



Affirmative Action Plan

For Minorities and Women



Affirmative Action Plan

2024-2029

Adopted by the Board of Directors

Board of Directors

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Purpose

Why do we have an Affirmative Action Plan?

Affirmative Action Plans outline the programs, policies, and procedures for proactively recruiting, hiring, training, and promoting women, minorities, people with disabilities, and veterans to ensure that all individuals have equal opportunities in employment. The Board of Directors of the Sequim School District recognizes that an affirmative action plan is a sound employment practice which assists in achieving a diverse workforce. Sequim School District commits to a policy of non-discrimination for all qualified persons by providing equal employment opportunities without regard to race, color, religion, sex, national origin, age, disability, marital status, veteran status, sexual orientation, genetic information, or any other protected characteristic under applicable law.

This policy relates to all phases of employment, including, but not limited to, recruiting, employment, placement, promotion, transfer, demotion, reduction of workforce and termination, rates of pay or other forms of compensation, selection for training, the use of all facilities, and participation in all sponsored employee activities. All personnel policies and practices will conform to the latter, along with the Affirmative Action Plan and the Strategic Plan.

Sequim School District's Affirmative Action Plan is consistent with the requirements of law, with a primary focus on recruitment and selection of employees in alignment with the District's commitment to nondiscrimination and achieving a diverse work force. Attainment of and adherence to the Affirmative Action Plan are primary responsibilities of the Superintendent, administrators, managers, and supervisors. Every employee will be expected to work toward its success. The District believes that a diverse work force strengthens all aspects of its operations.

Instituting fairness and inclusivity, our affirmative action plan stands as a beacon, ensuring equal opportunities for all. By actively promoting diversity and eradicating barriers, we cultivate a culture of equity and excellence. Through deliberate measures and steadfast commitment, we pave the path towards a more inclusive and representative future, where every individual's potential thrives unhindered by bias or discrimination.



Communication

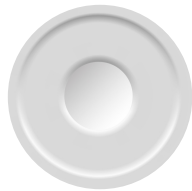
to keep our intentions
clear

Internal Communication	<p>Copies of the District's policies regarding nondiscrimination and affirmative action are contained in the Employee Handbook which is available on the District's website. The grievance procedures available to register complaints under these policies are also contained in this handbook.</p> <p>These policies will also be discussed in new employee orientation.</p>
External Communication	<p>Publications from the District's Communications Department and/or Human Resources Department will include notice and mention of the Plan from time to time, at least annually.</p> <p>A statement of the District's commitment to equal employment opportunity is to be included in all District publications, employment announcements, job postings, recruitment materials, vendor contracts, and other related District documents. All appropriate and interested recruiting sources are to be informed of the District's policies regarding nondiscrimination.</p> <p>The District will include its nondiscrimination statement in any publication that is disseminated periodically to all students, families, participants, applicants, employees or stakeholder. This includes district publications as well as building publications.</p>



Staff Responsibility

for implementation and
evaluation



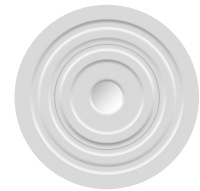
Affirmative Action Officer

The Affirmative Action Officer has overall responsibility for monitoring and auditing this Plan and reports to the Superintendent and Board of Directors. The Affirmative Action Officer is also charged with facilitating responses to any questions or complaints concerning Title IX and other employment discrimination laws.



Supervisors, Managers and Directors

It is the responsibility of each supervisor, manager, and/or director of the District to ensure implementation of the plan to avoid any discrimination in employment. The Affirmative Action Plan shall be periodically brought to the attention of supervisors, managers, and directors and shall be appropriately administered.



All Employees

All employees of the District are responsible for supporting the Affirmative Action Plan and for conducting their duties in accordance with it. All employees are expected to recognize it and cooperate with their implementation. Anyone having questions or concerns about any matter related to equal employment issues is encouraged to contact the Affirmative Action Officer.

Affirmative Action Officer:

Victoria Balint
Human Resources Director
Sequim School District
503 N. Sequim Ave.
Sequim, WA 98382
(360) 582-3260

Utilization Analysis

to determine and understand the data

Development of Analysis

The terms "utilization analysis" and "underutilization" appearing in this Affirmative Action Plan (AAP) 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 Affirmative Action Plan and has no significance outside the context of this Plan, although, 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.

Organizations can use several methods to determine underutilization, but the most commonly used is the "80 percent" rule also known as the "4/5ths rule." This rule means underutilization occurs when the actual percentage of females or minorities is less than 80 percent of the availability of that same demographic (female or minority). If that ratio of percentage of females employed to percentage available is less than 80 percent, then there is underutilization of females within the organization. If the ratio equals 80 percent or more, then, under the 80 percent rule, an appropriate percentage of females is employed within that job group. The same formula would be used for minorities in each job group.

