

**OMAK SCHOOL DISTRICT #19**

**AFFIRMATIVE ACTION PLAN  
2010-2015**

**Board of Directors**

Wendell George, Chairman

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**Superintendent**

Arthur Himmler, Ph.D.

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## SECTION 1

### A. INTRODUCTION AND REAFFIRMATION

The Omak School District's Affirmative Action Plan represents our commitment to equal employment opportunity which ensures the absence of discrimination in employment practices. The District has a long-established commitment to provide equal employment opportunities to its staff and to applicants for all positions in the district. Such equal employment opportunity shall be provided without discrimination with respect to race, creed, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation including gender identity, marital status, or qualified individuals with disabilities. In pursuit of this policy, the school district has endeavored to maintain objectivity in its hiring practices and personnel actions. The district is committed to taking affirmative action to increase the employment opportunities for those who are under-represented in our work force.

To facilitate these goals, the District has a well developed hiring practice which includes, non-discriminatory employment procedures for recruitment, selection, training, and education. It is the responsibility of each employee involved in hiring and promotion of staff to maintain a strong commitment to equal employment opportunity at his/her work site and throughout the district.

The Omak School District recognizes that though there has been no intentional discrimination as a result of policy decisions, a good faith effort must be on-going to positively impact the disparities in the utilization of employees where it may exist in the district's workforce.

The Omak School District's Affirmative Action Plan, Board Policy 5010 and Procedure 5010P, will be reaffirmed upon acceptance of the Affirmative Action Plan by the Office of the Superintendent of Public Instruction.

This plan covers a five-year period, 2010-2015, and will be reviewed annually and modified as necessary, in accordance with applicable law.

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Arthur Himmler, PH.D. Superintendent

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Wendell George, Board Chairman

## **B. AUTHORITY**

The requirements for Affirmative Action Plans are contained in Federal Executive order 11246 and in Affirmative Action Guidelines issued by the United States Departments of Labor and Justice. Executive Order No. 11246 (as amended by Executive Order No. 11375) requires Affirmative Action programs for all federal contractors and sub-contractors. Institutions with contracts over \$50,000.00 and 50 or more employees must develop, implement and submit written programs. The Omak School District, as a recipient of federal funds over \$50,000.00 and an employer with more than 50 employees, must meet these requirements.

The Washington law against discrimination, Chapter 49.60 RCW, provides for the right to be free from discrimination based upon race, creed, color, national origin, age, honorably-discharged veteran or military status, sex, marital status, sexual orientation including gender identity, or physical, sensory or mental disability. This right includes the right to obtain and hold employment without discrimination. The Washington State Human Rights Commission (WSHRC) enforces the provisions of the anti-discrimination law. Further, Washington school districts are required by RCW 28A.640, and WAC 392.200.005, to establish and implement programs that are designed to eliminate discrimination on the basis of sex/gender.

Washington law requires school districts to develop, write and implement an Affirmative Action Plan covering three or five years. The Omak School District must submit their Affirmative Action Plan for approval to the Office for Equity Education at the Office of the Superintendent of Public Instruction (OSPI). Once the Plan has been approved, it shall be submitted to the Board of Directors for final approval and adoption.

## **C. PURPOSE**

An Affirmative Action Plan sets forth results-oriented programs to which the district commits its good faith effort to attain and maintain equal employment opportunity. The plan addresses protected populations, such as identified by law, that have been traditionally under-represented in the professional ranks or in the labor force generally for employment purposes. The protected classes generally include:

- Aged: The federal definition is any person over 40.
- Ethnicity or Race: Any member of an identifiable ethnic or racial group which has traditionally been under-represented in professional labor ranks.
- Disabled: Persons with physical, mental or sensory disabilities.
- Women
- Vietnam Era Veterans: 1964-1974
- Disabled Veterans: Includes all veterans; regardless of dates of service.

The purpose of the Omak School District's Affirmative Action Plan, 2010-2015, is to ensure that equal employment opportunity is provided for all applicants and employees. As a result, the district seeks to:

- Ensure the absence of discrimination in employment practices based on race, creed, color, national origin, age, sex, marital status, sexual orientation including gender identity, or physical, sensory or mental disability.
- Identify areas of underutilization of minorities and women at all levels of the district's work force; and
- Recognize identified underutilization when planning and implementing recruitment efforts.

