The District shall provide equal employment opportunity and treatment for all applicants and employees in recruitment, hiring, retention, assignment, transfer, promotion, and training. Such equal employment opportunity shall be provided without discrimination with respect to race, creed, religion, color, national origin, age, sex, sexual orientation, veteran status, marital status or physical, sensory or mental handicaps or genetic information except insofar as such factors are bona fide occupational qualifications. Additionally the district prohibits retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

The District is committed to undertake affirmative action which will provide equal employment opportunities for all employees and applicants for employment. Such affirmative action shall include a review of programs, monitoring of the workforce composition, and use of employment procedures which ensure equal employment opportunities for employees and applicants of recognized protected groups.

It shall be the responsibility of the Superintendent, or designee, to develop an Affirmative Action Plan and regulations to be followed by management and supervisory personnel in all schools and departments of the District to carry out the provisions and intent of this policy.

The Superintendent shall designate staff members to serve as Affirmative Action and Title IX Compliance Officers. Further, the Superintendent shall develop and implement a grievance procedure to be used by employees with regard to employment problems covered by state and federal equal employment laws and/or the District’s Affirmative Action Plan.

Legal References:
RCW 28A.400.310 Law against discrimination applicable to district’s employment practices
WAC 392-200 School Personnel - Employment Discrimination
Title VII Civil Rights Act of 1964
Title IX Education Amendments of 1972.
MOUNT ADAMS SCHOOL DISTRICT NO. 209

AFFIRMATIVE ACTION PLAN
2010-15

I. INTRODUCTION
It is the policy of the Mount Adams 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, veteran status, marital status, or because of a sensory, physical or mental handicap or genetic information, unless a bona fide occupational qualification exists. Additionally the district prohibits retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

All personnel actions will conform to an Affirmative Action Plan, the basic purpose of which is to increase the diversity of the District’s work force and the utilization of minorities and women at all levels in the work force where they are underutilized.

With the above in mind, the Mount Adams School District has adopted this Affirmative Action Plan as part of the District’s administrative practices.

II. DISSEMINATION OF POLICIES AND PROCEDURES
   A. Internal Communication
      1. Copies of the District’s policies and procedures regarding nondiscrimination and affirmative action, including a copy of this Affirmative Action Plan, are contained in the District Policy and Procedures Manual.

      2. The Policies and Procedures Manual is in revision and will be placed on the District’s website.

      3. The policies and procedures are discussed in new employee orientations.

      4. Copies of the Affirmative Action Plan are distributed to the Board of Directors, all administrators, each building location, the shop steward and/or president of each bargaining unit, and any employee upon request.

   B. External Communication
      1. Recruitment letters to employment placement offices include a statement of reference to the District’s affirmative action commitment.


      3. Forms used for application for employment contain an equal employment opportunity statement.

      4. Affirmative Action compliance is required of contractors, vendors, and suppliers.
III. RESPONSIBILITY FOR IMPLEMENTATION AND EVALUATION

A. The Superintendent is responsible to ensure that administrators, supervisors, and all employees are fully aware of their role in supporting the Affirmative Action Plan.

B. The Superintendent is designated as the Affirmative Action Officer and is responsible to the Board of Directors for District compliance with the principles set forth in the Affirmative Action Plan.

The responsibilities of the Affirmative Action Officer include:
1. Implementation of control systems to measure program effectiveness.
2. Keeping management and employees informed of Affirmative Action on a regular basis.
3. Reporting annual progress to the Board of Directors.

The Affirmative Action Officer is:

Richard Foss, Superintendent
Mount Adams School District #209
P O Box 578
White Swan, WA 98952
Telephone: 509.874.2611

IV. UTILIZATION ANALYSIS AND UNDERUTILIZATION IDENTIFICATION

A utilization analysis was conducted using the 2008-09 Mount Adams School District employment statistics as reported to the Office of Superintendent of Public Instruction (OSPI) in report S-275 (See Tables I and II, Appendix A.). Once summarized, these statistics were compared to the relevant labor force. The relevant labor force data used was taken from the 2000 Census Equal Employment Opportunity Special File reflecting persons with requisite skills in Yakima County and Washington State.