To determine whether goals are needed for an affirmative action program, it is first necessary to determine the percentage of females and ethnic/racial minorities available in the work force. This is done through an "availability analysis." The sources used to calculate availability in each job group came from the following data tables from the United States Census Bureau:

- 2014 - 2018 EEO Table (ACS 5-Year Data): EEO-ALL02R - Occupation by Sex and Race/Ethnicity for Residence Geography; Universe: Civilian labor force 16 years and over; Geography: Kitsap County
- 2014 - 2018 EEO Table (ACS 5-Year Data): EEO-ALL02R - Occupation by Sex and Race/Ethnicity for Residence Geography; Universe: Civilian labor force 16 years and over; Geography: Snohomish County
- 2014 - 2018 EEO Table (ACS 5-Year Data): EEO-ALL02R - Occupation by Sex and Race/Ethnicity for Residence Geography; Universe: Civilian labor force 16 years and over; Geography: Washington State

The Census EEO Tabulation was created by the U.S. Census Bureau, in conjunction with OFCCP and other agencies to provide a single resource for data necessary to perform equal opportunity analysis. The Census EEO Tabulation provides statistical data on race, ethnicity, sex and other demographic data that allows for an examination of the labor force by geographic selection. OFCCP also uses the Census EEO Tabulation to evaluate the effectiveness of AAPs when it reviews contractors. For more information, please visit the [U.S. Department of Labor website](#).



Utilization Analysis

to determine and understand the data

Development of Analysis Continued

The availability analysis methodology used herein looks at the following factors that contribute to availability:

- Minority population data *
- Female population data
- Persons with requisite skills in the immediate area
- Persons with requisite skills in the recruitment area

** For analytical purposes, minorities are calculated by consolidating the totals for the following:
Hispanic or Latino
Black or African American alone
American Indian /Alaska Native alone
Asian alone
Native Hawaiian /Pacific Islander alone
Balance of not Hispanic or Latino*

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 "under-utilized" in a job group.

The nine job groups which were identified for tracking are: Certificated Administrators (including Principals, Executive Directors and Superintendent), Elementary & Secondary Teachers, Certificated Support Staff, Paraeducators, Bus Drivers, Custodians, Office Personnel, Maintenance Trades, and Non-Certificated Professionals/Administrators (including Professional-Technical, Classified Managers, Classified Executive Directors). After determining the job groups and number of employees in each, job groups are statistically analyzed for both female and minority utilization.



Utilization Analysis

to determine and understand the data

Analysis of Utilization Statistics for Females

The District has analyzed its October 2023 utilization of females relative to the statistically expected utilization, and this data is displayed below and in Appendix B.

The District is statistically underutilized in the following job groups:

Maintenance Trades

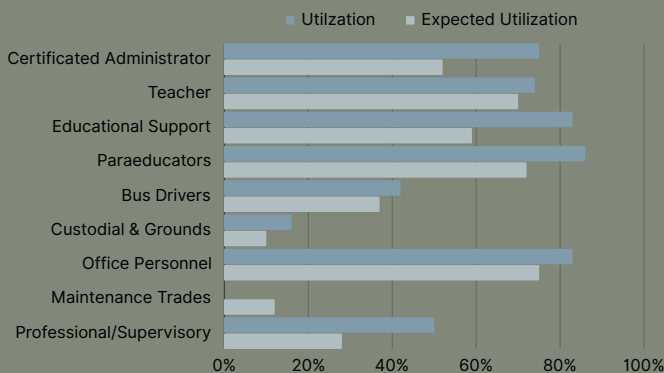
Analysis of Utilization Statistics for Minorities

The District has analyzed its October 2023 utilization of minorities relative to the statistically expected utilization, and this data is displayed below in Appendix C.

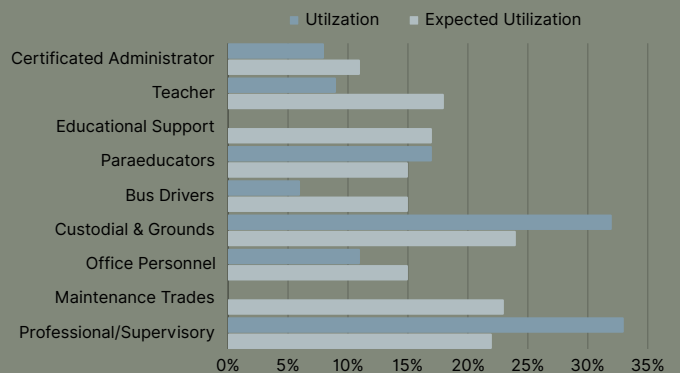
The District is statistically underutilized the the following job groups:

Certificated Administrator
 Teacher (Elementary & Secondary)
 Educational Support Staff
 Bus Drivers
 Office Personnel
 Maintenance Trades

Female Utilization



Minority Utilization



Discussion

about statistically underutilized
females and minorities

Uniquely Situated

Sequim, situated on the North Olympic Peninsula, faces challenges in terms of accessibility to the wider regional population.

Demographically, the City of Sequim comprises 55.3% female residents and 7.1% minority residents, while Clallam County is 50.7% female residents and 13.6% minority residents. The Sequim School District employs 56.5% female employees and 13% minority employees, demonstrating a representation more aligned with our community than the data indicates.

(Source: April 1, 2020 Census)

However, neither the City of Sequim nor Clallam County's demographic information is factored into the assessment of underutilization. This is because these areas are not included in the Detailed Census Occupation table, which contains crucial data for availability analysis. Instead, utilization data relies on regions that are both more diverse and geographically accessible than Sequim and its environs.

This limitation is attributed to certain geographies not being available due to population thresholds for select sub-state areas. You can find more information about this issue at: [\[link to census.gov\]](https://www.census.gov/acs/www/data/eo-data/eo-tables-2018/index.php) (<https://www.census.gov/acs/www/data/eo-data/eo-tables-2018/index.php>).

Additional Factors

Despite the lack of detailed data for the area, it remains crucial to address the job groups that exhibit the most significant disparity in utilization and explore the potential contributing factors.

