



University Place School District Affirmative Action Plan

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A. Policy and Review

The University Place School District is committed to providing equal employment opportunities to current staff and outside applicants for all positions in the district. 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 University Place School District's Affirmative Action and Nondiscrimination policies which have been set forth for all employees and applicants in all aspects of employment, including recruitment, hiring, retention, assignment, transfer, promotion, and training. These opportunities will be provided without regard to 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.

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, where reasonably possible, the factors that may be contributing to unexpected underutilization of protected groups. This Affirmative Action 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 standards of excellence.

The University Place School District regularly reviews its policies and procedures to ensure that they reflect current local, state, and federal statutes and regulations. The District's policies for Nondiscrimination and Affirmative Action (Policy 5010) and the Procedure - Nondiscrimination and Affirmative Action (Policy 5010P).

B. Workforce Analysis by Race/Ethnicity and Sex

This section summarizes an analysis of the District’s workforce demographics. The following tables show the District’s workforce diversity as measured by race/ethnicity and sex in the following job categories:

Job Group	Job Category
Certificated Administrators	Principals, Asst. Principals, District Admin.
Primary Teachers	K-4 grade teachers and counselors
Secondary Teachers	5-12 grade teachers and counselors
Certificated Support Personnel	Certificated staff whose job is not teaching
Classified Admin. & Professional Staff	Classified District Admin. & Managers
Coaches	Coaches (non-certificated)
Custodians	Custodians
Food Service	Food Service
Maintenance	Maintenance and Grounds
Nurses	RNs and LPNs
Office Personnel	Secretaries, Office Coordinators, Admin. Asst., and HR/Payroll Tech.
OTA/SLPA	Occupational Therapy Asst. and Speech Language Pathologist Asst.
Paraeducators	Paraeducators
Security/Tech	Security and Technology
Transportation	Bus Drivers and Transportation Staff

The term “underutilization” as used in this plan means having fewer members of an affected group in a specific job category than would reasonably be expected based upon their availability. The statistical comparisons in this section involve the use of workforce statistics for geographic areas relevant to Pierce County derived from the U.S. Census EEOC Tabulation for 2006-2010. The use of geographic areas and statistics is intended only for the purpose of implementing this Affirmative Action Plan and facilitating identification of areas of potential underutilization. These statistical comparisons do not have any independent legal or factual significance.

The availability study discussed above was used to generate “theoretical availability” (TA) figures, which indicate the percentage of workers in a given job category, or across all jobs, whose worksite is reported as Pierce County and identifying themselves as belonging to a particular protected class. The TA figure is a useful tool in approximating whether the District is underutilizing any such protected class in employment practices, but it should be noted that availability figures may be significantly higher or lower than the TA.

**University Place School District
Utilization Analysis by Race/Ethnicity (September 2018)**

Employment Category ¹	Total Employees ²	Total Employees of Color ³	% Total Employees of Color by Category	Two or More Races	American Indian or Alaska Native	Asian	Black/African American	Hispanic	Native Hawaiian/Pacific Islander	White	Theoretical Availability ⁴ (%)	Deviation from TA ⁵ (%)
Certificated	380	43	11.3%	1.37%	0.00%	2.29%	1.68%	1.22%	0.00%	51.45%		
Admin.	25	5	20.0%	0.31%	0.00%	0.00%	0.31%	0.15%	0.00%	3.05%	19.0%	(1.0)%
Prim. Teacher	135	11	8.1%	0.15%	0.00%	0.76%	0.76%	0.00%	0.00%	18.93%	8.1%	0%
Sec. Teacher	172	19	11.0%	0.76%	0.00%	1.22%	0.15%	0.76%	0.00%	23.36%	12.4%	1.4%
Support Pers.	48	8	16.7%	0.15%	0.00%	0.31%	0.46%	0.31%	0.00%	6.11%	19.3%	2.6%
Classified	275	53	13.9%	1.53%	0.15%	1.98%	2.60%	1.07%	0.76%	33.89%		
Admin. & Prof.	14	5	35.7%	0.31%	0.00%	0.00%	0.46%	0.00%	0.00%	1.37%	17.5%	(18.2)%
Coach	26	8	30.8%	0.00%	0.00%	0.15%	0.76%	0.00%	0.31%	2.75%		
Custodian	22	9	40.9%	0.15%	0.00%	0.61%	0.15%	0.15%	0.31%	1.98%	25.0%	(15.9)%
Food Service ⁶	30	5	16.7%	0.31%	0.00%	0.31%	0.00%	0.00%	0.15%	3.82%	22.4%	5.7%
Maintenance	10	0	0.0%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.53%	17.2%	17.2%
Nurses	8	1	12.5%	0.00%	0.00%	0.15%	0.00%	0.00%	0.00%	1.07%		
Office Prof.	43	7	16.3%	0.31%	0.15%	0.31%	0.31%	0.00%	0.00%	5.50%	26.3%	10.0%
OTA/SLPA	3	1	33.3%	0.00%	0.00%	0.00%	0.15%	0.00%	0.00%	0.31%		
Paraeducator	78	14	17.9%	0.31%	0.00%	0.46%	0.61%	0.76%	0.00%	9.77%	16.3%	(1.6)%
Security/Tech.	6	2	33.3%	0.15%	0.00%	0.00%	0.15%	0.00%	0.00%	0.61%	15.4%	(17.9)%
Trans. ⁷	35	1	2.9%	0.00%	0.00%	0.00%	0.00%	0.15%	0.00%	5.19%	14.0%	11.1%
Grand Total	655	96	14.7%	2.9%	0.2%	4.3%	4.3%	2.3%	0.8%	85.3%		

¹ The occupational titles under which Census data is tracked to match job categories by the school district

² Total FTE reported September 2018

³ Self-reported by employee

⁴ Total percentage of labor force identified by race for Pierce County as reported in the U.S. Census EEO tabulation 2006-2010

⁵ Calculated by subtracting the utilization from the theoretical availability

⁶ Total percentage of labor force identified by ethnicity for Pierce County as reported in the ACS 2013 Census

⁷ Total percentage of labor force identified by ethnicity for Pierce County as reported in the ACS 2013 Census

