

**Seattle Public Schools  
Affirmative Action Plan  
2017 - 2021**

Section A:	Overview and Policy Statements
Section B.	Workforce Analysis by Race/Ethnicity and Sex
Section C.	Goals and Strategies
Section D	Staff Responsibilities for Implementation Monitoring and Evaluation of progress
Section E	Internal Monitoring and Reporting Process

# Seattle Public Schools Affirmative Action Plan

## A. Overview and Policy Statements

In compliance with chapters RCW 28A.642, WAC 392-190-0592 and the OSPI Affirmative Action Plan Checklist, Seattle Public Schools (“SPS”) has created this Affirmative Action Plan (“Plan”) to advance, monitor, and maintain the SPS Non-Discrimination /Affirmative Action Policy.

### **Overview**

There are two primary purposes for this report. First, it provides a tool to measure workforce diversity in SPS. It was created to evaluate the state of diversity within SPS and to answer basic questions: How diverse is the SPS workforce? How does our workforce diversity compare with these King County Census data? And, in cases where our workforce diversity can be improved, what goals will we set and what strategies will we implement to achieve them?

SPS aspires to have the most diverse workforce possible, and it should at minimum be reflective of the King County workforce at large. This report compares our workforce to the theoretical availability of females and people of color in King County to determine if we are meeting that target.

Second, this report serves as SPS’s affirmative action plan as required by state law. Washington Administrative Code requires that all school districts develop, approve, and implement affirmative action policies and plans in accordance with WAC 392-190-0592 and RCW 28A.640 and 28A.642.

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 the District’s policies are properly implemented without unlawful discrimination on the basis of race, creed, color, religion, ancestry, national origin, age, economic status, sexual orientation including gender expression or identity, pregnancy, marital status, physical appearance, the presence of any sensory, mental, or physical disability, honorably-discharged veteran or military status, or the use of a trained dog guide or service animal by a person with a disability, except as may be permitted to meet a bona fide occupational qualification.

### **Policy Statements**

It is the policy of the Seattle School Board to employ persons on the basis of merit, training, and experience and that no employee or applicant shall be discriminated against based on the following real or perceived characteristics: race, creed, color, religion, ancestry, national origin, age, economic status, sexual orientation including gender expression or identity, pregnancy, marital status, physical appearance, the presence of any sensory, mental, or physical disability,

honorably-discharged veteran or military status, or the use of a trained dog guide or service animal by a person with a disability. The District shall comply with all state or national laws as may pertain to this subject. This policy also shall be extended to apply to all contractors or vendors serving the District.

Additionally, Board Policy No. 0030: Ensuring Educational and Racial Equity states that, “The Seattle School Board is committed to the success of every student in each of our schools and to achieving our mission of ensuring that all students graduate ready for college, career and life. We believe that the responsibility for student success is broadly shared by District Staff, administrators, instructors, communities and families. We are focused on closing the opportunity gap and creating learning communities that provide support and academic enrichment programs for all students. Additionally, we believe that it is the right of every student to have an equitable educational experience within the Seattle Public School District. In order to achieve educational equity for our students, the district shall ensure workforce equity.

**Workforce Equity**—The district shall actively work to have the teacher and administrator workforce be balanced and reflect the diversity of the student body. The district shall recruit, employ, support and retain a workforce that includes racial, gender, and linguistic diversity, as well as culturally competent administrative, instructional and support personnel.

This is alignment with Washington State House Bill 1541 recommendations – pg. 2 Line 21 (f) Invest in the recruitment, hiring, and retention of educators of color; <http://lawfilesexternal.wa.gov/biennium/2015-16/Pdf/Bills/House%20Passed%20Legislature/1541-S4.PL.pdf>

What follows in this document is the District’s effort to meet both the spirit and intent of the law while striving to attain and maintain a workforce that is diverse and that accurately reflects and represents our students, their families, and the surrounding relevant labor market. We believe that an affirmative action plan can support our District’s efforts in promoting educational excellence through equal employment opportunities and nondiscrimination.

