

Affirmative Action Plan 2020-2025

**Toppenish School District
Affirmative Action Plan
2020-2025**

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Section A: Policy and Overview

Introduction

This is the Affirmative Action Plan for the Toppenish School District No. 202. It is utilized as an opportunity to measure progress and to reaffirm our long-standing policy and commitment to equal opportunity in employment. We believe education enhancement requires consistently fair and equitable educational and employment practices without regard to age, race, creed, color, religion, national origin, handicapping condition, marital status, sexual orientation or sex. For this reason, the District seeks to employ and promote individuals that represent diverse talents, contributions, abilities and experiences representative of our society and that are essential to a quality education program.

The Affirmative Action Plan presented here is designed for the years of 2020 - 2025. Although the plan covers a five-year period, it is recognized that, to be effective it will require continuous evaluation and revision to correct disparities in the utilization of employees where it may exist in the Toppenish School District's workforce. Modifications due to decisions by state and federal courts will also be ensured.

The basis for analysis in this plan involves a comparison of the Toppenish School District's (TSD) minority staff in various job categories, to the percentage of minorities in the available labor force. Also, the basis for the analysis of gender balance in this plan is the proportion of men to women in the available labor force for various job categories.

This report serves as TSD'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.

Reaffirmation of Policy

It is the policy of Toppenish School District 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.

The District believes that the responsibility for student success is broadly shared by District staff, administrators, instructors, as well as our 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

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every student to have an equitable educational experience within the Toppenish 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 in 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://lawfilesexext.leg.wa.gov/biennium/2015->

[16/Pdf/Bills/House%20Passed%20Legislature/1541-S4.PL.pdf?q=20200413152428](http://lawfilesexext.leg.wa.gov/biennium/2015-16/Pdf/Bills/House%20Passed%20Legislature/1541-S4.PL.pdf?q=20200413152428)

Authority

School districts in the state of Washington are required by WAC 392-190-0592 to establish and implement an Affirmative Action Plan or Program that includes appropriate provisions designed to eliminate discrimination on the basis of sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, 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.

Purpose

It is the purpose of the District's Affirmative Action Plan to promote, monitor, and maintain the District's affirmative action and equal employment opportunity policies. These policies provide for equal employment opportunities for all employees and applicants for employment without unlawful discrimination on the basis of sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, 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.

It is also the purpose of the District's Affirmative Action Plan to identify at all levels of the workforce, areas of underutilization of racial minorities and women. This Plan is designed to promote outreach, recruitment, training, and education efforts intended to expand the pool of applicants in the relevant labor area having the requisite qualifications to perform the positions included in the job group.

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

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that an affirmative action plan can support our District's efforts in promoting educational excellence through equal employment opportunities and nondiscrimination.

Section B: Workforce Analysis by Race/Ethnicity & 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, Classified Supervisors, Computer Technician, Custodial, Elementary/Middle/K-8, Food Service, Maintenance, Nursing, Office Personnel, Preschool Instructors, Secondary – HS Teachers, Special Education Teachers, Paraprofessional, Central Office Personnel, and Transportation.

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 Toppenish 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 was 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 Yakima 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, Program Directors, Managers, and Deans of Students.

Preschool Instructors: This category includes Pre-school Instructors

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Elementary/Middle/K-8 Teachers: This category includes Elementary Instrumental Music, Bilingual (BS and BS1), Middle School Teachers, Elementary Teachers, Instructional Coaches, Middle School Counselors, and Elementary Counselors.

Secondary Teachers – High School: This category includes Bilingual, Counselors, High School, and Career & Technical Education Teachers.

Special Ed-Teachers: This category includes Special Education Teachers (Self-Contained, Inclusion Specialists, and Special Education Instructional Coach).

Classified Supervisors: This category includes but is not limited to Technology Supervisor, Directors of Maintenance, Indian Education, Transportation, Food Services, and Nursing, as well as District Mediator, Accounting, Secretary to the Superintendent, Assistant Directors of Maintenance, Technology, Informational Security, and Transportation.

Classified Administrative Central Office Personnel: This category includes but is not limited to Central Office Clerk, Payroll Clerk, Administrative Secretary for Registrar, Receptionist, Special Education, State & Federal Programs, Human Resources, Business Manager, and Payroll Assistant, and Payroll Officer

Office Personnel: This category includes but is not limited to Administrative and Assistant Secretaries, Attendance Clerks, Record Clerks, General Clerks, Bookkeeper, and Recruiters.

Nursing: This category includes but is not limited to Registered Nurse, Licensed Practical Nurse, and Certified Nursing Assistants (CNA).

Custodians: This category includes Custodians.

Maintenance: This category includes Utility, Groundskeepers, HVAC and Maintenance Technicians.

