

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #123 (2004-2005)

December 13, 2004

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: 2004 DIVERSITY PLAN (DRAFT)

RECOMMENDATION:

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to distribute the 2004 Diversity Plan (Draft) to staff and other interested individuals for further discussion and recommendations.

PERTINENT FACTS:

The attached draft of the 2004 Anchorage School District Diversity Plan is presented for consideration by the School Board. This is the first revision since the 1999 Plan was distributed.

The Plan reinforces the District's and Board's assertive and long-standing commitment to equal employment opportunity and outlines the District's ongoing efforts to achieve a diverse and highly qualified workforce that is reflective of the Anchorage labor market yet is representative of the students that we serve.

The Plan also emphasizes the value of the broad array of skills, experiences, backgrounds, and perspectives that individuals from diverse racial, ethnic and gender groups contribute to the District and the Anchorage community as a whole.

Continued implementation of the Diversity Plan will result in a richer learning environment for all students and will better prepare students for living and working in our increasingly multicultural and diverse society.

Changes to the draft Plan being presented include:

- Improved layout and formatting.
- Deletion of the term 'minority'. The words 'ethnic' or 'ethnicity' are used.
- Addition of a comprehensive definition and overview of diversity.

- Updated demographics of the District's workforce and student data.
- Revised goals and objectives based on current workforce and student demographics.
- Removal of the term 'recruitment' from the document title.

It is the intent of the Administration to present a final document to the Board in the Spring of 2005.

CC/ET/mb

Attachment A: Eight-Year Hiring Patterns

Attachment B: 2004 Diversity Plan Draft

Prepared and Approved by: Eric Tollefsen, Executive Director,
Human Resources

2002 Recruitment Events

<i>Event</i>		<i>Contacts Made</i>	<i>Interviewed</i>	<i>A List</i>	<i>Intents Offered</i>	<i>Offers Accepted</i>	<i>Offers Declined</i>
Job Fairs		1000					
	A List			159	39	29	10
	Intents				71	46	25
	Minority				13	8	5
Internet		500	150				
ASD Web		82	24				
Totals		1582	174	159	123	83	40

Applicant Database

<i>Total Number of Applicant in DB</i>	<i>Mar-02</i>	<i>Apr-02</i>	<i>May-02</i>	<i>Jun-02</i>	<i>Jul-02</i>	<i>Aug-02</i>	<i>Sep-02</i>
Pattern in DB Growth	349	400	659	865	919	959	974
Hired	64	100	47	25	24	73	14

**Anchorage School District
Eight Year Hiring Patterns**

Attachment A

School Years		97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	Totals
<i>Certificated</i>										
	<i>AEA AK Native</i>	3	16	7	7	14	5	4	4	60
	<i>AEA Am Indian</i>	1	5	2		3	1	1	4	17
	<i>AEA Asian</i>	8	10	6	2	4	11	15	10	66
	<i>AEA Black</i>	7	21	3	5	16	8	6	3	69
	<i>AEA Hispanic</i>	5	11	12	4	10	5	12	6	65
	<i>AEA White</i>	228	463	283	247	551	414	321	292	2799
	<i>ACE White</i>						1	8	5	14
	<i>ADM Hispanic</i>				1					1
	<i>ADM White</i>	2			1	1	2			6
	<i>APA Black</i>		1		1			1	1	4
	<i>APA White</i>		3	1	1	2	1	2	25	35
	<i>EXMP White</i>						1	4	1	6
Total Certificat ed Staff		254	530	314	269	601	449	374	351	3142
<i>Classified</i>										
	<i>ACE AK Native</i>				3	1	1	0	0	5
	<i>ACE Am Indian</i>	1				1		1	0	3
	<i>ACE Asian</i>	1		4	2	2	1	2	0	12
	<i>ACE Black</i>	9	6	1	12	4	2	3	5	42
	<i>ACE Hispanic</i>		2		2	5		1	0	10
	<i>ACE Unk</i>					1		2	2	5
	<i>ACE White</i>	24	36	26	112	41	47	39	15	340
	<i>ADM Asian</i>	1					1	0	0	2
	<i>ADM Black</i>	3					1	0	0	4
	<i>ADM White</i>	10	7	3	1		8	1	2	32
	<i>CLS AK Native</i>	2	10	9	6	24	6	14	10	81
	<i>CLS Am Indian</i>	2	2	2	3	3	2	0	3	17
	<i>CLS Asian</i>	3	23	47	53	25	13	46	31	241
	<i>CLS Black</i>	21	25	25	27	20	14	28	20	180
	<i>CLS Hispanic</i>	11	12	26	35	24	12	12	9	141
	<i>CLS Unkn</i>			1	2	3		15	18	39
	<i>CLS White</i>	189	232	219	227	265	162	230	198	1722
Total Classified Staff		312	365	363	353	438	270	394	313	2808
Total Hired		566	895	677	622	1039	719	768	664	5950

DRAFT



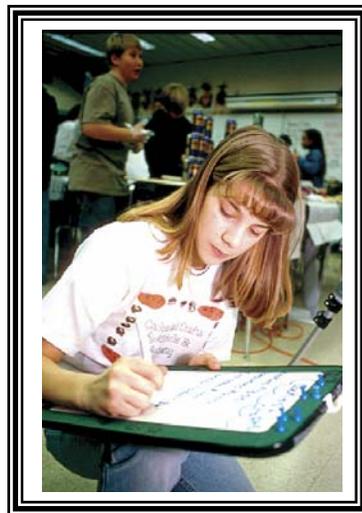
ANCHORAGE SCHOOL DISTRICT

Equal Employment Opportunity Office

Diversity Plan



Translating the legal guarantees of Equal Employment Opportunity into reality



ANCHORAGE SCHOOL DISTRICT

DIVERSITY PLAN

Equal Employment Opportunity Policy Statement

The Anchorage School District is committed to:

- Providing equal employment opportunity to all persons;
- Prohibiting discrimination because of race, color, religion, sex, sexual orientation, pregnancy, marital status, parenthood, age, national origin, or physical and mental disability; and
- Promoting the full realization of equal employment opportunity in each department, division, and school unit in the District.



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Equal Employment Opportunity Office
4600 DeBarr Road • Room 211
Anchorage, Alaska 99508
Phone 907-742-4130 • Fax 907-742-422

Anchorage School Board Mission and Goals

Mission: To educate all students for success in life.

Goals:

Academic achievement

Increase student **academic achievement** using data to guide adoption of curriculum, methods, materials, and professional development specifically designed to ensure that each group as designated by No Child Left Behind and the Quality Schools Initiative makes adequate yearly progress.

Supportive and effective learning environment

Establish and maintain a **supportive and effective learning environment** by:

- providing safe, caring, barrier-free schools,
- promoting health and wellness,
- continuing to retain, recruit and train highly qualified staff,
- challenging each student academically,
- offering reinforcing extracurricular activities, and
- collaborating with other community agencies to maximize opportunities for lifelong learning

Public accountability

Ensure **public accountability** through:

- continued participation in the State and Federal required testing programs,
- continued preparation and publication of the Profile of Performance, budget basics, and budget and bond summaries,
- effective consultation with community to ensure wise use of financial resources and responsible construction and maintenance of facilities, and
- effective communication with students, staff, parents, community and government at all levels.

Anchorage School Board Members

Tim Steele, President
Mary Marks, Vice President
Macon Roberts, Treasurer
Jeff Friedman, Clerk
Jake Metcalfe
Crystal Kennedy
John Steiner

Carol Comeau, Superintendent

Margo Bellamy, EEO Director



A Message from the Superintendent

We become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams.

James Earl "Jimmy" Carter

“Success for every child” is a unifying theme for Anchorage School District employees—it is the “big picture” for which we strive. We are all here to ensure that students achieve to their greatest potential, regardless of our individual job title, gender, ethnicity, faith, personal philosophy or lifestyle choices. We cannot meet our students’ needs without working together toward a common goal.

At the same time, our individual differences, strengths and talents are critical to our success. To effectively reach 50,000 students we need a mosaic of employee contributions. Carpenters, teachers, bus drivers, accountants, cooks, managers, custodians and countless other employees play a role in classroom success. Our unique ideas and perspectives must be part of our planning and problem solving process if we are to continue to be innovative and results oriented. As each person shares his or her ethnic or cultural identity, colleagues and students are enriched and reminded that to succeed we must respect, understand, and even adopt the strengths of our neighbors.

I invite all ASD employees to join me in my commitment to diversity. We must continue to focus on the big picture of student success. To create success for every child, our mosaic must be vibrant, balanced, and complete. Examine the pieces of your school, department, or district mosaic and determine the areas that need nurturing. Are there pieces missing? Is it difficult for the pieces to fit together?

Together with supervisors, the human resources department and the EEO office, I commit to helping you assemble the pieces of our mosaic so the outcome is “picture perfect” successful students.

In reaffirming my personal support of the District’s Diversity Plan, I hereby direct all staff members to assure that equal opportunity applies to, and will be an integral part of, every aspect of human resources and practice in the employment, training, development, advancement, and treatment of employees. The purpose of this Diversity Plan is not only to give every individual the opportunity to develop and use one’s talents, but also to permit all departments to avail themselves of the talents of every individual.

Thank you for your contribution to our wonderful mosaic.

Sincerely,

Carol Comeau
Superintendent

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Introduction

A. Equal Employment Opportunity (EEO) Mission:

The primary goal of the Anchorage School District's Diversity Plan is to bring about diversity at every level throughout the District's work force. The term diversity is used broadly to refer to many demographic variables including, but not limited to, racial, religious, color, gender, national origin, disability, sexual orientation, age, education, geographic origin, and skill characteristics. The Diversity Plan will enable the District to identify, attract and retain a highly talented work force based on criteria that recognizes and values the diverse skills, experiences and perspectives that individuals from diverse groups, backgrounds, and experiences bring to the Anchorage School District.

In the Anchorage School District, both quality of work and quality of life are valued. The primary goal of the Equal Employment Opportunity Office is to support School Board's policy and mission by empowering employees to respect diversity, accept, respect and recognize individual differences, and value the talents and abilities of all employees. We believe that when we do those things, we develop each employee's strengths and build their commitment to share their best with students.

The overall responsibility for implementation of this policy is assigned to the Superintendent. Members of the Equal Employment Opportunity Office, Human Resources, supervisors, and principals have also been delegated responsibilities to implement the District policy. If any applicant or employee of the School District requests further explanation or additional information on this subject, he or she should contact the Equal Employment Opportunity Office at 742-4132."

The mission of the EEO Office is to:

1. Continue implementation of a comprehensive district-wide Diversity Plan that is designed to recruit and retain a qualified and diverse workforce and to maintain the District's commitment to equal employment opportunity and access to programs throughout the District.
2. Assist in conflict resolution through the management and investigation of internal, local, federal and state discrimination, harassment, ADA and 504 complaints.
3. The Equal Employment Opportunity Office (EEO) provides the following services to District employees and applicants for employment:
 - Processing all employment related complaints regarding harassment (non-sexual and sexual), discrimination, ADA reasonable accommodation and Section 504.
 - Training for staff in the local, state and federal compliance requirements for sexual harassment, discrimination, ADA and 504 policies.
 - Informal employee counseling on issues having to do with matters of employment.
 - Mock Interviews for applicants preparing for and/or who have failed the initial ASD screening interview for teachers.

In its effort to "Educate students for success in life," The Anchorage School District is committed to providing equal educational and employment opportunities, services and benefits to all students and employees without regard to race, color, religion, physical handicap, national origin, sexual orientation, or other prohibitions. This policy is consistent with Local, State and Federal employment laws and regulations.

B. Understanding Diversity: Definition, Process, Benefits & Challenge

Definition

Diversity can be defined as the infinite number of ways in which we are different and similar. The term Diversity is also used in employment recruiting and retention efforts to refer to (race/national origin, gender, or disability) in order to focus on achieving balance and equity in these areas.