Maintenance Trades: This group is underutilized by both female and minority subsets. The District employs four individuals that fall in this category who have held these assignments for many years. The turn-over is extremely low and the opportunity to recruit into this classification rarely presents itself. When it does, the District will carefully review the job description to assure it accurately and fairly portrays the necessary qualifications and broadly promote the opportunity to allow for a wide range of applicants.

Certificated Administrator: Expected minority utilization is 11% and current utilization is 8%. The District falls short of our goal by less than half of an individual administrator (.32). Additionally, the minimum requirements for this job group are significant, which will naturally diminish the applicant pool. The District will continue its outreach and recruitment efforts to attract a wide range of diverse applicants.

Teacher: Expected minority utilization is 18% and current utilization is 9%. Over the past four years, the District has not expected to hire a significant number of teachers and therefore has simply relied upon our Government Jobs recruitment program to reach interested candidates who typically are already residing in the area. Additionally, housing in Sequim is a challenge and for candidates not local to the area, it can be prohibitive. The District has partnered with HandShake and registered with historically black colleges and universities and will continue to promote our opportunities as they arise.

Discussion

about statistically underutilized
females and minorities

Additional Factors Continued

Educational Support: This job group includes school psychologists, speech language pathologists, and occupation therapists. These positions are generally difficult to fill and the District does not always have sufficient applicants to meet its hiring needs because it competes with other industries that pay more for employees in these occupations. The District will continue its outreach and recruitment efforts to attract a wide range of diverse applicants.

Bus Drivers: Expected minority utilization is 15% and current utilization is 6%. This job group has a history of being hard to fill. The District deploys busses with recruitment banners, passes out flyers, posts on Facebook and attends local job fairs to recruit for this classification.

Office Personnel: Expected minority utilization is 15% and current utilization is 11%. The turnover for this job group is low, however, as vacancies arise, the District will continue its outreach and recruitment efforts to attract a wide range of diverse candidates.



Supportive Systems

to achieve our goals



Internal Audit & Reporting

for accountability

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

Job History Files:

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

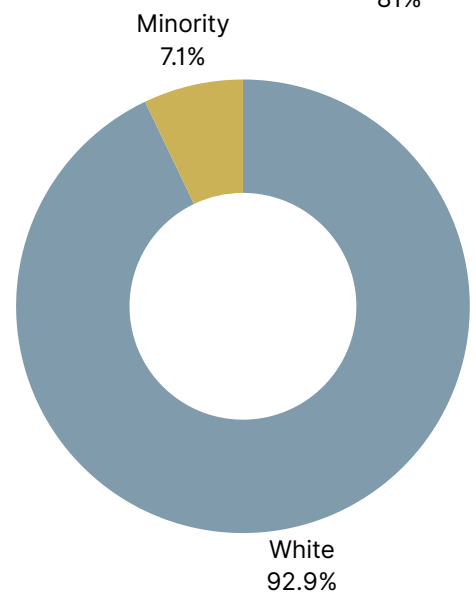
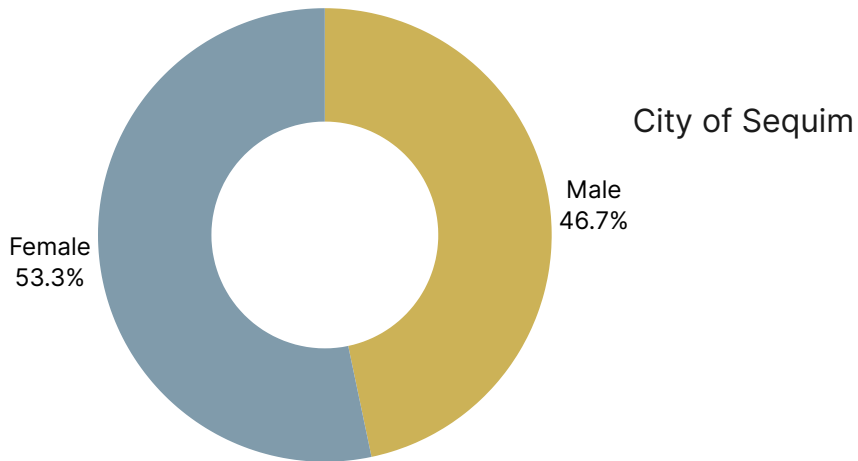
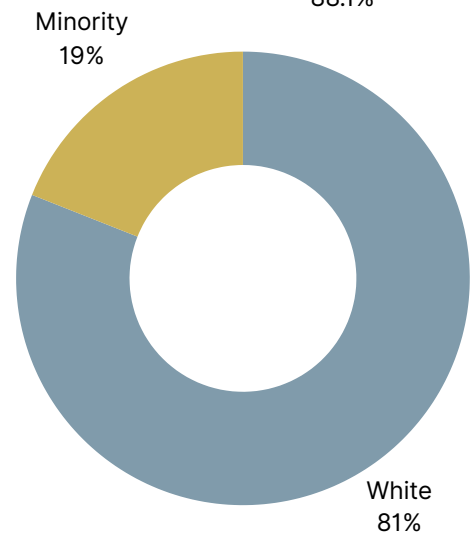
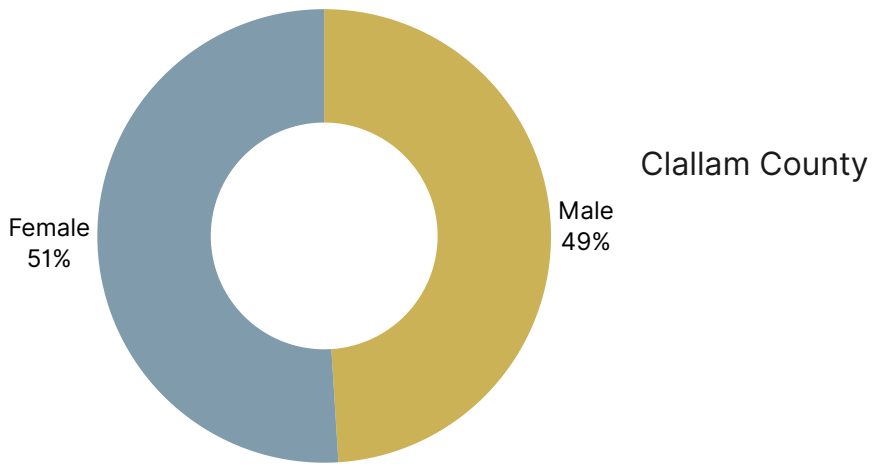
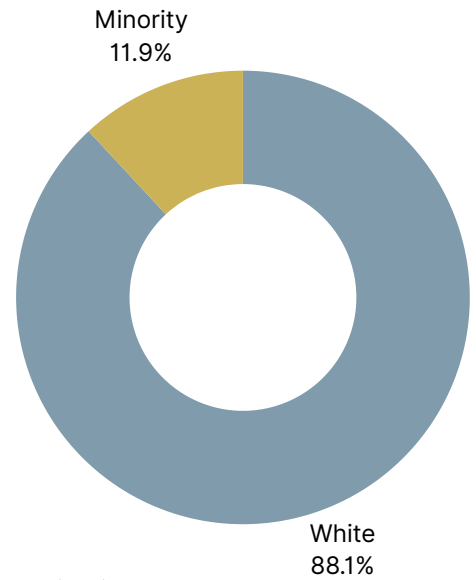
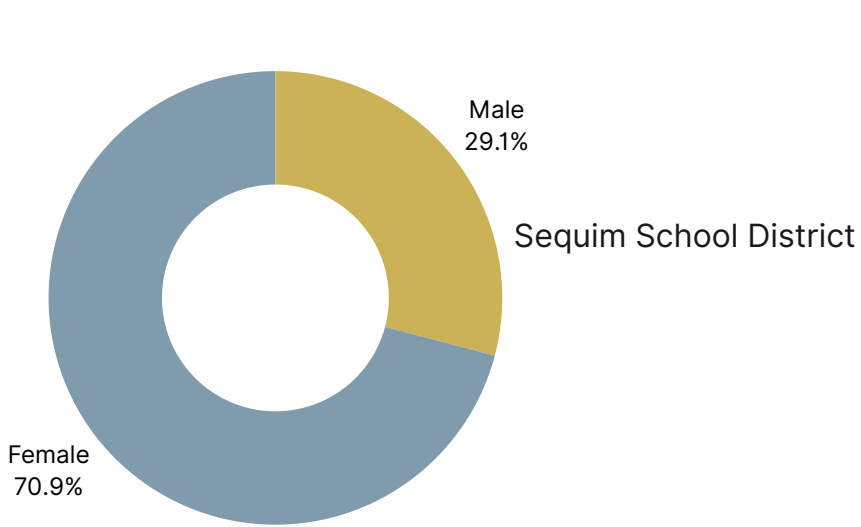
Applicant Flow Data:

