



# **Camas School District #117 Affirmative Action Plan**



**CAMAS SCHOOL DISTRICT #117**  
**AFFIRMATIVE ACTION PLAN**  
**July, 2011**

**Introduction**

The Board of Directors of the Camas School District #117 recognizes that an affirmative action plan is a sound employment practice that assists in achieving a diverse work force. Camas School District #117 commits itself to a policy of equal opportunity for all applicants and employees without discrimination on the basis of gender, race, creed, color, national origin, marital status, religion, age, veteran status, or physical, mental or sensory disability except as may be necessary to meet a bona fide occupational qualification.

All personnel policies and practices related to employee selection, promotion, retention, staff development, and compensation will conform to this Affirmative Action Plan and the Board Policy 5010, Nondiscrimination and Affirmative Action.

Adherence to the Affirmative Action Plan is a primary responsibility of the Superintendent, administrators, managers, and supervisors. Every employee will be expected to work toward its success.

Washington school districts are required by regulations issued by the Office of the Superintendent of Public Instruction, WAC 392-200-015, 020, to adopt affirmative action employment programs to eliminate discrimination on the basis of sex, race, creed, color, national origin, marital status, age, or the presence of any sensory, mental, or physical handicap. The Washington Law Against Discrimination further prohibits discrimination “because of race, creed, color, national origin, sex, honorably discharged veteran or military status, sexual orientation, or 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.” RCW 49.60.030. In addition to current policies and educational efforts geared toward eliminating discrimination on all these bases, OSPI requires affirmative action plans to include a workforce “utilization” analysis for two specific groups: women and persons who have been identified as racial or ethnic minorities. This analysis involves comparing the District’s current personnel with the available workforce to determine whether the District may be “under-utilizing” women or minorities in various job categories. At the same time, any activities undertaken to address under-utilization must be consistent with RCW 49.60.400 (commonly known as Initiative 200), which prohibits preferential treatment on the basis of race or sex. Thus, if under-utilization is suspected, efforts will necessarily focus on non-discriminatory and non-preferential activities such as maintaining a welcoming work environment, education, recruitment, or other activities consistent with state law.

This Affirmative Action Plan follows the following format, as set forth in the July 2009 Employment Affirmative Action Guidelines issued by OSPI.

## **Purpose**

It is the purpose of the Camas School District's Affirmative Action Plan to further develop and maintain equal employment opportunities for all personnel. The Affirmative Action Plan will bring focus to employment practices in order to ensure the absence of discrimination in employment practices regardless of race, creed, color, national origin, age, honorable discharged veteran or military status, sex, sexual orientation including gender expression or identity, marital status, or physical, sensory or mental disability, or the use of trained dog guide or service animal by a person with a disability. Equal opportunity in hiring and advancement shall be based on positive organizational needs and individual qualifications of applicants and employees. Further, it is the purpose of the Affirmative Action Plan to identify, at all levels of the district work force, areas of under-utilization of certain groups, minorities and women and to set goals for achieving equitable representation of these groups.

## **Responsibility for Implementation**

The Superintendent of the District has the overall responsibility for the development, implementation, coordination, and monitoring of the Affirmative Action Program. The Superintendent has delegated to the Human Resource Director the authority to represent her/him in the identification of problem areas and recommendations on directives for solving identified problems.

## **Affirmative Action Officer:**

Rita Pakenen  
Director, Human Resources  
Camas School District #117  
841 NE 22<sup>nd</sup> Ave  
Camas, WA 98607  
(360) 335-3000

## **Workforce Analysis**

The Camas School District actively seeks qualified protected-class applicants for certificated and classified positions at all levels so that more members of under-represented ethnic groups and other protected categories are available for consideration to be hired by the district.

The District shall ensure that all applicants and employees are considered on the basis of job related qualifications. The Camas School District shall select employees as needed on the basis of merit, training and experience and there shall be no discrimination against any employee or applicant because of race, creed, color, national origin, age, honorable discharged veteran or military status, sex, sexual orientation including gender expression or identity, marital status, or physical, sensory or mental disability, or the use of trained dog guide or service animal by a person with a disability. The purpose of the Affirmative Action Program is to include persons of the under-utilized class into the employment process, not to exclude others from it. The District shall emphasize in all recruitment contacts that nondiscrimination is a basic element in the District's personnel administration.

