

Tenino School District  
Affirmative Action Plan

**Tenino School District No. 402**  
**Affirmative Action Plan**  
**2012-2017**

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**A. OVERVIEW AND POLICY STATEMENTS**

The purpose of this Affirmative Action Plan is to support and maintain the Tenino School District's Equal Employment Opportunity Policy providing equal employment opportunities for all employees and applicants in all aspects of employment, including recruitment, hiring, retention, assignment, transfer, promotion, and training per WAC 392-190-0592, chapters 28A.640 and 28A.642 RCW and Tenino School District policy 5010.

It is also the purpose of the District's Affirmative Action Plan to promote diversity in the District's work force by identifying and addressing the issues that may be causing unexpected underutilization of protected groups. This Plan is designed to promote outreach, recruitment, training and educational efforts to expand the pool of qualified applicants and to promote diversity, consistent with the District's high standards.

This Plan advances equal employment opportunity without preferential treatment on the basis of race, gender, ethnicity or national origin. This Plan is also designed to ensure that District policies are properly implemented without unlawful discrimination on the basis of race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained guide dog or service animal by a person with a disability.

The District will maintain records as to comply with local, state, and federal requirements pertaining to employment. The District will maintain a record system that will collect facts on District employees' and applicants' sex, minority status, etc. to help ensure that the District's recruiting efforts are reaching protected groups.

The Affirmative Action Officer will evaluate the effectiveness of the plan, prepare an annual report on the effectiveness of the plan, and recommend changes to the Board through the Superintendent. The annual report and recommendations will be submitted to the Board. Changes mandated by the Board will be carried out under the direction of the Affirmative Action Officer and/or Superintendent.

**B. WORKFORCE ANALYSIS BY RACE/ETHNICITY AND SEX**

The Affirmative Action Plan reflects an analysis of the school District's workforce demographics. The tables that follow contain a study of the District's workforce. The term *underutilization* as used in this policy means having fewer members of an affected group in a particular job category than reasonably would be expected based upon their availability. The statistical comparisons in this section involve the use of workforce statistics for geographic areas relevant to Tenino derived from the most recent public census reports available.

Tenino is a rural school district in Thurston County and makes every effort to balance its' workforce race/ethnicity and gender hiring. The use of statistical data is intended only for the purpose of implementing this Affirmative Action Plan and facilitating identification of areas of potential *underutilization*.

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Ethnicity Report

	Total Employees	Total Employees	Total Employees	Total Minority	Total Minority	Total Minority	% Minority	% Minority	% Minority	% Black or African American	% Black or African American	% Black or African American	% Asian or Pacific Islander	% Asian or Pacific Islander	% Asian or Pacific Islander	% Hispanic	% Hispanic	% Hispanic	% American Indian or Alaskan	% American Indian or Alaskan	% American Indian or Alaskan
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
<b>Certificated Personnel</b>																					
Certificated Admin	8	7	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Elem. Teachers	33	30	31	1	1	1	1	1	1	0	0	0	1	1	1	0	0	0	0	0	0
Secondary Teachers	38	35	33	1	1	1	1	1	1	0	0	0	0	0	0	1	1	1	0	0	0
Support Personnel	5	3	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Certificated	85	73	74	2	2	2	2	2	2	0	0	0	1	1	1	1	1	1	0	0	0
<b>Classified Personnel</b>																					
Classified Admin	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Office Personnel	15	12	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Custodians	5	5	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Maintenance/Crafts	15	14	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Instructional Assistance	13	10	8	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Special Ed. Assistance	26	26	23	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Classified	75	68	63	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0
<b>District Grand Totals</b>	<b>160</b>	<b>141</b>	<b>137</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>

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GENDER REPORT

	Total Employees	Total Employees	Total Employees	Total Female	Total Female	Total Female	% Female	% Female	% Female
	2010	2011	2012	2010	2011	2012	2010	2011	2012
<b>Certificated Personnel</b>									
Certificated Admin	8	7	8	1	0	1	1	2	1
Elem. Teachers	33	30	31	26	25	24	79	83	77
Secondary Teachers	38	35	33	24	20	21	63	57	64
Support Personnel	5	3	2	4	2	2	80	67	100
Total Certificated	85	73	74	55	47	48	65	66	65
<b>Classified Personnel</b>									
Classified Admin	1	1	1	1	1	1	100	100	100
Office Personnel	15	12	12	15	12	12	100	100	100
Custodians	5	5	5	0	0	0	0	0	0
Maintenance/Crafts	15	14	14	12	11	11	80	79	79
Instructional Assistance	13	10	8	12	10	8	92	100	100
Special Ed. Assistance	26	26	23	26	26	23	100	100	100
<b>Total Classified</b>	75	68	63	66	60	55	88	88	87
<b>District Grand Totals</b>	160	141	137	121	107	103	76	76	75

