by the Superintendent/designee.

- B. Upon receipt of an appeal, the Board of Directors will schedule a hearing on or before the twentieth (20th) calendar day following the filing of the written appeal, unless otherwise agreed to by the complainant and the Superintendent/designee, or for good cause.
- C. Both parties will be allowed to present such witnesses and testimony as the Board of Directors deems relevant and material.
- D. Unless otherwise agreed to by the complainant and the Superintendent/designee, or for good cause, the Board of Directors will render a written decision on or before the tenth (10th) day following the termination of the hearing and will provide a copy to all parties involved. The decision of the Board of Directors will be provided in a language the complainant can understand, which may require language assistance for complainants with limited-English proficiency in accordance with Title VI.
- E. The decision of the Board of Directors will include notice of the complainant's right to file a complaint with OSPI. The District will send a copy of the appeal decision to OSPI.

#### LEVEL THREE—COMPLAINT TO OSPI

- A. In the event a complainant disagrees with the appeal decision of the Board of Directors, the complainant may appeal the Board's decision to OSPI. A complaint must be received by OSPI on or before the twentieth (20th) calendar day following the date on which the complainant receives written notice of the Board of Directors' decision, unless OSPI grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.

A notice of appeal must be in writing and include:

1. A description of the specific acts, conditions or circumstances alleged to violate applicable anti-discrimination laws;
2. The complainant's name and contact information, including address;
3. The name and address of the District subject to the complaint;
4. A copy of the District's complaint and appeal decision, if any; and
5. A proposed resolution of the complaint or relief requested.

If the allegations involve a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.

- B. Upon receipt of a complaint, OSPI may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the Superintendent or Board. Following the investigation, OSPI will make an independent determination as to whether the District has failed to comply with RCW 28A.642.010 or WAC 392-190, and will issue a written decision to the complainant and the District that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the District must provide to demonstrate that corrective action has been completed.

All corrective actions must be completed within the timelines OSPI establishes in the written decision unless OSPI grants an extension. If the District does not achieve timely compliance, OSPI may take action including but not limited to referring the District to appropriate state or federal agencies empowered to order compliance.

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

Olympia Public Schools  
2017-18 Utilization Analysis and Goals - Females

<b>Job Group</b>	<b>Total Female</b>	<b>Total Employees</b>	<b>Percent Female</b>	<b>Total Availability</b>	<b>Statistically Expected Utilization*</b>	<b>Underutilized</b>	<b>Persons Underutilized</b>
Cert. Admin.	31	62	50.0%	61.2%	49.0%	No	---
Elem. Teachers	293	352	83.2%	79.9%	63.9%	No	---
Sec. Teachers	244	370	65.9%	58.1%	46.5%	No	---
Inst. Support	29	36	80.6%	64.0%	51.2%	No	---
Prof./Tech./Supv.	34	58	58.6%	38.3%	30.6%	No	---
Teacher Aides	297	371	80.1%	90.1%	72.1%	No	---
Clerical	57	59	96.6%	95.6%	76.5%	No	---
Food Service	57	60	95.0%	64.1%	51.3%	No	---
Service Workers	44	139	31.7%	25.7%	20.6%	No	---
Maintenance	0	13	0.0%	3.1%	2.5%	Yes	1
Coaches	30	95	31.6%	27.9%	22.3%	No	---
<b>Total</b>	<b>1116</b>	<b>1615</b>	<b>69.1%</b>	---	---	---	---

\* 80% of Total Availability

Olympia Public Schools  
2017-18 Utilization Analysis and Goals - Minorities

<b>Job Group</b>	<b>Total Minority</b>	<b>Total Employees</b>	<b>Percent Minority</b>	<b>Total Availability</b>	<b>Statistically Expected Utilization*</b>	<b>Underutilized</b>	<b>Persons Underutilized</b>
Cert. Admin.	6	62	9.7%	14.5%	11.6%	Yes	2
Elem. Teachers	28	352	8.0%	9.1%	7.3%	No	---
Sec. Teachers	31	370	8.4%	13.6%	10.9%	Yes	10
Inst. Support	4	36	11.1%	14.5%	11.6%	Yes	1
Prof./Tech./Supv.	6	58	10.3%	15.3%	12.2%	Yes	1
Teacher Aides	62	371	16.7%	10.8%	8.6%	No	---
Clerical	2	59	3.4%	5.6%	4.5%	Yes	1
Food Service	10	60	16.7%	23.3%	18.6%	Yes	2
Service Workers	27	139	19.4%	29.9%	23.9%	Yes	7
Maintenance	4	13	30.8%	10.6%	8.5%	No	---
Coaches	13	95	13.7%	17.6%	14.1%	Yes	1
<b>Total</b>	<b>193</b>	<b>1615</b>	<b>12.0%</b>	---	---	---	---