Appropriate action shall be taken to attract and retain minority candidates at all levels and in all segments of the district's work force. As demonstrated in the data analysis information in the appendix, Black, Hispanic, and Asian populations are under-represented in the district work force based on local and 2010 census data gathered. District data indicates a need for recruitment of male teachers, particularly at the elementary level. Females are under-represented in the maintenance and mechanic classifications of the classified staff, while males are generally under-represented in all other job classifications of the classified staff, with the exception of custodian. The District shall continue to recruit in the wider Portland metropolitan area as well as state wide to try to increase the pool of qualified applicants in under-represented groups.

The District will continue to work toward the integration of affirmative action, multicultural, and sex equity information into the instructional program.

## **Goals/Timetables**

### **A. Goals**

1. The Camas School District shall continue to strive to achieve a rate of employment for minorities, measured on a percentage basis, at least equal to the percentage of minorities indicated in the Camas Census Statistics
2. The Camas School District will seek male teachers meeting job qualifications at all levels, but in particular, the elementary level.
3. The Camas School District will seek qualified male and female candidates for classified positions where males/females are under-represented.
4. The District will make a good faith effort to fill all openings in every department, every school, and at every level of the operation with the Affirmative Action Program in mind while still honoring our collective bargaining agreements.
5. Where there is an appreciable spread in quality of applicants, the District retains the right to choose the most qualified applicant based upon bona fide occupational qualifications and/or the established standards for the open position.

Goals and timetables have been projected for five (5) years, commencing July 1, 2011. No demotions, transfers, or terminations will be used to meet the stated goals or time lines. These goals and timetables will be reviewed annually and revised as appropriate to ensure compliance within the letter, spirit and interest of the District's Affirmative Action Program.

### **B. Timetables**

The Camas School District will analyze the existing statistical reports and use this data to realistically increase the utilization of minorities and other gender-based under-represented populations in the work place. The following factors are considered in establishing reasonable timetables and goals for this purpose:

1. Possible job openings based on turnover
2. Possible job openings created through growth and expansion of the school district.

Goals regarding the hiring and promotion of minorities and males/females are not set so as to constitute a quota, but instead reflect a reasonable objective, arrived at after very careful examination of the profile of the district's work force, its specific job requirements, and the labor profile of Camas, Washington.

## **Internal Audit and Monitoring System**

A bi-annual analysis will be made of all certificated and classified categories of employment to determine present utilization of minorities and women in comparison with the current Camas, WA 2010 Census. To ensure continuing compliance with rules and regulations regarding discrimination, the District shall utilize the following practices:

1. Bi-annual meetings will be held with all administrative and managerial staff to review the Affirmative Action Program and to emphasize their responsibility for its effective implementation.
2. The district's affirmative action program and the non-discrimination policy will be posted on the Camas School district web site. Staff, job candidates, and the community will be directed to the web-site or the Human Resource office for information.
3. All job postings will include a statement that encourages applicants to apply who have experience working with children and families who are culturally, linguistically, and racially diverse.
4. The Human Resource department shall continue to review all employment procedures and forms to make certain that statements, comments or questions which could be interpreted as discriminatory are eliminated; and that particularly where the application is concerned, an Affirmative Action statement is included.
5. Job history files are maintained and retained for the legally specified time period and are available for reference. These files contain copies of the job announcements, applicant lists, selection instruments, rating summaries, and relevant correspondence. The district requests the voluntary collection of and tracks gender and ethnicity data on all candidates.

## **Supportive Systems**

### **A. Recruiting**

1. Professional journals will be utilized as contact points when appropriate.
2. The District will participate in selected job fairs.
3. Minorities and protected category applicants will be sought in all areas where they are under-represented.