## SECTION 2: POLICY # 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; color; ethnicity; national origin; the presence of any sensory, mental, or principal disability; sex or sexual orientation including gender identity., honorably-discharged veteran or military status. The district may give preference to the United States citizen or national over an authorized alien if two candidates are equally qualified.

The board shall designate a staff member to serve as affirmative action/Title IX Compliance Officer. Currently, that person is: LeAnne Olson, Human Resources Director.

#### **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 ages, handicapped, ethnic minorities, women and Vietnam Era 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 and the affirmative action officer 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 Era veterans, although under state law racial minorities and women may not be treated preferentially in public employment.

The 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:

- A. 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.

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

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

- C. 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.

- D. 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.

**Cross References:**

Board Policy 5011  
Board Policy 5270  
Board Policy 5407

NonDiscrimination and Affirmative Actio  
Resolution of Staff Complaints  
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	Discrimination-Human Rights Commission
RCW 49.60.030	Freedom from discrimination-Declaration of civil rights
RCW 49.60.180	Unfair practices of employer defined
RCW 49.60.400	Discrimination, preferential treatment prohibited
Chapter 73.16 RCW	Employment and Re-employment
WAC 392-200	School Personnel -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	



## PROCEDURE # 5010

### NONDISCRIMINATION

To ensure fairness and consistency, the following grievance procedure is to be used in the district's relationship with its staff with regard to employment problems covered by state and federal equal employment opportunity laws and/or this Affirmative Action Procedure.

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 to this and, the following steps shall be taken:

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:

- A. 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 era veterans in the various job categories.
- B. Ensure that all applicants and staff are considered on the bases 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.
- C. 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 era 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.

- D. 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.
- E. Take appropriate action to attract and retain aged, handicapped, ethnic minorities, women and veterans 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.
- F. 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 and the Affirmative Action Officer of the Omak Public Schools. Administrators shall assist in the attainment of the established goals and purposes of this Affirmative Action Plan.

## **Non-Discrimination & Affirmative Action Notification**

The Omak School District #19 complies with all federal rules and regulations and does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. This holds true for all district activities, programs, and employment opportunities. The following employee has been designated to handle questions and complaints of alleged discrimination: Title IX/RCW 28A.640/RCW28A.642 Officer, LeAnne Olson (509) 826-7687, Section 504/ADA Coordinator, Sheila Crowder (509) 826-8143, and/or Compliance Coordinator for State Laws RCW 28A.640 Sexual Equality and RCW 28A.642 Discrimination Prohibited Officer, LeAnne Olson (509) 826-7687. Omak School District is a drug- and tobacco-free workplace. For more information on Omak School District's Affirmative Action Plan, please visit the "District Information" section located under "Our District" on the Omak School District website at [www.omaksd.wednet.edu](http://www.omaksd.wednet.edu).

El Distrito Escolar #19 de Omak, cumple con todas las normas federales y reglamentos y no discrimina en base a sexo, raza, credo, religión, color, origen nacional, edad, veterano honorablemente descargado o estado militar, orientación sexual como expresión de género o identidad, presencia de alguna incapacidad física, sensorial o mental, o el uso de un animal o perro de servicio entrenado como guía para una persona con una incapacidad en sus programas y actividades, y proporciona acceso igualitario a los Boy Scouts y otros grupos juveniles designados. Esto es válido para todas las actividades del distrito, programas y oportunidades de empleo. El siguiente empleado ha sido designado para manejar preguntas y quejas en caso de supuesta discriminación: Oficial de Title IX/RCW 28A.640/RCW28A.642, LeAnne Olson (509) 826-7687, Coordinadora Sheila Crowder (509) 826-8143 sección 504/ADA, y/o el Coordinador de cumplimiento para Leyes estatales de igualdad Sexual RCW 28A.640 y oficial de discriminación prohibida, RCW 28A.642, LeAnne Olson (509) 826-7687. El distrito escolar de Omak es un lugar de trabajo, libre de drogas y tabaco. Para obtener más información sobre el Plan de Acción Afirmativa del Distrito Escolar de Omak, por favor visite la sección "Información del Distrito" situada debajo de "Nuestro Distrito" en la página electrónica del distrito escolar de Omak en [www.omaksd.wednet.edu](http://www.omaksd.wednet.edu)

## **GRIEVANCE PROCEDURE**

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 to this and, the following steps shall be taken:

### **Informal Review Process**

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 office 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:

- A. Denies the allegations contained in the written complaint received by the district,  
or
- B. Shall implement reasonable measures to eliminate any such act, condition 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 part.