## B. Workforce Analysis by Race/Ethnicity and Sex

This section summarizes our analysis of the District’s workforce demographics. The following tables show the District’s workforce diversity as measured by race and gender by the following job categories: Certificated Administrators, Certificated Support Personnel, Classified Administrative, Clerical, Custodians, Elementary/Middle/K-8, Food Preparation, Maintenance, Preschool and Kindergarten, Secondary – HS, Security, Special Education, Teacher Assistants, and Bus Monitors.

## **Approach and Definitions**

The term “underutilization” as used in this policy means having fewer members of an affected group in a specific 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 Seattle derived from the 2010 public census reports and materials made available through the Office of Superintendent of Public Instruction at: <http://www.k12.wa.us/Equity/Districts/AffirmativeAction.aspx>. At the time of development, the 2010 data is the most current available.

The use of geographic areas and statistics is intended only for the purpose of implementing this Affirmation Action Plan and facilitating identification of areas of potential underutilization. These statistical comparisons do not have any independent legal or factual significance. The statistics and geographic areas have been selected and used in good faith with respect to this Affirmative Action Plan.

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, living in King 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 its employment practices, but it should be noted that true availability figures may be significantly higher or lower than the TA.

## **Job Categories**

**Certificated Administrators:** This category includes but is not limited to Principals, Asst. Principals, Executive Directors of Schools and Programs, Consulting, Demonstration, and Mentor Teachers, Instructional Support, Program Managers, School-based coaches.

**Certificated Support Personnel:** This category includes but is not limited to Audiologist Special Ed, Elementary, Middle and High School Counselors, Dean of Students, Head Teacher, Elementary, Middle and High School Librarian, Nurse, Occupational and Physical Therapist, Psychologist, School Nursing Asst/LPN, School to Work Counselor, Social Worker, Academic Intervention High School, and Activity Coordinator

**Preschool/Kindergarten:** This category includes Kindergarten Teachers and Pre-school Instructors

**Elementary/Middle/K-8 Teachers:** This category includes Elementary Instrumental Music, Bilingual (BS and BS1), Alternative Middle, Middle, and Elementary Teachers.

**Secondary Teachers – High School:** This category includes Bilingual BS, High School and Vocational Education Teachers.

**Special Ed-Teachers:** This category includes Special Education XB, XG, XH, XM, XP, XS, XT, XV Teachers.

**Class Admin/Professional Staff:** This category includes but is not limited to Accounting and Budget Analysts and System Analysts, Buyers, Database Administrators, Deputy General Counsel, Director of Facility, Operations, Internal Audit, Logistics, Facilities, Enrollment, Executive Director of Finance & Audit, Human Resources, Strategic Planning, and Professional Growth, Department Managers, and Network Analysts.

**Office Personnel:** This category includes but is not limited to Administrative and Assistant Secretaries, Athletic Helper and Trainer, Attendance Specialist, Capital Programs Project Assistant, Counseling Secretary Data Registrar, Elementary School Assist., Exec. Admin Asst. I & II, Fiscal Specialist, Library Assist, Legal Assist, Mail Clerk, Office Specialist, Transportation Specialist, and Warehouse Expeditor.

**Custodians:** This category includes but is not limited to, Apprentice Stationary Engineer, Chief Boiler Engineer, Custodians and Asst. Custodians.

**Food Preparation:** This category includes but is not limited to Assistant Food Preparers, Catering/Dining Coordinator, Central Kitchen Lead, Coordinator, and Operations Manager, Food Service Supervisor, Lunchroom Assistant Manager, Substitute, Nutrition Services Technician, Secondary Manager Over 500, Secondary Manager Under 500.

**Maintenance/Crafts:** This category includes but is not limited to Asbestos Worker, Auto Machinist, Brick Mason, Building Laborer, Carpenter, Dispatcher, Electrician, Glazier, Painter, Plumber, Steamfitter, Landscape Foreman, Help Desk Coordinator, Mechanical Coordinator, Roofer, Rigger, Sheet Metal Worker, Sports Complex Groundskeeper, Truck Driver, Warehouse Worker.