### **B. Training and Advancement**

1. Training programs will be provided to all employees in a non-discriminatory manner.
2. The Camas School District will attempt to participate in any community action projects, job fairs, summer minority employment programs and training programs which are within its capabilities and which may be reasonably expected to lead to a furthering of the District's goal of equal opportunity for all.
3. The District offers an administrative internship program that is a prerequisite to becoming an administrator. Staff development opportunities are available through the school district which may, in many cases, provide opportunities to apply course work toward advanced degrees.
4. Classified staff members are eligible to participate in a variety of skill development classes and seminars that are offered in the district at no cost to the participant.
5. All staff receive training annually in Diversity Awareness.

### **C. Hiring**

1. Materials have been developed to assist those staff involved in the interview and hiring process. These training materials will include non-discrimination practices.

### **D. Grievance Procedure**

To ensure fairness and consistency, the following review procedures are to be used in the District's relationship with individuals making complaints regarding its Equal Employment Opportunity Policies. No individual's status with the District shall be adversely affected in any way because the individual has utilized these procedures.

1. Complaint and Grievance Procedure
  - a. The Affirmative Action compliance officer shall investigate all written non-compliance allegations of discrimination.

- b. The allegations of discrimination shall:
  - 1. Be in writing
  - 2. Be signed by the complaining party
  - 3. Set forth specific acts, conditions or circumstances alleged to be in violation of the District's obligations in regard to discrimination.
  - 4. Be filed with the compliance officer as soon as possible, but no later than thirty (30) calendar days after the alleged discrimination.
- c. Upon completion of the investigation, the compliance officer shall provide the Superintendent with a full written report of the complaint and the results of the investigation, unless the matter is resolved to the satisfaction of the complaining party prior to the submission of a full written report.
- d. The Superintendent shall respond in writing to the complaining party within thirty (30) calendar days following receipt of the discrimination charge.
- e. The response by the Superintendent shall state either:
  - 1. That the school district denies the allegations contained in the complaint received, or
  - 2. The nature of such reasonable corrective measures deemed necessary to eliminate any such act, condition or circumstance within the District.
- f. Any corrective measures deemed necessary shall be instituted within thirty (30) calendar days following the Superintendent's mailing of a written response to the complaining party.
- g. The complaint procedure shall not prohibit the processing of grievances by an employee bargaining representative and/or member of a bargaining unit pursuant to grievance procedures established at the school district level with the local bargaining agreement.
- h. In the event a complaint remains aggrieved after the Superintendent has responded, said complainant may appeal to the Board of Directors by filing a written notice of appeal with the secretary of the Board of Directors on or before the tenth day following:
  - 1. The date upon which the complainant received the Superintendent's response, or

2. The expiration of the thirty (30) day response period in 1.b.4, whichever occurs first.
- i. Upon receipt of an appeal, the Board of Directors shall schedule a hearing to commence on or before the twentieth day following the filing of the written notice of appeal.
    1. Both parties shall be allowed to present such witnesses and testimony as the Board of Directors deems relevant and material.
    2. The Board of Directors shall render a written decision on or before the tenth day following the termination of the hearing and shall provide a copy to all parties involved.

### **Reduction in Force**

Reduction in staff will be made in accordance with the Collective Bargaining Agreements currently in force. If a reduction in force is necessary, it will be handled consistent with contractual obligations. The District will attempt to make the reductions in force bearing in mind the affirmative action commitments.

## **Appendix A**

### **Camas School District Affirmative Action Policies**

Policy and Procedure 5010: Nondiscrimination and Affirmative Action was updated by the Board in November of 2007. Language giving hiring preference to US citizens was removed.

#### **5010: NONDISCRIMINATION AND AFFIRMATIVE ACTION**

##### **Nondiscrimination**

The district shall provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion and training. Such equal employment opportunity shall be provided without discrimination with respect to race, creed, color, national origin, age, sex, marital status or qualified individuals with disabilities.

The board shall designate a staff member to serve as affirmative action/ Title IX Compliance officer.

##### **Affirmative Action**

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

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

No qualified person with disabilities shall, solely by reason of a disability, be subjected to discrimination, and the district shall 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.

The district shall 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.

The district shall not make use of any employment test or criteria that screens out persons with disabilities unless:

3. The test or criteria is clearly and specifically job-related; and
4. Alternative tests or criteria that do not screen out persons with disabilities are available.