**University Place School District
Utilization Analysis by Sex (September 2018)**

Employment Category⁸	Total Employees⁹	Total Female Employees¹⁰	% Total Female Employees by Category	Theoretical Availability¹¹ (%)	Deviation from TA¹² (%)
Certificated	380	277	72.9%		
Admin.	25	16	60.0%	54.4%	5.6%
Prim. Teacher	135	121	89.6%	63.0%	26.6%
Sec. Teacher	172	107	62.2%	37.4%	24.8%
Support Pers.	48	33	68.8%	48.5%	20.3%
Classified	275	188	68.4%		
Admin. & Prof.	14	2	14.3%	25.0%	(10.7%)
Coach	26	5	19.2%		
Custodian	22	4	18.2%	23.1%	(4.9%)
<i>Food Service¹³</i>	30	28	93.3%	63%	30.3%
Maintenance	10	0	0.0%	7.5%	(7.5%)
Nurses	8	8	100.0%		
Office Prof.	43	43	100.0%	70.4%	29.6%
OTA/SLPA	3	3	100.0%		
Paraeducator	78	77	98.7%	71.5%	27.2%
Security/Tech.	6	1	16.7%	16.9%	(0.2%)
<i>Trans.¹⁴</i>	35	17	48.6%	16.0%	32.6%
Grand Total	655	465	71.0%		

Utilization Analyses by Employment Category (Race/Ethnicity)

The two employment categories with the largest deviation from the theoretical availability with positive diversifying impact on the organization are Classified Administrators and Professionals (18.2%) and Custodians (15.9%) respectively. On the other hand, Maintenance (-17.2%) and Transportation (-11.1%) show an underutilization of employees of color in those two employment categories with ten (10) or more employees. Underutilization is within a 10 point range (+/- 10%) in the other employment categories based on race/ethnicity.

⁸ The occupational titles under which Census data is tracked to match job categories by the school district

⁹ Total FTE reported September 2018

¹⁰ Self-reported by employee

¹¹ Total percentage of labor force identified by race for Pierce County as reported in the U.S. Census EEO tabulation 2006-2010

¹² Calculated by subtracting the utilization from the theoretical availability

¹³ Total percentage of labor force identified by gender for Pierce County as reported in the ACS 2013 Census

¹⁴ Total percentage of labor force identified by gender for Pierce County as reported in the ACS 2013 Census

Currently, 0 of 10 Maintenance workers identify as being a person of color while only 1 of 35 Transportation staff members classified themselves as a person of color. This lack of diversity in our workforce in those two departments/employment categories warrants a closer look and an intentional attempt to diversify the workforce with future hires.

Utilization Analyses by Employment Category (Gender)

The two employment categories with the largest deviation from the theoretical availability with respect to gender in the organization are Food Service (30.3%) and Office Professionals (29.6%). On the other hand, Classified Admin and Professionals (-10.7%) and Maintenance (-7.5%) show an underutilization of female employees in those two employment categories with ten (10) or more employees. Only two other categories show underutilization based on gender: Custodians (-4.9%) and Security/Tech (-0.2%).

Currently, 2 of 14 Classified Admin and Professionals are female and 0 of 10 Maintenance workers are women. The underutilization of women in these two groups will be monitored as we look to diversify our work force in the future.

C. Goals and Action Steps

The major goals of this Affirmative Action Plan are to promote equal employment opportunities in the University Place School District and to attract, develop, promote, and retain a diverse workforce to serve our diverse student population.

Goal #1: Job Analysis, Recruitment, and Selection

The University Place School District will actively seek a diverse pool of qualified applicants for certificated and classified positions at all levels so that more members of underrepresented groups are available for consideration as District employees.

- 1.1 Analyze job descriptions and the hiring process to ensure 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.
- 1.2 Establish recruitment procedures that result in a pool of diverse applicants.
- 1.3 Create interview teams with diverse representation
- 1.4 Increase awareness of the District's commitment to equal opportunity employment among all personnel involved in hiring, and task the Superintendent and Executive Director of Human Resources with monitoring hiring practices to ensure compliance with the District's Affirmative Action Plan.
- 1.5 Include the District's Nondiscrimination statement and contact information for the District's Affirmative Action/Civil Rights Compliance Officer in all publications.

Goal #2: Education and Training

The University Place School District will promote a culture of respect and diversity in the workplace, and ensure that employees are aware of the Affirmative Action Plan as well as their roles and responsibilities in enforcing the District's equal employment opportunity policies.

- 2.1 Provide training and professional development to staff to promote cultural competency.
- 2.2 Utilize other means of promotion and information dissemination as necessary to ensure that the community, District staff and students are informed of the District's equal educational and employment opportunities.

Goal #3: Preventing Employment Discrimination

The University Place School District will ensure that it does not unlawfully discriminate against any person on the basis of any protected status in employment, recruitment, promotion, advancement.

- 3.1 Maintain credential requirements for all personnel.
- 3.2 Make no differentiation in pay scale on the basis of any protected status.
- 3.3 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 in which students might be disrobed).

- 3.4 Provide the same opportunities for advancement without regard to a protected class.
- 3.5 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

The Superintendent has the overall responsibility for the development, implementation, coordination, evaluation, and monitoring of the Affirmative Action Plan. The Superintendent 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 District policies.

The Superintendent has delegated much of the work under these responsibilities to the Human Resources Department and the Executive Director of Secondary Education. The Executive Director of Human Resources will monitor and audit this plan and regularly update the Superintendent regarding efforts toward meeting the identified goals. The responsibilities of the Affirmative Action/Civil Rights Compliance Officer, in collaboration with the Executive Director of Human Resources, include the following:

1. Responding to any questions or complaints concerning discrimination in employment.
2. Ensures that the District's Affirmative Action (5009) and Nondiscrimination (5010) policies and Procedure (5010) are available on the District's website and communicated in new employee trainings in collaboration with the Human Resources Department.
3. Identifying underutilized protected groups within our workforce.
4. Determining appropriate action steps for addressing underutilization data.