**Instructional Assistants:** This category includes but is not limited to Bilingual Inst. Asst, Broadcast Program Sprt. Asst, Career Center Specialist, Child Development Associate, Computer Lab Asst., Corrections Asst., Family Educator 1 & 2 – Head start, Family Support Worker, Instructional Asst, Interpreter for the Deaf, Intervention Associate, Re-entry/Int. Spec, Sound Partners Tutor, SpeEd Asst, Speech/Lang Therapy Asst.

**Security:** This category includes School & Security At-Risk Tactical Spec., School Security Div. Lead Tactical Spec., School Security Specialist, Security Response Specialist, Alarm Monitor.

**Transportation Bus Monitors:** This category includes Bus Supervision I Special Education Monitor.

**Race/Ethnicity Data Analysis**

Job Group1	2016 Total Empl2	Total Minority	%Total Minority	% Black or Af. Am	%Asian	% Native Hawaiiin or OtherPac. Islander	% Hispanic or Latino	% Amer. Indian or Ak Native	%Two or more Races	Theoretical Availability (%)3	Deviation From TA (%)4
<b>CERTIFICATED PERSONNEL</b>											
Certificated Admins	246	83	33.7%	18.3%	6.5%	0.8%	6.5%	1.6%	0.0%	18.1%	15.6%
Cert Support Personnel	883	199	22.5%	6.5%	9.9%	0.8%	4.1%	0.8%	0.6%	26.0%	-3.5%
Preschool/Kindergarten	241	52	21.6%	5.8%	9.5%	0.4%	4.6%	0.8%	0.4%	17.7%	3.9%
Elem Teachers/middle/K-8	1,907	381	20.0%	5.9%	8.0%	0.5%	4.1%	0.9%	0.5%	11.7%	8.3%
Sec Teachers-HS	625	119	19.0%	6.6%	8.0%	0.5%	2.9%	1.0%	0.2%	15.9%	3.1%
Special Ed-Teachers	510	74	14.5%	3.7%	4.9%	0.4%	3.5%	1.4%	0.6%	11.1%	3.4%
<b>Total Certificated</b>	<b>4,412</b>	<b>908</b>	<b>20.6%</b>	<b>6.5%</b>	<b>8.0%</b>	<b>0.6%</b>	<b>4.0%</b>	<b>1.0%</b>	<b>0.5%</b>	<b>21.0%</b>	<b>-0.4%</b>
<b>CLASSIFIED PERSONNEL</b>											
Class Admin/ Professional staff	407	156	38.3%	11.1%	14.0%	1.7%	6.1%	2.5%	2.9%	21.5%	16.8%
Office Personnel	335	132	39.4%	18.2%	12.2%	3.0%	3.6%	1.5%	0.9%	23.4%	16.0%
Custodians	352	261	74.1%	31.0%	33.0%	2.3%	5.7%	1.1%	1.1%	37.5%	36.7%
Food Preparation	210	112	53.3%	22.9%	19.0%	3.3%	5.7%	2.4%	0.0%	28.4%	25.0%
Maintenance/Crafts	164	41	25.0%	4.3%	8.5%	3.0%	8.5%	0.6%	0.0%	23.4%	1.6%
Instructional Assists.	1,135	599	52.8%	28.8%	10.6%	1.2%	10.4%	1.1%	0.6%	24.4%	28.3%
Security	59	41	69.5%	42.4%	10.2%	6.8%	8.5%	1.7%	0.0%	36.4%	33.1%
Transportation (Bus Monitors)	28	28	100.0%	92.9%	3.6%	0.0%	3.6%	0.0%	0.0%	31.8%	68.2%
<b>Total Classified</b>	<b>2,690</b>	<b>1,370</b>	<b>50.9%</b>	<b>24.1%</b>	<b>14.7%</b>	<b>2.0%</b>	<b>7.7%</b>	<b>1.4%</b>	<b>1.0%</b>	<b>23.9%</b>	<b>27.0%</b>
<b>District Grand Totals</b>	<b>7,102</b>	<b>2,278</b>	<b>32.1%</b>	<b>13.2%</b>	<b>10.5%</b>	<b>1.1%</b>	<b>5.4%</b>	<b>1.2%</b>	<b>0.6%</b>	<b>23.2%</b>	<b>8.8%</b>