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.

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 in 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.

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Cross References:    Board Policy 5270    Resolution of Staff Complaints  
                              Board Policy 5407    Military Leave

Legal References:    RCW 28A.400.310    Law against discrimination applicable to district's employment practices

RCW 28A.640.020 Regulations, guidelines to eliminate discrimination  
— Scope

RCW 49.60 Law Against Discrimination

RCW 49.60.030 Freedom from discrimination

RCW 49.60.180 Unfair practices of employer defined

RCW 49.60.400 Affirmative action, discrimination prohibited (I-200)

Chapter 73.16 RCW Employment and Re-employment

WAC 392-200 Employment Discrimination

WAC 392-200-015 Public school employment — Affirmative action program

42 USC 2000c – 2000c-9 Title VII of the Civil Rights Act of 1964

42 USC 2000h – 2000h-6 Title IX Educational Amendments of 1972

42 USC 12101 – 12213 Americans with Disabilities Act

29 USC 706

8 USC 1324a and 1324b (IRCA) Immigration Reform and Control Act of 1986

38 USC §§ 2021 -2024 Uniformed Services Employment and Reemployment Rights Act

45 CFR 84 Sec 504 Vocational Rehabilitation Act of 1973

Executive Order 11246 Amended by Executive Order 11375

Management Resources: *Policy News*, June 2001 State Updates Military Leave Rights

**Adoption Date: March 2005**

**Camas School District**

**Revised November 2007**

## **5010P: Nondiscrimination and Affirmative Action**

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 shall be adversely affected in any way because the staff member utilized these procedures. As used in this procedure, "Grievance" shall mean a complaint which has been filed by a complainant (a student, an employee, a parent or guardian) relating to alleged violations of any anti-discrimination law including Title IX regulations and Washington Administrative Code (WAC) 392-190, Section 504 of the Rehabilitation Act of 1973, 42 USC 12101 - 12213 Americans with Disabilities Act (ADA) or Title VII of the Civil Rights Act of 1964. A complaint shall mean a charge alleging specific acts, conditions or circumstances, which are in violation of the anti-discrimination laws. A respondent shall 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. For this purpose, the following steps shall be taken:

### **Affirmative Action Plan**

The needs of all persons in a pluralistic society must be understood in order to continue to create an employment atmosphere compatible with and receptive to all persons. The following goals shall assure that a meaningful educational experience may continue to exist for students and staff alike. The district will:

1. Make efforts to modify the composition of the future work force in order to work toward a full utilization of aged, handicapped, 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 shall 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 shall continue to use aged, handicapped, ethnic minorities, women and Vietnam veterans in the recruitment and employment process. Job descriptions for classified staff shall 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 shall 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, handicapped, ethnic minorities and women at all levels and in all segments of the district's work force. Criteria for selecting staff shall be reviewed regularly to assure that such statements relate directly to the requirements for specific positions. However, pursuant to state law there shall 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 shall be the responsibility of the superintendent. Administrators shall assist in the attainment of the established goals and purposes of this affirmative action plan.

### **Dissemination**

The district shall 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 shall be disseminated by:

1. Printing and distributing such information to staff, school libraries and offices;  
Publicizing such information in district newsletters;
2. Conducting meetings with administrative staff to explain the intent and advantages of the policy and plan;
3. Conducting faculty meetings and meetings with classified staff;
4. Informing appropriate and interested recruiting and hiring sources; and
5. 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 shall be adversely affected in any way because the staff member utilized these procedures. As used in this procedure, "Grievance" shall mean a complaint which has been filed by a complainant (a student, an employee, a parent or guardian) relating to alleged violations of any anti-discrimination law including Title IX regulations and Washington Administrative Code (WAC) 392-190, Section 504 of the Rehabilitation Act of 1973 or Title VII of the Civil Rights Act of 1964.

A complaint shall mean a charge alleging specific acts, conditions or circumstances, which are in violation of the anti-discrimination laws. A respondent shall 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. For this purpose, the following steps shall be taken:

### **Informal Review Procedures**

When a staff member has an employment problem concerning equal employment opportunity, he/she shall 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 affirmative action/Title IX officer to participate in the informal review procedure. It is intended that the informal discussion shall 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 affirmative action/Title IX 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.