Contact information for the Executive Director of Human Resources and the District's Affirmative Action/Civil Rights Compliance Officer is as follows:

Executive Director of Human Resources, Eric Brubaker
University Place School District
3717 Grandview Dr. W.
University Place, WA 98466
Phone: (253) 566-5600, ext. 3315 Fax: (253) 566-5604

Affirmative Action/Civil Rights Compliance Officer
Executive Director of Secondary Education, Lainey Mathews
University Place School District
3717 Grandview Dr. W.
University Place, WA 98466
Phone: (253) 566-5600, ext. 3313 Fax: (253) 566-5604

E. Internal Monitoring and Reporting Process

The Human Resources Department is responsible for documenting compliance with this Affirmative Action Plan, which includes maintaining a yearly statistical analysis and updating employment data to measure effectiveness of the Affirmative Action Plan, and to highlight any areas of underutilization, if present.

The Human Resources Department is responsible for implementing the District's equal employment opportunity policies and, further, for making known the District's desire and commitment to employ members of protected groups through regular contact with colleges/universities, community groups, and employment agencies.

In accordance with the implementation and evaluation process described above, the District will review and update this Affirmative Action Plan every five years. The monitoring of the District's Affirmative Action Plan will continue to occur each August as part of the Board of Directors' annual assessment of Executive Limitations policy #4 -Staff Treatment, Evaluation and Compensation (or "EL-4"). EL-4 contains a specific provision related to the district's Affirmative Action Plan and is monitored annually.

Internal Audit and Reporting

Human Resources maintains a confidential employee tracking system—separate from the pre-employment application process—which records the sex, race/ethnicity, veteran status, disability status, and age of applicants. Monitoring of this data will help ensure that all applicants receive equal treatment in the hiring process and that the District's recruiting efforts reach diverse 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.

Job descriptions, job postings and screening interview questions will be compliant with the district's Nondiscrimination and Affirmative Action Policy. Human Resources will continue to prepare and submit required reports to state and federal agencies concerning employment practices.

Dissemination of Policies

It is the responsibility of the Superintendent of the University Place School District 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 employment opportunity. Communication of this Affirmative Action Plan will be accomplished as follows:

1. The Nondiscrimination and Affirmative Action Policy 5010 is posted on the District's official website. Complaint procedures in Nondiscrimination and Affirmative Action – Procedure - Policy 5010P are also posted on the website.
2. The District will publish an annual notice of the discrimination complaint procedures prior to the beginning of the school year. Such publication will include the name, address, and telephone number of the District's Affirmative Action/Civil Right Compliance Officer.

3. A statement of the District's commitment to equal employment opportunity will be included in all District publications, employment announcements, vendor contracts, and other related District documents. The District will inform all appropriate and interested recruiting sources of District policies regarding nondiscrimination.
4. The District will include an equal employment opportunity statement on all District job postings.

Supportive Systems

Recruitment and Employment Plan

Human Resources considers all applicants and employees on the basis of job-related qualifications. The District selects employees as needed on the basis of merit, training, and experience with no discrimination against any applicant or employee 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. A continuing review of hiring criteria is made to ensure the relevance of job qualifications to the tasks to be performed and the needs of a position.

The District maintains a distribution list containing names and addresses of agencies where job announcements are mailed. Job announcements are posted on the District's website and distributed to each external employment and referral source on the distribution list. The District may also advertise jobs on Craigslist, Indeed, and on relevant position-specific organizations (AWSP, WASA, WASBO, WIAA, state music associations, apprenticeship programs, etc.).

The District will continue to make efforts to recruit members of protected groups. The distribution list noted above will be reviewed and expanded to include agencies serving communities and organizations that predominantly represent people of color.

Training

The University Place School District recognizes the importance of ongoing training for employees to upgrade skills and to assist in personal growth. The District will continue to provide staff development opportunities and to assist individual employees. Additionally, the District has implemented equity training for staff and administrators as well as convening an Equity Committee (formerly Diversity Committee) with broad representation from all job classifications and buildings. The District also provides a variety of professional development opportunities for staff members, including those on differentiation, restorative practices, cultural competency, and supporting at-risk students.

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:

- A. 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.
- B. 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.

- C. 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.
- D. 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.
- E. 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
	Chapter 28A.642 RCW Discrimination prohibition
	Laws of 2018, ch. 116 Wages and Advancement Opportunities— Gender
	Chapter 49.60 RCW 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
	Chapter 73.16 RCW Employment and Reemployment
	Chapter 392-190 WAC Equal Educational 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 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 Act of 1974

Management Resources:	2018 - May 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: 11/4/15
Classification: Encouraged
Revised Dates: 8/14/19

Policy: 5010P
Section: 5000 - Personnel

Nondiscrimination and Affirmative Action Complaint Procedure

Nondiscrimination

To ensure fairness and consistency, the following grievance procedure is to be used in the district's relationship with its staff with regard to employment problems covered by state and federal equal employment opportunity laws and/or this affirmative action program. No staff member'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 workforce in order to work toward a full utilization of aged persons, persons with disabilities, racial and ethnic minorities, women, and Vietnam 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 workforce. 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. Posting on the District's website;
2. Conducting meetings with administrative staff to explain the intent and advantages of the policy and plan;
3. Informing all representative staff groups in the district.

Grievance Procedure

To ensure fairness and consistency, the following review procedures are to be used in the district's relationship with its staff with regard to employment problems covered by state and federal equal employment opportunity laws and/or this affirmative action program. No staff member's status with the district will be adversely affected in any way because the staff member utilized these procedures.