Four distinct dimensions characterize the many facets of differences and similarities of our diverse employees. These four dimensions are: 1) personality; 2) internal; 3) external; and, 4) organizational. Each dimension can be defined as follows:

- **Personality Dimensions:** The unique characteristics of each individual that directly impact communication with others
- **Internal Dimensions:** Diversity characteristics that for the most part are not within a person's control, but shape expectations, assumptions and opportunities such as, age, gender, ethnicity, race, physical ability.
- **External Dimensions:** Social factors and life experiences that are more under a person's control and also exert a significant impact on behavior and attitude. Examples of these include religion, marital status, parental status, educational background, income, appearance, geographic location, and work experience.
- **Organizational Dimensions:** Characteristics of a person's experience within an organization which impact assumptions, expectations, and opportunities. This may include functional level or classification, management status, department/division/unit and work group, union affiliation, work location, seniority, work content or field.

The Process

By implementing this Diversity Plan the Anchorage School District will effect a fundamental change from traditional management to a management process that is inclusive, participatory, and supportive of all employees.

The Diversity effort is a long-term change effort because it requires that we focus on assessing the systems, policies and practices within our organization, so that we can make them more relevant to the diverse needs of employees, parents, students and other stakeholders.

In order to affect a positive change process, it is crucial that each employee in the Anchorage School District understand the meaning of diversity and their responsibility in carrying out the Board's plan.

The Benefits

Successful implementation of this Diversity Plan will lead to the following benefits:

1. Reduced conflict among diverse groups of employees.
2. Increased effectiveness of managers.
3. Improved employee morale.
4. Increased cooperation, collaboration and team building.
5. Reduced absenteeism.
6. Improved recruitment, retention and promotional policies.
7. Improved client/customer relations.
8. More information sharing.
9. Fostering of innovation and well-rounded perspectives on decisions.
10. Better mentoring and coaching.
11. Increased problem solving skills among management.
12. Improved diversity management enhances teamwork.

The Challenge

The issue of Diversity is currently one of the top priorities in workplaces throughout the United States. The dynamic changes that make this a priority are:

- The foreign-born population in the U.S. reached 19.8 million in 1990, coming from over 100 different countries. Currently, there are over 11 million immigrants working in America.
- An estimated 49 million Americans have a disability, or close to 20% of the population. Experts estimate there is an 80% chance that an average person will experience some kind of disability in the course of a lifetime.
- There is a larger representation of women and people of color at all levels of the organization. With this increased diversity come internal work force diversity challenges.
- In 1960, one out of ten (10%) consumers in the U.S. were non-white. In the year 2000, forty percent (40%) were non-white. The need to provide culturally relevant services to a diverse customer/client population has greatly increased.

To ensure that the Anchorage School District meets these challenges, the Anchorage School Board adopted a policy on diversity and directed the EEO Office to design and monitor the implementation of the Diversity Plan in each department, unit and school site.

The challenge is to ensure that District systems, policies, and practices do not benefit any one group over another and that the differences each employee brings to the district are respected and used to enhance the District's capacity, strength and adaptability.

C. Board Statement of Non-Discrimination:

The Anchorage School Board is committed to a policy of nondiscrimination on the basis of race, religion, sex, age, national origin, economic status, handicap, and other human differences. No person shall be excluded from participation in, or denied the benefits of educational opportunities and academic or extracurricular, services offered by the District.

It is the policy of the District to comply with the statues, regulations and executive orders enforced by Federal, State, and Municipal agencies, including but not limited to Executive Order 11245, Title 41, part 60-1, 60-2, 60-20, Title VI and VII of the Education Amendments Acts of 1972, Chapter 18 of Alaska Statute and Title 5 of the Anchorage Municipal Code.

The Anchorage School District believes strongly that a learning environment must be structured to reflect diverse cultural traditions and contributions. Furthermore, the Anchorage School District values diversity among students and staff and believes that all students and staff have the right to participate in school activities free from prejudice. The Anchorage School District has **ZERO TOLERANCE** for any behaviors that ridicule, harass, intimidate, or otherwise threaten students, staff and community members on school campus or at school activities. Individual and/or groups are in violation of this policy if they:

- Make demeaning remarks directly or indirectly, such as name-calling, racial slurs or “jokes”; or physically threaten or harm an individual; or
- Display visual or written materials or deface, damage, or destroy property or materials; or
- Perform any other act that is clearly discriminatory or harassing in nature; because of the person’s race, creed, gender, national origin, age, language spoken, ability, disability, martial status, political or religious beliefs, physical or mental condition, family, social, or cultural background, or sexual orientation.

Students or staff members who believe that they have been the subject of harassment and/or discriminatory behavior will report the incident immediately to the principal or department supervisor. Complaints regarding harassment/discriminatory behavior will be investigated immediately. Additionally, reports of discrimination and harassment will be reported to the EEO Office and may also be reported directly to the following agencies: Anchorage Equal Rights Commission (343-4342 or the State of Alaska Human Rights Commission (274-4692).

Any student, staff or community member who violates this policy while on school campus or at school activities by engaging in conduct defined above that directly or indirectly causes intimidation, harassment or physical harm to another student or staff member will be subject to appropriate disciplinary and potential legal action.

For more information or assistance contact the EEO Office at 742-4132.

II. Purpose of Diversity Plan

This Diversity Plan seeks to translate the legal guarantees of equal employment opportunity into reality by recognizing and valuing the broad array of skills, experiences and perspectives that individuals from diverse (racial/ethnic and gender) groups and backgrounds contribute to the Anchorage School District. By valuing diversity, the District seeks to attract and retain a work force that reflects the full diversity of the community of Anchorage and the relevant labor market at every level in the District.

Under this Plan, the District will actively recruit diverse (racial, ethnic, male, female, disabled) applicants. The emphasis will be on attracting the best-qualified applicants for all positions within the District. The Diversity Plan will ensure that the District's process, hiring criteria, and selection procedures reflect and value the diverse array of skills, experiences, and interests possessed by applicants from a broad spectrum of backgrounds. The District believes that valuing diversity will result in a richer learning environment for all of its students and better prepare them for living and working in our increasingly multicultural and diverse society.

The Anchorage School District's Diversity Plan is a comprehensive goal-oriented human resource program instituted for the purpose of achieving and retaining diversity throughout the District's workforce. The Diversity Plan fully supports and augments the District's continuing commitment to equal employment opportunity. It is designed to meaningfully implement those guarantees provided by law that no person shall be discriminated against in any employment practice because of race, color, national origin, religion, sex, sexual orientation, marital status, parenthood, age and physical or mental disability.

A. Overview of Non-Discrimination Policies

1. The Anchorage **School Board Policy** on equal employment opportunity encompasses the spirit and principal of the Diversity Plan as follows:

114	Nondiscrimination Policy
114.1	Display of Prejudice Toward Others
114.2	Harassment and Discrimination
527	Equal Employment Opportunity
527.1	Sexual Harassment
532.2	Recruiting and Selection
532.21	Seeking Out the Candidate
532.241	Equal Employment Opportunity Policy Statement
532.242	Equal Employment Opportunity Goals
532.243	Equal Employment Opportunity Legal Requirements
	Appendix A Statement Of Rights & Responsibilities

2. The Diversity Plan is also intended to comply with the requirements of applicable federal, state, and local laws that include, but are not limited to the following laws and regulations as they have been amended and interpreted:

Equal Pay Act of 1963 – requires all employers subject to the Fair Labor Standards Act (FSLA) to provide equal pay for men and women performing comparable work.

Title VII – Civil Rights Act of 1964, as amended, and Civil Rights Act of 1991 – prohibits discrimination because of race, color, religion, sex, or national origin in all employment practices, including hiring, firing, promotion, compensation, and other terms, privileges, and conditions of employment.

Age Discrimination in Employment Act of 1967 – prohibits discrimination against persons 40 and over, in any area of employment, because of age. Amended in 1978 to include ages 40-70 and over. Also prohibits discrimination against persons under 40 and over 70.

Presidential Executive Order #11375 of 1968 – added, “sex” as a prohibited reason of discrimination.

Rehabilitation Acts of 1973 and 1977 – prohibits discrimination against otherwise qualified persons because of sensory, mental, or physical disabilities.

Vietnam Era Veteran’s Readjustment Act of 1974 - prohibits discrimination against disabled veterans and veterans of the Vietnam era. Encourages employment of veterans.

Title IX of the Education Amendments Act of 1972 – prohibits sex discrimination in any of the educational programs and activities operated by a public school district including: employment, fringe benefits, admissions, athletic and physical education facilities, financial aid, health services, counseling, and access to course offerings. Requires comprehensive written evaluation and remedial program to correct deficiencies.

Americans With Disabilities Act of 1990 – prohibits discrimination against people with disabilities.

Alaska State Statutes, AS 18, Section 1, Chapter 80, “Laws Against Discrimination” – prohibits discrimination in employment on the basis of race, color, national origin, religion, sex, marital status, parenthood, age, physical or mental disability.

Anchorage Municipal code, Title V, Chapter 5: Article 20, “An Ordinance establishing an Equal Rights Commission and establishing It’s Powers”. Patterned after the state statute, the municipal ordinance also prohibits discrimination in employment on the basis of race, color, national origin, religion, sex, marital status, parenthood, age, or physical or mental disability.

III. Dissemination of Policy

The EEO Office will coordinate the internal and external dissemination of equal employment opportunity policy issued by the School Board.

A. Internal Dissemination

1. The EEO policy will be included in the Anchorage School District Policy Manual, which will be distributed to all departments and school units and made available to all members of the administrative, managerial, and support staff.
2. The EEO Director will appear at employee orientation meetings to explain the District’s Equal Employment Opportunity policy, answer inquiries, and ensure that all present receive the material. The EEO Director shall periodically check District facilities to ensure that the Superintendent’s statement supporting EEO policy is posted in all facilities. The EEO Office will provide copies of this statement.
3. The EEO Office will attend the regularly scheduled weekly and monthly meetings of various levels of administration and staff to explain and clarify the District’s EEO policy and Diversity Plan. In addition, such meetings will also be used, whenever necessary, to examine each department and school unit’s efforts in the Diversity Program and redefine individual responsibility for implementation.
4. As the chief executive officer of the District, the Superintendent’s statement supporting the EEO policy will be posted in all facilities in the Anchorage School District.

5. Non-discrimination clauses will be incorporated in all union agreements, and all negotiated agreements will be reviewed to ensure they are non-discriminatory.

B. External Dissemination:

1. The EEO Office will advise employment referral sources of the District's Diversity Plan, stipulating that the District actively recruits and refers minorities and women for employment. The EEO Office will provide employment referral sources with a copy of the District's Diversity Plan Policy Statement signed by the Superintendent.
2. Job vacancies, in accordance with negotiated agreements, may be advertised in the form of "position vacancy announcements" for a period of not less than three (3) days, or as specified in each negotiated agreement. Some vacancies, in accordance with negotiated agreements will be advertised in-District first. If not filled the district, the position may be advertised out-of-District. In some cases, closing dates may be extended until the position is filled.
3. All position vacancy announcements will include the following statement:

"Equal Opportunity Employer (V/ M/ D/ F)"
4. Any recruitment brochures or District information sheets provided to prospective applicants will contain a statement of the District's EEO Statement.
5. The District shall continue its current practice of incorporating the equal employment opportunity clause in all purchase orders, leases, subcontracts, etc., in accordance with the provisions of Executive Order #11246, as amended by its implementing regulations and Title IX of the Education Amendments Act of 1972.

IV. Responsibility for Implementation

A. Role of the Superintendent

1. The Superintendent shall maintain overall responsibility and authority for the implementation of this Diversity Plan.
2. The Superintendent delegates the specific responsibility for the day-to-day implementation and monitoring of the School Board's EEO policy to the EEO Director. The EEO Director shall report directly to the Superintendent or designee.
3. The Superintendent shall issue periodic statements, such as the Superintendent's Annual Report, reaffirming the Anchorage School District's commitment to equal employment opportunity. Further, this commitment will continue to be reflected on all position vacancy announcements, on employee selection procedures, union contracts, sub-contracts, and recruiting brochures.
4. The Superintendent will request that the School Board approve funds from the District budget to provide the necessary administrative and financial support required to execute the goals and objectives of the Diversity Plan.