### **Level One - Formal Review**

The complaint must be signed by the complaining party and set forth the specific acts, conditions, or circumstances alleged to be in violation. The affirmative action officer shall investigate the allegations set forth within 30 calendar days of the filing of the charge. The officer shall provide the superintendent with a full written report of the complaint and the results of the investigation. The superintendent shall respond in writing to the complainant as expeditiously as possible, but in no event later than 30 calendar days following receipt of the written complaint. The superintendent shall state that the district either:

1. Denies the allegations contained in the written complaint received by the district, or
2. Shall implement reasonable measures to eliminate any such act, conditions or circumstance.

Such corrective measures deemed necessary shall 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.

### **Level Two - Appeal to Board of Directors**

If a complainant remains aggrieved as a result of the action or inaction of the superintendent he/she may file a written notice of appeal with the secretary of the board by the 10th calendar day following:

1. The date upon which the complainant received the superintendent's response, or
2. The expiration of the 30-calendar day response period stated in Level One, whichever occurs first.

The board shall schedule a hearing to commence by the 20th calendar day following the filing of the written notice of appeal. Both parties shall be allowed to present such witnesses and testimony as the board deems relevant and material. The board shall render a written decision by

the 10th calendar day following the termination of the hearing and shall provide a copy to all parties involved.

### **Level Three - Appeal to the Superintendent of Public Instruction**

In the event a complainant charging discrimination remains aggrieved with the decision of the board of directors in connection with any matter which, if established, would constitute a violation, the complainant may appeal the board's decision to the superintendent of public instruction.

1. A notice of appeal must be received by the superintendent of public instruction on or before the tenth (10th) day following the date upon which the complainant received written notice of the board of directors' decision.
2. A notice of appeal must be in writing in the form required by the superintendent of public instruction and must set forth:
  - A. A concise statement of the original complaint and the portions of the board of directors' decision which are appealed.
  - B. The suggested recommendations for resolution or remediation of the alleged complaint set forth in the original statement of complaint.

### **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, shall be retained in the office of the district compliance officer for a period of 5 years.

**March 2005**



Legal References: RCW 28A.400.300 Hiring and discharging employees — Leaves for employees — Seniority and leave benefits, retention upon transfers between schools

RCW 28A.405.210 Conditions and contracts of employment — Determination of probable cause for non-renewal of contracts — Notice — Opportunity for hearing

43.43.830 Background checks — Access to children or vulnerable persons

43.43.832 Background checks — Disclosure of child abuse

WAC 162-12 Pre-employment Inquiry Guide (Human Rights Commission)

AGO 62155.00 - No. 155 1961-62 Expenses of Applicants

P.L. 99-603 (IRCA) Immigration Reform and Control Act of 1986

Title 8 USC, Ch. 12 §1324a and §1324b

**Adoption Date: March 2005**  
**Camas School District**

## **5000P: Recruitment and Selection of Staff**

Current and projected staff needs provide the basis for staff recruitment and selection. Once needs are identified, the recruitment and selection process should result in employing a staff member who is the most qualified to fulfill the need based upon the candidate's skill, training, experience and past performance.

### **Identifying Needs**

1. Collect enrollment projections from each school building (use birth data to estimate “K” enrollment).
2. Compare building projections with long-range district projections using the cohort survival ratio, and/or other appropriate data analysis.
3. Establish staffing needs using the lowest projections.
4. Identify returning staff members, including returns from leave of absence and excluding retirees.
5. Identify openings, recognizing the new requirements, goals and priorities of the district and including possible co-curricular assignment needs.
6. Review voluntary transfer requests in relation to the provisions of the collective bargaining agreement.
7. Identify possible involuntary transfers in relation to provisions of the collective bargaining agreement.

### **Recruiting**

1. Review affirmative action plan and goals.
2. Develop job description for each necessary position, including salary range.
3. Develop job announcement using information from job description; experience, preparation, salary range and other related information.
4. List vacancies with intention to reach potential applicants from protected employment groups in order to achieve affirmative action goals.