All applicants are asked to fill out an optional self-designation form within the electronic applicant tracking system and this data can be reviewed as needed.

Reporting:

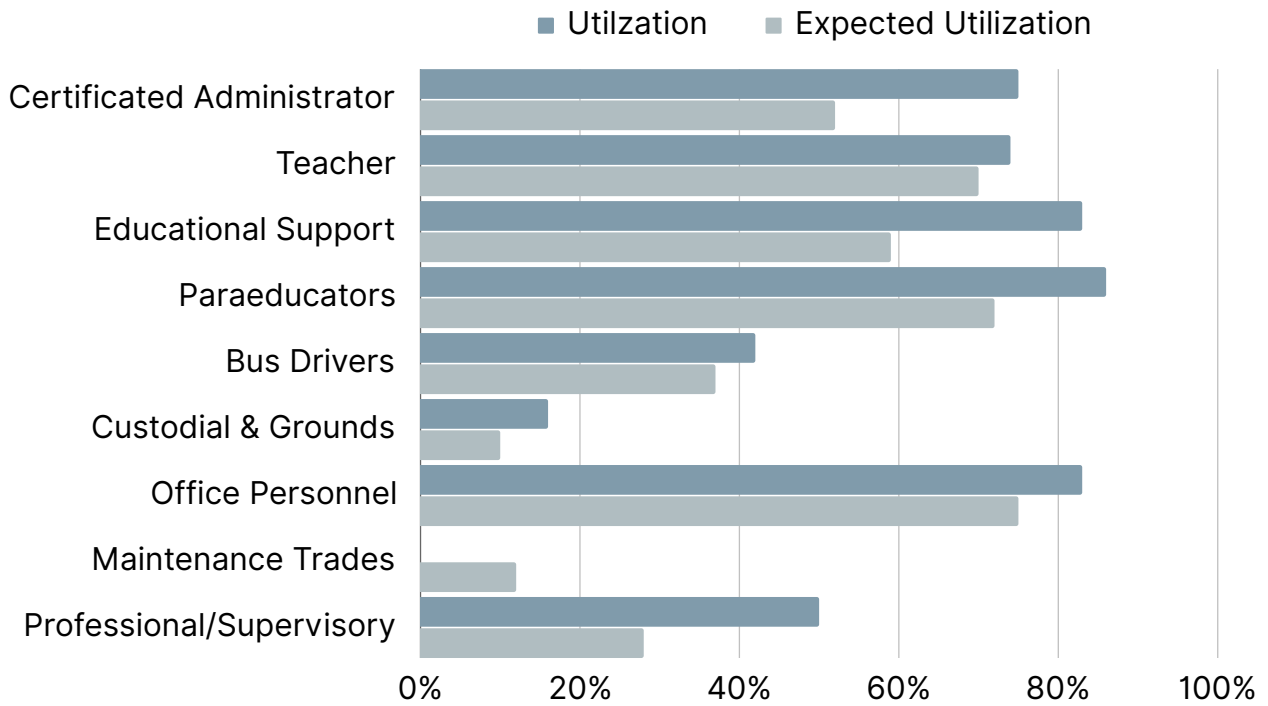
Statistics on recruiting, utilization, and performance indicators will be reviewed by Cabinet annually. Statistics on recruiting, utilization, and performance indicators will be prepared and disseminated to administrators, managers, and supervisors as appropriate.