**Level Two – Appeal to the 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 to the Board of Directors by the 10<sup>th</sup> calendar day following criteria A or B below; whichever occurs first:

- A. The date upon which the complainant received the superintendent's response, or
- B. The expiration of the 30 calendar day response period stated in Level One.

The board shall schedule a hearing to commence by the 20<sup>th</sup> 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 10<sup>th</sup> 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.

- A. A notice of appeal must be received by the superintendent of public instruction on or before the tenth (10<sup>th</sup>) day following the date upon which the complainant received written notice of the Board of Directors' decision.
- B. A notice of appeal must be in writing in the form required by the Superintendent of Public Instruction and must set forth:
  - 1. A concise statement of the original complaint and the portions of the Board of Directors' decision which is appealed.
  - 2. 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.

### SECTION 3:

#### DISSEMINATION OF AFFIRMATIVE ACTION PLAN

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 is disseminated by:

- A. Printing and distributing hard copy of all pertinent information (Affirmative Action Plan, Board Policies, job postings, and training opportunities) to staff as information becomes available;
- B. Posting open positions for employment and training opportunities on the district website located at [www.omaksd.wednet.edu](http://www.omaksd.wednet.edu) and at the specified location in each building;
- C. Submitting all job postings to appropriate and interested recruiting and hiring sources including Work Source, local paper, and other school districts in Omak's reasonable recruitment areas;
- D. Maintaining accurate and updated policy manuals on the website and at each district location;
- E. Presenting the intent and advantages of the Affirmative Action Plan and associated policies to administrators, certificated staff and classified staff annually as an agenda item as available;
- F. Publicizing Title IX Education Amendments in the local newspaper in the fall of each school year.
- G. Publicizing the reference to the Affirmative Action Plan in the Omak School District #19 School Newsletter.
- H. Providing a link to the Affirmative Action Plan on the district website.

## **SECTION 4:**

### **ANALYSIS of the WORKFORCE**

The analysis in this report addresses differences in the utilization percentage of women and ethnic minorities, in the district as compared to their statistical availability in reasonable recruitment areas.

The process used to analyze the district's work force for evidence of possible underutilization was to compare the protected class percentages of the Omak School District employees to the percentage of the class in Okanogan County. Comparative data, representing the available work force, was taken from the 2000 US Census Bureau Data Tool.

In determining a reasonable recruitment area, the district examined the residential addresses of current employees and applicants. It was determined that the majority of applicants live in Washington State and the majority of the employees now reside in Okanogan County.

After completion of the numerical analysis for Omak School District, additional comparative data was tabulated for Okanogan County. It was determined that the average workforce percentile for Okanogan County did not provide sufficient representation for staff recruitment.

The data on Workforce Chart 3 reflects the numerical analysis of Omak School District's workforce as it compares to Okanogan County's workforce. A review of the data documents the need for the District to continue to recruit persons of minority ethnicity. Employment of minority staff would also align with the district's minority student population. (see Chart 4 Student Demographics)

Numerical Analysis Chart 1 Workforce Data shows a statistical difference that indicates underutilization of women and/or minorities in the Omak School District. Those groups, where goals have not been met, are addressed in the Action Plan Goal statements.

The data from the U.S. Census Bureau compared to the district's current workforce provided the basis for developing the Omak School District Affirmative Action Plan.

## SECTION 4 NUMERICAL REVIEW AND ANALYSIS

### Promotable or Transferable Minorities

#### A. Executive – managerial

Five (5) of our female employees are in a mid-management level.

Five (5) of the five (5) mid-management staff are in the aged category

#### B. Professional – technical

Fifty eight (58) of our ninety six (96) teachers are female with forty (40) in the aged category. Two (2) teachers are Native American and (2) are Hispanic.

#### C. Auxiliary – para educators

The District's para educators are given in-service workshop-type training, which increases their qualifications. Forty (40) of the forty four (44) paras are female with thirty eight (38) in the aged category. Four are Hispanic and four are American Indian.

#### D. Custodial Services

Two (2) of the nine (9) building custodians are female. Nine (9) of the building custodians are in the aged category.

#### E. Bus Drivers

Eight (8) of the thirteen (13) bus drivers are female. Six (6) of the thirteen (13) bus drivers are in the aged category.

#### F. Cooks

Seven (7) of the eight (8) cooks are female. Four (4) of the eight (8) are in the aged category.

#### G. Counselors

One (1) of the three (3) counselors is female. Two (2) of the three (3) are in the aged category.