### **Screening**

1. Identify screening and interviewing team with alternates prior to announcing the vacancy.
2. Review criteria for screening.
3. Compile a screening summary report for each candidate to be considered, including specific reasons for eliminating candidates.
4. Select candidates to be interviewed. (Note: Findings should be stated on the screening summary report for each candidate that was considered.)
5. Notify rejected applicants.

## **Interviewing**

1. Prepare for interview by:
  - Reviewing all duties and responsibilities of the position;
  - Reviewing the minimum qualifications needed to perform the duties of the position;
  - Developing a series of questions to be used in interviewing candidates, including guidelines for what to look for in response to questions; and
  - Reviewing the candidate's application folder.
2. Meet with team to review interview questions and evaluation procedure.
3. Ask each candidate to respond to a predetermined set of questions.
4. Record the responses of each candidate.
5. Give the candidate an opportunity to ask any question(s).
6. Inform the candidate regarding the time line for hiring.
7. Rate the candidate on a scale for each response to each question
8. Ask one clear and concise question at a time.
9. Avoid cross-examination or pressure techniques.
10. Insure fairness by asking the same questions developed from the established criteria for the position.
1. Abide by the Human Rights Commission's published list of fair and unfair questions.

## **Recommending**

1. Review available information:
2. Credentials - training, experience and recommendations
3. Letters of application, responses to topics on supplementary application,
4. Responses to interview questions,
5. Contact with previous supervisors and personal acquaintances.
6. Select candidate to be recommended to superintendent.
7. Prepare supporting statements on behalf of the candidate to be recommended.
8. Place screening evaluation, interview evaluation, and telephone reference check reports in a file for possible future reference.

## **Employing**

1. Review the written recommendation and supporting information from the interviewer(s).
2. Inform candidate that he/she will:

3. Be recommended for the position, provided that the records of the Washington State Patrol criminal investigation system reveal that the prospective staff member is free of any convictions of offenses against children and other persons. (RCW43.43.830);
4. Receive a general statement about the type of contract that will be issued (letter of intent);
5. Be expected to verify in writing his/her willingness to accept a contract if offered;
6. Be expected to present documents, as per p. 1. 99-603, which establish his/her identity, and attest, in writing, his/her eligibility to work; and
7. Present recommendation to board.
8. Employ candidate at official board meeting noting the type of contract to be issued.
9. Advise unsuccessful candidates.

#### **Issuing Contracts (Certificated Employees)**

1. Secure official statements regarding the work experience from previous employers.
2. Evaluate transcript in terms of salary schedule placement criteria.
3. Issue appropriate contract — Provisional, Temporary (less than one year), Supplemental.
4. Issue appropriate business forms and payroll information, register teaching certificate.

**March 2005**

## **Policy Dissemination**

The Camas School District disseminates information regarding the Affirmative Action Policy in the following manner:

### **A. Internal**

1. Display equal employment opportunity posters on public bulletin boards within the school district.
2. Meet with school district administrative and supervisory personnel to explain the intent of the Affirmative Action Program and individual responsibility for effective implementation.
3. Ensure that all ongoing and future contractual provisions are nondiscriminatory.
4. Communicate to all employees the existence of the school district's Affirmative Action Program and require their cooperation in achieving the goals of the program.
5. Include information about the Affirmative Action/Title IX Procedures with the student rights and responsibilities information distributed to all students each year.

### **B. External**

1. Inform all recruiting sources of the school district's Affirmative Action Program and of the district's desire to recruit employees in protected categories.
2. Communicate to prospective employees the existence of the school district's Affirmative Action Program.
3. Include a statement of the district's nondiscrimination policy on all job announcements, purchase orders, contracts, and other documents used in business transactions, and on all regular publications of the community relations office.