- A. **Grievance** means a complaint which has been filed by an employee relating to alleged violations of any state or federal anti-discrimination laws.
- B. **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.
- C. **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 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 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 feels he/she cannot approach the supervisor because of the supervisor's involvement in the alleged discrimination, the staff member 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 staff member may proceed to the formal review procedures. During the course of the informal process, the district will notify the 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 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 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
(Insert the name/title of the district contact)

2. 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

Revised Dates: 12/2015, 8/2019

**University Place School District
Utilization Analysis by Race/Ethnicity (October 2019)**

Employment Category ¹⁵	Total Employees ¹⁶	Total Employees of Color ¹⁷	% Total Employees of Color by Category	Two or More Races	American Indian or Alaska Native	Asian	Black/African American	Hispanic	Native Hawaiian/Pacific Islander	White	Theoretical Availability ¹⁸ (%)	Deviation from TA ¹⁹ (%)
Certificated	381	42	11.0%	1.47%	0.00%	2.20%	1.47%	1.03%	0.00%	49.78%		
Admin.	26	6	23.1%	0.29%	0.00%	0.00%	0.44%	0.15%	0.00%	2.94%	19.0%	(4.1)%
Prim. Teacher	138	12	8.7%	0.59%	0.00%	0.73%	0.59%	0.15%	0.00%	18.50%	8.1%	(0.6)%
Sec. Teacher	172	17	9.9%	0.76%	0.00%	1.17%	0.15%	0.59%	0.00%	22.76%	12.4%	2.5%
Support Pers.	45	7	15.6%	0.29%	0.00%	0.29%	0.29%	0.15%	0.00%	5.58%	19.3%	3.7%
Classified	300	65	21.7%	2.20%	0.29%	2.20%	2.94%	1.17%	0.73%	34.51%		
Admin. & Prof.	14	4	28.6%	0.29%	0.00%	0.00%	0.29%	0.00%	0.00%	1.47%	17.5%	(11.1)%
Coach	31	12	38.7%	0.15%	0.00%	0.15%	1.03%	0.15%	0.29%	2.79%		
Custodian	25	9	36.0%	0.29%	0.00%	0.59%	0.00%	0.15%	0.29%	2.35%	25.0%	(11.0)%
Food Service ²⁰	30	6	20.0%	0.29%	0.00%	0.44%	0.00%	0.00%	0.15%	3.52%	22.4%	2.4%
Maintenance	9	1	11.1%	0.00%	0.00%	0.00%	0.15%	0.00%	0.00%	1.17%	17.2%	6.1%
Nurses	8	2	25.0%	0.00%	0.00%	0.15%	0.15%	0.00%	0.00%	0.88%		
Office Prof.	47	7	14.9%	0.15%	0.15%	0.29%	0.44%	0.00%	0.00%	5.87%	26.3%	11.4%
OTA/SLPA/BT	5	1	20.0%	0.00%	0.00%	0.00%	0.15%	0.00%	0.00%	0.73%		
Paraeducator	89	20	22.5%	0.73%	0.15%	0.59%	0.73%	0.73%	0.00%	10.13%	16.3%	(6.2)%
Security/Tech.	6	2	33.3%	0.15%	0.00%	0.00%	0.00%	0.15%	0.00%	0.59%	15.4%	(17.9)%
Trans. ²¹	36	1	2.8%	0.15%	0.00%	0.00%	0.00%	0.00%	0.00%	5.14%	14.0%	11.2%
Grand Total	681	107	15.7%	3.7%	0.3%	4.4%	4.4%	2.2%	0.7%	84.3%		

Utilization Analyses by Employment Category (Race/Ethnicity)

The two employment categories with ten (10) or more employees with the largest deviation from the theoretical availability with positive diversifying impact on the organization are Classified Administrators & Professionals (11.1%) and Custodians (11.0%) respectively. On the other hand, Office Professionals (-11.4%) and Transportation (-11.2%) show an underutilization of employees of color in those two employment categories with ten (10) or more employees. Underutilization is within a 10 point range (+/- 10%) in most of the other employment categories based on race/ethnicity. Currently, 1 of 9 Maintenance workers identify as being a person of

¹⁵ The occupational titles under which Census data is tracked to match job categories by the school district

¹⁶ Total FTE reported October 2019

¹⁷ Self-reported by employee

¹⁸ Total percentage of labor force identified by race for Pierce County as reported in the U.S. Census EEO tabulation 2006-2010

¹⁹ Calculated by subtracting the utilization from the theoretical availability

²⁰ Total percentage of labor force identified by ethnicity for Pierce County as reported in the ACS 2013 Census

²¹ Total percentage of labor force identified by ethnicity for Pierce County as reported in the ACS 2013 Census

color while only 1 of 36 Transportation staff members classified themselves as a person of color. This lack of diversity in our workforce in those two departments/employment categories warrants a closer look and an intentional attempt to diversify the workforce with future hires.

**University Place School District
Utilization Analysis by Sex (October 2019)**

Employment Category ²²	Total Employees ²³	Total Female Employees ²⁴	% Total Female Employees by Category	Theoretical Availability ²⁵ (%)	Deviation from TA ²⁶ (%)
Certificated	381	290	76.1%		
Admin.	26	17	65.4%	54.4%	11.0%
Prim. Teacher	138	128	92.3%	63.0%	29.3%
Sec. Teacher	172	104	60.5%	37.4%	23.1%
Support Pers.	45	41	91.1%	48.5%	42.6%
Classified	300	213	71.0%		
Admin. & Prof.	14	5	35.7%	25.0%	10.7%
Coach	31	10	32.3%		
Custodian	25	4	16.0%	23.1%	(7.1%)
Food Service ²⁷	30	29	96.7%	63.0%	33.7%
Maintenance	9	0	0.0%	7.5%	(7.5%)
Nurses	8	8	100.0%		
Office Prof.	47	47	100.0%	70.4%	29.6%
OTA/SLPA	5	5	100.0%		
Paraeducator	89	81	91.0%	71.5%	19.5%
Security/Tech.	6	2	33.3%	16.9%	16.4%
Trans. ²⁸	36	22	61.1%	16.0%	45.1%
Grand Total	681	503	73.9%		

Utilization Analyses by Employment Category (Gender)

The two employment categories with the largest deviation from the theoretical availability with respect to gender in the organization are Transportation (45.1%) and Certificated Support

²² The occupational titles under which Census data is tracked to match job categories by the school district

²³ Total FTE reported October 2019

²⁴ Self-reported by employee

²⁵ Total percentage of labor force identified by race for Pierce County as reported in the U.S. Census EEO tabulation 2006-2010

²⁶ Calculated by subtracting the utilization from the theoretical availability

²⁷ Total percentage of labor force identified by gender for Pierce County as reported in the ACS 2013 Census

²⁸ Total percentage of labor force identified by gender for Pierce County as reported in the ACS 2013 Census

Personnel (42.6%). On the other hand, Custodians (-7.1%) and Maintenance (-7.5%) show an underutilization of female employees in those two employment categories.