## UTILIZATION ANALYSIS

**Certificated Administrators.** This job category includes principals, assistant principals, superintendent, student services director, and directors of elementary and secondary education.

Since 2008, the total number of employees in this job category has decreased. The number of minority administrators stayed the same. However, the total number and percentage of total female administrators rose. Analysis indicates that minorities are *underutilized* in this category.

**Certificated Elementary Teachers.** This job category includes all teachers of grades preschool through grade five, including special education teachers.

The total number of employees in this job category decreased from 2008 to 2012, while the percentage of minority teachers increased and female teachers decreased. Analysis indicates that minorities are *underutilized* in this category.

**Certificated Secondary Teachers.** This job category includes all teachers of grades 6 through 12, including special education teachers.

The total number of employees in this job category decreased from 2008 to 2012 due to declining enrollment. However, since 2006, the total percentage of minority secondary teachers stayed the same and the total percentage of female secondary teachers stayed the same. Analysis indicates that minorities are *underutilized* in this category.

**Certificated Support Personnel.** This job category includes positions such as librarians, counselors, speech and language pathologists, occupational therapists, school psychologists, and staff developmental specialists. Each person in this job category is certificated.

The total number of employees in this category decreased from 2008 to 2012 due to declining enrollment. Analysis indicates that minorities are *underutilized* in this category.

**Classified Administrators.** This job category includes non-certificated managers: Business Manager, payroll and the school nurse.

The total number of employees in this job category was static between 2008 and 2012. Analysis indicates that minorities are *underutilized* in this category.

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**Office Personnel.** This job category includes all secretaries, both at the schools and at the central administration offices.

The total number of employees in this job category has decreased since 2008 due to declining enrollment. The minority and gender percentages have stayed the same. Analysis indicates that minorities are *underutilized* in this category.

**Custodians.** This job category includes all custodians.

The total number of employees in this job category has stayed the same since 2008. The minority and gender percentages have stayed the same. Analysis indicates that minorities are *underutilized* in this category.

**Maintenance.** This job category includes all tradespeople, including carpenters, plumbers, painters and groundskeepers.

The total number of employees in this job category has stayed the same since 2006. The minority and gender percentages have stayed the same. Analysis indicates that minorities are *underutilized* in this category.

**Instructional Assistants.** This job category includes playground supervisors, crossing guards, lunchroom monitors, classroom assistants, technology support specialists and technicians.

The total number of employees in this job category decreased slightly since 2008. The minority and gender percentages have stayed the same. Analysis indicates that minorities are *underutilized* in this category.

**Special Education Assistants.** This job category includes support staff for special needs students and hearing impaired interpreters.

The number of employees in this job category has decreased since 2008 due to declining enrollment. The minority and gender percentages have stayed the same. Analysis indicates that minorities are *underutilized* in this category.

**Transportation.** This job category includes bus drivers, dispatchers, bus mechanics and truck drivers. The Tenino School District does not employ anyone in these categories. We do require that our contractor, First Student, follow all affirmative action requirements.

**C. GOALS AND ACTION STEPS FOR RECRUITMENT**

The major goals of this Affirmative Action Plan are: to promote equal employment opportunities in the District; to increase the pool of diverse and qualified applicants for employment in the District consistent with the District's standard of excellence; and to encourage upward mobility of all persons, including members of protected groups, once employed.

**GOAL 1**

**JOB ANALYSIS, RECRUITMENT AND SELECTION**

Actively seek a diverse pool of qualified applicants from all protected groups, as well as non-protected groups, for certificated and classified positions at all levels so that more members of under-represented groups are available for consideration as District employees.