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

2 Total FTE SPS employment from October 1, 2016 SAP Report

3 Total percentage of labor force identified as non-white for King County, as reported in 2010 Census data provided by OSPI at <http://www.census.gov/eo2010/>

4 Calculated by subtracting the actual utilization from the theoretical availability.

Does not include hourly non-represented, hourly certificated administrators, substitutes, or athletic coaches. Transportation only includes bus monitors

## **Summary Race/Ethnicity**

Overall, Seattle Public Schools has an employee population of which 32% identify as people of color, which is 8.8% above what would be expected in King County. Although there are still negative differentials present in some job categories, the numbers are showing improvement over recent years.

In certificated jobs, Black or African American and Asian populations are underutilized in Certificated Support Personnel (-2.9% and -4.1% respectively), Black or African Americans are underutilized in Special Education Teachers (-2.6%), and Asian populations are underutilized in Certificated Administrators (-5.3%).

Additionally, there is under-representation of:

- Black or African American populations in Maintenance/Crafts;
- Asian population in Security and Transportation;
- Native Hawaiian/Pacific Islanders in Transportation;
- Hispanic population in Office Personnel, Custodian, and Food preparation;
- American Indian/Alaska Natives in most Classified job groups, in particular Instruction/Teaching Assistants.

## Gender Data Analysis

Job Group <sup>1</sup>	2016 Total Empl <sup>2</sup>	Total Female	% Total Females	Theoretical Availability (%) <sup>3</sup>	Deviation From TA (%) <sup>4</sup>
<b>CERTIFICATED PERSONNEL</b>					
Certificated Admins	246	161	65.4%	66.3%	-0.9%
Cert Support Personnel	883	715	81.0%	79.4%	1.5%
Preschool/Kindergarten	241	217	90.0%	94.6%	-4.5%
Elem Teachers/middle/K-8	1,907	1,421	74.5%	79.7%	-5.2%
Sec Teachers-HS	625	325	52.0%	55.1%	-3.1%
Special Ed-Teachers	510	379	74.3%	90.3%	-16.0%
<b>Total Certificated</b>	<b>4,412</b>	<b>3,218</b>	<b>72.9%</b>	<b>77.6%</b>	<b>-4.7%</b>
<b>CLASSIFIED PERSONNEL</b>					
Class Admin/Professional staff	407	244	60.0%	40.1%	19.8%
Office Personnel	335	314	93.7%	87.7%	6.0%
Custodians	352	50	14.2%	20.2%	-6.0%
Food Preparation	210	187	89.0%	64.5%	24.6%
Maintenance/Crafts	164	13	7.9%	5.6%	2.3%
Instructional Assists.	1135	737	64.9%	85.6%	-20.6%
Security	59	18	30.5%	19.1%	11.4%
Transportation (Bus Monitors)	28	23	82.1%	41.6%	40.5%
<b>Total Classified</b>	<b>2,690</b>	<b>1,586</b>	<b>59.0%</b>	<b>42.1%</b>	<b>16.9%</b>
<b>Grand Totals</b>	<b>7,102</b>	<b>4,804</b>	<b>67.6%</b>	<b>50.2%</b>	<b>17.4%</b>
Job Group <sup>1</sup>					



## **Summary Gender**

Seattle Public Schools has a total female employee make up of 67.6%, which is 17.4% higher than would be expected in King County. This is bolstered by a high percentage of females in classified jobs. Despite 72.9% of certificated staff being female, this number still falls behind theoretical availability for King County (77.6%). Specifically, females fall below availability in Special Education Teachers (-16.01%), Elementary/Middle/K-8 Teachers (-5.2%), Preschool/ Kindergarten (-4.5%) and Secondary Teachers (-3.1%) below King County availability.

Female Custodians (-6%) and Instruction/Teaching Assistants (-20.6%) are also below King County levels.

**Gender and Race Data Analysis**

**PLEASE SEE INSERT FOR DRAFT**

## **Summary Gender and Race**

Female minorities are well represented in Certificated roles, with the exception of Certificated Support Personnel (this includes counselors, physical therapists, occupational therapists, nurses), where Black or African American and Asian populations are below King County availability; and Special Education Teachers, also underrepresented by Black or African Americans.