#### H. Secretaries

All sixteen (16) of the secretaries are female. Fourteen (14) of the sixteen (16) are in the aged category.



## **SECTION 4 (CONTINUED)**

### **NUMERICAL REVIEW AND ANALYSIS – NOTES**

Examination of the data contained in the Okanogan County Workforce data reveals several discrepancies that should be noted in reference to Omak School District's Goals and action steps for recruitment.

It should be noted that Okanogan County is the largest in Washington State, covering 5,300.6 square miles. Okanogan County is also one of the most sparsely populated-with a population density of approximately 7.5 people per square mile or a total of 39,564 people reflected on the 2000 census. When you consider that the entire workforce is comprised of 29,898 people and that those people can be spread over a 5000 square mile area, you have a more accurate reflection of the difficulties that face Omak School District when it endeavors to hire staff.

Omak School District is competing with eight other school districts for qualified staff. Four of the other school districts are within a 30 minute drive of Omak. This makes the competition for qualified staff highly competitive. It makes the competition for qualified minority staff very intense. These issues coupled with other economic factors diminish the available employee pool.

The Hispanic population in Okanogan County doubles during the various fruit harvests. This influx is comprised of agricultural workers. Once harvest is over, much of the migrant population returns to California to work the harvests there. It should be noted that the stable/permanent Hispanic population of Okanogan County comprises only 12.8% of the total population. They too, are primarily agricultural workers. The Omak School District is always looking for qualified Hispanic staff members both certified and classified. These positions are often unfilled due to lack of qualified applicants.

The Native American population comprises 9.8% of the workforce. Most of the 9.8% is employed by the Colville Tribe either in government or in tribal industries. Omak is located on the most western edge of the reservation—away from the primary population center of the reservation. Therefore, it is viewed as a less desirable place of employment.

While Okanogan County has a substantial population of veterans, many are pre-Viet Nam era and thus are at retirement age. Many Viet Nam-era veterans decline to identify themselves as such.

While these concerns are troubling, Omak School District strives to increase its applicant pool. The Omak School District recruits locally and at all major colleges in the Pacific Northwest. The Omak School District also posts certified staff openings on the internet—thus reaching as wide an applicant base as possible. Classified staff openings are advertised in local papers whose readership extends in a 90 mile radius.

**Section 4**  
**Numerical Analysis**  
**Chart 1**  
**Ethnicity and Gender - by Job Group**

**Omak School District #19 Workforce Data**

Job Title	Salary Range	Total Employees		Minority		White		Black		Hispanic		Asian		American Indian		Age Over 40		Handicap/Disabled		Viet Nam Veteran		
		Female	Male	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Superintendent	135,000.00	1	0			1	0										1	0				
Principals	78,231-95,004	7	3			4	3										4	3				
Teachers	34,048-64,174	96	58			37	54				2	1				2	29	40				
Counselors	40,820-64,174	3	1			1	1							1			1	1				
Trans. Supv.	56,534	1	0			1	0										1	0				
Maintenance Su	52000	1	0			1	0										1	0				
Secretaries	9,279.-28,881	16	16			0	16										14	0				
Custodians	9,803.-34,445	9	2			7	2										7	2				
Bus Drivers	11,271-22,564	13	8			5	8										5	6				
Cooks	4,124.-21,652	8	7			1	7										1	4				
Para Educators	5,213-23,562	44	40			3	32				1	4				4	4	38				
Business Manag	66,997	1				1	0										0	0				
Human Resourc	56,245	1	1			0	1										1	0				
Central Office C	24,128.-49,898	5	4			1	4										1	3				
		206	140	0	0	63	128	0	0	1	6	1	0	1	6	70	97	0	0	0	0	0

**SECTION 4  
NUMERICAL ANALYSIS  
CHART 2  
OKANOGAN COUNTY DATA - Ethnicity**

**OKANOGAN COUNTY AS PER 2000 CENSUS**

<b>Total Population:</b>	39,564	100%
White	29,617	74.9
Black	133	0.3
Native/Aleut	4,524	11.4
Asian/Pacific Islander	256	0.6
Hispanic	5,034	12.8

	<u>TOTAL</u>	<u>PERCENT</u>	<u>FEMALE</u>	<u>PERCENT</u>
<b>Total Labor Force:</b>	29,898	100	15,053	100
White	23,558	78.8	12,046	80
Black	77	0.3	33	0.2
Native/Aleut	2,938	9.8	1,513	10.1
Asian/Pacific Islander	188	0.6	140	0.9
Hispanic	3,137	10.5	1,321	8.8