Action Programs

- a. Analyze job descriptions and the hiring process to make sure that qualification requirements and screening criteria are based on specific job functions and do not have the effect of screening out protected group applicants who have the ability to perform District jobs.
- b. Ensure that recruitment efforts include and actually reach all protected groups, as well as non-protected groups. Focus recruitment out-reach to ensure that protected groups identified as statistically underutilized in this Affirmative Action Plan are reached.
- c. Explore flex time and job sharing options as a means of enhancing positions for protected groups and other applicants.
- d. Increase the efficiency of the applicant flow data collection system through word processing or computerization so that flow data will be more readily available to assist in recruitment efforts.
- e. Increase the awareness of equal employment opportunity among all personnel involved in hiring, and have the Superintendent, Human Resources Director, and Affirmative Action Officer monitor all hiring.



## **GOAL 2**

### **EDUCATION AND TRAINING**

Promote a culture of respect and diversity in the workplace, and ensure that employees are aware of the Affirmative Action Plan and their roles and responsibilities in enforcing the District's equal employment opportunity policies.

#### **Action Programs**

- a. Continue the emphasis on developing annual objectives and strategies at each building to increase gender equity, multi-cultural and mainstreaming opportunities in both the instructional and activities programs. Each staff member has responsibility for carrying out the equal employment strategies as outlined in the Affirmative Action Plan adopted by the District.
- b. Provide support for schools to develop and carry out multi-cultural and gender equity training programs and special projects.
- c. Provide multi-cultural training for personnel at the elementary, middle school, and high school levels, in conjunction with incorporating multi-cultural and gender equity concepts, awareness, and information into the curriculum.
- d. Other means of promotion and information dissemination will be utilized as necessary to ensure that the community and District staff and students are informed of the goals and objectives of equal educational and employment opportunities.

## **GOAL 3**

### **PREVENTING EMPLOYMENT DISCRIMINATION**

Ensure that the District does not unlawfully discriminate against any person on the basis of any protected status in employment, recruitment, promotion or advancement.

#### **Action Programs**

- a. Maintain credential requirements for all personnel.
- b. Make no differentiation in pay scale on the basis of any protected status.
- c. Make no differentiation in the assignment of school duties on the basis of any protected status, except where there is a compelling need for a lawful, bona fide occupational qualification based on the nature of the duties (e.g. a gender based qualification for an assignment that involves supervising students in areas or situations where students might be disrobed).

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- d. Provide the same opportunities for advancement without regard to a protected status.
- e. Make no differentiation in conditions of employment, including, but not limited to, hiring practices, leaves of absence, hours of employment, and assignment of, or pay for, instructional and non-instructional duties on the basis of any protected status.

## **D. Staff Responsibilities for Implementation, Monitoring and Evaluation of Progress**

Consistent with WAC 392-190-0592 and chapters 28A.640 and 28A.642 RCW, it is the purpose of this Affirmative Action Plan to advance, monitor, and maintain the Tenino School District's Equal Employment Opportunity

### **INTERNAL AUDIT AND REPORTING**

Human Resources maintains a confidential employee and applicant tracking system – separate from the pre-employment application process - which records the sex, race/ethnicity, veteran status, disability status, and age of applicants. Examining of this data will help ensure that all applicants are receiving equal treatment in the hiring process and that the District's recruiting efforts are reaching all protected and non-protected groups. However, all pre-employment application forms will exclude unlawful inquiries that unnecessarily elicit the race, gender or membership of the applicant in other protected groups.

A careful review of all job descriptions and job postings will be made to ensure non-discrimination.

All screening interview questions will be checked and monitored to ensure non-discrimination.

The business office will prepare and submit required reports to state and federal agencies concerning employment and educational practices.

Perceived, apparent or reported inequities will be formally noted and included in the annual report to the Board of Directors. The business manager will provide written reports each year to the Board of Directors on the results of any utilization analysis performed in connection with this Affirmative Action Plan and the status of any efforts taken by the District to promote its Equal Employment Opportunity Policy.

### **DISSEMINATION OF POLICIES**

It is the responsibility of the Superintendent of the Tenino School District and/or the Superintendent's designee to inform all applicants for employment, all current employees, all persons responsible for hiring within the District, all employee associations, and all District contractors and subcontractors of the District's commitment to equal opportunity employment. This is done annually at the beginning of each school year and all new hires are informed upon their hiring by the payroll technician.