After the theoretical labor force availability was determined for females and minorities in each job group, the statistic was reduced by 20% to arrive at the statistically expected utilization (SEU). Consistent with commonly accepted practice, a figure of 80% of the theoretical availability was used in determining whether females or minorities are underutilized because pure chance may account for utilization that is 20% less than the theoretical availability. (See Tables I and II, Appendix A, for the SEU.)

From the District’s utilization analysis and the relevant labor force statistics, Tables I and II, Utilization Analysis - Females and Minorities (See Appendix A, Page 7), were developed and the following established:

A. Females are underutilized in the job categories of district/building administrators and classified administrators.

B. Minorities are underutilized in the category transportation (bus drivers and mechanics).
C. People with disabilities, disabled veterans, Vietnam-era veterans, and aged (40 years or older) –
The Mount Adams School District has no known problems recruiting, hiring and maintaining staff
members in any of these protected classes. The District maintains its commitment to avoid
discrimination in employment practices related to these groups. Staff responsible for hiring and
promotion will be given information designed to sensitize them to the potential for discrimination in
these areas. In addition, the District will include a statement in all its job vacancy announcements
encouraging Vietnam-era veterans and people with disabilities to apply.

V. GENERAL GOALS

The Mount Adams School District has established goals that have proven to be successful in
addressing Affirmative Action needs of the district. The district reaffirms its use of these goals which
are as follows.

1. To improve employment opportunities for protected classes.

2. To provide increased career advancement opportunities for protected classes

3. To heighten employee recognition and understanding of institutional biases and through
employee education, training and practice to eliminate these biases.

4. To expand communication with members of protected class groups regarding employment
qualifications and training opportunities required for positions in the district.

5. To implement training/ in-service programs for administration that will ensure hiring and
supervision practices consistent with this plan and Affirmative Action/EEO requirements.

6. To make a continuous effort to eliminate discriminatory practices relating to employment and
promotion through monitoring and intervention as appropriate.

A summary of the goals and timetables for the Mount Adams schools related to specific areas of
underutilization is included after Tables I and II.

VI. INTERNAL AUDIT AND REPORTING

Improvement of dissemination of recruiting information about career opportunities with Mount
Adams School District is a goal of this plan. The District is working to fully implement a computer-
based applicant tracking system which records gender, veteran, and minority status within the
effective time period of this plan. In the interim, the District has the capacity (due to size and number
of vacancies) to adequately monitor and ensure that all classes of applicants are receiving equal
treatment in the hiring process and that the District’s recruiting efforts are reaching protected groups.
Applicant lists are monitored on a case-by-case basis to ensure appropriate resources for recruitment
of protected groups are being reached.
VII. SUPPORTIVE SYSTEMS

The district considers all applicants and employees only on the basis of job related qualifications. The district selects employees as needed on the basis of merit, training, and experience with no unlawful discrimination against any employee or applicant because of race, color, creed, religion, age, sex, ethnicity, national origin, veteran status, marital status, or the presence of a sensory, mental or physical disability. In addition, the district selects employees without preferential treatment on the basis of race, sex, ethnicity or natural origin. The district shall emphasize in all recruitment contacts that nondiscrimination is a basic element in the district’s personnel administration.

Applicants are recruited from a variety of sources, including, but not limited to:
- Career fairs
- College campus visitations
- Current candidate files
- Current substitutes and employees
- Newspaper advertisements
- Referrals from current staff
- Student teachers

A continuing review of hiring criteria will be made and the relevancy of the hiring criteria to the essential functions of the position will be reviewed. Employee selection procedures and materials will be reviewed carefully to ensure they do not illegally discriminate against any candidate. In addition, the district shall establish continuing relationships with organizations that may be sources of underrepresented individuals. This includes such agencies as the state job service agencies, and college and university minority affairs departments.

Career Counseling/Promotion Opportunities/Skill Training Programs. The Mount Adams School District recognizes the importance of an effective program that includes career development, career opportunities and career advancement. Upon request a district or building administrator will meet individually with employees in order to answer questions or concerns regarding career opportunities in the Mount Adams School District. When appropriate, recommendations regarding additional training will be made to employees whose individual opportunity for career advancement may be enhanced.