B. Role of the Equal Employment Opportunity Office:

1. Disseminate information regarding the District's diversity efforts to all applicants, employees, and persons, agencies, and companies conducting business with the

- District. Ensure that the District's Diversity Plan goals are met through an aggressive effort.
2. Communicate regularly with local organizations seeking names of qualified applicants.
 3. Identify and assist in recruitment at colleges that have a high percentage of ETHNIC students preparing for the teaching profession. This effort will be based on the information contained in Appendix A.
 4. Assist in recruitment in areas that have a high percentage of ETHNIC residents, people living in a given community, city, or county. Recruiting needs should first be focused in the state of Alaska prior to recruiting elsewhere.
 5. Work with the Job Service and other local and state employment agencies to locate qualified people for all job vacancies.
 6. Ensure that the requirements of the law provided through the Diversity Plan are clearly understood and met at all levels of employment.
 7. Identify any employment practice which could be discriminatory or that does not meet the requirements of the Diversity Plan and to recommend to the Superintendent specific actions to correct any such practice.
 8. Any allegations of reprisal or attempts at reprisal will be reported to the EEO Director and the perpetrator may be referred to Contract Administration Department with a recommendation for a disciplinary investigation if appropriate.
 9. Work with the Human Resources Department to maintain a continuing program for validation of minimum qualifications and selection procedures for position classes to ensure their relevancy to actual job requirements.
 10. Work with diverse supervisors to ensure interview committees and procedures which assure no applicant will be the subject of discriminatory interviewing practices.
 11. Help plan and participate in training District personnel who are involved in the interviewing, selection, and hiring process.
 12. Encourage all employees to participate in District training programs to add to and diversify their skills.
 13. Prepare, update, and monitor a District-wide Diversity Plan and reports.
 14. Draft a biennial revision of the appendices to the Diversity Plan for the Superintendent's approval. This revised program shall include:
 - (a) A status report regarding those goals and objects that have been met and those that have not been achieved.
 - (b) Recommended objectives for the coming year.
 - (c) Revised implementation procedures, if necessary, in order to meet the objectives.
 15. Serve as the School District liaison with governmental agencies and offices responsible for the enforcement of all fair employment laws and regulations.

16. Work with the District contracting office and Purchasing Department to assure that all contractors, vendors, agencies, or persons conducting business with the District understand and uphold equal employment practices as prescribed in the District's Diversity Plan.

C. Role of the Human Resources Department

1. Participate in active recruitment of racial/ethnic and male/female applicants.
2. Assist with revisions of hiring criteria to reflect diversity of skills, experiences, and backgrounds sought after by the Anchorage School District. Hiring criteria will be reviewed on an annual basis as time, staffing, and circumstances permit.
3. Participate along with the EEO Office in a review of the District's selection process for any needed revisions.
4. Help plan and participate in training District personnel, who are involved in the recruitment, interviewing, selection and hiring process, where schedule permits.
5. Work with the EEO Office to maintain a continuing program for validation of minimum qualifications and selection procedures for position classes to ensure their relevancy to actual job requirements.

D. Role of Directors, School Principals, Assistant Principals, Managers and Supervisors

1. Support and undertake the steps necessary to further the goals and objectives of the District's **Diversity Plan** and to assure that diversity is an integral part of each unit's operations.
2. Explain the District's EEO policy to all employees under their supervision. Check to ensure that all employees have received a copy of the Anchorage School District Equal Opportunity Employment Policy Statement. The EEO Office will provide copies of the policy statement.
3. Ensure that all employees under their supervision have received proper training regarding the District's EEO Policy.
4. Assist the Equal Employment Opportunity Office with research and evaluation relating to diversity recruitment. Distribute diversity information, and ensure that minorities, women, and other protected group employees are given every consideration and opportunity regarding training, benefits, and advancement by reviewing at least annually the qualifications of all employees under their supervision. The EEO Office will provide copies.
5. Post in school units and department office excerpts from Title VII of the Civil Rights Act of 1964 and Executive Order No. 11246 prohibiting discrimination because of race, color, religion, sex, or national origin. The EEO Office will provide copies to departments.
6. Provide all employees under their supervision with a copy of the District's EEO complaint procedures. The EEO Office will provide copies to departments.
7. Work with the EEO Office and Human Resources Department to maintain a continuing program for validation of minimum qualifications and selection

procedures for position classes to ensure their relevancy to actual job requirements.

8. Assist with revisions of hiring criteria to reflect diversity of skills, experiences and backgrounds sought after by the Anchorage School District.
9. Participate in a review of the District's selection process for any needed revisions.
10. Participate in active recruitment of racial/ethnic and male/female applicants. The Human Resources Department and EEO Office will provide application materials to persons attending conferences and meetings so they may pass them out if the opportunity presents itself.

E. Accountability

As previously noted, one of the major purposes of a Diversity Plan is to provide a process by which individual divisions, departments, and schools are held accountable for effort and achievement in meeting continuing goals and annual objectives in regard to recruitment, selection, and leadership development of all personnel. Administrators involved in the hiring process will be accountable for implementing the District's Diversity Plan. The EEO Office will review and sign all hiring paperwork before final approval.

V. External Analysis

A. Anchorage Labor Force

The Diversity Plan seeks to achieve and maintain a work force that fairly reflects the diverse (racial/ethnic and gender) composition of that portion of the general population possessing the necessary job qualifications. The District has determined that the best means of establishing guidelines for its Diversity Plan is to utilize information developed by the U.S. Department of Labor and the Alaska Department of Labor pertaining to racial/ethnic and gender availability by job category within Anchorage, Alaska and the region, as appropriate.

The diversity goals established by the Anchorage School District shall be based upon consideration of several factors, including the following:

1. "Cultivate an environment that helps to promote and retain diversity".
2. The goals that the district will set are not static, but are dynamic and must be updated on a periodic basis. The composition of both the general population and the labor force are changing over time; goal setting must take into account those changes. This can be accomplished through a periodic update of the relevant labor market database.
3. The Diversity Plan seeks to obtain the best qualified candidates for each job opening through active recruitment of highly-qualified (racial/ethnic and male/female) applicants from diverse backgrounds for all job openings. In addition, the Diversity Plan will ensure that the District's process, hiring criteria and selection procedures reflect and value the diverse array of skills, experiences and interests possessed by applicants from a broad spectrum of (racial/ethnic) backgrounds. The District's recruitment process, hiring criteria and selection procedures will be designed to attract and retain a diverse work force in order to enrich the learning environment for all of the District's students and better prepare them for living and working in our increasingly multicultural society.
4. The relevant labor market will necessarily vary according to both the job classification, as well as the pool of eligible and competent applicants from each race/ethnic/gender category who are available to fill any expected position openings. The District is committed to making reasonable effort to recruit and hire for all available positions first from the Anchorage labor market, then from the Alaska, regional or national labor markets, as necessary, to ensure desired staffing balances.
5. On October 13, 1976, the Office of Management and Budget revised the federal definition for race/ethnic categories as follows. *The Anchorage School District will revise its race and ethnic designations to conform to those used by federal agencies.*

White (not of Hispanic origin): A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

American Indian or Native Alaskan (Native American): A person having origins in any of the original peoples of North America, or who maintains cultural identification through tribal affiliation or community recognition.

Black (not of Hispanic origin): A person having origins in any of the black racial groups of Africa.

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race.

Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, and the Indian Subcontinent. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

B. Relevant Labor Market DATA:

Anchorage Labor Market by Race and Gender

***US Census Bureau American Fact Finder website March 13, 2003**

	Asian/ Islander	Pacific Black	Hispanic	Am Ind/AK Native	White	Undeclared		Total
Total Labor Market								*202,333
(Includes military)	12,001	10,546	9,551	13,097	144,650	12,488		
							Male	102,217
							Female	100,116
Ethnic Percentages Of Anchorage Labor Market	5.93%	5.21%	4.72%	6.47%	71.49%	6.17%		

**Total Labor Market includes those persons in the population who are 16 years and older.*

VI. Internal Analysis

A. Major Job Categories

In keeping with EEOC guidelines, the regular staff of the Anchorage School District, consisting of over 6,400 regular employees, has been divided into several major job categories, each of which includes positions that are relatively similar. Criteria for determining the similarity of positions that comprise a major job category include:

- Positions requiring comparable levels of education and/or training.
- Positions of comparable responsibility and salary.

Based on these criteria, the major job categories are:

Classroom Teachers

- Elementary
- Middle School
- High School
- Special Education

Specialized Instructional Support

- Librarians

ESL/Bilingual Teachers
Counselors
Nurses
Psychologists
Speech/Language
Occupational/Physical Therapists
Blind, and Visually Impaired Teachers
Assistive Technologists
Adaptive Physical Education Teachers

Principals and Assistant Principals

Elementary Principals
Elementary Assistant Principals
Middle School Principals
Middle School Assistant Principals
High School Principals
High School Assistant Principals

Central Administrative Professionals

Superintendent
Assistant Superintendents
Executive Directors
Directors and Coordinators
EEO Director
Curriculum Development Specialists
Chief Financial Officer
Controller
Chief Information Officer

Other District Professionals

High School, Middle School, and Elementary School Counselors
Middle School and High School Security/Home School Coordinators
Family School Services Coordinators
Supervisors and Managers
Buyers
Accountants
Technical Specialists

Clerical and Instructional Aides

Executive Assistant
Executive Secretary
Administrative Assistants
Secretaries
Tutor-Counselors, Bilingual Tutors, Indian Education Tutors

Teacher Assistants, Library Aides
Nurses' Assistants
Interpreters/Tutors for the Deaf
Senior Clerical
Intermediate Clerical
Clerical
Noon Duty Attendants

Student Nutrition

Cafeteria Managers
Cooks/Bakers
Food Service Assistants

Custodial

Senior Building Plant Operators and Crew Chiefs
Lead Custodians
Entry-level Custodians

Maintenance

Craft Supervisors, Expeditors
Craft Specialists, Mechanics, Technicians
Maintenance Workers, Truck Drivers
Maintenance Helpers and Laborers

Pupil Transportation Services

Bus Drivers
Bus Attendants
Mechanics
Dispatchers
Safety Training Officers
Scheduler

B. Overview of Employment Trends in the Anchorage School District

Pattern of Ethnic Employment:

Recruiting efforts are focused on recruiting highly qualified and ethnically diverse certificated staff members. Additionally, recruiting efforts have expanded to include exempt and classified staffing needs.

An overall evaluation of the District's Workforce between 1999-2004 reveals the following:

1. The ethnic composition (classified and certificated combined) remained at 18 % between 1999 and 2004 (see Tables 4-2 & Table 7).

2. Ethnic student enrollment continues to increase from 35.5 % in 1999 to 44% in 2004.
3. Females comprise 69% of the District's total workforce which is a decrease from 74% in 1999.
4. Classified staff comprises approximately 37% of the District's workforce.
5. Certificated staff comprises approximately 62.6% of the District's workforce.
6. As of October 30, 2004, White employees make-up 83.69 % of the District's total workforce (up from 81.6% in 1999).
7. Approximately 9% of the District's total workforce listed their ethnicity as 'Undeclared'.

VII. Outline of ASD Diversity Plan

A. Annual Goals

The primary goal of the Anchorage School District's Diversity Plan is to establish a diverse environment of respect and mutual collaboration and to ensure that diversity exists at all levels of the District's work force. This goal will be facilitated through the development and implementation of a recruitment process, hiring criteria and selection process that will recognize and value the diverse spectrum of skills, talents, experiences and backgrounds found in Anchorage's multicultural work force.

B. Recruitment and Retention- Annual Goals

The Anchorage School District believes that excellence in the educational program can only be achieved through the employment and placement of highly qualified men and women, representing all ethnic groups in all job categories and at all levels of the District operation. To ensure work force diversity, the EEO Office reviews all hires, meets with supervisors, attends staffing meetings, and performs statistical analyses of employees by job category.

The EEO office continues to emphasize all job categories. A program of advertising and recruiting for specific job categories will be undertaken and monitored by the EEO Office.

The percentage of employees (based on gender, race and ethnicity) in all departments and at all school levels should reasonably reflect the rate of their representation in the labor force of the Municipality of Anchorage and the region, as appropriate.

C. Established Goals

1. **Promotion From Within:** the Anchorage School District is committed to promotion from within as evidenced by and consistent with current School Board policies, negotiated agreements, and the Exempt Policies and Procedures.
2. **Networking Support System:** the Anchorage School District will further develop and implement a networking support system to help meet the needs of its certificated staff, more specifically, its teachers. This program will provide valuable mentorships to employees.
3. The District will review and revise its recruitment procedures, all hiring and employment criteria, selection process and daily practices to ensure that they are designed to identify and value the broad spectrum of skills, experiences and

backgrounds possessed by applicants from diverse racial/ethnic and gender backgrounds.