The representation of females of color is less prevalent in Classified Personnel roles; with a particularly large deficit of Hispanic Custodians.

Males of color are falling behind availability in King County in Preschool/Kindergarten and Special Education Teacher roles at -51.7% and -14.1% respectively. Black or African American and Asian populations show the largest differentials.

In Classified roles, Asian males are behind in five job groups with three of the largest differentials. Nearly every job group is behind in employing males color in all race/ethnicity categories.

## C. Goals and Strategies

The goals and strategies outlined in this Affirmative Action Plan are to promote equal employment opportunities in SPS and to attract, promote, develop, and retain a high-performing diverse workforce to serve diverse student needs; and to encourage upward mobility of all persons, including members of protected groups, once employed. First, we will outline specific goals for underutilized populations, followed by our planned overarching strategies to ensure SPS has the processes and structures in place systemically to promote diversity in the workplace.

### **Goals for Underutilized Groups:**

**For each job category below (those with underutilization of -2% or more), SPS will continue its efforts to increase utilization by 2021. We believe an increase in utilization of 2-5% in each category is an ambitious and reasonable goal for the next five years. SPS will report on progress toward increasing utilization of the groups below to the Seattle Public Schools Board of Directors annually.**

**Certificated Support Personnel:** Availability of persons of color in this job group is 26%; current utilization is 22.1% leaving an **underutilization of 3.9%**. Within the next five years, Seattle Public Schools will continue its efforts to eliminate underutilization of people of color in this job group particularly among Black or African American and Asian populations.

**Special Education Teachers:** The availability in this job group for Black or African American Males is 19%; current utilization is 4.5%, leaving an **underutilization of -15.1%**. The availability of this job group for Asian males is 9.5%; current utilization is 3%, leaving an **underutilization of -6.5%**.

**Administrative Professional Staff:** Availability of Asian females in this job category is 14.5% with current utilization at 9.5% leaving **underutilization at -4.9%**.

**Custodians:** Hispanic availability in this job category is 10.3% for females and 10.0% for males with current utilization at 2.3% and 6.1% respectively, leaving **underutilization at -8% and -4%**. Availability of American Indian or Alaskan Native in this job category is 2.3% with utilization at 0%, leaving a **-2.3 underutilization rate**.

**Maintenance Crafts:** Availability of Black or African American females in this category is 6.6% with current utilization at 3.7% leaving an underutilization of -2.9%. Current availability of Asian males in this job category is 2.9% and current utilization is 0%.

**Instructional Assistants:** Availability of Asian males in this job group is 21.2% with current utilization at 9.6% leaving an **underutilization of -11.7%**. Availability of American Indian or Alaskan Native males in this job group is 8.2% with current utilization at .8%, leaving an **underutilization of -7.4%**.

**Security:** Availability of Asian males in this job category is 14.5% with current utilization at 11.6%, leaving an **underutilization of -2.9%**. Availability of American Indian or Alaskan Natives in this job category is 2.7% with current utilization at 0%, leaving an **underutilization of -2.7%**.

**Bus Monitors:** Asian availability in this job category is 6.5% for females and 7.8% for males with current utilization at 3.1% and 0% respectively, leaving **underutilization at -3.4% and -7.8%**. Native Hawaiian or other Pacific Islander availability in this job category is 2.9% for females and 2.0% for males with current utilization at 0% for both, leaving **underutilization at -2.9% and -2.0%**.

## Strategies

Seattle Public Schools strives to employ a workforce that is reflective of the demographics of its community and of the children it serves. SPS believes that to accomplish this, it must execute multiple strategies focused on recruitment, selection, onboarding and retention of employees. Below are key strategies that SPS has committed to doing over the course of the next five years to ensure that we address the underutilization gaps identified in this analysis.