Food Services: This category includes but is not limited to Head Cooks, Cooks, and Bakers.

Paraprofessionals: This category includes but is not limited to General Education Paraprofessionals, Special Education Paraprofessionals, Bilingual Paraprofessionals, and Paraprofessionals assigned to Speech and Nursing.

Transportation: This category includes but is not limited to Bus Drivers.

Computer Technicians: This category includes but is not limited to Computer Lab Technicians and Interpreters for the Deaf.

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Race/Ethnicity Data Analysis

Job Group ¹	2020 Total Emp ²	Total Minority	% Total Minority	% Hispanic	% Black or Af. Am	% Am Ind or Ala Native	% Asian	% Nat HA or Pac Isl	% Two or More Races	Theoretical Availability % ³	Deviation From TA % ⁴
CERTIFICATED PERSONNEL											
Certified Admin (TPA)	24	14	58.30%	58.30%	0.00%	0.00%	0.00%	0.00%	0.00%	21.20%	37.10%
Elem & Middle Sch Teachers (K-8)	152	72	45.40%	40.80%	0.00%	1.30%	1.30%	0.00%	2.00%	18.90%	26.50%
Sec Teachers (9-12)	60	31	51.64%	45.00%	1.67%	3.30%	0.00%	0.00%	1.67%	10.50%	41.14%
Special Ed Teachers	16	2	12.60%	6.30%	0.00%	0.00%	6.30%	0.00%	0.00%	13.50%	-0.90%
Total Certificated	252	119	47.22%	41.28%	0.40%	1.57%	1.18%	0.00%	1.60%	37.40%	9.82%
CLASSIFIED PERSONNEL											
Classified Admin/Prof Staff	13	9	69.20%	69.20%	0.00%	0.00%	0.00%	0.00%	0.00%	6.70%	62.50%
Transportation	19	14	73.70%	73.70%	0.00%	0.00%	0.00%	0.00%	0.00%	32.70%	41.00%
Custodial	20	16	80.00%	65.00%	0.00%	10.00%	5.00%	0.00%	0.00%	42.70%	37.30%
Maintenance (Grounds, HVAC, Tech, Utility)	12	9	75.00%	58.30%	0.00%	0.00%	0.00%	0.00%	16.70%	27.30%	47.70%
Office Personnel	22	19	86.30%	81.80%	0.00%	0.00%	4.50%	0.00%	0.00%	21.50%	64.80%
Food Service	31	19	61.20%	54.80%	0.00%	3.20%	3.20%	0.00%	0.00%	41.90%	19.30%
Nursing	3	2	66.70%	66.70%	0.00%	0.00%	0.00%	0.00%	0.00%	22.10%	44.60%
Computer Technicians	2	1	50.00%	50.00%	0.00%	0.00%	0.00%	0.00%	0.00%	30.50%	19.50%
Paraprofessionals	116	100	86.90%	78.50%	0.80%	2.50%	0.90%	0.00%	4.20%	50.80%	36.10%
PreSchool Teachers	10	10	100.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	54.80%	45.20%
Central Office Personnel (COSA)	15	11	73.40%	66.70%	0.00%	0.00%	0.00%	0.00%	6.70%	21.40%	52.00%
Total Classified	263	210	79.85%	73.02%	0.35%	2.24%	0.00%	0.00%	3.00%	37.40%	42.45%
District Grand Totals	515	329	63.88%	57.49%	0.37%	1.91%	1.36%	0.00%	2.32%	37.40%	26.48%

1 The district job categories which match Census occupational titles

2 Total FTE TSD employment from May 1, 2020

3 Total percentage of labor force identified as non-white for Yakima County, as reported by the Census

4 Calculated by subtracting the actual utilization from the theoretical availability

Does not include hourly non-represented, substitutes, or athletic coaches. Transportation only include bus drivers

Summary Race/Ethnicity

Overall, Toppenish School District has an employee population of which 63.88% identify as a minority, which is 26.48% above what would be expected in Yakima County. The overall percentage of certificated and classified employees is above expected numbers from Yakima County.

A single Job Group, Special Education Teachers, is underutilized by -0.90% which is statistically insignificant. All other Job Groups are exceeding the availability in the county and it should be noted that administrators, supervisors, certificated as well as classified employees are over-represented.