Appendix A



Appendix B

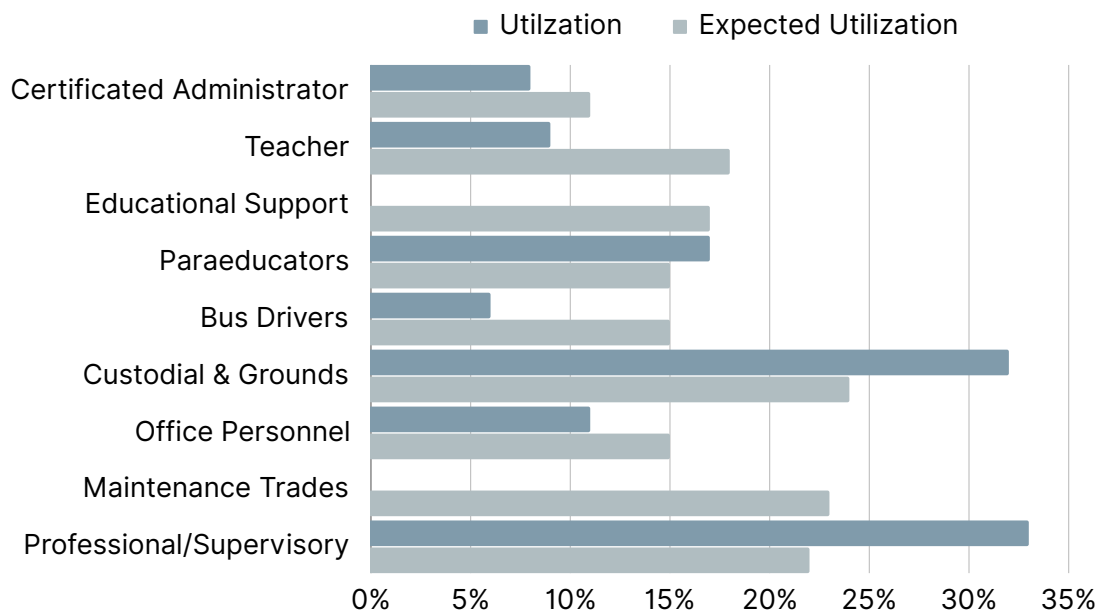
Female utilization



Job Group	Total Employees	Total Female %	Expected Utilization %
Certificated Administrator	12	75%	52%
Teacher	170	74%	70%
Educational Support	12	83%	59%
Paraeducators	87	86%	72%
Bus Drivers	31	42%	37%
Custodial & Grounds	19	16%	10%
Office Personnel	35	83%	75%
Maintenance Trades	4	0%	12%
Professional/Supervisory	6	50%	28%

Appendix C

Minority utilization



Job Group	Total Employees	Total Minority %	Expected Utilization
Certificated Administrator	12	8%	11%
Teacher	170	9%	18%
Educational Support	12	0%	17%
Paraeducators	87	17%	15%
Bus Drivers	31	6%	15%
Custodial & Grounds	19	32%	24%
Office Personnel	35	11%	15%
Maintenance Trades	4	0%	23%
Professional/Supervisory	6	33%	22%

Nondiscrimination and Affirmative Action

Nondiscrimination

The district will provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion and training. Such equal employment opportunity will be provided without discrimination with respect to race, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation including gender expression or identity, marital status, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a person with a disability.

The board will designate a staff member to serve as the compliance officer.

Affirmative Action

The district, as a recipient of public funds, is committed to undertake affirmative action which will make effective equal employment opportunities for staff and applicants for employment. Such affirmative action will include a review of programs, the setting of goals and the implementation of corrective employment procedures to increase the ratio of aged, persons with disabilities, ethnic minorities, women, and Vietnam veterans 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 will also include recruitment, selection, training, education and other programs.

The superintendent will develop an affirmative action plan which specifies the personnel procedures to be followed by the staff of the district and will ensure that no such procedures discriminate against any individual. Reasonable steps will be taken to promote employment opportunities of those classes that are recognized as protected groups — aged, persons with disabilities, 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, regulations and procedures developed according to it, will be disseminated widely to staff in all classifications and to all interested patrons and organizations. Progress toward the goals established under this policy will 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 will prevail:

1. No qualified person with disabilities will, solely by reason of a disability, be subjected to discrimination and the district will 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 will 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:
 1. Making facilities used by staff readily accessible and usable by persons with disabilities; and
 2. 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 will not use any employment tests or criteria that screen out persons with disabilities unless the test or criteria is clearly and specifically job-related. Also, the District will not use such tests or criteria if 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 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.