4. The District will actively recruit highly qualified racial/ethnic, and gender applicants at all levels of the District’s work force, subject to budgetary restraints.
5. The District will work to increase the representation of racial/ethnic and gender employees in those areas of the District’s work force where such persons are under represented in relation to their availability in the relevant labor market. The District’s goals are listed below:

JOB CLASSIFICATION	GOAL	ACTION
Classroom Teachers	<p>To increase the number of teachers of all ethnic backgrounds and all subject and elective areas.</p> <p>To increase the number of male teachers at all levels and in all subject areas.</p> <p>To increase the number of ethnic and female teachers in the higher level math and sciences.</p>	<p>Develop a recruiting effort to locate and recruit qualified, ethnically diverse teachers for elementary, middle school, high school, and special education.</p> <p>Work with UAA and APU to identify qualified teacher candidates of all ethnic backgrounds.</p>
Consultants, Supervisors & Managers	<p>To increase the number of administrators of all ethnic backgrounds at each level within the organization.</p>	<p>Recruit, train & mentor qualified candidates of all ethnic backgrounds.</p>
Principals & Assistant Principals	<p>To increase the number of ethnic candidates in the Administrative training program.</p> <p>To increase the number of males in the elementary program.</p> <p>To increase the number of females in the secondary high school program.</p>	<p>Develop an effort to locate and recruit qualified candidates of all ethnic backgrounds.</p> <p>Identify and recruit more ethnic employees (teachers) into Administrative Mentor programs.</p>
Specialized Instructional Support	<p>To increase the number of ethnic employees in the specialized support positions (psychologists, speech therapists, librarians, music, Art, etc.).</p>	<p>Locate and recruit instructional support staff of all ethnic backgrounds & specialties.</p> <p>Develop outreach programs that will attract high caliber diverse employees, provide exposure and stimulate interest in all specialty areas.</p>

Executive Secretary and Clerical	Increase the number of males and ethnic representation in executive secretary and clerical positions.	Locate, recruit and train males and ethnic candidates in executive secretary and clerical positions.
Pupil Transportation	To continue to increase the number of ethnically diverse attendants.	Locate, recruit, train and hire bus drivers and attendants of all ethnic backgrounds.
Maintenance	To increase the number of females and ethnic representation in supervisor positions.	Locate, train and promote females and ethnic candidates in all areas of maintenance.
Exempt: Officials, administrative & Managers	To increase the number of females and ethnic representation in all areas.	Locate, recruit, train and promote females and ethnically diverse candidates in all exempt areas.

VIII. Evaluation and Reporting

A. Internal Reporting Procedures

1. Employment Applications

All applicants for employment with the Anchorage School District are requested to complete an information form designating the individual's race, sex, and date of birth. All forms are sent to the EEO Office and do not accompany job applicants to the interview, nor do they later become a part of an employee's personnel file. This information is solicited for the sole purpose of monitoring the effectiveness of the EEO program.

2. Annual

The EEO Director will provide the Superintendent with an annual breakdown of all District employees, by major job category, race, sex, and job title and employment location.

3. Other Statistical Records

- a. The EEO Office will maintain race and gender-related statistics by department and school unit pertaining to current staffing patterns, terminations, promotions, and new hires.
- b. Biennially, the EEO Office will conduct a complete staff utilization analysis by job category. In addition, the EEO Office will review the following:
 - (1) Faculty assignments by school location
 - (2) Transfers and promotions
 - (3) District policies and directives
 - (4) Job announcements
 - (5) Job descriptions
 - (6) Recruitment efforts

- (7) Pay records
- (8) Progress toward diversity recruitment goals
- c. All of the reports identified in this section will be discussed with the appropriate administrators so remedial action can be taken in any under utilized areas identified.
- d. Reports to the School Board, Task Forces and District Committees.
- e. The EEO Director will provide the members of the School Board, task forces and District committees with information relevant to diversity recruitment as requested.

B. External Reporting Procedures

a. EEO-5 Report

The Anchorage School District will file the Employee Information Report (EEO-5) with the Equal Employment Opportunity Commission biennially. The report contains a detailed numerical analysis of the race, sex and ethnic composition of the staff at each location within the District. This report is prepared and filed biennially by the EEO Office.

b. Special Projects

Special reports including specialized information for compliance agencies (i.e. Title IX of the Educational Amendments Act of 1972, self-evaluation documents, rehabilitation action self-evaluation studies, student civil rights surveys, Title VII of the Civil Rights Act of 1964, faculty assignment reviews, Human Rights Commission reports) will be furnished as required in federal guidelines or through contractual agreements. Responsibility for the actual preparation of such reports will be delegated to the appropriate instructional or administrative department normally responsible for the management of the assigned area.

c. Progress Reports to Community Organizations

Updated versions of the Diversity Plan will be provided upon request to interested community groups, individuals and the press.

4. Public Speaking

The EEO Director will seek out opportunities to speak to interested organizations about the status of the Diversity Plan.

5. Requests for Information

The EEO Director will provide information relating to diversity recruitment to community members as requested.

IX. Internal Procedures for Processing Complaints of Discrimination

Each employee of the Anchorage School District presently has the right to fair and impartial consideration of any formal complaint dealing with an alleged act of unlawful discrimination. Complaint procedures which guarantee due process have been developed for all categories of Anchorage School District employees and are currently

included in the various District negotiated agreements or administrative directives. The School Board hopes to facilitate the early and informal resolution of complaints at the lowest possible administrative level.

In discussing the role of the EEO Office, it is important to emphasize that complaint meetings shall be conducted with sensitivity, good faith, and confidentiality. There shall be no effort to dissuade potential complaints or to obstruct the filling of formal complaints. All complaint meetings with the EEO staff shall be at the option of the complainant.

General provisions of the EEO investigation process are as follows:

- A. These rules shall be liberally construed to permit the District's EEO Office to discharge its statutory functions and to secure just and expeditious determinations of all matters presented to the Department.
- B. In any matter arising under Title VII of the Civil Rights Act of 1964, Anchorage Municipal Code, Title V, or Alaska State Statutes AS 18, which is not governed by these rules, the EEO Office shall exercise discretion as to the course of action to be followed. An example is matters that are governed by Board policies, exempt procedures, or negotiated agreements.
- C. All powers conferred upon the EEO Director may be delegated to a duly designated staff member or members, except when otherwise prohibited. An example is when there is a conflict of interest, during the absence of the Director, or when a team investigation would be in the best interest of the District.
- D. The EEO Office shall make a copy of the Internal Complaint Procedures available to every District employee.

X. Action Plan for the Employment of the Disabled

A. Rehabilitation Acts

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 state that federal contractors and sub-contractors with federal contracts in excess of \$50,000 must make efforts to hire and promote individuals with disabilities. Also, contractors must make reasonable accommodations to the known limitations of any person with a disability. Institutions that use federal funds cannot discriminate against any person with a disability.

The Anchorage School District has developed and issued this Diversity Plan in a good faith effort to promote employment of persons with disabilities.

B. Policy Statement

Discrimination against qualified persons with disabilities is contrary to the recruitment and advancement in employment policy of the Anchorage School District, which is committed to providing equal employment opportunity to all persons. The Anchorage School District shall endeavor to employ and advance in employment qualified persons with disabilities in all programs operated by the District. A qualified disabled person is any individual with a disability who is capable of performing the essential functions of a job with or without reasonable accommodation of their disability. The District shall also make reasonable accommodations, as provided under ADA, to the known physical or mental disability of an otherwise qualified applicant or employee unless the accommodation would pose an undue hardship on the operations of the program.

C. Responsibility

The policy of Equal Employment Opportunity of persons with disabilities is a District wide program and is the responsibility of all management. However, the coordination and administration of the recruitment plan for the disabled is delegated to the EEO Office.

The EEO Office shall be responsible for developing policy statements and the recruitment plan, identifying problem areas and recommending solutions, and designing and implementing audit and report systems, which measure program effectiveness.

D. Dissemination of Information

By adopting this Diversity Plan, the District is demonstrating its commitment to equal employment opportunities for individuals with disabilities. An annual statement reaffirming this commitment will be distributed to all management, staff, and recruitment sources. In addition, the statement of equal employment opportunity policy will be distributed or posted on employee bulletin boards, carried in all employment advertisement position vacancy announcements, and highlighted in the District's staff publications. The District shall also take appropriate initial and continuing steps to notify employees, applicants for employment, and collective bargaining groups that the District shall not discriminate in admission or access to or treatment of employees in its programs or activities. A copy of the Internal Complaint Procedures Process shall be made available to every District employee.

E. Recruitment

1. Agency Relationship

The Human Resources Department will maintain positive relationships with referral agencies throughout the state, which specialize in employment of persons with disabilities. A copy of the District's Diversity Plan will be available on the District's website. The District will maintain meaningful contacts with appropriate agencies or facilities for the purposes of advice on proper placement, technical assistance, recruitment, training and accommodations, and referral of potential employees. Educational institutions that participate in the training of persons with disabilities will be added to the list of contacts.

2. Recruitment/Advertising

The District will continue to be identified as an equal opportunity employer in all advertising. Recruitment listing procedures will be monitored by EEO Office to ensure the equitable dissemination of information about job vacancies to appropriate agencies for the disabled. The District will actively involve its Americans with Disabilities Act (ADA) committee in employment related decisions and policy that affect the persons with disabilities.

F. Employment Practices

All persons who have hiring authority shall be familiar with the District's employment practices. Executive Directors and other department administrators shall ensure that this is the case. Human Resources and the EEO Office will make this information available.

No qualified person with disabilities shall, on the basis of disability, be subjected to discrimination in employment under any program or activity operated by the District, including the following specific activities.

1. Recruitment, advertising, and the processing of applications for employment.
2. Hiring, upgrading, promotion, award of tenure, demotion, transfer, layoff, termination, right of return from layoff, and rehiring.
3. Rates of pay or any other form of compensation and changes in compensation.
4. Job assignments, job classifications, organizational structures, position descriptions, lines of progression, and seniority lists.
5. Leaves of absence, sick leave, or any other leave.
6. Fringe benefits available by virtue of employment.
7. Selection of financial support for training, including apprenticeship, professional meetings, conferences, and other related activities, and selection of leaves of absence to pursue training.
8. Employer sponsored activities, including social or recreational programs.
9. Any other term, condition, or privilege of employment.

G. EEO Complaint Procedures

Any employee or applicant for employment, who believes he or she has been discriminated against on the basis of a physical or mental disability, may file a complaint with the EEO

Office in conformity with the complaint procedure outlined in Section VIII of the Diversity Plan.

Persons who believe they have been discriminated against may also choose to file their complaint with any of the following agencies.

1. **Alaska State Commission for Human Rights**
800 A Street, Suite 204
Anchorage, AK 99501-3682
(907) 274-4692/TTY (907) 276-3177
2. **Office of Civil Rights U.S. Department of Health and Human Services**
Federal Building
2201 6th Avenue MSRX-11
Seattle, WA 98121
(800)968-1019
3. **Municipality of Anchorage Equal Rights Commission**
704 Sixth Avenue, Suite 110
Anchorage, AK 99501
(907) 343-4342/TTY: (907) 343-4894
4. **United States Equal Employment Opportunity Commission**
909 1st Street, Suite 400
Seattle, WA 98104
(800) 669-4000

Note: These agencies have timelines for the filing of complaints.

XI. Other Human Resource Procedures

Any staff adjustments required by student enrollment fluctuations or budgetary cutbacks will be accomplished as indicated in District policies, rules and regulations, but with consideration given to their effect on the district's Diversity Plan goals and negotiated agreements, to the extent permitted by law.

Under the Diversity Plan, every school with a vacancy should consider certificated racial/ethnic and gender representation on the staff. The District may utilize involuntary transfers from one unit or department to another unit or department, if necessary and if labor contracts and Board policy permit, to achieve or maintain work force diversity.

XII. Policy Statements

The following policy statements are contained in the Elementary Administrative Manual, Middle School Administrative Manual, High School Administrative Manual, and Special Education Administrative Manual.