**Recruitment Strategies:** Recruitment is just the first step in ensuring a diverse workforce. This is the period during which we cast a wide net to identify as many qualified candidates as possible with an eye toward increasing diversity candidates through targeted recruitment by identifying key groups, organizations and publications that are more likely to reach diverse audiences. We will:

- Engage with the Superintendent’s Race and Equity Advisory Committee and the African American Male Advisory Committee to:
  - Identify and connect with diverse community groups with which to share job posting information on an ongoing basis.
  - Identify and consistently advertise with appropriate media outlets (including media and trade organizations focused on communities of color).
  - Identify and expand recruitment areas to include communities of color (college job fairs, Historically Black Colleges and Universities, Indian Colleges, etc.).
  - Attend job fairs or opportunities to meet or partner with racial/ethnic or female organizations.
- Better leverage SPS’s classified to certificated pipeline by developing a multi-year recruitment plan for current employees that includes

branding/marketing of the program; information sessions; cultivation and follow up.

- Build relationships with local colleges, universities and trade schools to identify and connect with students of color from various departments where gaps exist; connect with student groups such as racial/ethnic student unions/associations, to share information about working with SPS.
- Convene focus groups of current employees of color to develop a set of authentic and compelling messages about working for SPS that will resonate with candidates of color.
- Identify current employees of color to serve as recruitment ambassadors for SPS.
- Ensure current employees have access to information about job openings and announcements.
- Evaluate job vacancy announcements to ensure requirements are job-related.
- Provide job openings and announcements in multiple languages.
- Ensure that recruitment materials reflect the diversity of SPS's employees with images of employees of color in various roles and levels.

**Selection Strategies:** While recruitment is important, organizations often fail to leverage the diverse pools brought to them by recruiting teams. Generally hiring managers and teams select people most like them. Unless systems are in place to address this, SPS will continue to select staff that perpetuate the lack of diversity in some job categories. To this end, we will:

- Work with the Department of Race and Equity to develop a series of trainings on implicit bias for hiring managers and hiring teams to ensure bias-free selection processes.
- Provide guides for hiring teams that include best practices including forming diverse hiring committees, evaluating potential employees on job-related criteria, and completing and maintaining necessary records such as the interview rating forms of panel members.
- Develop tools for evidence-based hiring such as providing banks of approved questions with “look fors” that clearly align with the requirements of the job so that hiring teams are normed on the skills, qualifications and desirable work-related competencies that candidates should exhibit for a role.

**Retention Strategies:** Retention may be the most critical lever in ensuring a diverse workforce. Much money and capacity is spent on the recruitment of diverse populations, and even when diverse candidates are selected and offered roles, if institutions are not set up for diversity and inclusiveness of people and ideas, employees of color will not be retained. Based on a report for OSPI in

2017, SPS, for example, lost 2.8% of teachers of color between 1995 and 2010 and 1.6% of teacher of color from 2010 and 2016. SPS must understand the dynamics of this trend and work to develop strategies to address it. To that end, we will:

- Revamp employee onboarding and orientation to provide all new employees with a strong start that ties their jobs to the District's strategic plan and the Ending Opportunity Gaps work.
- Explore the creation of affinity groups for new and existing employees that allow for authentic connections among employees of colors and that provide a channel to leadership share concerns
- Conduct a retention analysis of employees by job type, race/ethnicity and gender to better understand attrition across these groups.
- Develop a plan for in-person exit interviews (particularly for employees of color) to understand the reasons for attrition.
- Conduct an analysis of promotions in SPS to determine if SPS is providing promotional opportunities for employees of color and if not, identify the root causes as to why that is not occurring and address them.

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

Consistent with WAC 392-190-0592 and chapters 28A.640 and 28A.642 RCW, the purpose of this Affirmative Action Plan is to advance, monitor, and maintain the SPS Non-Discrimination/Affirmative Action Policy.

The Seattle School District recognizes and is committed to equal opportunities in employment and to full compliance with federal and state laws that prohibit public employers from discrimination on the basis of race, creed, color, religion, ancestry, national origin, age, economic status, sexual orientation including gender expression or identity, pregnancy, marital status, physical appearance, the presence of any sensory, mental, or physical disability, honorably-discharged veteran or military status, or the use of a trained dog guide or service animal by a person with a disability except as may be permitted to meet a bona fide occupational qualification.

#### Responsibility for Implementation and Evaluation

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 Seattle Public School District policies.