Communication of the Tenino School District Affirmative Action Plan will be accomplished as follows:

1. The Affirmative Action Plan is posted on the district official website as well as the district's policy of non-discrimination. The complaint procedures available

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to register complaints under these policies are also posted on the website.

2. The District will publish an annual notice to its community the nondiscrimination policy as contained in the Affirmative Action Plan at least annually prior to the beginning of the school year. Such publication will include the name, address, and a telephone number of the District's Affirmative Action Officer.
3. A statement of the District's commitment to equal employment opportunity is to be included in all District publications, employment announcements, vendor contracts, and other related District documents. All appropriate and interested recruiting sources are to be informed of the District's policies regarding nondiscrimination.

An equal employment opportunity statement will be included on all District job postings and newspaper advertisements

### **RESPONSIBILITY FOR IMPLEMENTATION AND EVALUATION**

The Superintendent has the overall responsibility for the development, implementation, coordination, evaluation, and monitoring of the Affirmative Action Program. He will provide leadership and guidance to all administrators, supervisors, and personnel in the conduct of their employment practices to assure conformity with relevant federal and state laws and regulations and Tenino School District policies.

The Superintendent will be assisted in this work by the Business Manager and the payroll technician.

The Superintendent will is designated as the Affirmative Action Officer who is responsible to the Superintendent for District compliance with the principles set forth in the Affirmative Action Plan. The responsibilities of the Affirmative Action Officer include:

1. Issuing all statements concerning the District's Affirmative Action Plan.
2. Identifying problem areas.
3. Formulating recommendations or directives for solving identified problems.

The Affirmative Action Officer appointed each year and contact information is posted on the district website and in all facilities.

The district office staff will be responsible for documenting compliance with the Affirmative Action Plan. Implementation of the equal employment opportunity policies of the District will be the responsibility of the Affirmative Action Officer and district office staff. The district shall ensure that recruitment efforts are reaching protected groups, as well as non-protected groups, in all categories where underutilization exists.

## **EMPLOYMENT PLAN**

The Tenino School District considers all applicants and employees on the basis of job-related qualifications. The district will provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without regard to race, religion, creed, 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, participation in the Boy or Girl Scouts of America or the use of a trained dog guide or service animal by a person with a disability. District programs will be free from sexual harassment. A continuing review of hiring criteria is made to ensure the relevance of the job qualifications to the tasks to be performed and the needs of the position.

The District uses the Public School Employment Cooperative through the ESD113 for all job announcements. All postings are distributed to each building in the District, posted on the District's website; and distributed to each outside employment and referral sources by the Cooperative. Jobs may also be advertised in newspapers.

### **Recruiting**

Applicants are recruited from a variety of sources:

- A. Teacher Career Fairs
- B. Postings in all District school buildings
- C. Conferences, activities, presentations, receptions, etc.
- D. Mailings to teacher training institutions
- E. Current candidate files
- F. Current substitutes
- G. Local area newspaper advertisements
- H. Student teachers
- I. ESD113 Personnel Cooperative

Specific emphasis will be placed on the outreach and recruitment of members of protected groups along with the efforts made to reach non-protected groups. Recipient listings for classified job announcements will be reviewed and expanded to include agencies serving minority communities, in addition to those serving the majority community. District public relations/recruitment brochures used for teacher recruiting will picture both minority and non-minority men and women.

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**Training**

The Tenino School District recognizes the importance of on-going training for employees both to assist in upgrading skills and to assist in personal growth. The District will continue to provide staff development opportunities and to assist individual employees with career counseling through the employee assistance program, if needed. In addition, workshops on multi-cultural heritage and the inclusion of world studies in the core curriculum will be part of the training and development program.

## **E. INTERNAL MONITORING AND REPORTING PROCESS**

To ensure fairness and consistency, the following informal and formal review procedures will be used with regard to problems covered by state and federal equal employment opportunity laws and/or the District's Affirmative Action Plan. No employee's status with the District shall be adversely affected in any way because the employee utilized these procedures.

### **A. Informal Review Procedures**

If an employee has an employment problem dealing with equal employment opportunity, the employee is encouraged to discuss the problem, as soon as the problem develops, with his or her immediate supervisor. If the employee feels he or she cannot approach his or her immediate supervisor with the complaint, or if the employee feels that the response received from the supervisor does not resolve the complaint, then the employee is encouraged to discuss the problem with the Superintendent or the Superintendent's designee before pursuing formal procedures. However, the employee should be informed that he or she may at any time pursue formal procedures.