Currently, 4 of 25 Custodians are female and 0 of 9 Maintenance workers are women. The underutilization of women in these two groups will be monitored as we look to diversify our work force in the future.

Utilization Analysis by Race/Ethnicity (October 2020)

Employment Category ²⁹	Total Employees ³⁰	Total Employees of Color ³¹	% Total Employees of Color by Category	Two or More Races	American Indian or Alaska Native	Asian	Black/African American	Hispanic	Native Hawaiian/Pacific Islander	White	Theoretical Availability ³² (%)	Deviation from TA ³³ (%)
Certificated	381	45	11.8%	1.92%	0.15%	1.92%	1.47%	1.33%	0.00%	49.41%		
Admin.	29	7	24.1%	0.29%	0.00%	0.00%	0.44%	0.29%	0.00%	3.24%	19.0%	(5.1)%
Prim. Teacher	156	11	7.1%	0.29%	0.15%	0.44%	0.59%	0.29%	0.00%	21.24%	8.1%	1.0%
Sec. Teacher	154	20	13.0%	0.88%	0.00%	1.18%	0.15%	0.74%	0.00%	19.76%	12.4%	(0.6)%
Support Pers.	42	7	16.7%	0.44%	0.00%	0.29%	0.29%	0.00%	0.00%	5.16%	19.3%	2.6%
Classified	297	64	21.5%	1.92%	0.29%	2.65%	2.65%	1.47%	0.74%	34.07%		
Admin. & Prof.	13	4	30.8%	0.29%	0.00%	0.00%	0.29%	0.00%	0.00%	1.33%	17.5%	(13.3)%
Coach	40	11	27.5%	0.15%	0.00%	0.29%	0.88%	0.00%	0.29%	4.28%		
Custodian	25	8	32.0%	0.15%	0.00%	0.59%	0.00%	0.15%	0.29%	2.51%	25.0%	(7.0)%
Food Service ³⁴	28	6	21.4%	0.29%	0.00%	0.44%	0.00%	0.00%	0.15%	3.24%	22.4%	1.0%
Maintenance	13	2	15.4%	0.15%	0.00%	0.00%	0.15%	0.00%	0.00%	1.62%	17.2%	1.8%
Nurses	8	2	25.0%	0.00%	0.00%	0.15%	0.15%	0.00%	0.00%	0.88%		
Office Prof.	40	4	10.0%	0.15%	0.15%	0.29%	0.15%	0.00%	0.00%	5.16%	26.3%	16.3%
OTA/SLPA/BT	8	4	20.0%	0.15%	0.00%	0.15%	0.15%	0.15%	0.00%	0.59%		
Paraeducator	85	21	24.7%	0.59%	0.15%	0.74%	0.74%	1.03%	0.00%	9.29%	16.3%	(8.4)%
Support Per.	8	2	25.0%	0.00%	0.00%	0.00%	0.15%	0.15%	0.00%	0.88%	15.4%	(9.6)%
Trans. ³⁵	29	0	0.0%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	4.28%	14.0%	14.0%
Grand Total	678	109	16.5%	3.7%	0.3%	4.4%	4.4%	2.2%	0.7%	83.5%		

Utilization Analyses by Employment Category (Race/Ethnicity)

The two employment categories with ten (10) or more employees with the largest deviation from the theoretical availability with positive diversifying impact on the organization are Classified

²⁹ The occupational titles under which Census data is tracked to match job categories by the school district

³⁰ Total FTE reported October 2020

³¹ Self-reported by employee

³² Total percentage of labor force identified by race for Pierce County as reported in the U.S. Census EEO tabulation 2006-2010

³³ Calculated by subtracting the utilization from the theoretical availability

³⁴ Total percentage of labor force identified by ethnicity for Pierce County as reported in the ACS 2013 Census

³⁵ Total percentage of labor force identified by ethnicity for Pierce County as reported in the ACS 2013 Census

Administrators & Professionals (13.3%) and Paraeducators (8.4%) respectively. On the other hand, Office Professionals (-16.3%) and Transportation (-14.0%) show an underutilization of employees of color in those two employment categories with ten (10) or more employees. Underutilization is within a 10-point range (+/- 10%) in most of the other employment categories based on race/ethnicity.

**University Place School District
Utilization Analysis by Sex (October 2020)**

Employment Category ³⁶	Total Employees ³⁷	Total Female Employees ³⁸	% Total Female Employees by Category	Theoretical Availability ³⁹ (%)	Deviation from TA ⁴⁰ (%)
Certificated	381	293	76.9%		
Admin.	29	19	65.5%	54.4%	11.1%
Prim. Teacher	156	140	89.7%	63.0%	26.7%
Sec. Teacher	154	96	62.3%	37.4%	24.9%
Support Pers.	42	38	90.5%	48.5%	42.0%
Classified	297	207	69.7%		
Admin. & Prof.	13	5	38.5%	25.0%	13.5%
Coach	40	14	35.0%		
Custodian	25	6	24.0%	23.1%	0.9%
Food Service ⁴¹	28	27	96.4%	63.0%	33.4%
Maintenance	13	0	0.0%	7.5%	(7.5%)
Nurses	8	8	100.0%		
Office Prof.	40	40	100.0%	70.4%	29.6%
OTA/SLPA/BT	8	8	100.0%		
Paraeducator	85	77	90.6%	71.5%	19.1%
Support Per.	8	3	37.5%	16.9%	20.6%
Trans. ⁴²	29	17	58.6%	16.0%	42.6%
Grand Total	678	500	73.7%		

Utilization Analyses by Employment Category (Gender)

³⁶ The occupational titles under which Census data is tracked to match job categories by the school district

³⁷ Total FTE reported October 2020

³⁸ Self-reported by employee

³⁹ Total percentage of labor force identified by race for Pierce County as reported in the U.S. Census EEO tabulation 2006-2010

⁴⁰ Calculated by subtracting the utilization from the theoretical availability

⁴¹ Total percentage of labor force identified by gender for Pierce County as reported in the ACS 2013 Census

⁴² Total percentage of labor force identified by gender for Pierce County as reported in the ACS 2013 Census

The two employment categories with the largest deviation from the theoretical availability with respect to gender in the organization are Transportation (42.6%) and Certificated Support Personnel (42.0%). On the other hand, Maintenance (-7.5%) shows an underutilization of female employees and Custodians (0.9%) come in slightly higher than the theoretical availability percentage of 23.1%. Currently, 6 of 25 Custodians are female and 0 of 13 Maintenance workers are women. The underutilization of women in these two groups will be monitored as we look to diversify our work force in the future.