532.241 EEO Policy Statement

It shall be the policy of the District to provide equal opportunity for employment, prohibiting discrimination in employment practices because of race, color, religion, sex, or national origin, physical handicap, marital status, change in marital status, pregnancy, and age. The District shall also promote the full realization of equal employment practices through non-discrimination in hiring, placement, upgrading, transfer, demotion, recruitment, advertisement, solicitation for training, layoff, termination, and all other conditions of employment.

532.243 Legal Requirements

The District shall meet all of the federal, state, and local criteria required to be an equal opportunity employer. These requirements shall be outlined in a Districtwide Diversity Recruitment Plan, submitted to the Board biennially for review.

114.2 Harassment

Harassment of employees and students will not be tolerated in the School District. The School District includes School District facilities, School District premises, and non-school property if the student or employee is at any school sponsored, school approved, or school related activity or function, such as field trips or social and athletic events where students are under the control of the School District or where the employee is engaged in school business.

Harassment includes, but is not limited to racial, religion, national origin, age, disability, and sexual harassment. Harassment by Board members, administrators, employees, parents, students, vendors, and others doing business with the School District is prohibited. Employees and students whose behavior is found to be in violation of this policy will be subject to discipline, up to and including, discharge, suspension, or other appropriate action. Other individuals whose behavior is found to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the Superintendent or Board.

Sexual harassment shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- a. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or a student's education or other school status;
- b. submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual; or
- c. such conduct has the purpose or effect of unreasonable interference with an individual's work performance, educational attainment, or creating an intimidating, hostile, or offensive working or school environment.

Other types of harassment may include, but not be limited to verbal or physical contact or communication which are offensive and create a hostile, abusive, or unsafe work or school environment.

XIII. Discrimination/Harassment Complaint Process

The following procedures are contained in the Elementary Administrative Manual, Middle School Administrative Manual, High School Administrative Manual, and Special Education Administrative Manual. These procedures will be made available to all employees by the EEO Office.

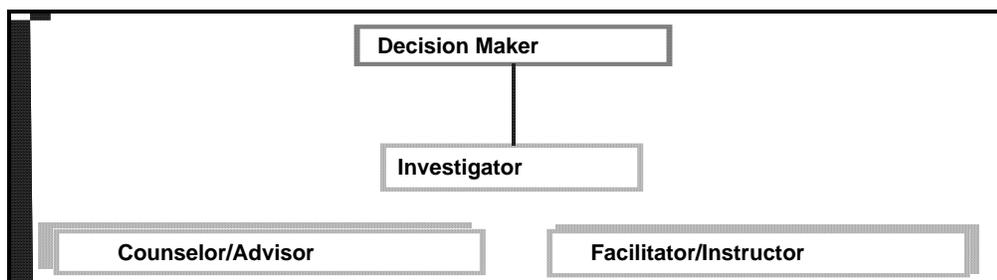
A. Investigation

1. General Investigation

- a. Every employee and potential employee of the Anchorage School District has the right to a fair and impartial consideration of any formal complaint dealing with an alleged act of unlawful discrimination.
- b. There shall be no effort to dissuade potential complaints or to obstruct the filing of formal complaints.
- c. The Director of EEO may conduct a general investigation to determine the extent to which individuals, departments, or divisions are complying with the provisions of Title VII, AMC 5.20, and AS 18.
- d. All investigatory powers granted by Title VII, AMC Title 5, and AS 18 shall be available to the Director of EEO to conduct such investigations.
- e. In the course of an investigation pursuant to Title VII, AMC Title 5, and AS 18, the Director of EEO may require the submission of information concerning the race, religion, color, national origin, age, sex, physical handicap, or marital status of any employees or persons and all other information relevant to the investigation.
- f. The EEO Office will make every attempt to follow the complaint procedures listed in Section B (B-1, Pre-employment Complaints from Applicants, and B-2, Employee Complaints) of this Appendix.
- g. At the request of the employee, the EEO Office will provide information on the preparation and filing of an external formal charge of discrimination.

2. Complaint

- a. Any current or former employee or applicant may file.
- b. The EEO Director may in turn take the role of:



- c. The EEO Office accepts/rejects a complaint on the following basis:
 - (1) Reviews all complaints.

- (2) If the employee gives no clear concern that they are afraid or indication that he or she has not discussed the complaint with his or her immediate supervisor, the employee will be asked to go back and discuss his or her complaint with the appropriate supervisor. All complaints should be referred to EEO for investigation.
- (3) All complaints are accepted on their merits and may not be rejected by the EEO Office until an informal meeting has been held with the complainant and the supervisor. At this meeting, the EEO Office will allow the complainant an opportunity to air the complaint, give the supervisor an opportunity to respond, and make an attempt to resolve the complaint if it has merit. If the EEO Office determines that the complaint is without merit, the employee will be advised of this finding.
- (4) If accepting or rejecting a complaint presents a conflict of interest, the appropriate administrator will be advised.

3. Contents of the Complaint

The complaint shall contain the following information:

- a. the full name of the person(s) making the complaint;
- b. the name of the person the complaint is made against;
- c. the section of Title VII, AMC Title 5, or AS 18 allegedly violated;
- d. a statement of the facts of the alleged unlawful discriminatory practice;
- e. an indication of whether race, religion, color, national origin, age, sex, physical handicap, or marital status of the complainant was believed to have given rise to the alleged discrimination;
- f. if known, the date(s) of the alleged unlawful discriminatory practice, and if the practice is of a continuing nature, the dates between which it is alleged to have occurred or is occurring.

4. Time for Filing

- a. The filing date of a complaint shall be the date it is received by the EEO Office.
- b. **Complaints should be filed by the complainant within thirty (30) days of the most recent alleged violation.** If the practice is of a continuing nature, the date of the occurrence shall be considered to be any date subsequent to the commencement of the practice up to and including the date on which the practice ceased.

5. Withdrawal of a Complaint

A complaint may be withdrawn by written request of the complainant.

6. **Class-Action Complaint**

A class-action complaint may be filed by an individual group when:

- a. there are questions of law or fact common to the class alleged to have been discriminated against;
- b. the complainant is able to fairly and adequately represent the interests of the class.

7. Complaint Procedures

In order to fulfill the above responsibility, the EEO Office shall:

- a. Conduct informal discussions with the complainant for review and clarification of the problem.
- b. Conduct informal meetings with the complainant, defendant, supervisor, seeking a fuller understanding of the nature and extent of the complaint, and exploring alternatives to the equitable resolution of the problem.
- c. Advise the involved parties on matters pertaining to rights and procedures under Board policies and agreements and applicable state and federal laws.
- d. Consult with the complainant about additional sources of assistance, including state and federal civil rights enforcement agencies.

B. Applicant and Employee Complaints

1. Pre-employment Complaints from Applicants

- a. Complaints which occur prior to a person's employment or during the period of application, interviewing, screening, or selection should be referred to the District's EEO Office. This does not preclude the filing with any of the agencies listed below in subsection f.
- b. **Formal complaints should be filed by the applicant within thirty (30) days of the date of the alleged violation.**
- c. An investigation of a formal complaint shall be conducted by the EEO Office and appropriate steps shall be taken for correction if warranted.
- d. Any employee who remains unsatisfied with the decision may file with any of the following agencies:

Alaska State Commission for Human Rights

800 A Street Suite 204
Anchorage, AK 99501-3682
(907) 274-4692/TTY (907) 276-3177

Municipal Ombudsman Office

632 W. Sixth Avenue, Suite 170
Anchorage, AK 99501
(907)343-4461

Municipality of Anchorage Equal Rights Commission

632 W 6th Ave Suite 110
Anchorage, AK 99501
(907) 343-4342/TTY (907) 343-4894

Office for Civil Rights for the U.S. Department of Health and Human Services

2201 6th Avenue MSRX-11
Seattle, WA 98121
(800) 968-1019

United States Equal Employment Opportunity Commission
Federal Bldg
909 1st Ave Suite 400
Seattle, WA 98104
(800) 669-4000

Please note that these agencies do have timelines for complaint filing.

2. Employee Complaints

- a. The employee should first discuss his/her complaint with the immediate supervisor.
- b. If the complaint remains unresolved, the employee should discuss it with the department or division supervisor, where applicable.
- c. If circumstances prevent using steps (a) or (b), or if the department supervisor does not resolve the complaint within five (5) working days, the employee may file a formal discrimination complaint with the Director of EEO.
- d. The EEO Office shall attempt to resolve the matter informally within twenty (20) working days. The EEO Office will notify complainant of any necessary extension of this time period.
- e. Any employee who remains unsatisfied with the decision may file with any of the agencies listed in Section B, Paragraph 1, subsection d.

C. Title IX/Chapter 18/Section 504 Policy

It is the policy of the Anchorage School District not to discriminate on the basis of sex or handicap in education or employment programs, policies, or activities as required by Title IX of the Educational Amendments Act of 1972, Section 504 of the Vocational Rehabilitation Act Amendments of 1973, and Chapter 18 of the School Laws of Alaska. Inquiries or complaints regarding Title IX/Chapter 18 or Section 504 may be directed to:

Anchorage School District §504 Compliance Officer:

Margo Bellamy, EEO Director
907-742-4130
Bellamy_Margo@asdk12.org

Anchorage School District STeP Center:

Eudora Fraczek, Teacher Consultant
907-742-3872
fraczek_eudora@asdk12.org

**Department of Education & Early
Childhood**

801 W. 10th Street, Suite 200
Juneau, AK 99801
(907) 465-2831

**U.S. Department of Education
Office for Civil Rights**

206-220-7900
OCR_Seattle@ed.gov

Table 1**Profiles of the District****Summary of Accomplishments, October 2004****Classroom Teachers**

An analysis of current workforce demographics among classroom teachers indicates that the District experienced difficulty in achieving its goals in this major job category. The percentage of ethnic teachers is currently 9.4 percent in comparison to 12.1 percent in 1999. (Table 4-4)

Specialized Instructional Support

The category of specialized instructional support job classification includes several sub-job classifications: Librarian, Counselors, Nurses, Support for the Blind and Visually Impaired, Assistive Technologists, Adaptive P.E., and Psychologist and Therapists. (Table 6)

The employment of ethnic staff among these special job classifications has been historically difficult due to many factors (i.e. the additional years of education required for certification in the specialized area; the increased competition with other employers for ethnic applicants in these job categories). Currently there are less than 10 percent ethnic employees in this category.

Principals and Assistant Principals

An overall analysis of the current staffing among Principals and Assistant Principals indicates that ethnic and female groups are represented. Ethnic employees are represented at 21 percent and women at 54.7 percent in this job category. The district has exceeded its goal of placing women in one half of all principal positions and continues to sustain that goal.

Executive Secretary and Clerical Support

Executive secretary and clerical support diversity recruitment accomplishments presently show at 12 percent ethnic and males are at 5 percent.

Student Nutrition

Ethnic and male Student Nutrition personnel increased since the 1999.

Pupil Transportation Services

Pupil Transportation Services continues to successfully recruit ethnic and female employees. However, there continues to be a high turnover from year to year among bus drivers and attendants. The percentage of minorities in the Pupil Transportation Services increased from 22.03 in 1999 to 29.1 percent.

Maintenance

Maintenance continues to recruit and retain an ethnic, gender and racially diverse workforce. There was an increase in the promotion of ethnic and females into supervisor positions since 1999.

Exempt

The Exempt category totals 60 employees. This category includes Executive Directors, Directors, Superintendent, Assistant Superintendents, Chief Financial Officer, Controller, Executive Assistant, Executive Secretaries, Specialists and Supervisors. Ethnic employees represent 16.6 percent of this job category (up from 13.4 percent in 1999). Women represents 61.6 percent of this job category (down from 63.4 percent in 1999).

Table 2**Statement of Rights and Responsibilities**

(Excerpt from ASD Statement of Rights and Responsibilities Revised 6/25/01)

The Anchorage School District Statement of Rights and Responsibilities constitutes School Board policy on matters pertaining to students' rights and responsibilities. In any case of conflict between the Statement of Rights and Responsibilities and any other District policy or procedure, the Statement of Rights and Responsibilities shall take precedence unless specifically limited by such other Board policy.

Due Process

The constitutional rights assured to individuals include the guarantee that no person shall be deprived of life, liberty or property without due process of law. Students are recognized as "Persons" under the constitution and a system of constitutionality and legally sound procedures has been developed for the administration of discipline in the schools.