Appendix B  
Census Information

Ethnicity	Camas 2010 Population*	Vancouver 2010 Population*	Washougal 2010 Population*	Clark County 2010 Population
Black	1%	2.90%	0.60%	2%
Hispanic	4.10%	10.40%	5.30%	7.60%
Asian	6%	5%	2.40%	4.10%
Native American	0.60%	1%	1%	0.90%
White	87.40%	80.90%	90.30%	85.40%

**Total Cert Staff: 359**

**Total Classified Staff: 341**

	CSD-Total Certificated Staff 2010	CSD-Total % Certificated Staff 2010	CSD-Total Classified Staff 2010	CSD-Total % Classified Staff 2010	Problem Area
Black	0	0%	1	0.3%	Yes
Hispanic	4	1.1%	7	2.1%	Yes
Asian	6	1.7%	9	2.6%	Yes
Native American	2	0.6%	3	0.9%	No
White	350	97.5%	334	97.9%	No

\*Population Statistics from 2010 US Census

## Appendix C

### Analysis of District Staff As of June 1, 2011

Staff Categories	District Totals	Black	Hispanic	Asian/ Pac. Island	Native American	Minority Totals	Male	Female
<i>Certificated and Adm.</i>								
Certificated Administrators	17	0	0	0	0	0	8	9
Classified Administrators	9	0	0	1	0	1	6	3
Teachers	342	0	4	6	2	12	87	255
<b>Subtotal Certificated and Adm.:</b>	<b>368</b>	<b>0</b>	<b>4</b>	<b>7</b>	<b>2</b>	<b>13</b>	<b>101</b>	<b>267</b>
<b>Percentage of Total</b>		<b>0.00%</b>	<b>1.09%</b>	<b>1.90%</b>	<b>0.54%</b>	<b>3.53%</b>	<b>27.45%</b>	<b>72.55%</b>

Staff Categories	District Totals	Black	Hispanic	Asian/ Pac. Island	Native American	Minority Totals	Male	Female
<i>Classified</i>								
Bus Drivers	51	0	0	1	0	1	9	42
Crossing Guard	5	0	0	0	0	0	1	4
Custodial	24	1	0	0	0	1	14	10
Food Service	41	0	1	1	1	3	0	41
Maintenance	11	0	0	1	0	1	10	1
Mechanic	4	0	0	0	0	0	4	0
Paraprofessionals	99	0	4	3	1	8	2	97
Printer	1	0	0	0	0	0	1	0
Professional Tech	48	0	1	0	0	1	4	44
Secretaries	30	0	1	2	1	4	0	30
Unrepresented Classified Staff	18	0	0	0	0	0	2	16
<b>Subtotal Classified:</b>	<b>332</b>	<b>1</b>	<b>7</b>	<b>8</b>	<b>3</b>	<b>19</b>	<b>47</b>	<b>285</b>
<b>Percentage of totals</b>		<b>0.30%</b>	<b>2.11%</b>	<b>2.41%</b>	<b>0.90%</b>	<b>5.72%</b>	<b>14.16%</b>	<b>85.84%</b>

<b>GRAND TOTALS:</b>	<b>700</b>	<b>1</b>	<b>11</b>	<b>15</b>	<b>5</b>	<b>32</b>	<b>148</b>	<b>552</b>
<b>Percentage of total</b>		<b>0.14%</b>	<b>1.57%</b>	<b>2.14%</b>	<b>0.71%</b>	<b>4.57%</b>	<b>21.14%</b>	<b>78.86%</b>

**RESOLUTION NO. 10-12**

CAMAS SCHOOL DISTRICT NO. 117

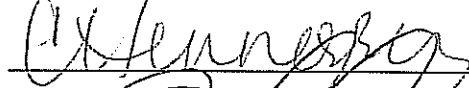


**AFFIRMATIVE ACTION PROGRAM**

**WHEREAS**, the Camas School District desires to further develop and maintain equal employment opportunities for all personnel.

**BE IT THEREFORE RESOLVED**, that the Affirmative Action Program attached herewith is approved.

**ADOPTED BY THE BOARD OF DIRECTORS OF THE CAMAS SCHOOL DISTRICT ON THE 27<sup>TH</sup> DAY OF JUNE, 2011.**

**CAMAS SCHOOL DISTRICT #117  
BOARD OF DIRECTORS**

  
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**ATTEST:**

  
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Secretary, Board of Directors  
June 27, 2011