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Gender Data Analysis

Job Group	2020 Total Emp2	Total Female	% Total Female	Theoretical Availability %3	Deviation From TA %4
CERTIFICATED PERSONNEL					
Certified Admin (TPA)	24	15	62.50%	45.30%	17.20%
Elem & Middle Sch Teachers (K-8)	152	117	76.97%	72.30%	4.67%
Sec Teachers (9-12)	60	29	48.33%	40.00%	8.33%
Special Ed Teachers	16	14	87.50%	99.00%	-11.50%
Total Certificated	252	175	69.44%	45.80%	23.64%
CLASSIFIED PERSONNEL					
Classified Admin/Prof Staff	13	5	38.46%	25.50%	12.96%
Transportation	19	6	31.58%	40.40%	-8.82%
Custodial	20	2	10.00%	24.80%	-14.80%
Maintenance (Grounds, HVAC, Tech, Utility)	12	0	0.00%	2.30%	-2.30%
Office Personnel	22	22	100.00%	91.40%	8.60%
Food Service	31	30	96.77%	56.00%	40.77%
Nursing	3	3	100.00%	91.20%	8.80%
Computer Technicians	2	0	0.00%	14.10%	-14.10%
Paraprofessionals	116	95	81.90%	95.00%	-13.10%
PreSchool Teachers	10	10	100.00%	87.70%	12.30%
Central Office Personnel (COSA)	15	14	93.33%	95.70%	-2.37%
Total Classified	263	187	71.10%	45.80%	25.30%
District Grand Totals	515	362	70.29%	45.80%	24.49%

Summary Gender Analysis

The Toppenish School District has a total female employee make up of 70.29%, which is 24.49% higher than would be expected in Yakima County. This is bolstered by a high overall percentage of females occupying classified jobs, currently at 71.10%, as well as certificated jobs, currently at 69.44%. Despite the high number of females filling certificated and classified jobs, there are Job Groups that fall below the Theoretical Availability for Yakima County. Specifically, females fall below in Special Education Teachers (-11.50%), Transportation (-8.82%), Custodial (-14.80%), Maintenance (-2.30%), Computer Technicians (-14.10%), Paraprofessionals (-13.10%), and Central Office Personnel (-2.37%).

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Three of the Job Groups that are underrepresented are a result of a small sample size, identified as 15 or fewer employees in that group. The Computer Technicians category only has two employees, the Central Office Personnel is underrepresented by -2.37%, but 14 of the 15 employees are female and the Maintenance group is underrepresented by -2.30% but only has 12 total employees in the group. In addition, the TA for Special Education states that 99% of all Special Education Teachers are female, yet we have 2 male teachers, leading to a conclusion that the TA of female Special Education has evolved (decreased) since the 2010 Census.

Section C: Goals and Strategies

The goals and strategies outlined below are intended to promote equality in employment opportunities within the Toppenish School District, as it is the District's goal to attract and retain high-quality people and high-performing educators representative of our community as a whole. It is imperative that the District secures a diverse workforce to not only encourage and promote upward mobility of all persons, but to also promote diversity, equity and inclusion with our clientele (students) as they will be the next generation of leaders in the workforce and society.

Goals for Underutilized Groups:

For each job category below (those with underutilization of -3% or more and those with an appropriate sample size of more than 15 people), TSD will continue its efforts to increase utilization by 2025. Our goal is to increase utilization by at least 3% in each of the below job categories.

Special Education Teachers: The TA for Special Education states that 99% of all Special Education Teachers are female, yet we have 2 male teachers, leading to a conclusion that the TA of female Special Education has evolved (decreased) since the 2010 Census. While the District has an underutilization of -11.50% in this category, we plan to continue our hiring practices to reflect the current state of availability in this category.

Transportation: Female transportation availability is at 40% and the District's current utilization is 31.58%, reflecting an underutilization of -8.82%. The District goal is to have this underutilization under -5% by 2025.

Custodial: Availability of female custodial staff is 24.80% and the District's current utilization is 10.00%, reflecting an underutilization of -14.80%. The District goal is to have this underutilization under -10% by 2025.

Paraprofessionals: Availability of female paraprofessionals is 95.00% and the District's current utilization is 81.90%, reflecting an underutilization of -13.10%. The District goal is to have this underutilization below -10% by 2025.

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Strategies:

Toppenish School District strives to employ a workforce that is reflective of the demographics of its community and of the children it serves. To accomplish this, the District will execute multiple strategies focused on recruitment and retention of employees. In addition, TSD believes in 'growing and hiring' our own. This means we are strategic about implementing programs, creating systems, and developing key partnerships so that our Toppenish graduates can acquire the knowledge and skills necessary to be successful in the economy/job market which includes Toppenish School District. Below are key strategies that TSD has committed to that will ensure we address the underutilization gaps, as well as sustain the success we have shown in this data analysis.