Utilization Analysis by Race/Ethnicity (October 2021)

Employment Category ⁴³	Total Employees ⁴⁴	Total Employees of Color ⁴⁵	% Total Employees of Color by Category	Two or More Races	American Indian or Alaska Native	Asian	Black/African American	Hispanic	Native Hawaiian/Pacific Islander	White	Theoretical Availability ⁴⁶ (%)	Deviation from TA ⁴⁷ (%)
Certificated	393	59	15.0%	2.42%	0.14%	2.42%	1.71%	1.71%	0.00%	47.51%		
Admin.	29	7	24.1%	0.28%	0.00%	0.00%	0.43%	0.28%	0.00%	3.13%	19.0%	(5.1)%
Prim. Teacher	163	19	11.7%	0.71%	0.14%	0.57%	0.57%	0.71%	0.00%	20.48%	8.1%	(3.6)%
Sec. Teacher	156	23	14.7%	1.00%	0.00%	1.28%	0.43%	0.57%	0.00%	18.92%	12.4%	(2.3)%
Support Pers.	45	10	22.2%	0.43%	0.00%	0.57%	0.28%	0.14%	0.00%	3.13%	19.3%	(2.9)%
Classified	310	70	22.6%	1.99%	0.14%	2.70%	2.56%	1.99%	0.57%	34.14%		
Admin. & Prof.	13	4	30.8%	0.28%	0.00%	0.00%	0.28%	0.00%	0.00%	1.28%	17.5%	(13.3)%
Coach	25	6	24.0%	0.00%	0.00%	0.14%	0.57%	0.00%	0.14%	2.70%		
Custodian	24	8	33.3%	0.43%	0.00%	0.43%	0.00%	0.14%	0.14%	2.28%	25.0%	(8.3)%
Food Service ⁴⁸	27	4	14.8%	0.14%	0.00%	0.28%	0.00%	0.00%	0.14%	3.27%	22.4%	7.6%
Maintenance	12	1	8.3%	0.00%	0.00%	0.00%	0.14%	0.00%	0.00%	1.56%	17.2%	8.9%
Nurses	8	1	12.5%	0.00%	0.00%	0.14%	0.00%	0.00%	0.00%	1.00%		
Office Prof.	43	7	16.3%	0.14%	0.14%	0.43%	0.14%	0.14%	0.00%	5.12%	26.3%	10.0%
OTA/SLPA/BT	7	5	71.4%	0.14%	0.00%	0.14%	0.14%	0.28%	0.00%	0.28%		
Paraeducator	108	30	27.8%	0.85%	0.00%	1.14%	1.00%	1.14%	0.14%	11.10%	16.3%	(11.5)%
Support Per.	12	3	25.0%	0.00%	0.00%	0.00%	0.28%	0.14%	0.00%	1.28%	15.4%	(9.6)%
Trans. ⁴⁹	31	1	3.2%	0.00%	0.00%	0.00%	0.00%	0.14%	0.00%	4.27%	14.0%	10.8%
Grand Total	703	129	18.35%	4.41%	0.28%	5.12%	4.27%	3.70%	0.57%	81.65%		

Utilization Analyses by Employment Category (Race/Ethnicity)

⁴³ The occupational titles under which Census data is tracked to match job categories by the school district

⁴⁴ Total FTE reported October 2021

⁴⁵ Self-reported by employee

⁴⁶ Total percentage of labor force identified by race for Pierce County as reported in the U.S. Census EEO tabulation 2006-2010

⁴⁷ Calculated by subtracting the utilization from the theoretical availability

⁴⁸ Total percentage of labor force identified by ethnicity for Pierce County as reported in the ACS 2013 Census

⁴⁹ Total percentage of labor force identified by ethnicity for Pierce County as reported in the ACS 2013 Census

The two employment categories with ten (10) or more employees with the largest deviation from the theoretical availability with positive diversifying impact on the organization are Classified Administrators & Professionals (13.3%) and Paraeducators (11.5%) respectively. On the other hand, Transportation (-10.8%) and Office Professionals (-10.0%) show an underutilization of employees of color in those two employment categories with ten (10) or more employees. Underutilization is within a 10-point range (+/- 10%) in most of the other employment categories based on race/ethnicity. Both of these percentages have improved from the previous year.

**University Place School District
Utilization Analysis by Sex (October 2021)**

Employment Category ⁵⁰	Total Employees ⁵¹	Total Female Employees ⁵²	% Total Female Employees by Category	Theoretical Availability ⁵³ (%)	Deviation from TA ⁵⁴ (%)
Certificated	393	303	77.1%		
Admin.	29	21	72.4%	54.4%	18.0%
Prim. Teacher	163	148	90.8%	63.0%	27.8%
Sec. Teacher	156	96	61.5%	37.4%	24.1%
Support Pers.	29	26	89.7%	48.5%	41.2%
Classified	310	218	70.3%		
Admin. & Prof.	13	5	38.5%	25.0%	13.5%
Coach	25	7	28.0%		
Custodian	24	6	25.0%	23.1%	1.9%
Food Service ⁵⁵	27	26	96.3%	63.0%	33.3%
Maintenance	12	0	0.0%	7.5%	(7.5%)
Nurses	8	8	100.0%		
Office Prof.	43	43	100.0%	70.4%	29.6%
OTA/SLPA/BT	7	7	100.0%		
Paraeducator	108	95	88.0%	71.5%	16.5%
Support Per.	12	7	58.3%	16.9%	41.4%
Trans. ⁵⁶	31	14	45.2%	16.0%	29.2%
Grand Total	703	521	74.1%		