### **B. Formal Review Procedures**

Formal review procedures will be used to investigate specific complaints which remain unresolved after informal review has been pursued or after an employee chooses to forego informal review. The procedures may not be used for discharge or discipline cases and may only be used in connection with alleged employment discrimination complaints concerning race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained guide dog or service animal by a person with a disability.. Employees filing a formal complaint of sexual harassment should file their written complaint directly with the Affirmative Action Officer. Time limits may be extended by mutual consent of the employee and the person or persons by whom the grievance is being considered.

1. The employee may request a review of the complaint by submitting the employee's complaint, in writing, to his or her immediate supervisor within two weeks of the alleged discrimination. The allegations of discrimination should be signed and set forth the specific acts, conditions or circumstances alleged to be in violation of the District's obligations in regard to discrimination. The immediate supervisor shall arrange to meet with the employee within one week after the letter is received. If the complaint remains unresolved, the immediate supervisor

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will attach comments to the employee's complaint and forward both complaint and the attached comments to the appropriate administrator within one week after meeting with the employee. The employee may submit his or her complaint directly to the appropriate administrator and proceed to step two if the employee feels he or she cannot approach his or her immediate supervisor with the complaint.

2. The appropriate administrator shall arrange to meet with the employee within one week after the complaint and comments are received from the immediate supervisor, or from the employee if the employee skips step one due to allegations of discrimination directed against the immediate supervisor. If the complaint remains unresolved after the meeting, the appropriate administrator shall attach comments to the complaint and the comments from the immediate supervisor and forward the material to the Affirmative Action Officer within one week after meeting with the employee.
3. The Affirmative Action Officer, along with advice and assistance as deemed necessary, shall investigate the complaint. Depending upon the circumstances, this investigation may include a meeting between the employee and the supervisor involved. A written response to the complaint shall be provided to the employee by the Affirmative Action Officer within two weeks after receipt of the complaint and comments.
4. If the employee is not satisfied with the results of the review by the Affirmative Action Officer, the employee may then submit a written request for further review to the Superintendent. Such request shall be submitted within one week after the employee's receipt of the written response from the Affirmative Action Officer. The Superintendent shall arrange for a hearing to be conducted by a hearing panel to be chaired by the Superintendent.

Nothing contained in this complaint/grievance procedure shall be construed to deny employees their rights under the law. Nor does the complaint/grievance procedure prohibit the processing of grievances by an employee bargaining representative and/or a member of a bargaining unit pursuant to grievance procedures established in local collective bargaining agreements.



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**F. SUMMARY**

The Tenino School District has a firm commitment to equal employment opportunity and to its Affirmative Action Plan. The Tenino School District has a firm commitment to equal employment opportunity and diversity in the workplace. The District is further committed to a workplace free of unlawful discrimination on the basis of race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained guide dog or service animal by a person with a disability. To these ends, the District has an ongoing Affirmative Action Plan, which advances equal employment opportunity without preferential treatment on the basis of race, gender, ethnicity or national origin.

Affirmative action is an on-going process. This Plan provides for periodic reviews and updates to ensure that the District's equal opportunity employment policies are effective.

The Tenino School District recognizes that by assuring equality of employment opportunity, the District also assures the quality of the education it provides to its students.

## **Appendix A**

### Equal Employment Opportunity

The Tenino School District has a firm commitment to equal employment opportunity and diversity in the workplace. The District is further committed to a workplace free of unlawful discrimination on the basis of race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained guide dog or service animal by a person with a disability. To these ends, the District has an ongoing Affirmative Action Plan, which advances equal employment opportunity without preferential treatment on the basis of race, gender, ethnicity or national origin.

The scope of this policy and the Affirmative Action Plan shall be comprehensive, and shall cover all aspects of treatment of employees and applicants, including employment opportunities, compensation, hours of work, and conditions of employment, promotions, demotions, transfers, recruitment, advertising, layoff and termination.

The Board of Directors shall require this policy to be implemented along with the Affirmative Action Plan in every department, every school, and at every level of operation.