The Superintendent has delegated the responsibilities of monitoring and implementing the policies on non-discrimination and affirmative action to the

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

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

The Affirmative Action Officer is the Assistant Superintendent of Human Resources, Seattle Public School District, 2445 3<sup>rd</sup> Ave South, mailing address, MS33-157, PO Box 34165, Seattle, WA 98124, telephone, 206-252-0027.

Human Resources will be responsible for documenting compliance with the Plan, which includes maintaining an annual statistical analysis and updating employment data to measure the effectiveness of the Plan and to highlight any areas of imbalance, if present.

Implementation of the equal employment opportunity policies of the District will be the responsibility of Human Resources.

Human Resources also has the responsibility of making known the District's desire and commitment to employ members of protected as well as non-protected groups through regular and frequent contacts with community groups and employment agencies and through identifying, to the extent reasonably possible, persons with requisite skills and talents for projected openings throughout the District. Human Resources shall ensure that recruitment efforts are reaching protected groups, as well as non-protected groups, in all categories where underutilization exists.

## E. Internal Monitoring and Reporting

Human Resources maintain a confidential employee applicant tracking system which is a separate operation from Employment Services (which records the sex, race/ethnicity, veteran status\*, disability status, and age of applicants). Frequent monitoring of this data will help ensure that all applicants are receiving equal treatment in the hiring process and that SPS's recruiting efforts are reaching all protected and non-protected groups.

---

\* HR is currently developing a process to track veteran status.



Compliance monitoring and coordination will consist of the following:

1. Investigating complaints of discrimination filed by job applicants, employees, and students.
2. Ensuring that the requirements of fair employment laws, rules, and regulations are understood and followed by all personnel
3. Evaluating the effectiveness of strategies designed to implement the goals of this Plan and to prepare recommendations for change to the Plan
4. Monitoring screening interview questions to ensure non-discrimination.
5. Human Resources will prepare and submit required reports to state and federal agencies concerning employment practices.
6. Perceived, apparent, or reported inequities will be formally noted and included in the annual report to the Board of Directors. Human Resources 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 SPS to promote this Plan.

## Dissemination of Policies

It is the responsibility of the Superintendent of SPS to inform all applicants for employment, all current employees, all persons responsible for hiring within SPS, all employee associations, and all District contractors and subcontractors of SPS's commitment to equal opportunity employment. Communication of Seattle Public School District Affirmative Action Plan will be accomplished as follows:

1. The Plan, as well as SPS's policy of non-discrimination, will be posted on the SPS official website as well as SPS's policy of non-discrimination. The complaint procedures available to register complaints under these policies are posted on the website.
2. At least annually, the District will remind employees of these policies and the Plan, and their location on the website via training or email communication. These policies will also be discussed in new employee orientation meetings.
3. SPS will publicize an annual notice to the community on the nondiscrimination policy as contained in the Plan at the beginning of the school year. Such

publication will include the name, address, and a telephone number of the District's Affirmative Action Officer.

4. 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 SPS's policies regarding nondiscrimination.
5. An equal employment opportunity statement will be included on a District job postings and any type of advertisement.