⁵⁰ The occupational titles under which Census data is tracked to match job categories by the school district

⁵¹ Total FTE reported October 2021

⁵² Self-reported by employee

⁵³ Total percentage of labor force identified by race for Pierce County as reported in the U.S. Census EEO tabulation 2006-2010

⁵⁴ Calculated by subtracting the utilization from the theoretical availability

⁵⁵ Total percentage of labor force identified by gender for Pierce County as reported in the ACS 2013 Census

⁵⁶ Total percentage of labor force identified by gender for Pierce County as reported in the ACS 2013 Census

Utilization Analyses by Employment Category (Gender)

The two employment categories with the largest deviation from the theoretical availability with respect to gender in the organization are Classified Support Personnel (41.4%) and Certificated Support Personnel (41.2%). On the other hand, Maintenance (-7.5%) shows an underutilization of female employees and Custodians (1.9%) come in slightly higher than the theoretical availability percentage of 23.1%. Currently, 6 of 24 Custodians are female and 0 of 12 Maintenance workers are women. The underutilization of women in these two groups will be monitored as we look to diversify our work force in the future.

Utilization Analysis by Race/Ethnicity (October 2022)

Employment Category ⁵⁷	Total Employees ⁵⁸	Total Employees of Color ⁵⁹	% Total Employees of Color by Category	Two or More Races	American Indian or Alaska Native	Asian	Black/African American	Hispanic	Native Hawaiian/Pacific Islander	White	Theoretical Availability ⁶⁰ (%)	Deviation from TA ⁶¹ (%)
Certificated	382	64	16.8%	2.77%	0.15%	2.63%	1.75%	2.04%	0.00%	46.42%		
Admin.	31	8	25.8%	0.29%	0.00%	0.15%	0.44%	0.29%	0.00%	3.36%	19.0%	(6.8)%
Prim. Teacher	155	19	12.3%	0.88%	0.15%	0.44%	0.58%	0.73%	0.00%	19.85%	8.1%	(4.2)%
Sec. Teacher	157	26	16.6%	1.17%	0.00%	1.31%	0.44%	0.88%	0.00%	19.12%	12.4%	(4.2)%
Support Pers.	39	11	28.2%	0.43%	0.00%	0.73%	0.29%	0.15%	0.00%	4.09%	19.3%	(8.9)%
Classified	303	68	22.4%	2.19%	0.15%	2.34%	2.48%	2.19%	0.58%	34.31%		
Admin. & Prof.	12	3	25.0%	0.15%	0.00%	0.00%	0.29%	0.00%	0.00%	1.31%	17.5%	(7.5)%
Coach	20	6	30.0%	0.00%	0.00%	0.00%	0.58%	0.29%	0.00%	2.04%		
Custodian	25	8	32.0%	0.44%	0.00%	0.29%	0.00%	0.29%	0.15%	2.48%	25.0%	(7.0)%
Food Service ⁶²	29	5	17.2%	0.15%	0.00%	0.29%	0.15%	0.00%	0.15%	3.50%	22.4%	5.2%
Maintenance	11	2	18.2%	0.15%	0.00%	0.00%	0.00%	0.00%	0.15%	1.31%	17.2%	(1.0)%
Nurses	8	2	25.0%	0.00%	0.00%	0.14%	0.00%	0.00%	0.00%	0.88%		
Office Prof.	45	7	15.6%	0.14%	0.14%	0.43%	0.14%	0.14%	0.00%	5.55%	26.3%	10.7%
OTA/SLPA/BT	5	3	60.0%	0.14%	0.00%	0.14%	0.14%	0.28%	0.00%	0.29%		
Paraeducator	104	28	26.9%	1.17%	0.00%	1.02%	0.88%	0.88%	0.15%	11.09%	16.3%	(10.6)%
Support Per.	11	3	27.3%	0.00%	0.00%	0.00%	0.28%	0.14%	0.00%	1.17%	15.4%	(11.9)%
Trans. ⁶³	33	1	3.0%	0.00%	0.00%	0.00%	0.29%	0.15%	0.00%	4.67%	14.0%	11.0%
Grand Total	685	132	19.27%	4.96%	0.29%	4.96%	4.23%	4.23%	0.58%	80.73%		

Utilization Analyses by Employment Category (Race/Ethnicity)

⁵⁷ The occupational titles under which Census data is tracked to match job categories by the school district

⁵⁸ Total FTE reported October 2022

⁵⁹ Self-reported by employee

⁶⁰ Total percentage of labor force identified by race for Pierce County as reported in the U.S. Census EEO tabulation 2006-2010

⁶¹ Calculated by subtracting the utilization from the theoretical availability

⁶² Total percentage of labor force identified by ethnicity for Pierce County as reported in the ACS 2013 Census

⁶³ Total percentage of labor force identified by ethnicity for Pierce County as reported in the ACS 2013 Census

The two employment categories with ten (10) or more employees with the largest deviation from the theoretical availability with positive diversifying impact on the organization are Support Personnel (11.9%) and Paraeducators (10.6%) respectively. On the other hand, Transportation (-11.0%) and Office Professionals (-10.7%) show an underutilization of employees of color in those two employment categories with ten (10) or more employees.