The Board of Directors shall provide resources for equal employment opportunities to implement the above statement.

### Employment of Persons with Disabilities

The District recognizes its obligation under applicable federal, state and local laws to provide reasonable accommodation to allow individuals with disabilities to apply for and perform the essential functions of their jobs. If an employee has a disability and wishes reasonable accommodation, he or she should let his or her supervisor or the Human Resources Director know as soon as possible. The District can discuss with the employee the possibility of providing reasonable accommodations to enable the employee to perform the essential functions of the job. The District shall make those reasonable accommodations that may be accomplished without undue hardship to the District. An important factor to be considered shall be the nature and cost of the accommodation.

However, an employment opportunity shall not be denied on the basis of the need to make reasonable accommodation.

If an employee becomes unable to perform the essential functions of his or her job, even with reasonable accommodation, he or she should ask about assistance in identifying and applying for other jobs with the District that may become available and for which he or she may be qualified.

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Nondiscrimination

The district will provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without regard to race, religion, creed, 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, participation in the Boy or Girl Scouts of America or the use of a trained dog guide or service animal by a person with a disability. District programs will be free from sexual harassment.

**Legal References**

Title VI, Civil Rights Act of 1964  
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act  
Executive Order 11246, as amended by E.O. 11375  
Equal Pay Act, as amended by the Education Amendments of 1972 Title IX, Education  
Amendment of 1972  
Rehabilitation Act of 1973, section 504  
Individuals with Disabilities Education Act of 1990  
Age Discrimination in Employment Law, P.L. 95-256 Americans with Disabilities Act of  
1990  
RCW 28A.400.310  
RCW Chapter 28A.640, generally RCW 28A.642  
RCW Chapter 49.60  
WAC 180-40-215  
WAC Chapter 392-190  
Chapter 392-200

**Policy Reference**

5010, 5010p, 5010f

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## **G. INTERNAL MONITORING AND REPORTING PROCESS**

To ensure fairness and consistency, the following informal and formal review procedures will be used with regard to problems covered by state and federal equal employment opportunity laws and/or the District's Affirmative Action Plan. No employee's status with the District shall be adversely affected in any way because the employee utilized these procedures.

### **C. Informal Review Procedures**

If an employee has an employment problem dealing with equal employment opportunity, the employee is encouraged to discuss the problem, as soon as the problem develops, with his or her immediate supervisor. If the employee feels he or she cannot approach his or her immediate supervisor with the complaint, or if the employee feels that the response received from the supervisor does not resolve the complaint, then the employee is encouraged to discuss the problem with the Superintendent or the Superintendent's designee before pursuing formal procedures. However, the employee should be informed that he or she may at any time pursue formal procedures.

### **D. Formal Review Procedures**

Formal review procedures will be used to investigate specific complaints which remain unresolved after informal review has been pursued or after an employee chooses to forego informal review. The procedures may not be used for discharge or discipline cases and may only be used in connection with alleged employment discrimination complaints concerning race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained guide dog or service animal by a person with a disability.. Employees filing a formal complaint of sexual harassment should file their written complaint directly with the Affirmative Action Officer. Time limits may be extended by mutual consent of the employee and the person or persons by whom the grievance is being considered.

1. The employee may request a review of the complaint by submitting the employee's complaint, in writing, to his or her immediate supervisor within two weeks of the alleged discrimination. The allegations of discrimination should be signed and set forth the specific acts, conditions or circumstances alleged to be in violation of the District's obligations in regard to discrimination. The immediate supervisor shall arrange to meet with the employee within one week after the letter is received. If the complaint remains unresolved, the immediate supervisor

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will attach comments to the employee's complaint and forward both complaint and the attached comments to the appropriate administrator within one week after meeting with the employee. The employee may submit his or her complaint directly to the appropriate administrator and proceed to step two if the employee feels he or she cannot approach his or her immediate supervisor with the complaint.