1. The hallmark of the exercise of disciplinary authority shall be fairness.
2. Before the imposition of a disciplinary action, a student shall be given an opportunity to contest any alleged facts leading to the proposed disciplinary action and to present his or her version of the facts.

Preamble

1. A primary responsibility of the District and its professional staff shall be the development of an understanding and appreciation of our representative form of government, the rights and responsibilities of the individual and the legal processes whereby necessary changes are brought about.
2. The school is a community and the rules and regulations of the school are the laws of that community. All those enjoying the rights of citizenship in the school community must also accept the responsibilities of citizenship. Among the responsibilities of school citizenship are respecting the laws of the community and the rights of other citizens and contributing to the fulfillment of educational purposes through cooperative conduct.
3. Young people in the United States have the right to receive a free public education, and deprivation of that right may occur only for just cause in accordance with due process of law.
4. Students have the rights of citizenship as defined in the United States Constitution and its amendments; and these rights may not be abridged, obstructed or in other ways altered except in accordance with due process of law. The First and Fourteenth Amendments to the Constitution of the United States prohibit states from unduly infringing upon the rights of speech and expression. In the school setting this restriction on state action limits the manner and extent to which schools may regulate the speech and expression of students. In order to curtail First Amendment rights, school authorities must show that the failure to do so would create a material and substantial disruption of school work and discipline.
5. First Amendment rights, school authorities must show that the failure to do so would create a material and substantial disruption of school work and discipline.
6. Administrators and teachers also have rights and duties. The teacher is required by law to maintain a suitable environment for learning, and administrators have the responsibility for maintaining and facilitating the educational program.
7. The principal, or his or her designee, is authorized to recommend expulsion, and to suspend or discipline students for cause. The teacher has the authority to temporarily remove students from a class or discipline students for cause. The following rules, regulations and due process procedures are designed to protect all members of the educational community in the exercise of their rights and duties.

Students Experiencing Disabilities

Services:

The Anchorage School District provides comprehensive educational services through the Special Education Department to all eligible children ages 3-21 who experience disabilities and have additional needs beyond those which generally can be met by the regular classroom program. A student may qualify for services under two federal laws, the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act. The special education programs for these children are cooperatively developed by an Individualized Education Plan Team including the parent as a contributing member of the team. These teams make every effort to provide an appropriate special education program to meet the unique needs of each eligible child in a setting in his/her regular classroom or other appropriate placement. In addition to providing the necessary special education services, related services such as speech therapy, which may be necessary to the student's school success, are provided as an integral part of the child's school program. The Anchorage School District also provides an individualized education plan for each gifted student as appropriate. For more information regarding evaluation and eligibility for special education or gifted services, your rights under federal and state law, or other programs serving individual needs, please contact the Anchorage School District Special Education Department or your school principal.

Discipline: This Statement of Rights and Responsibilities will be enforced fairly and uniformly without regard to race, ethnicity, national origin, sex, or disability. Students with disabilities are subject to the same grounds for discipline which apply to students without disabilities. However, students with suspected or identified disabilities may have additional rights relating to discipline and continuing services. The scope of these rights varies depending upon the nature of the violation of school rules and the specific discipline proposed. The policies set forth in this Statement of Rights and Responsibilities will not restrict the rights to which students with disabilities may be entitled under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, or any modifications to the District's disciplinary rules which are set out in individualized educational or behavioral plans. If you are a student with disabilities who is subject to discipline, and the discipline proposed entitles you to certain rights and procedures under the disability laws, a copy of these additional rights will be provided to you and your parents. You may also obtain a copy of these rights from the Anchorage School District Special Education Department or your school principal. (*Adopted - 6/14/99*)

Jurisdiction

The following rules apply on campus, at school activities on and off campus, on school buses and at school bus stops. School jurisdiction also applies to acts which start on school campus and are completed off campus, or to acts which begin off campus and continue on campus, including acts that occur while coming either to or from school. In addition, criminal acts which occur completely off campus but which have direct or immediate effect either on school decorum or the welfare, safety or morals of students fall within the jurisdiction of the school. AS 14.30.045. (*Revised 6/14/99*)

Rights, Responsibilities and Limitations

Any conduct prescribed by the following statement of rights, responsibilities and limitations shall be subject to appropriate corrective action from simple discipline to expulsion. No system of rules can provide for every situation and the District may prohibit and discipline other offenses not specifically addressed which interfere with the education or safety of students.

Discrimination and Harassment

The Anchorage School District affirms the right of all students and employees to pursue their education or occupation with dignity in a safe environment. It is the policy of the District to maintain learning and working environment that is free from discrimination, harassment, hazing, and related violence. A learning environment must be structured to reflect diverse cultural traditions and contributions. The District has zero tolerance for any behaviors that ridicule, harass, intimidate, or otherwise threaten students, staff, or community members. Discrimination and harassment of employees and students will not be tolerated in the School District. School District includes School District facilities; School District premises, and non-school property if the student or employee is at any school-sponsored, school-approved, or school-related activity or function, such as field trips or social and athletic events where students are under the control of the School District or where the employee is engaged in school business.

The District will investigate all complaints, formal or informal, verbal or written, of discrimination, and/or harassment. The District will discipline any student or employee who discriminates against or harasses a student, employee, or community member.

A false or frivolous accusation made under this policy shall result in disciplinary action.

Discrimination and Harassment Defined:

Discrimination: Discrimination is the display of partiality or prejudice towards others.

Harassment:

Harassment is a single act or course of conduct directed toward an individual or group that serves no legitimate purpose other than to annoy, alarm, torment, or abuse that person or group.

An individual will be in violation of this discrimination and/or harassment policy if he or she:

- (1) Makes demeaning remarks directly or indirectly, such as name-calling, racial slurs or "jokes"; or
- (2) Physically threatens or harms an individual; or
- (3) Displays visual or written materials or defaces, damages, or destroys property or materials; or
- (4) Performs any other act that is clearly discriminatory or harassing in nature; because of the person's race, creed, gender, national origin, age, marital status, political or religious beliefs, physical or mental conditions, family, social, or cultural background, or sexual orientation.

Sexual Harassment:

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- (1) Submission to that conduct or communication is made a term or condition, either expressed or implied, of obtaining or retaining employment or of obtaining an education; or

- (2) Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting an individual's employment or education or participation in other school activities; or
- (3) That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or education environment.

Examples of sexual harassment include, but are not limited to, the following:

- verbal harassment or abuse;
- subtle pressure for sexual activity;
- inappropriate patting or pinching;
- intentional brushing against a student's or employee's body;
- demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status;
- any sexually motivated unwelcome touching; or
- sexual violence which is a physical act of aggression that includes a sexual act or sexual purpose.

Reporting Procedures

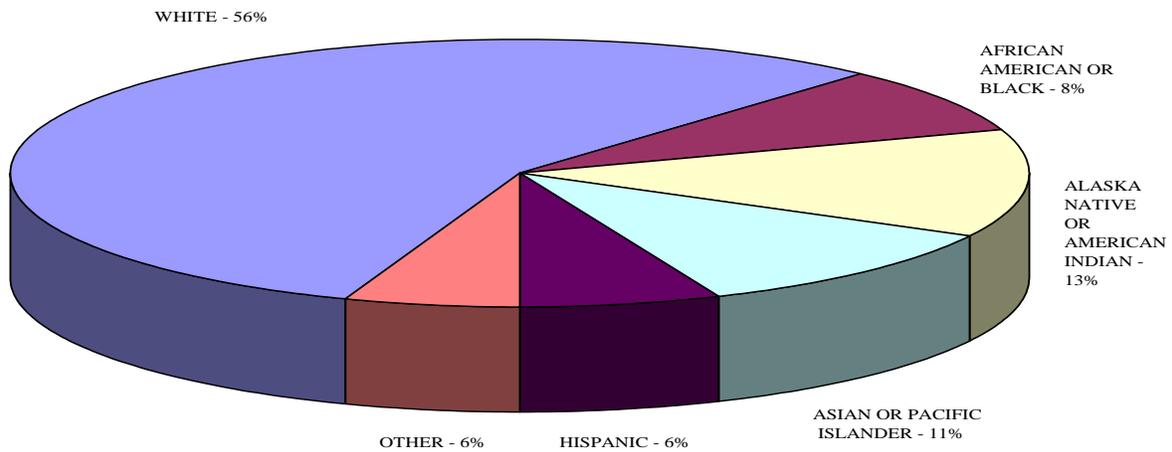
Students who believe they have experienced an act of harassment and/or discrimination by another student or an employee should report the matter immediately to a staff member. The school principal or designee shall investigate the issue and advise the EEO Office. In addition, the students may also report the incident to the EEO Office directly or to an outside agency, i.e., the Municipality of Anchorage Equal Rights Commission, an Ombudsman, the State of Alaska Human Rights Commission, the U.S. Equal Employment Opportunity Commission, or the office for Civil Rights. (*Discrimination & Harassment Section Revised 6/25/01*)

(Taken from Statement of Rights And Responsibilities Revised 6/25/01)

Table 3

2004-05 Student Membership Data

STUDENT MEMBERSHIP ETHNIC COMPOSITION



Historical Perspective on Student Diversity in the ASD:

In 1976, 13 percent of Anchorage School District students classified themselves as belonging to an ethnic group. By 2003, 41 percent of the students in the District are ethnically diverse school children. Of the ethnic population, the Alaska Native/American Indian (13%) category is the largest, followed by the Asian/Pacific Islander (11%), African American/Black (8%), and Hispanic (6%) groups. For the past ten years, the fastest growing ethnic population has been Asian/Pacific Islander, followed by Hispanic. From 1993 until 2002, the Asian/Pacific Islander ethnic group grew by 77 percent and the Hispanic ethnic group grew by 71 percent.

HISTORICAL STUDENT MEMBERSHIP COMPOSITION

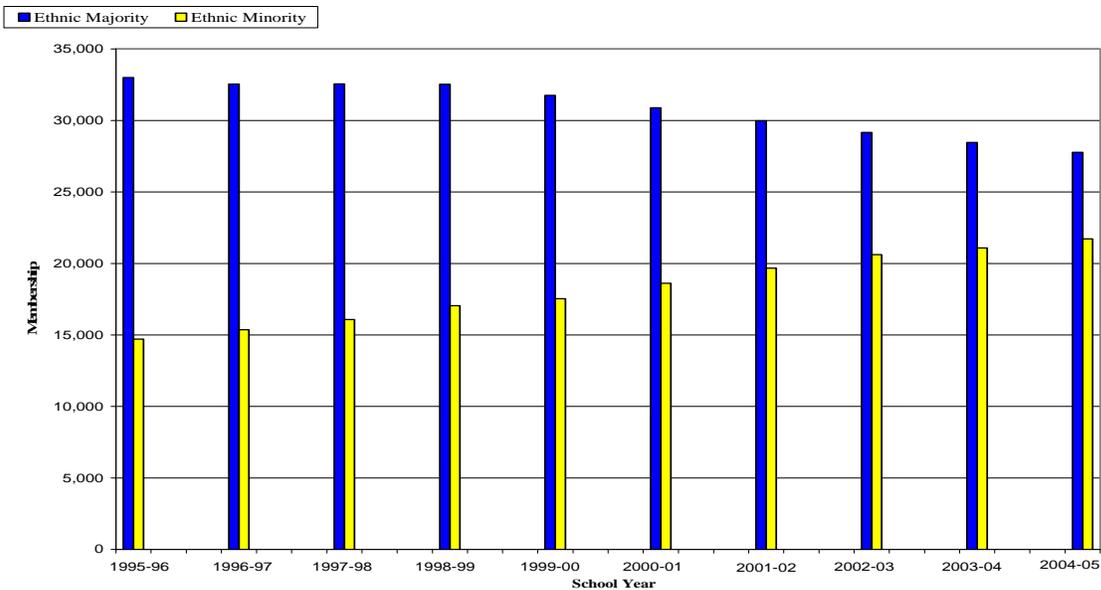


Table 4

Student Enrollment Ethnic Comparisons
1995/1996 - 2004/2005

As of October 2004

Ethnic Group	November 95/96	November 96/97	November 97/98	October 98/99	October 99/00	November 00/01	November 01/02	November 02/03	October 03/04	October 04/05
Alaska Native & American Indian	11%	11%	12%	12%	12%	12%	13%	13%	13%	13%
Asian & Pacific Islander	7%	7%	8%	9%	9%	10%	10%	11%	11%	11%
Black	9%	9%	9%	9%	9%	8%	9%	8%	8%	8%
Hispanic	4%	5%	5%	5%	5%	6%	6%	6%	6%	6%
*Other					0%	1%	3%	3%	4%	6%
White	69%	68%	67%	66%	64%	62%	60%	59%	57%	56%
Total % Ethnic Student Membership	31%	32%	34%	35%	35%	37%	41%	41%	42%	44%