**University Place School District
Utilization Analysis by Sex (October 2022)**

Employment Category ⁶⁴	Total Employees ⁶⁵	Total Female Employees ⁶⁶	% Total Female Employees by Category	Theoretical Availability ⁶⁷ (%)	Deviation from TA ⁶⁸ (%)
Certificated	382	300	78.5%		
Admin.	31	23	74.2%	54.4%	19.8%
Prim. Teacher	155	143	92.3%	63.0%	29.3%
Sec. Teacher	157	99	63.1%	37.4%	25.7%
Support Pers.	35	31	88.6%	48.5%	40.1%
Classified	303	215	71.0%		
Admin. & Prof.	12	5	41.7%	25.0%	16.7%
Coach	20	5	25.0%		
Custodian	25	6	24.0%	23.1%	0.9%
Food Service ⁶⁹	29	27	93.1%	63.0%	30.1%
Maintenance	11	0	0.0%	7.5%	(7.5%)
Nurses	8	8	100.0%		
Office Prof.	45	45	100.0%	70.4%	29.6%
OTA/SLPA/BT	5	5	100.0%		
Paraeducator	10	94	90.4%	71.5%	18.9%
Support Per.	11	5	45.4%	16.9%	28.5%
Trans. ⁷⁰	33	15	45.4%	16.0%	29.4%
Grand Total	685	515	75.2%		

Utilization Analyses by Employment Category (Gender)

The two employment categories with the largest deviation from the theoretical availability with respect to gender in the organization are Certificated Support Personnel (40.1%) and Food

⁶⁴ The occupational titles under which Census data is tracked to match job categories by the school district

⁶⁵ Total FTE reported October 2020

⁶⁶ Self-reported by employee

⁶⁷ Total percentage of labor force identified by race for Pierce County as reported in the U.S. Census EEO tabulation 2006-2010

⁶⁸ Calculated by subtracting the utilization from the theoretical availability

⁶⁹ Total percentage of labor force identified by gender for Pierce County as reported in the ACS 2013 Census

⁷⁰ Total percentage of labor force identified by gender for Pierce County as reported in the ACS 2013 Census

Service (30.1%). On the other hand, Maintenance (-7.5%) shows an underutilization of female employees and Custodians (0.9%) come in slightly higher than the theoretical availability percentage of 23.1%. Currently, 6 of 25 Custodians are female and 0 of 11 Maintenance workers are women. The underutilization of women in these two groups will be monitored as we look to diversify our work force in the future.

Progress Towards Goals

Goal #1: Job Analysis, Recruitment, and Selection

The University Place School District will actively seek a diverse pool of qualified applicants for certificated and classified positions at all levels so that more members of underrepresented groups are available for consideration as District employees.

October 2019 Update: In the last year, our percentage of employees of color has increased from 14.7% in September 2018 to 15.7% in October 2019, an increase of 1.0%. This increase can be attributed to our ongoing efforts to consider a talented and diverse group of candidates for each position we hire and to continue our practice of partnering with nearby colleges and universities to help us recruit certificated staff of color. With the hiring of a more diverse workforce we can more effectively increase the representation of persons of color.

October 2020 Update: In the last two years, our percentage of employees of color has increased from 15.7% in October 2019 to 16.5% in October 2020, an increase of 0.8% and a 1.8% increase over the last two years. We continue to be more inclusive in our screening process to seek out potential candidates of color in all positions within the district.

October 2021 Update: In the last year, our percentage of employees of color has increased from 16.5% in October 2020 to 18.7% in October 2021, an increase of 2.2% and a 4.0% increase over the last three years.

October 2022 Update: In the last year, our percentage of employees of color has increased from 18.7% in October 2021 to 19.3% in October 2022, an increase of 0.6% and a 4.6% increase over the last four years.

Goal #2: Education and Training

The University Place School District will promote a culture of respect and diversity in the workplace, and ensure that employees are aware of the Affirmative Action Plan as well as their roles and responsibilities in enforcing the District's equal employment opportunity policies.

October 2019 Update: All certificated staff successfully completed a Safe Schools training module called Diversity Awareness: Staff-to-Student in October 2019. A large portion of our classified staff completed two SafeSchools training modules called Diversity Awareness: Staff-to-Student and Diversity Awareness: Staff-to-Staff. In late January 2019, over two-thirds of classified staff attended a one-day cultural competence professional development opportunity. Separate from the training opportunities, the district Equity Team continues their work to evaluate district systems and practices for potential adjustment and/or improvement. The

District's Affirmative Action Plan is posted on the District's website. All staff are aware and expected to follow the District's equal employment opportunity policies.

October 2020 Update: All certificated staff participated in Equity Literacy Training with outside trainers for 90 minutes on October 9, 2020. This was the first step in a multi-step training plan for the 2020-2021 school year. By December 31, 2020 all certificated staff will have successfully completed a Safe Schools training module called Diversity Awareness: Staff-to-Staff. All classified staff will also participate in Equity Literacy Training with outside trainers for 60-90 minutes in January 2021. The District's Affirmative Action Plan is posted on the District's website. All staff are aware and expected to follow the District's equal employment opportunity policies.

October 2021 Update: Each school in the district has now developed their own Equity Team. At our recent Professional Development Day on October 8th each school spent a portion of their day focused on equity work. We are currently in the process of surveying various groups to determine additional equity related professional development for the 2021-22 school year. The District's Affirmative Action Plan is posted on the District's website. All staff are aware and expected to follow the District's equal employment opportunity policies.

October 2022 Update: All district staff must successfully complete a Vector Solutions training module called Diversity, Equity and Inclusion (DEI) Practices: Staff-to-Student by December 31, 2022 for classified, certificated and admin. Office Professionals must complete the training by February 28, 2023. The District's Affirmative Action Plan is posted on the District's website. All staff are aware and expected to follow the District's equal employment opportunity policies.

Goal #3: Preventing Employment Discrimination

The University Place School District will ensure that it does not unlawfully discriminate against any person on the basis of any protected status in employment, recruitment, promotion, advancement.

October 2019 Update: The District is committed to treating all employees or candidates for employment with respect at all times. Our decisions and employment practices serve as a model for others to follow.

October 2020 Update: The District continues to ensure that all hiring and employment practices protect all staff and candidates throughout the hiring process.

October 2021 Update: In collaboration with our District Equity Advisory Team we instituted a bank of five (5) interview questions focused on equity and anti-racism for interview teams to select one question to use in each interview for open district positions. District admin in charge of hiring are encouraged to select a diverse representation of staff to participate on interview teams.

October 2022 Update: We continue to use a bank of five (5) interview questions focused on equity and anti-racism for interview teams to select one question to use in each interview for open district positions. District admin in charge of hiring are encouraged to select a diverse representation of staff to participate on interview teams.