Recruitment Strategies: Recruitment is just the first step in ensuring a diverse workforce. For our District this will include traditional recruitment practices, but will also include strategies specific to our District and our belief in 'growing our own'. Therefore, we will:

- Identify and connect with community groups to recruit local, diverse candidates.
- Develop and sustain a culture in which administrators and supervisors are active, integral members of the community so they consistently search out talented and diverse potential District employees.
- Identify and consistently advertise with appropriate media outlets.
- Identify and expand recruitment areas, specifically to our Toppenish Community, which includes our Hispanic & Native American populations.
- Attend job fairs/opportunities to meet or partner with racial/ethnic or female candidates.
- Develop key partnerships with our local universities (Yakima Valley College, Heritage University, Perry Technical Institute, and Central Washington University) including but not limited to: including their members on our advisory boards, volunteering to be a part of their candidate development, sitting on their advisory committees, etc...
- Enhance the District's classified to certificated pipeline
- Ensure current employees have access to information about job openings.
- Evaluate job vacancy announcements to ensure requirements are job related.
- Ensure that recruitment materials reflect the diversity of TSD's employees.
- Implement preparatory programs in our District that lead to potential employment in the future with TSD.

Retention Strategies: Retention is a critical factor in ensuring a diverse workforce. A significant amount of time, money, and energy is spent recruiting talented and diverse employees. Therefore, the District must have a culture, as well as systems, in place to foster and embrace diversity and inclusiveness of people and ideas. To that end, we will:

- Sustain and grow our Renaissance program to recognize and reward our employees.
- Sustain and grow our Mentoring program, in which certificated employees go through a weeklong training prior to having kids on-site and strategic mentorship throughout the year.
- Develop an employee onboarding and orientation for classified employees.
- Provide ongoing, job specific professional development to current employees.

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Section D: Staff Responsibilities for Implementation **Monitoring and Evaluation of progress**

The following employee is responsible for the District's Affirmative Action Plan:

Shawn Myers, Assistant Superintendent
Toppenish School District No. 202
306 Bolin Drive
Toppenish, WA 98948
(509) 865-4455
myerss@toppenish.wednet.edu

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

The Toppenish 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 Assistant 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 Toppenish School District policies. The Assistant Superintendent 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 TSD's Affirmative Action Plan
2. Identifying problem areas
3. Formulating recommendations to address identified problems.

Human Resources will be responsible for completing a statistical analysis, updating employment data to measure the effectiveness of the Plan, and to highlight any areas of imbalance, if present.

Human Resources also is committed to employing members of protected as well as non-protected groups. To the extent reasonably possible, Human Resources' recruitment and

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employment will reach protected groups, as well as non-protected groups, in all categories where underutilization exists.

Section E: Internal Monitoring and Reporting

To ensure the implementation and success of the TSD's Equal Employment Policy, HR will maintain a system that will monitor the plan in the following manner:

- Collect and retain facts of TSD employees in the areas of race and sex.
- Collect and retain facts on application data by job, race, and sex.

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. Implement the strategies designed to meet the goals of this Plan and prepare to adjust the Plan, if necessary.
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 as needed.
6. Perceived, apparent, or reported inequities will be formally noted and reported to the Superintendent.

Dissemination of Policy:

It is the responsibility of the Superintendent of the Toppenish School District, or a designee, to inform all applicants for employment, all current employees, all persons responsible for hiring with the Toppenish School District, all employee associations and all Toppenish School District contractors and subcontractors of its commitment to Equal Opportunity Employment. To ensure that all employees, applicants for employment, and others are aware that Toppenish School District is an Equal Opportunity/Diversity Employer; and to ensure that all personnel are fully apprised of the district policy, the following actions have been taken and will continue to be undertaken:

- Internal Dissemination
 - a. The Plan, as well as TSD's policy of non-discrimination, will be posted on the TSD official website.
 - b. TSD 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 Title IX, Civil Rights and 504 Coordinators.
 - c. A statement of the District's commitment to equal employment opportunity is to be included in all District publications, employment announcements, vendor contracts, and/or other related District documents.

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- d. An equal employment opportunity statement will be included on District job postings and any type of advertisement.
- e. Employees will be notified of the existence of the District's EEO policy through notices, postings, general meetings, SOP's, and/or through administrative memos.
- f. The EEO policy will be communicated to applicants included in new employee orientations, managerial training programs, hiring paperwork, and/or job announcements.
- g. The Toppenish School District will have procedures for prompt, fair and impartial consideration of complaints of discrimination.
- h. The Toppenish School District will assure that appropriate steps are taken to comply with the Title IX regulation, prohibiting sex discrimination in education and employment; and section 504 of the Vocation Rehabilitation Act of 1973, prohibiting discrimination the basis of physical, sensory or mental handicaps in education and employment
- i. The Toppenish School District will assure compliance with state laws established to eliminate sex discrimination in the public schools