Current work experience and educational training is maintained on all Mount Adams School District employees. This information is reviewed and updated regularly. New Employee Orientation will thoroughly cover career opportunities.

The Mount Adams School District will continue to promote training programs and education will be available to staff at all levels. The development of various training programs is an important part of establishing an effective system by which people may move from beginning levels to positions of greater responsibility. Opportunities will be provided through the staff development program for employees to receive such training. Promotional possibilities will be identified wherever possible to permit movement of capable, lower-level employees to positions of greater responsibility. Job descriptions will be reviewed regularly to assure that unnecessary requirements for employment or
advancement are removed. Each advertised position will be stated in terms of performance criteria and required experience, training and education.

The responsibility for initiating job training and career counseling programs is an integral part of the Mount Adams School District’s commitment to assure Equal Opportunity in employment and promotion is at the direction of the Superintendent.

Complaint Procedure. The district is committed to providing equal employment opportunity and treatment for all applicants and employees in recruitment, hiring, retention, assignment, transfer, promotion and training. In addition to (or in place of) the negotiated grievance process, any individual may file a formal complaint with the district affirmative action officer requesting an employment discrimination investigation. No individual’s status with the district shall be adversely affected in any way because the individual utilized these procedures in good faith.

VIII. REDUCTION-IN-FORCE (RIF)

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 in force bearing in mind its Affirmative Action commitment.

CONCLUSION

It is the commitment of the Mount Adams School District to attract and retain well-qualified candidates from diverse backgrounds. We believe it is vitally important to maintain a culturally and ethnically diverse staff that will be able to understand and meet the needs of our students and community. The wide range of experiences that such a staff brings adds a richness of life to our schools and enhances the learning process.

The mission of the district is *continuous student learning*. A key factor in achieving this mission is the district’s ability to hire the instructional and support staff that will best be able to guide students in achieving their educational goals.

Our participation in local and state job fairs will increase as we begin to attend those sponsored by community colleges and universities. These fairs provide our district with exposure to candidates from a variety of experiences and backgrounds and show our support of the community at-large.

We will continue to seek creative and effective ways to strengthen diversity in our workforce in order to benefit our students and community.
## APPENDIX A

### Appendix A — Table I

#### Utilization Analysis — Females

<table>
<thead>
<tr>
<th>December 2008 JOB GROUP</th>
<th>TOTAL EMPL. 2008</th>
<th>TOTAL FEMALE EMPL. 2008</th>
<th>PERCENT TOTAL FEMALE</th>
<th>* PERCENT FEMALE EXPECTED</th>
<th>AVAILABILITY ANNUAL PLACEMENT RATE</th>
<th>PERCENT UNDER-UTILIZED</th>
<th>TOTAL NUMERICAL GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>District/Building Administrators</td>
<td>9</td>
<td>1</td>
<td>11.11%</td>
<td>35.60%</td>
<td>44.50%</td>
<td>24.67%</td>
<td>3</td>
</tr>
<tr>
<td>Teachers</td>
<td>53</td>
<td>29</td>
<td>54.72%</td>
<td>54.36%</td>
<td>67.96%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Classified Admin./Mgrs./Supervisors</td>
<td>5</td>
<td>1</td>
<td>20.00%</td>
<td>29.48%</td>
<td>36.85%</td>
<td>16.85%</td>
<td>2</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>17</td>
<td>10</td>
<td>58.52%</td>
<td>51.58%</td>
<td>64.47%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Para-professionals</td>
<td>28</td>
<td>24</td>
<td>85.71%</td>
<td>76.00%</td>
<td>95.74%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Sec./IA/Acct.</td>
<td>10</td>
<td>10</td>
<td>100%</td>
<td>76.59%</td>
<td>95.00%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Custodial/Maintenance</td>
<td>10</td>
<td>2</td>
<td>20.00%</td>
<td>19.38%</td>
<td>24.79%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Food Services</td>
<td>6</td>
<td>6</td>
<td>100%</td>
<td>60.80%</td>
<td>76.90%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Transportation</td>
<td>11</td>
<td>5</td>
<td>45.45%</td>
<td>32.32%</td>
<td>40.40%</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Mt Adams School District statistics used for rows 1-3
2000 U. S. Census statistics for Yakima County used for rows 4-8
Calculated using the 4/5 or 80% rule