**Total Non-Institutional Persons Over 16**

<b>By Work Disability Status</b>	<b>7,388</b>	<b>25</b>
(Based on total 16+ population of 29,898)		
in Labor Force	1,944	27
Prevented from Working	2,753	37
Not in workforce/Not prevented from working	2,691	36

**Total Veteran Population**

(Based on total county population of 39,564)	<b>4,657</b>	<b>12</b>
Post Viet Nam	244	
Viet Nam Era	1,510	
Other Conflicts	2,903	

**SECTION 4  
NUMERICAL ANALYSIS  
CHART 3**

Workforce comparison: County/School District

Promotable or Transferable Minorities

Executive – managerial

Five (5) of our female employees are in a mid-management level.

Five (5) of the five (5) mid-management staff are in the aged category.

**DATA COMPARISON  
OKANOGAN COUNTY WORKFORCE  
OMAK SCHOOL DISTRICT WORKFORCE**

	<u>TOTAL</u>	<u>PERCENT</u>	<u>FEMALE</u>	<u>PERCENT</u>
<b>Total County Labor Force:</b>	<b>29,898</b>	<b>100.0</b>	<b>15,053</b>	<b>50.0</b>
White	23,588	78.8	12,046	40.3
Black	77	.3	33	0.1
Native American	2,938	9.8	1,513	5.1
Asian & Pacific Islander	188	.6	140	.5
Hispanic	3,137	10.5	1,321	4.0
Disable Workers	1,944	6.0	N/A	N/A
Veterans	4,657	15.6	N/A	N/A
 <b>Total Omak School District Workforce:</b>	 <b>207</b>	 <b>100.0</b>	 <b>141</b>	 <b>68.0</b>
White	191	92.0	128	67.0
Black	0	0.0	0	0.0
Native American	7	0.3	6	86.0
Asian & Pacific Islander	1	.005	0	0.0
Hispanic	8	.04	7	88.0
Disabled Workers	0	0	0	0.0
Veterans	0	0	0	0.0

OMAK SCHOOL DISTRICT STUDENT DEMOGRAPHICS

2010-11

Chart 4

Student Ethnicity and Gender

	ASIAN		BLACK		HISPANIC		CAUCASIAN		INDIAN		MULTI		NON PROVIDED		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Pre - K	1	0	0	1	10	9	14	18	7	12	0	0	1	0	73
Kindergarten	0	0	1	2	17	14	23	34	13	14	0	0	0	0	118
First	0	1	0	0	15	14	27	28	14	18	0	1	1	0	119
Second	0	0	1	0	10	9	29	18	12	14	0	1	0	0	94
Third	0	0	0	1	13	9	28	25	20	12	3	0	0	0	111
Fourth	1	0	0	0	16	12	30	21	13	16	1	0	0	0	110
Fifth	0	1	2	0	9	12	30	33	12	16	0	1	0	0	116
Sixth	0	0	0	0	20	9	30	31	20	16	0	0	0	0	126
Seventh	2	0	0	1	12	14	20	28	21	13	0	0	0	0	111
Eighth	2	1	1	0	9	9	16	28	15	13	0	0	0	0	94
Ninth	0	2	1	0	13	12	24	28	17	14	0	0	0	0	111
Tenth	3	0	0	1	11	10	29	28	10	15	0	0	0	0	107
Eleventh	0	1	0	0	15	10	33	28	19	18	0	0	0	0	124
Twelfth	2	1	2	1	9	14	31	30	11	17	0	0	0	0	118