Female	43	3,010	29	1,420	67.4%	47.2%	20.3%	37.2%	13.3%	23.9%	16.3%	16.6%	-0.3%	9.3%	0.8%	8.5%	2.3%	10.3%	-8.0%	0.0%	2.3%	-2.3%	2.3%	3.8%	-1.5%
Male	297	11,899	215	4,164	72.4%	35.0%	37.4%	28.6%	7.4%	21.2%	31.0%	13.7%	17.3%	4.7%	0.0%	4.7%	6.1%	10.0%	-4.0%	1.7%	1.3%	0.4%	0.3%	2.6%	-2.3%
Food Preparation																									
Female	174	7,190	89	2,085	51.1%	29.0%	22.2%	20.7%	4.5%	16.2%	16.7%	13.5%	3.2%	4.6%	0.2%	4.4%	6.3%	5.9%	0.4%	2.3%	0.5%	1.8%	0.6%	4.5%	-3.9%
Male	20	3,965	9	1,080	45.0%	27.2%	17.8%	20.0%	3.8%	16.2%	5.0%	6.2%	-1.2%	0.0%	1.4%	-1.4%	15.0%	11.3%	3.7%	5.0%	0.9%	4.1%	0.0%	3.7%	-3.7%
Maintenance/ Crafts																									
Female	13	2,747	3	478	23.1%	17.4%	5.7%	7.7%	8.7%	-1.0%	0.0%	2.9%	-2.9%	7.7%	0.9%	6.8%	7.7%	2.2%	5.5%	0.0%	0.7%	-0.7%	0.0%	2.0%	-2.0%
Male	161	45,946	46	10,936	28.6%	23.8%	4.8%	3.7%	6.6%	-2.9%	7.5%	5.9%	1.6%	5.6%	1.1%	4.5%	10.6%	7.2%	3.3%	1.2%	0.7%	0.6%	0.0%	2.3%	-2.3%
Instructional Assists.																									
Female	700	4,325	333	880	47.6%	20.3%	27.2%	21.0%	3.7%	17.3%	10.0%	7.7%	2.3%	3.4%	0.3%	3.1%	10.3%	5.9%	4.4%	1.1%	1.3%	-0.1%	1.7%	1.4%	0.3%
Male	376	730	241	355	64.1%	48.6%	15.5%	40.7%	10.3%	30.4%	9.6%	21.2%	11.7%	2.4%	0.0%	2.4%	10.1%	1.4%	8.7%	0.8%	8.2%	-7.4%	0.5%	7.5%	-7.0%
Security																									
Female	15	935	9	240	60.0%	25.7%	34.3%	26.7%	12.8%	13.8%	6.7%	4.8%	1.9%	13.3%	4.3%	9.1%	6.7%	1.1%	5.6%	0.0%	2.7%	-2.7%	6.7%	0.0%	6.7%
Male	43	3,965	32	1,545	74.4%	39.0%	35.5%	44.2%	9.0%	35.2%	11.6%	14.5%	-2.9%	4.7%	1.0%	3.6%	14.0%	8.6%	5.4%	0.0%	1.9%	-1.9%	0.0%	4.0%	-4.0%
Transportation (Bus Monitors)																									
Female	32	1,915	32	590	100.0%	30.8%	69.2%	93.8%	17.2%	76.5%	3.1%	6.5%	-3.4%	0.0%	2.9%	-2.9%	3.1%	2.6%	0.5%	0.0%	0.5%	-0.5%	0.0%	1.0%	-1.0%
Male	5	2,685	5	875	100.0%	32.6%	67.4%	80.0%	16.6%	63.4%	0.0%	7.8%	-7.8%	0.0%	2.0%	-2.0%	20.0%	2.0%	18.0%	0.0%	0.4%	-0.4%	0.0%	3.7%	-3.7%
<b>Total Classified</b>																									
Female	1,514	109,542	696	27,623	46.0%	25.2%	20.8%	20.8%	5.2%	15.7%	10.7%	11.3%	-0.6%	4.2%	0.5%	3.6%	7.3%	4.4%	2.9%	1.4%	0.8%	0.6%	1.6%	2.9%	-1.4%
Male	1,062	150,859	603	34,630	56.8%	23.0%	33.8%	27.0%	4.6%	22.4%	15.5%	9.5%	6.0%	3.4%	0.5%	2.8%	8.9%	5.2%	3.7%	1.1%	0.6%	0.5%	0.8%	2.4%	-1.7%
<b>Grand Totals</b>																									
Female	4,456	169,462	1,286	39,998	28.9%	23.6%	5.3%	10.5%	5.5%	5.0%	7.1%	10.4%	-3.3%	3.6%	0.5%	3.1%	5.2%	4.1%	1.2%	0.8%	0.7%	0.1%	1.7%	2.5%	-0.8%
Male	2,158	168,124	826	38,485	38.3%	22.9%	15.4%	17.4%	4.9%	12.5%	10.2%	9.5%	0.7%	2.7%	0.6%	2.1%	6.2%	5.0%	1.2%	0.7%	0.6%	0.1%	1.1%	2.4%	-1.3%