***Other - This category represents students who have selected more than one ethnicity.**

Table 4-1

**Student Ethnicity Report:
Summary by Program**

As of October 2004

ASD Student Population	Alaskan Native & American Indian	Asian & Pacific Islander	Black	Hispanic	White	*Other	Total Ethnic	Total Student
Elementary School	3581	2778	2033	1752	14015	2004	12148	26163
Middle School	1000	873	614	453	4326	271	3211	7537
High School	1438	1576	1037	784	7986	375	5210	13196
Other Total	351	145	194	103	1200	72	865	2065
Special Services Total	150	13	52	15	237	51	281	518
District Totals	6520	5385	3930	3107	27764	2773	21715	49479

Table 4-2

As of October 2004

Workforce Demographics by Ethnicity & Gender

Ethnic Group	Male	Female	Total	04-05	03-04	02-03
Alaska Native & American Indian	133	242	375	4%	4%	5%
Asian & Pacific Islander	191	254	445	5%	5%	3%
Black	257	330	587	6%	6%	6%
Hispanic	89	186	275	3%	3%	4%
<i>Total Ethnic Workforce</i>	<i>670</i>	<i>1012</i>	<i>1682</i>	<i>18%</i>	<i>17%</i>	<i>18%</i>
White	1970	5007	6977	73%	73%	82%
*Undeclared	238	654	892	9%	9%	0%
Total	2878	6673	9551	100%	100%	100%

* 9 % of the District's total workforce, (that is 892 employees, 654 females and 238 males), listed their ethnicity as undeclared.

**Table 4-3 2004 Workforce Demographics
Full Time Employees**

Major Job Categories by EEO Code As of 10/20/2004	White		Black		Hispanic		Asian / Pacific Islander		AK Native/ Am Indian		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
1. Officials, Administrators & Managers	18	13	0	1	0	0	0	1	0	0	33
2. Principals	28	44	2	5	0	0	1	1	2	5	89
3. Assistant Principals- Teaching	0	1	0	0	0	0	0	0	2	3	1
4. Assistant Principals- Non Teaching	20	22	2	1	1	0	0	0	2	3	51
5. Elementary Classroom	245	1100	4	29	6	30	3	32	6	51	1506
6. Secondary Classroom	448	631	13	24	6	9	8	20	11	13	1203
7. Other Classroom Teachers	22	142	0	1	1	0	1	2	0	0	169
8. Guidance	17	54	6	6	1	4	1	2	0	3	94
9. Psychological	24	17	0	0	0	0	0	0	0	0	41
10. Librarians/Audio Visual	7	67	0	1	0	0	0	3	0	0	78
11. Consultants & Supervisors of Instructions	14	60	12	5	0	1	4	0	1	1	98
12. Other Professional staff	128	211	26	27	5	3	5	6	4	4	419
13. Teacher Assistants	43	369	12	25	1	16	3	16	4	16	505
14. Technicians	21	6	3	0	0	0	1	3	0	0	34
15. Clerical/Secretarial Staff	39	623	14	53	0	16	3	25	2	19	794
16. Service Workers	147	170	58	36	32	32	112	56	11	22	676
17. Skilled	185	11	18	1	3	0	12	0	5	0	235
18. Laborers, Unskilled	1	0	0	0	0	0	0	0	0	0	1
Total	1427	3542	170	215	56	111	154	167	48	137	6027
Ethnic Totals		*4969		385		167		321		185	
Ethnic %		82.4		6.4		2.8		5.3		3.1	

** 371 employees (284 Females and 87 Males) who listed their race as 'Undeclared' defaulted to this group.*

For detailed ethnic and gender distribution by job category, see Table 8.

Table 4-4 **2004 Workforce Demographics**
Part-time, New Hires & Classroom Teachers

Part Time Employees by EEO Code As of 10/20/2004	White		Black		Hispanic		Asian / Pacific Islander		AK Native/ Am Indian		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
20. Professional Instructional	12	2	1	0	0	0	0	0	0	0	15
21. All Others	793	2134	86	115	33	75	37	87	85	105	3550
Total	805	2136	87	115	33	75	37	87	85	105	3565
New Hires July 1, 2004 thru September 30, 2004											
Officials, Administrators & Managers	1	1	0	0	0	0	1	0	0	0	3
Principals/Assistant Principals	9	15	1	0	0	0	2	0	0	2	29
Classroom Teachers	66	187	2	1	0	0	1	3	0	5	266
Other Professional Staff	11	6	6	1	0	0	0	0	0	1	25
Non-Professional Staff	10	90	15	13	3	2	4	2	4	4	147
Total	97	299	24	15	3	2	4	5	4	12	470
		398		39		5		9		16	
		84.7		8.3		1.0		1.9		3.4	
Classroom Teacher Data											
Elementary	245	1100	4	29	6	30	3	32	6	51	1506
Middle	448	631	13	24	6	9	8	20	11	13	1203
High School	22	142	0	1	1	0	1	2	0	0	169
Total	715	1873	17	54	13	39	12	54	17	64	2878
		2588		71		52		66		81	
		90%		2.5%		1.8%		2.3%		2.8%	

Table 5

Teacher/Student Comparison by School Location
As of October 2004

Elementary Schools

School	Student Enrollment			Teaching Staff				School	Student Enrollment			Teaching Staff			
	Total	Ethnic	Ethnic %	Total	Ethnic	Ethnic %	Undeclrd		Total	Ethnic	Ethnic %	Total	Ethnic	Ethnic %	Undeclrd
Abbott Loop	457	251	54.9%	27	1	3.7%	0	Girdwood	168	32	19.0%	12	1	8.3%	0
Airport Heights	240	151	62.9%	22	5	22.7%	1	Government Hill	484	331	68.4%	26	6	23.0%	1
Alpenglow	449	93	20.7%	30	2	6.7%	2	Homestead	401	64	16.0%	26	1	3.8%	0
Aurora	336	109	32.4%	22	1	4.5%	2	Huffman	430	82	19.1%	28	1	3.6%	1
Baxter	429	204	47.6%	30	1	3.3%	1	Inlet View	251	107	42.6%	29	1	3.4%	0
Bayshore	580	193	33.3%	30	3	10.0%	1	Kasuun	473	214	45.2%	29	1	3.4%	0
Bear Valley	557	90	16.2%	34	2	5.9%	0	Klatt	382	224	58.6%	28	3	10.7%	1
Birchwood	346	60	17.3%	22	2	9.1%	0	Kincaid	539	142	26.3%	34	2	5.9%	2
Bowman	520	190	36.5%	39	3	7.7%	1	Lake Hood	435	245	56.3%	29	3	10.3%	1
Campbell	450	231	51.3%	31	2	6.5%	1	Lake Otis	423	264	62.4%	28	0	0.0%	0
Chester Valley	285	167	58.6%	21	1	4.8%	1	Mt. Iliamna	144	94	65.3%	18	1	5.6%	1
Chinook	561	310	55.3%	34	2	5.9%	3	Mt Spurr	330	74	22.4%	18	1	5.6%	1
Chugach Optl	246	54	22.0%	15	0	0.0%	0	Mountain View	355	308	86.8%	30	6	20.0%	0
Chugiak Ele	512	129	25.2%	30	3	10.0%	1	Muldoon	403	302	74.9%	34	6	17.6%	1
College Gate	362	189	52.2%	25	4	16.0%	0	North Star	468	345	73.7%	40	5	12.5%	0
Creekside Park	430	284	66.0%	35	6	17.1%	1	Northern Lgts	619	242	39.1%	29	6	20.7%	0
Denali	425	195	45.9%	31	3	9.7%	3	Northwood	339	182	53.7%	29	1	3.4%	0
Eagle River	353	97	27.5%	23	1	4.3%	1	Nunaka Valley	274	168	61.3%	21	2	9.5%	2
Fairview	406	377	92.9%	33	5	15.2%	1	Ocean View	560	180	32.1%	34	2	5.9%	1
Family Partnshp	219	50	22.8%	7	0	0.0%	0	O'Malley	354	86	24.3%	28	1	3.6%	0
Fire Lake	286	77	26.9%	19	1	5.3%	0	Orion	386	126	32.6%	26	1	3.8%	3

Undeclared: Indicates that the employee did not specify their ethnic group. Undeclared employees are not included in the staff percentage.

Table 5 cont,

Teacher/Student Comparison by School & Enrollment

As of October 2004

Elementary Schools

Middle and High Schools

School	Student Enrollment			Teaching Staff				School	Student Enrollment			Teaching Staff			
	Total	Ethnic	Ethnic %	Total	Ethnic	Ethnic %	Undclrd		Total	Ethnic	Ethnic %	Total	Ethnic	Ethnic %	Undclrd
Polaris K-12	446	88	19.7%	29	0	0.0%	1	Bartlett	1909	987	51.7%	107	20	18.7%	5
Ptarmigan	399	282	70.7%	26	2	7.7%	1	Central	740	393	53.1%	47	3	6.4%	2
Rabbit Creek	361	106	29.4%	23	0	0.0%	0	Chugiak High	2003	358	17.9%	105	5	4.8%	5
Ravenwood	422	65	15.4%	24	1	4.2%	1	Clark	858	681	79.4%	71	13	18.3%	7
Rogers Park	574	216	37.6%	35	1	2.9%	2	Dimond	1964	669	34.1%	109	9	8.3%	4
Russian Jack	389	277	71.2%	36	4	11.1%	1	East	2170	1320	60.8%	121	15	12.4%	9
Sand Lake	629	261	41.5%	32	8	25.0%	1	Goldenview	882	164	18.6%	57	3	5.3%	1
Scenic Park	469	229	48.8%	28	4	14.3%	1	Gruening	582	94	16.2%	40	0	0.0%	0
Spring Hill	393	219	55.7%	26	1	3.8%	1	Hanshaw	1000	460	46.0%	66	6	9.1%	6
Susitna	542	271	50.0%	33	1	3.0%	1	McLaughlin/Avail	224	161	71.9%	19	2	10.5%	0
Taku	388	201	51.8%	30	3	10.0%	1	Mears	1095	394	36.0%	67	4	6.0%	3
Trailside	508	174	34.3%	31	1	3.2%	0	Mirror Lake	658	123	18.7%	47	4	8.5%	1
Tudor	555	332	59.8%	31	3	9.6%	3	Romig	824	436	52.9%	58	5	8.6%	1
Turnagain	341	166	48.7%	26	1	3.8%	2	S.A.V.E. I	233	123	52.8%	14	5	35.7%	0
Tyson William	389	337	86.6%	36	5	13.9%	3	B. Benson/Search	287	176	61.3%	18	2	11.1%	0
Ursa Major	403	195	48.4%	31	6	19.4%	3	Service	1563	591	37.8%	88	6	6.8%	4
Ursa Minor	241	116	48.1%	19	2	10.5%	0	South Anchorage	1720	280	16%	80	5	6.20%	1
Village Charter	125	57	45.6%	7	2	28.6%	0	Stellar	278	71	25.5%	17	1	5.9%	0
Williwaw	564	490	86.9%	45	6	13.3%	2	Wendler	898	466	51.9%	60	7	11.7%	2
Willow Crest	425	261	61.4%	31	5	16.1%	1	West	1867	1005	53.8%	97	11	11.3%	3
Wonder Park	383	273	71.3%	31	5	16.1%	2	Family Partnership	481	128	27%	7	0	0.00%	0
Wood Gladys	489	222	45.4%	31	3	9.7%	1	Crossroads	66	48	72.7%	2	0	0.0%	0
Aquarian Charter	270	102	37.8%	17	0	0.0%	2	Highland Tech	310	117	37.7%	16	1	14.3%	2
Fronter Charter	285	66	23.2%	3	0	0.0%	0								

Undeclared: Indicates that the employee did not specify their ethnic group. Undeclared employees are not included in the staff percentage.