TOTAL STUDENTS 1532

	ASIAN		BLACK		HISPANIC		CAUCASIAN		INDIAN		MULTI		NON PROVIDED		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Pre - K	0.01	0.00	0.00	0.01	0.14	0.12	0.19	0.25	0.10	0.16	0.00	0.00	0.01	0.00	4.77%
Kindergarten	0.00	0.00	0.01	0.02	0.14	0.12	0.19	0.29	0.11	0.12	0.00	0.00	0.00	0.00	7.70%
First	0.00	0.01	0.00	0.00	0.13	0.12	0.23	0.24	0.12	0.15	0.00	0.01	0.01	0.00	7.77%
Second	0.00	0.00	0.01	0.00	0.11	0.10	0.31	0.19	0.13	0.15	0.00	0.01	0.00	0.00	6.14%
Third	0.00	0.00	0.00	0.01	0.12	0.08	0.25	0.23	0.18	0.11	0.03	0.00	0.00	0.00	7.25%
Fourth	0.01	0.00	0.00	0.00	0.15	0.11	0.27	0.19	0.12	0.15	0.01	0.00	0.00	0.00	7.18%
Fifth	0.00	0.01	0.02	0.00	0.08	0.10	0.26	0.28	0.10	0.14	0.00	0.01	0.00	0.00	7.57%
Sixth	0.00	0.00	0.00	0.00	0.16	0.07	0.24	0.25	0.16	0.13	0.00	0.00	0.00	0.00	8.22%
Seventh	0.02	0.00	0.00	0.01	0.11	0.13	0.18	0.25	0.19	0.12	0.00	0.00	0.00	0.00	7.25%
Eighth	0.02	0.01	0.01	0.00	0.10	0.10	0.17	0.30	0.16	0.14	0.00	0.00	0.00	0.00	6.14%
Ninth	0.00	0.02	0.01	0.00	0.12	0.11	0.22	0.25	0.15	0.13	0.00	0.00	0.00	0.00	7.25%
Tenth	0.03	0.00	0.00	0.01	0.10	0.09	0.27	0.26	0.09	0.14	0.00	0.00	0.00	0.00	6.98%
Eleventh	0.00	0.01	0.00	0.00	0.12	0.08	0.27	0.23	0.15	0.15	0.00	0.00	0.00	0.00	8.09%
Twelfth	0.02	0.01	0.02	0.01	0.08	0.12	0.26	0.25	0.09	0.14	0.00	0.00	0.00	0.00	7.70%

TOTAL STUDENTS 100.00%

**SECTION 5:  
PROBLEM AREA IDENTIFICATION  
GOALS AND ACTION STEPS FOR RECRUITMENT**

**A. GENDER BALANCE – STAFFING GOALS**

The profile for the district's current utilization of women in the administrative work force is set forth in this Affirmative Action Plan. The district currently has an expectable rate of women employees at the administrative level. The district will continue to strive to hold this ratio of women in the higher levels of responsibility. The district shall make good faith effort to recruit, interview and employ individuals consistent with the district's commitment to nondiscrimination and affirmative action for all positions and in every department, school and level of operation. The district will investigate opportunities for training and continued education for the advancement of women in administrative and management level jobs. Preferential or adverse employment practices, including demotions or terminations shall not be used to meet stated goals or time lines.

**Administration: Principals and Assistant Principals**

**Goal:** To continue to employ women in these positions at our current staffing ratio.

**Objective:** To recruit and identify qualified potential female principal and/or assistant principal candidates for consideration when openings occur, without using preferential employment practices.

**Administration: Directors**

**Goal:** To continue to employ women in the available positions. Currently, Omak School District has two (2) female directors and three (3) male directors.

**Objective:** To recruit, if needed, or promote qualified female administrative director candidates for consideration for future opening, without using preferential employment practices.

**Teachers, Grades 9-12; Secondary**

**Goal:** To continue to provide students with the opportunity to work with male and female staff in both curricular and extra-curricular activities.

**Objective:** To continue to maintain a staff which falls within a range of 50% men and/or women for classroom teachers and activity supervisors, without using preferential employment practices.

**Support Staff – Para Educators, Secretaries, Custodians, Cooks, Drivers, Maintenance**

**Goal:** To continue to provide students with the opportunity to experience both male and female support staff.

**Objective:** To achieve a staff which falls within a range of 50% men and/or women, without using preferential employment practices.

**B. ETHNIC MINORITY BALANCE and STAFFING GOALS**

The profiles of the district's current student ethnic minority population and the district's current staff ethnic minorities (Black, Hispanic, Asian, and American Indian/Native American) are set forth in this Affirmative Action Plan. The district shall strive to achieve a rate of employment for ethnic minorities, in both certificated and classified areas as indicated in this plan by the commencement of the 2015 school year, without using preferential employment practices.

These goals are set for a minority utilization level of certificated and classified staff at least equal to the percentage of ethnic minority student enrollment within the district. The district shall see that measurable efforts are made in the utilization of ethnic minorities for higher levels of responsibility in both certificated and classified positions without using preferential employment practices. The district shall make good faith efforts to recruit, interview, employ and train individuals consistent with the district's commitment to nondiscrimination and affirmative action for all positions and in every department, every school and at every level of operation. Preferential or adverse employment practices, including demotions or termination shall not be used to meet stated goals or time lines.