2. The appropriate administrator shall arrange to meet with the employee within one week after the complaint and comments are received from the immediate supervisor, or from the employee if the employee skips step one due to allegations of discrimination directed against the immediate supervisor. If the complaint remains unresolved after the meeting, the appropriate administrator shall attach comments to the complaint and the comments from the immediate supervisor and forward the material to the Affirmative Action Officer within one week after meeting with the employee.
3. The Affirmative Action Officer, along with advice and assistance as deemed necessary, shall investigate the complaint. Depending upon the circumstances, this investigation may include a meeting between the employee and the supervisor involved. A written response to the complaint shall be provided to the employee by the Affirmative Action Officer within two weeks after receipt of the complaint and comments.
4. If the employee is not satisfied with the results of the review by the Affirmative Action Officer, the employee may then submit a written request for further review to the Superintendent. Such request shall be submitted within one week after the employee's receipt of the written response from the Affirmative Action Officer. The Superintendent shall arrange for a hearing to be conducted by a hearing panel to be chaired by the Superintendent.

Nothing contained in this complaint/grievance procedure shall be construed to deny employees their rights under the law. Nor does the complaint/grievance procedure prohibit the processing of grievances by an employee bargaining representative and/or a member of a bargaining unit pursuant to grievance procedures established in local collective bargaining agreements.



## **H. SUMMARY**

The Tenino School District has a firm commitment to equal employment opportunity and to its Affirmative Action Plan. The Tenino School District has a firm commitment to equal employment opportunity and diversity in the workplace. The District is further committed to a workplace free of unlawful discrimination on the basis of race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained guide dog or service animal by a person with a disability. To these ends, the District has an ongoing Affirmative Action Plan, which advances equal employment opportunity without preferential treatment on the basis of race, gender, ethnicity or national origin.

Affirmative action is an on-going process. This Plan provides for periodic reviews and updates to ensure that the District's equal opportunity employment policies are effective.

The Lake Washington School District recognizes that by assuring equality of employment opportunity, the District also assures the quality of the education it provides to its students.

## **Appendix A**

### Equal Employment Opportunity

The Tenino School District has a firm commitment to equal employment opportunity and diversity in the workplace. The District is further committed to a workplace free of unlawful discrimination on the basis of race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained guide dog or service animal by a person with a disability. To these ends, the District has an ongoing Affirmative Action Plan, which advances equal employment opportunity without preferential treatment on the basis of race, gender, ethnicity or national origin.

The scope of this policy and the Affirmative Action Plan shall be comprehensive, and shall cover all aspects of treatment of employees and applicants, including employment opportunities, compensation, hours of work, and conditions of employment, promotions, demotions, transfers, recruitment, advertising, layoff and termination.

The Board of Directors shall require this policy to be implemented along with the Affirmative Action Plan in every department, every school, and at every level of operation.

The Board of Directors shall provide resources for equal employment opportunities to implement the above statement.

### Employment of Persons with Disabilities

The District recognizes its obligation under applicable federal, state and local laws to provide reasonable accommodation to allow individuals with disabilities to apply for and perform the essential functions of their jobs. If an employee has a disability and wishes reasonable accommodation, he or she should let his or her supervisor or the Human Resources Director know as soon as possible. The District can discuss with the employee the possibility of providing reasonable accommodations to enable the employee to perform the essential functions of the job. The District shall make those reasonable accommodations that may be accomplished without undue hardship to the District. An important factor to be considered shall be the nature and cost of the accommodation.

However, an employment opportunity shall not be denied on the basis of the need to make reasonable accommodation.

If an employee becomes unable to perform the essential functions of his or her job, even with reasonable accommodation, he or she should ask about assistance in identifying and applying for other jobs with the District that may become available and for which he or she may be qualified.

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Nondiscrimination

The district will provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without regard to race, religion, creed, 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, participation in the Boy or Girl Scouts of America or the use of a trained dog guide or service animal by a person with a disability. District programs will be free from sexual harassment.

**Legal References**

Title VI, Civil Rights Act of 1964  
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act  
Executive Order 11246, as amended by E.O. 11375  
Equal Pay Act, as amended by the Education Amendments of 1972 Title IX, Education  
Amendment of 1972  
Rehabilitation Act of 1973, section 504  
Individuals with Disabilities Education Act of 1990  
Age Discrimination in Employment Law, P.L. 95-256 Americans with Disabilities Act of  
1990  
RCW 28A.400.310  
RCW Chapter 28A.640, generally RCW 28A.642  
RCW Chapter 49.60  
WAC 180-40-215  
WAC Chapter 392-190  
Chapter 392-200

**Policy Reference**

5010, 5010p, 5010f

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