Cross References: 2030 - Service Animals in Schools
 5270 - Resolution of Staff Complaints
 5407 - Military Leave

Legal References: RCW 28A.400.310 Law against discrimination applicable to districts' employment practices
 RCW 28A.640.020 Regulations, guidelines to eliminate discrimination — Scope — Sexual harassment policies
 RCW 28A.642 Discrimination prohibition
 RCW 49.60 Discrimination — Human rights commission
 RCW 49.60.030 Freedom from discrimination — Declaration of civil rights
 RCW 49.60.180 Unfair practices of employers

RCW 49.60.400 Discrimination, preferential treatment prohibited
RCW 73.16 Employment and Reemployment
WAC 392-190 Equal Education Opportunity – Unlawful Discrimination Prohibited
WAC 392-190-0592 Public school employment – Affirmative action program
42 USC §§2000e1 – 2000e10 Title VII of the Civil Rights Act of 1964
20 USC §§1681 - 1688 Title IX Educational Amendments of 1972
42 USC 12101 – 12213 Americans with Disabilities Act
8 USC §1324 (IRCA) Immigration Reform and Control Act of 1986
38 USC §§ 4301-4333 Uniformed Services Employment and Reemployment Rights Act
29 USC§ 794 Vocational Rehabilitation Act of 1973
34 CFR § 104 Nondiscrimination on the basis of handicap in Programs or activities receiving federal financial assistance
38 USC §4212 Vietnam Era Veterans Readjustment Assistance Act of 1974 (VEVRAA)

Management Resources: 2018 - May Policy Issue
2017 - April Issue
2014 - December Issue
2013 - June Issue
2011 - June Issue
2011 - February Issue
Policy News, August 2007 Washington’s Law Against Discrimination
Policy News, June 2001 State Updates Military Leave Rights

Adoption Date: April 25, 2011
Sequim School District No. 323
Classification: Encouraged
WSSDA Revised Dates: 12.00; 06.01; 08.07; 02.11; 06.11; 06.13; 12.14; 04.17; 05.18

SSD *9.19; 6.21;

Procedure - Nondiscrimination and Affirmative Action

Nondiscrimination

To ensure fairness and consistency, the following grievance procedure is to be used in the district's relationship with its staff members, volunteers, or contractors who work on behalf of the district. It specifically governs employment problems covered by state and federal equal employment opportunity laws and/or this affirmative action program. No such person's status with the district will be adversely affected in any way because the staff member utilized these procedures. As used in this procedure, "grievance" will mean a complaint which has been filed by a complainant relating to alleged violations of any state or federal anti-discrimination laws. A "complaint" will mean a charge alleging specific acts, conditions or circumstances which are in violation of the anti-discrimination laws. A "respondent" will mean the person alleged to be responsible or who may be responsible for the violation alleged in the complaint.

The primary purpose of this procedure is to secure an equitable solution to a justifiable complaint to this and the following steps will be taken:

Affirmative Action Plan

In order to secure an equitable solution to a justifiable complaint the district will:

1. Make efforts to modify the composition of the future work force in order to work toward a full utilization of aged persons, persons with disabilities, racial and ethnic minorities, women, and veterans in the various job categories.
2. Ensure that all applicants and staff are considered on the basis of bona fide job-related qualifications. The purpose of the affirmative action plan is to actively include persons of under-utilized classes in the employment process, not to exclude others from it. The district will continue to emphasize in all recruitment contacts that nondiscrimination is a basic element in the district's personnel procedures.
3. Be responsible for reviewing all employment procedures and programs to assure that there is no indication of discriminatory practices. The district will continue to use aged persons, persons with disabilities, racial and ethnic minorities, women and Vietnam veterans in the recruitment and employment process. Job descriptions for classified staff will be sent to the Washington Employment Service and other organizations which are recruiting sources for groups that may be under-utilized in the district's work force. Recruitment from colleges and universities will include institutions with high percentages of students of various ethnic minorities.
4. Contract and purchase all goods and services from persons, agencies, vendors, contractors, and organizations who comply with the appropriate laws and executive orders regarding discrimination.
5. Take appropriate action to attract and retain aged persons, persons with disabilities, racial and ethnic minorities, women and Vietnam Veterans at all levels and in all

segments of the district's work force. Criteria for selecting staff will be reviewed regularly to assure that such statements relate directly to the requirements for specific positions. However, pursuant to state law there will be no preferential employment practices based on race or gender.

6. Upgrade present staff by providing management development training to assure that individuals of under-utilized groups are prepared for positions of new and increased responsibility.

Implementation of the affirmative action plan will be the responsibility of the superintendent. Administrators will assist in the attainment of the established goals and purposes of this affirmative action plan.

Dissemination

The district will disseminate information concerning employment and developments under the affirmative action plan on a planned basis to assist in achieving the goals set forth in this plan. Affirmative action information will be disseminated by:

1. Printing and distributing such information to staff, school libraries, and offices;
2. Publicizing such information in district newsletters;
3. Conducting meetings with administrative staff to explain the intent and advantages of the policy and plan;
4. Conducting faculty meetings and meetings with classified staff;
5. Informing appropriate and interested recruiting and hiring sources; and
6. Informing all representative staff groups in the district.