**Administrators: Principals and Assistant Principals**

**Goal:** To increase the percentage of persons of ethnic minority in administrative principal positions. Currently, the district has 0% in the group.

**Objective:** To recruit and identify qualified ethnic minorities for consideration for future principal and assistant principal opening, without using preferential employment practices.

**Administrators: Directors**

**Goal:** To place persons of ethnic minority in administrative director positions. Currently the district has 20% in this group.

**Objective:** To recruit and identify qualified ethnic minorities for consideration for future administrative openings, without using preferential employment practices.

**Teachers: Grades K-8; Elementary and Intermediate**

- Goal:** To provide each student with the opportunity to experience ethnic minority homeroom teachers during the primary and intermediate grades, without using preferential employment practices. Currently the district has 3% in this group.
- Objective:** To achieve a staff of primary and intermediate teachers in which the percentage of ethnic minorities is comparable to the current ethnic minority student enrollment.

**Teachers: Grades 9-12; Secondary**

- Goal:** To provide each student with the opportunity to work with ethnic minority staff. Currently the district has 5% in this group.
- Objective:** To achieve a staff of classroom teachers in which the percentage of ethnic minorities is comparable to that of the current ethnic minority student enrollment, without using preferential employment practices.

**Support Staff – Para Educators, Secretaries, Custodians, Cooks, Drivers, Maintenance**

- Goal:** To increase the opportunity for students to experience support staff from ethnic minorities. Currently the Para Educator group has 20%, all other groups have 0%.
- Objective:** To achieve a support staff in which the percentage of ethnic minorities is comparable to that of the current ethnic minority student enrollment, for each support staff group, without using preferential employment practices.



**SECTION 6:  
STAFF RESPONSIBILITY  
IMPLEMENTATION AND EVALUATION**

LeAnne Olson has been designated by the Superintendent as the Affirmative Action Officer. The Personnel Department will maintain a record keeping system pertaining to employment that complies with federal and state laws to collect employee and applicant data regarding the targeted classifications for the purposes of meeting the goals of the Affirmative Action Plan.

Annually, the affirmative action officer will compile statistical data supporting the effectiveness of the plan and present it to the superintendent. The two of them shall evaluate the data and implement changes, as necessary and/or appropriate, to assist the district in meeting its Affirmative Action Plan. Changes in the Affirmative Action Plan that are recommended by the Superintendent and Affirmative Action Officer will be presented to the Board of Directors for approval.

Ms. Olson may be reached at:      Omak School District #19  
   P O Box 833  
   Omak, WA 98841  
   509-826-7687

## **SECTION 7: INTERNAL AUDIT AND MONITORING SYSTEM**

The superintendent's office, in compliance with WAC 162-12, "Preemployment Inquiry guide," shall record by age, race, sex and other protected groups applicant flow, new hires, promotions, transfer requests, transfers, administrative internships and terminations. An analysis shall be made of the internal and external work force availability of aged, handicapped, ethnic minorities and women.

The district shall evaluate the effectiveness of the nondiscrimination and affirmative action program and report its status to the board semiannually. Such reports may include recommendations for changes in the affirmative action program goals. The overall responsibility for monitoring and auditing this policy is assigned to the district office. The duties include:

- A. Analysis of the categories of employment in relation to affirmative action goals;
- B. Analysis of work force data and applicant flow;
- C. Maintaining records relative to affirmative action information;
- D. Preparation of semiannual reports of progress toward the goals and recommended changes required to maintain the vitality of the program;
- E. Identifying in a written report to the superintendent any employment practice or policy that is discriminatory or that does not meet the requirements of the affirmative action program;  
and
- F. Keeping the superintendent advised of the progress in implementing the goals and procedures of this affirmative action program.