Table 6

Special Programs: Ethnic Teacher Percentages by Location
As of October 2004

Special Program	Teaching Staff				Special Program	Teaching Staff			
	Total	Minority	Minority %	Undeclrd		Total	Minority	Minority %	Undeclrd
Alternataive Career Education	11	0	0.0%	0	McLaughlin	19	2	10.5%	0
Alaska State School For The Deaf	0	0	0.0%	0	Mt Illiamna	18	1	5.6%	1
Art Program	35	1	2.9%	0	Music Program	27	4	14.8%	3
Audiology	1	0	0.0%	0	North Star Hsp Elem/Sec	2	0	0.0%	0
AVAIL	3	0	0.0%	0	Occupational/Physical Therapist	32	0	0.0%	2
Bilingual Education	33	12	36.4%	2	Physical Education	68	4	5.9%	0
Booth Secondary	1	0	0.0%	0	Providence Heights	1	0	0.0%	0
Continuation Program	2	0	0.00%	0	Providence Girls	1	0	0.00%	0
Counselors	100	23	23.0%	6	Psychology	41	0	0.0%	0
Gifted Education	39	3	7.7%	1	Resource	3	1	33.3%	0
Health Services	83	5	6.0%	3	Special Education - Elementary	187	4	2.1%	11
Jesse Lee Secondary	2	0	0.0%	0	Special Education - Middle School	59	2	3.40%	5
King Career Center	49	4	8.2%	0	Special Education - High School	175	8	4.6%	7
Librarians	78	4	5.1%	0	Speech/Language	68	2	2.9%	5
Maplewood	1	0	0.0%	0	Teacher Expert	46	2	4.3%	0
McKinnley Heights	2	1	50.0%	0	Title I	10	9	90.0%	0
Northstar Hospital	2	0	0.0%	0	Visiting Teacher	2	0	0.0%	0
Northstar Hospital RTC	2	0	0.0%	0	Whaley Center	25	4	16.0%	1
Outreach/Private	1	0	0.0%	0					

Undeclared: Indicates that the employee did not specify their ethnic group. Undeclared employees are not included in the staff percentage.

Table 7

**Percentage Comparison of Minority and Female Employees
As of October 2004**

Table 7 reviews the fourteen-year trend of the minority/female composition of the District's major job classifications traditionally gender-stereotyped, such as secretaries, elementary teachers, principals, food service workers and maintenance personnel.

Job Classification	1987-1989 School Years		1991-1992 School Years		1996-1997 School Years		1998-1999 School Years		2004-05	
	Minority%	Female %	Minority%	Female %						
Classroom Teachers	12%	72%	13%	75%	13%	74%	12%	74%	3%	78%
Specialized Instructional Support	8%	84%	7%	79%	8%	79%	11%	85%		
Principals, Asst. Principals, Deans	19%	49%	25%	56%	23%	60%	20%	58%		
Administrative Interns	88%	75%	33%	100%	25%	100%	50%	100%		
Central Administrators	18%	42%	24%	41%	12%	35%	12%	74%		
Other Professionals	47%	69%	20%	57%	18%	77%	30%	48%		
Paraprofessionals, Instruc. Aides	18%	89%	26%	87%	25%	80%	24%	89%		
Exec. Secretaries, Clerical Support	13%	97%	12%	98%	18%	93%	18%	93%		
Student Nutrition	16%	98%	19%	94%	16%	98%	22%	96%		
Custodial	59%	38%	62%	36%	69%	32%	71%	32%		
Maintenance	16%	3%	17%	3%	18%	5%	17%	3%		
Pupil Transportation	13%	64%	14%	54%	17%	57%	22%	54%		
Total Certificated	12%	72%	13%	75%	12%	75%	13%	75%		
Total Classified	24%	67%	26%	67%	26%	73%	27%	73%		
Total District	17%	70%	18%	72%	17%	76%	18%	74%		

Table 8

**Distribution of Staff by EEO Code, Ethnicity & Gender
As of October 2004**

EEO Code	Alaskan Native, American Indian				Asian				Black				Hispanic				White				Total Minority		Total Minority %		Total Employees
	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%	Male	Female			
EEO CODE: 1 Officials, Admin and Managers	0	0	0	0.0%	0	1	1	3.0%	0	1	1	3.0%	0	0	0	0.0%	18	13	31	93.9%	0	2	0.0%	6.1%	33
EEO CODE: 2 Principals	2	5	7	7.9%	1	1	2	2.2%	2	5	7	7.9%	0	0	0	0.0%	28	44	72	80.9%	5	11	5.6%	12.4%	89
EEO CODE: 3 Asst Principal, Teach	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	1	1	100.0%	0	0	0.0%	0.0%	1
EEO CODE: 4 Asst Principal Non-Teach	2	3	5	9.8%	0	0	0	0.0%	2	1	3	5.9%	1	0	1	2.0%	20	22	42	82.4%	5	4	9.8%	7.8%	51
EEO CODE: 5 Elementary Classroom Teacher	6	51	57	3.8%	3	32	35	2.3%	4	29	33	2.2%	6	30	36	2.4%	234	1051	1285	85.3%	19	142	1.3%	9.4%	1506
EEO CODE: 6 Secondary Classroom Teacher	11	13	24	2.0%	8	20	28	2.3%	13	24	37	3.1%	6	9	15	1.2%	447	599	1046	86.9%	38	66	3.2%	5.5%	1203
EEO CODE: 7 Other Classroom Teacher	0	0	0	0.0%	1	2	3	1.8%	0	1	1	0.6%	1	0	1	0.6%	21	132	153	90.5%	2	3	1.2%	1.8%	169
EEO CODE: 8 Guidance/Counseling	0	3	3	3.2%	1	2	3	3.2%	6	6	12	12.8%	1	4	5	5.3%	17	48	65	69.1%	8	15	8.5%	16.0%	94
EEO CODE: 10 Library/Audio Visual	0	0	0	0.0%	0	3	3	3.8%	0	1	1	1.3%	0	0	0	0.0%	7	67	74	94.9%	0	4	0.0%	5.1%	78
Sub Total	21	75	96	3.0%	14	61	75	2.3%	27	68	95	3.0%	15	43	58	1.8%	792	1977	2769	85.9%	77	247	2.3%	7.7%	3224

Table 8, cont.

**Distribution of Staff by Ethnicity & Gender
As of October 2004**

EEO Code	American Indian, Native Alaskan				Asian				Black				Hispanic				White				Total Minority		Total Minority %		Total Employees
	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%	Male	Female			
EEO CODE: 11 Consultation and Supervisory	1	1	2	2.0%	4	0	4	4.1%	12	5	17	17.3%	0	1	1	1.0%	14	60	74	75.5%	17	7	17.3%	7.1%	98
EEO CODE: 12 Other Professional Staff	4	4	8	1.9%	5	6	11	2.6%	26	27	53	12.6%	5	3	8	1.9%	119	202	321	76.6%	40	40	9.5%	9.5%	419
EEO CODE: 13 Teacher Aides	4	16	20	4.0%	3	16	19	3.8%	12	25	37	7.3%	1	16	17	3.4%	34	307	341	67.5%	19	69	3.8%	13.7%	505
EEO CODE: 14 Technicians	0	0	0	0.0%	1	3	4	11.8%	3	0	3	8.8%	0	0	0	0.0%	21	5	26	76.5%	4	3	11.8%	8.8%	34
EEO CODE: 15 Clerical Secretarial Staff	2	19	21	2.6%	3	25	28	3.5%	14	53	67	8.4%	0	16	16	2.0%	29	545	574	72.3%	19	114	2.4%	14.4%	794
EEO CODE: 16 Service Workers	11	22	33	4.9%	112	56	168	24.9%	58	36	94	13.9%	32	32	64	9.5%	121	133	254	37.6%	213	148	31.5%	21.9%	676
EEO CODE: 17 Skilled Crafts Workers	5	0	5	2.1%	12	0	12	5.1%	18	1	19	8.1%	3	0	3	1.3%	181	11	192	81.7%	38	1	16.2%	0.4%	235
EEO CODE: 18 Unskilled Laborer	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	1	0	1	100.0%	0	0	0.0%	0.0%	1
EEO CODE: 20 Professional Instructors	0	0	0	0.0%	0	0	0	0.0%	1	0	1	6.7%	0	0	0	0.0%	4	2	6	40.0%	1	0	6.7%	0.0%	15
Sub Total	27	62	89	3.2%	140	106	246	8.9%	144	147	291	10.5%	41	68	109	3.9%	524	1265	1789	64.4%	351	382	12.7%	13.8%	2777
Grand Total Staff	48	137	185	3.0%	154	167	321	5.3%	171	215	386	6.4%	56	111	167	2.9%	1316	3242	4558	76.0%	428	629	7.3%	10.5%	6001

Note: Of the 6001 staff employees, a total of 384 employees (285 females and 99 males) listed their race as undeclared. A total of 6.4%

Table 8-1

**Certificated Staff Distribution by Race & Gender
As of October 2004**

Occupational Category	American Indian, Native Alaskan				Asian				Black				Hispanic				White				Total Minority		Total Minority %		Total Employees			
	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Male	Female				
Classroom Teachers																												
Elementary	6	51	57	5.2%	3	30	33	3.0%	4	27	31	2.8%	6	30	36	3.3%	222	893	1115	101.5%	19	148	167	1.7%	13.5%			1099
Secondary	9	12	21	2.1%	8	20	28	2.7%	12	21	33	3.2%	5	6	11	1.1%	57	275	332	32.5%	34	62	96	3.3%	6.1%			1021
Special Education	2	1	3	0.8%	0	2	2	0.6%	1	5	6	1.7%	1	0	1	0.3%	57	275	332	91.7%	4	8	12	1.1%	2.2%			362
Specialized Inst Support																												
Art, Music	0	0	0	0.0%	2	1	3	4.6%	0	1	1	1.5%	0	0	0	0.0%	17	98	115	176.9%	2	2	4	3.1%	3.1%			65
Bilingual	0	0	0	0.0%	1	5	6	18.2%	0	0	0	0.0%	4	3	7	21.2%	4	19	23	69.7%	11	8	19	33.3%	24.2%			33
Vocational	2	0	2	2.3%	2	1	3	3.5%	4	3	7	8.1%	0	0	0	0.0%	40	34	74	86.0%	8	4	12	9.3%	4.7%			86
Title I	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	9	9	100.0%	0	0	0	0.0%	0.0%			9
Expert, Resource	0	0	0	0.0%	0	0	0	0.0%	1	0	1	2.1%	0	1	1	2.1%	2	44	46	95.8%	1	1	2	2.1%	2.1%			48
Audiologist and Spec Speech Language	0	0	0	0.0%	0	1	1	1.5%	0	0	0	0.0%	1	0	1	1.5%	2	59	61	89.7%	1	2	3	1.5%	2.9%			68
Librarians	0	0	0	0.0%	0	3	3	3.8%	0	1	1	1.3%	0	0	0	0.0%	4	70	74	94.9%	0	4	4	0.0%	5.1%			78
Counselors	0	3	3	3.0%	1	2	3	3.0%	6	6	12	12.0%	1	4	5	5.0%	17	54	71	71.0%	8	15	23	8.0%	15.0%			100
Nurses	2	2	4	20.0%	2	2	4	20.0%	2	2	4	20.0%	2	2	4	20.0%	2	2	4	20.0%	8	8	16	40.0%	40.0%			20
Psychologists & Therapists	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	19	57	76	97.4%	0	0	0	0.0%	0.0%			78
Principals, Assts., Interns																												
Principals	2	5	7	7.9%	1	1	2	2.2%	2	5	7	7.9%	0	0	0	0.0%	28	44	72	80.9%	5	10	15	5.6%			89	
Assistant Principals	2	3	5	9.8%	0	0	0	0.0%	2	1	3	5.9%	1	0	1	2.0%	20	22	42	82.4%	5	4	9	9.8%	7.8%			51
Sub Total Certificated	25	77	102	3.2%	20	68	88	2.7%	34	72	106	3.3%	21	46	67	2.1%	491	1955	2446	76.3%	106	276	382	3.3%	8.6%			3207

Note: A total of 84 employees (78 females and 6 males) listed their race as undeclared.