Male/Female Balance and Staff Goals

The profile of the district's current utilization of women is set forth in the 2024 Affirmative Action Plan. By the commencement of the 2024-2025 school year, the district will strive to achieve a rate of employment in regard to sex at least equivalent to the goals set forth in 2024 Affirmative Action Plan. The district will see that measurable efforts are made in the utilization of women for higher levels of responsibility in both certificated and classified positions. The district will make good faith effort to recruit, interview, and employ individuals consistent with the district commitment to nondiscrimination and affirmative action for all positions and in every department, school, and level of operation. Preferential or adverse employment practices, including demotions or termination will not be used to meet stated goals or time lines.

1. **Administrators**

Goal: To place females in administrative positions.

Objectives: To place females in administrative positions as they become available which falls within a range of 65%-35% men and/or women, without using preferential employment practices.

To identify qualified potential candidates from outside the district for consideration for future openings.

2. **Principals and Assistant Principals**
Goal: To place females in principal positions.
Objective: To place females in principal and assistant principal positions as they occur and trained women are available, without using preferential employment practices.

3. **Teachers, Elementary or grades K-8**
Goal: To provide each student with the opportunity to experience both male and female homeroom teachers during the primary as well as the intermediate grades.
Objective: To achieve a staff which falls within a range of 65%-35% men and/or women in the primary as well as the intermediate grades at each school, without using preferential employment practices.

4. **Teachers, Secondary or grades 9-12**
Goal: To provide students with the opportunity to work with male and female staff in both curricular and extracurricular activities.
Objective: To maintain a staff which falls within a range of 65%-35% men and/or women for classroom teachers and activity supervisors, without using preferential employment practices.

5. **Support Staff – Certificated and Classified**
Objective: To achieve a staff which falls within a range of 65%-35% men and/or women, without using preferential employment practices.

Racial and Ethnic Minority Balance and Staff Goals

The profiles of the district's current student ethnic minority population and the district's current ethnic minorities (American Indian/ Native American, Asian, Black, and Hispanic) are set forth in the Affirmative Action Plan. By the commencement of the 2024 2025 school year the district will strive to achieve a rate of employment for ethnic minorities in both certificated and classified areas as indicated in this plan, without using preferential employment practices. These goals are a utilization level for certificated staff, at least equal to the percentage of ethnic minority student enrollment within the district; for classified staff a utilization level of at least 80%, a figure based upon relevant availability figures in the Sequim School District statistical area. Final and interim goals are set out in the Affirmative Action Plan. The district will see that measurable efforts are made in the utilization of ethnic minorities for higher levels of responsibility in both certificated and classified positions, without using preferential employment practices. The district will make good faith effort to recruit, interview, and employ individuals consistent with the district commitment to nondiscrimination and affirmative action for all positions and in every department, every school and at every level of operation. Preferential or adverse employment practices, including demotions or termination will not be used to meet stated goals or time lines.

1. **Administrators**
Goal: To place ethnic minorities in administrative positions, without using preferential employment practices.
Objectives: To place ethnic minorities in administrative positions as they become available to progress toward the percentage of ethnic minorities in the current ethnic minority student enrollment.

To identify qualified potential candidates from outside the district for consideration for future openings.

2. **Principals and Assistant Principals**
Goal: To place ethnic minorities in principal positions.
Objective: To place ethnic minorities in principal and assistant principal positions as they occur and trained applicants are available, without using preferential employment practices.
3. **Teachers: Elementary or grades K-8**
Goal: To provide each student with the opportunity to experience ethnic minority homeroom teachers during the primary as well as the intermediate grades, without using preferential employment practices.
Objective: To achieve a staff of primary and intermediate teachers in which the percentage of ethnic minorities is comparable to that of the current ethnic minority student enrollment.
4. **Teachers: Secondary or grades 9-12**
Goal: To provide students with the opportunity to work with ethnic minority staff in both curricular and extracurricular activities.
Objective: To maintain a staff of classroom teachers and activity supervisors in which the percentage of ethnic minorities is comparable to that of the current ethnic minority student enrollment, without using preferential employment practices.
5. **Support Staff - Certificated and Classified**
Objective: To achieve a staff of certificated and classified support staff in which the percentage of ethnic minorities is comparable to that of the current ethnic minority student enrollment, without using preferential employment practices.

Internal Audit and Monitoring System

The superintendent's office, in compliance with [WAC 162-12, Pre-employment Inquiry Guide](#), will record applicant flow, new hires, promotions, transfer requests, transfers, administrative internships, and terminations by age, race, sex, and other protected status. An analysis will be made of the internal and external work force availability of racial and ethnic minorities and women.

The district will evaluate the effectiveness of the nondiscrimination and affirmative action program and report its status to the board annually. Such reports may include recommendations for changes in the affirmative action program goals. The overall responsibility for monitoring and auditing this policy is assigned to the district office. The duties include:

1. Analysis of the categories of employment in relation to affirmative action goals;
2. Analysis of work force data and applicant flow;
3. Maintaining records relative to affirmative action information;
4. Preparation of semiannual reports of progress toward the goals and recommended changes required to maintain the vitality of the program;
5. Identifying in a written report to the superintendent any employment practice or policy that is discriminatory or that does not meet the requirements of the affirmative action program; and

6. Keeping the superintendent advised of the progress in implementing the goals and procedures of this affirmative action program.

Grievance Procedure

To ensure fairness and consistency, the following review procedures are to be used in the district's relationship with its staff members, volunteers, or contractors who work on behalf of the district. These review procedures specifically govern employment problems covered by state and federal equal employment opportunity laws and/or this affirmative action program. No such person's status with the district will be adversely affected in any way because the person utilized these procedures.