**SECTION 8:  
SALARY RANGES  
Chart 5 - Certificated Staff**

Table Of Total Base Salaries For Certificated Instructional Staff  
For School Year 2010-11

\*\*\* Education Experience \*\*\*

Years of Service	BA	BA+15	BA+30	BA+45	BA+90	BA+135	MA	MA+45	MA+90 OR Ph.D.
0	34,048	34,968	35,920	36,875	39,939	41,913	40,820	43,885	45,860
1	34,506	35,439	36,403	37,400	40,496	42,459	41,274	44,370	46,332
2	34,943	35,884	36,859	37,933	41,020	43,004	41,731	44,818	46,802
3	35,393	36,343	37,329	38,437	41,518	43,549	42,164	45,243	47,276
4	35,834	36,826	37,818	38,964	42,064	44,110	42,618	45,718	47,765
5	36,290	37,287	38,288	39,498	42,586	44,673	43,080	46,169	48,256
6	36,759	37,734	38,769	40,039	43,113	45,211	43,552	46,626	48,723
7	37,582	38,572	39,621	40,960	44,079	46,235	44,438	47,556	49,713
8	38,787	39,831	40,905	42,355	45,516	47,751	45,832	48,994	51,228
9		41,135	42,262	43,765	46,999	49,310	47,241	50,477	52,788
10			43,635	45,247	48,524	50,913	48,724	52,003	54,390
11				46,772	50,121	52,557	50,249	53,599	56,034
12				48,249	51,761	54,269	51,835	55,238	57,748
13					53,440	56,024	53,476	56,918	59,501
14					55,128	57,844	55,165	58,716	61,322
15					56,563	59,349	56,599	60,242	62,917
16 or more					57,693	60,535	57,731	61,447	64,174

**Chart 6  
PSE - Classified Staff**

SCHEDULE A  
OMAK SCHOOL DISTRICT  
SEPTEMBER 1, 2009 - AUGUST 31, 2010

	Increase F Subs 4.40%	Probation 0-120 cal/days	121 2 + cal/days years	5 + years	
<b>Para-Educators</b>					
Para's	\$8.93	\$12.58	\$13.62	\$14.09	\$14.36
Media Ass	\$8.93	\$13.22	\$14.29	\$14.80	\$15.08
Family Ser	\$8.93	\$14.00	\$15.01	\$15.53	\$15.85
Computer	\$8.93	\$14.00	\$15.01	\$15.53	\$15.85
Student Se	\$8.93	\$13.51	\$14.57	\$14.89	\$15.23
SLPA's/EC	\$8.93	\$14.15	\$15.19	\$15.66	\$15.92 WITH CERTIFICATE
<b>Transportation</b>					
Bus Driver	\$14.57	\$15.21	\$16.40	\$16.97	\$17.30
Mechanics	\$9.93	\$15.73	\$16.97	\$17.56	\$17.89
Mechanics	\$9.07	\$14.33	\$15.48	\$16.00	\$16.32
Driver Trainer		\$15.21	\$16.40	\$16.97	\$17.30
<b>Food Service</b>					
Cook	\$8.68	\$12.83	\$13.86	\$14.33	\$14.63
Assistant C	\$8.68	\$12.53	\$13.55	\$14.02	\$14.29
Food Servi Cashiers	\$8.68	\$12.05	\$13.06	\$13.51	\$13.79
<b>Custodial</b>					
Custodian	\$9.71	\$14.00	\$15.14	\$16.18	\$16.56
Lead Custodian		\$15.38	\$16.57	\$17.72	\$18.11
<b>Maintenance/Groundskeeping</b>					
Maintenan	\$9.93	\$15.73	\$16.97	\$18.34	\$19.47
Maintenan	\$9.32	\$16.27	\$17.42	\$18.21	\$19.20
Maint/Grou	\$8.95	\$14.17	\$15.29	\$16.06	\$16.37
HVAC Technician					\$21.72
HVAC/Maintenance					\$21.64
<b>Professional Technical</b>					
PAC Technician			\$24.71	\$25.82	\$27.41
Minimum v	\$7.93	beginning 1/1/07			
	\$8.07	beginning 1/1/08			

**OMAK SECRETARIES' EDUCATION ASSOCIATION**  
**2010-11 SALARY SCHEDULE**  
**Chart 7**

<b>Years Exp.</b>	<b>Base</b>	<b>Factor</b>	<b>Hourly Rate</b>
0 - 1	13.39	1.00	13.39
2 - 3	13.39	1.14	15.26
4 - 5	13.39	1.15	15.40
6 - 7	13.39	1.16	15.53
8 - 9	13.39	1.17	15.67
10 - 11	13.39	1.18	15.80
12 - 13	13.39	1.19	15.93
14 - 15	13.39	1.20	16.07
16 - 17	13.39	1.21	16.20
18 - 19	13.39	1.22	16.34
20 - 21	13.39	1.23	16.47
22 - 23	13.39	1.24	16.60
24 - 25	13.39	1.25	16.74
26 +	13.39	1.26	16.87