### Appendix A — Table II

#### Utilization Analysis — Minorities

<table>
<thead>
<tr>
<th>December 2008 JOB GROUP</th>
<th>TOTAL EMPL. 2008</th>
<th>TOTAL MINORITY EMPL. 2008</th>
<th>PERCENT TOTAL MINORITY</th>
<th>* PERCENT MINORITY EXPECTED</th>
<th>AVAILABILITY ANNUAL PLACEMENT RATE</th>
<th>PERCENT UNDER-UTILIZED</th>
<th>TOTAL NUMERICAL GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>District/Building Administrators</td>
<td>9</td>
<td>2</td>
<td>22.22%</td>
<td>20.08%</td>
<td>25.10</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Teachers</td>
<td>53</td>
<td>13</td>
<td>24.53%</td>
<td>11.88%</td>
<td>14.85%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Classified Admin./Mgrs./Supervisors</td>
<td>5</td>
<td>1</td>
<td>20.00%</td>
<td>15.76%</td>
<td>19.70%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>17</td>
<td>3</td>
<td>17.65%</td>
<td>17.04%</td>
<td>21.30%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Para-professionals</td>
<td>28</td>
<td>14</td>
<td>50.00%</td>
<td>38.48%</td>
<td>48.10%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Sec./IA/Acct.</td>
<td>10</td>
<td>4</td>
<td>40.00%</td>
<td>20.00%</td>
<td>25.00%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Custodial/Maintenance</td>
<td>10</td>
<td>8</td>
<td>80.00%</td>
<td>29.76%</td>
<td>37.20%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Food Services</td>
<td>6</td>
<td>2</td>
<td>33.33%</td>
<td>24.96%</td>
<td>31.20%</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Transportation</td>
<td>11</td>
<td>1</td>
<td>9.09%</td>
<td>26.16%</td>
<td>32.70%</td>
<td>23.61%</td>
<td>4</td>
</tr>
</tbody>
</table>

Source: 2000 Census of the Population, “2000 EEO Data Tool” for Yakima County
AFFIRMATIVE ACTION JOB CLASSIFICATIONS

I. CERTIFICATED PERSONNEL

A. District/Building Administrators: Includes all principals, vice-principals, program directors, executive directors and the superintendent.

B. Teachers: Includes elementary (K-8), secondary (9-12), and Special Education teachers

C. Instructional Support Personnel: Counselors, librarians, SLP, psychologist, instructional coaches, certified nurses and other professional staff.

II. CLASSIFIED PERSONNEL

A. Classified Administrators/Managers/Supervisors: Classified directors and supervisors including the business manager, maintenance supervisor, tech director, transportation supervisor and food services supervisor.

B. Para-professionals: Teacher aides (both instructional and non-instructional), home visitor and non-certificated nurses.

C. Secretary, exempt and non-exempt: Building secretaries, program secretaries accounts payable, executive secretary, student records clerk, payroll/personnel, special education.

D. Custodial/Maintenance: Building custodians, grounds keeper and general maintenance.

E. Food Service: Head cook, cooks and cook’s helper.

F. Transportation: Bus drivers, shuttle drivers and mechanics.

FOCUSED AFFIRMATIVE ACTION GOALS 2010-15

As displayed in the chart, Table I, Utilization Analysis – Females, the goal for the Five-year Affirmative Action Plan is as follows:

<table>
<thead>
<tr>
<th>FEMALES Job Group</th>
<th>Availability/Annual Placement Rate</th>
<th>5-Year Total Numbered Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>District/Building Administrators</td>
<td>44.5%</td>
<td>3</td>
</tr>
<tr>
<td>Classified Admin./Mgrs./Supervisors</td>
<td>29.48%</td>
<td>2</td>
</tr>
</tbody>
</table>
As displayed in the chart, Table II, Utilization Analysis – Minorities, the goals for the Five-year Affirmative Action Plan are as follows:

<table>
<thead>
<tr>
<th>MINORITIES Job Group</th>
<th>Availability/Annual Placement Rate</th>
<th>5-Year Total Numbered Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation</td>
<td>32.70%</td>
<td>4</td>
</tr>
</tbody>
</table>