1. **Grievance** means a complaint which has been filed by a staff member, volunteer, or contractor relating to alleged violations of any state or federal anti-discrimination laws.
2. **Complaint** means a written charge alleging specific acts, conditions or circumstances, which are in violation of the anti-discrimination laws. The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005. Complaints may be submitted by mail, fax, e-mail or hand-delivery to any district, school or to the district compliance officer responsible for investigating discrimination complaints. Any district employee who receives a complaint that meets these criteria will promptly notify the compliance officer.
3. **Respondent** means the person alleged to be responsible or who may be responsible for the violation alleged in the complaint.

The primary purpose of this procedure is to secure an equitable solution to a justifiable complaint. To this end, specific steps will be taken. The district is prohibited by law from intimidating, threatening, coercing, or discriminating against any individual for the purpose of interfering with their right to file a grievance under this procedure and from retaliating against an individual for filing such a grievance.

1. Informal Process for Resolution

When a staff member, volunteer, or contractor has an employment problem concerning equal employment opportunity, he/she will discuss the problem with the immediate supervisor, personnel director or superintendent within 60 days of the circumstances which gave rise to the problem. The staff member, volunteer, or contractor may also ask the compliance officer to participate in the informal review procedure. It is intended that the informal discussion will resolve the issue. If the staff member, volunteer, or contractor feels he/she cannot approach the supervisor because of the supervisor's involvement in the alleged discrimination, the person may directly contact the compliance officer before pursuing formal procedures. If the discussion with the officer or immediate supervisor does not resolve the issue the person may proceed to the formal review procedures. During the course of the informal process, the district will notify complainant of their right to file a formal complaint.

2. Formal Process for Resolution

Level One: Complaint to District

The complaint must set forth the specific acts, conditions, or circumstances alleged to be in violation. Upon receipt of a complaint, the compliance officer will provide the complainant a copy of this procedure. The compliance officer will investigate the allegations within 30 calendar days. The school district and complainant may agree to resolve the complaint in lieu of an investigation. The officer will provide the superintendent with a full written report of the complaint and the results of the investigation.

The superintendent or designee will respond to the complainant with a written decision as expeditiously as possible, but in no event later than 30 calendar days following receipt of 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. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date. At the time the district responds to the complainant, the district must send a copy of the response to the office of the superintendent of public instruction.

The decision of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) whether the district has failed to comply with anti-discrimination laws; 3) if non-compliance is found, corrective measures the district deems necessary to correct it; and 4) notice of the complainant's right to appeal to the school board and the necessary filing information. The superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964.

Any corrective measures deemed necessary will be instituted as expeditiously as possible, but in no event later than 30 calendar days following the superintendent's mailing of a written response to the complaining party unless otherwise agreed to by the complainant.

Level Two - Appeal to Board of Directors

If a complainant disagrees with the superintendent's or designee's written decision, the complainant may file a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the complainant received the response. The board will schedule a hearing to commence by the twentieth (20) calendar day following the filing of the written notice of appeal unless otherwise agreed to by the complainant and the superintendent or for good cause. Both parties will be allowed to present such witnesses and testimony as the board deems relevant and material. Unless otherwise agreed to by the complainant, the board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision. The decision of the board 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 of the Civil Rights Act. The decision will include notice of the complainant's right to appeal to the Office of Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the Office of Superintendent of Public Instruction.

Level Three - Complaint to the Superintendent of Public Instruction

If a complainant disagrees with the decision of the board of directors, or if the

district fails to comply with this procedure, the complainant may file a complaint with the Office of Superintendent of Public Instruction.

1. A complaint must be received by the Office of Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the board of directors' decision, unless the Office of Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.
2. A complaint 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 name and contact information, including address, of the complainant; 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 regard 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.
3. Upon receipt of a complaint, the Office of the Superintendent of Public Instruction 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 Chapter 392-190, WAC 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 established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, 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.

Level Four - Administrative Hearing

A complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05, RCW.

3. Mediation

At any time during the discrimination complaint procedure set forth in WAC 392-190-065 through 392-190-075, a district may, at its own expense, offer mediation. The complainant and the district may agree to extend the discrimination complaint

process deadlines in order to pursue mediation.

The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.

Mediation must be conducted by a qualified and impartial mediator who may not: 1) Be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or 2) Have a personal or professional conflict of interest. A mediator is not considered an employee of the district or charter school or other public or private agency solely because he or she serves as a mediator.

If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant, and a district representative who has authority to bind the district.

4. **Preservation of Records**

The files containing copies of all correspondence relative to each complaint communicated to the district and the disposition, including any corrective measures instituted by the district, will be retained in the office of the district compliance officer for a period of 6 years.

Resources

1. District Contact
Victoria Balint, Director of Human Resources

1. State Contacts
Superintendent of Public Instruction
Equity and Civil Rights Office
P.O. Box 47200
Olympia, WA 98504-7200
360.725.6162

Washington State Human Rights Commission
711 South Capitol Way, Suite 402
P.O. Box 42490
Olympia, WA 98504-2490
360.753.6770

Office for Civil Rights
U.S. Department of Education
915 Second Avenue, Room 3310
Seattle, WA 98174
206.607.1600

Sequim School District No. 323

Classification: Encouraged

WSSDA Revised Dates: 12.00; 06.11; 12.14; 01.15; 05/01/2018; 07.23

SSD *2.24;