

Affirmative Action Plan

I. AUTHORITY

School districts in the state of Washington are required by WAC 392-190-005 "...to establish and implement affirmative action employment policies and programs which prohibit discrimination on the basis of sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability in Washington public schools.

II. PURPOSE

It is the purpose of the Riverview School District's Affirmative Action Plan to ensure equal employment opportunity for all personnel.

- A. To ensure the absence of discrimination in employment practices because of sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability.
- B. To identify at all levels of the district's work force areas of underutilization of racial minorities and females.
- C. To recognize identified underutilization when planning and implementing recruitment efforts.

III. INTERNAL MONITORING AND REPORTING

To ensure the implementation and success of the District's nondiscrimination and affirmative action policy, the Human Resources Department will maintain a record system that will collect facts on the district employees' and applicants' sex, race, national origin or minority status, to help ensure that the district's recruiting efforts are reaching protected groups.

The Affirmative Action Officer will evaluate the effectiveness of the plan and recommend changes to the Board of Directors through the Superintendent. Changes mandated by the Board will be carried out under the direction of the Affirmative Action Officer.

IV. UNDERUTILIZATION ANALYSIS

The analyses in this Affirmative Action Plan address differences in the utilization rate of females and ethnic minorities in the district as compared with their statistical availability in a reasonable recruitment area. Where there is a valid statistical difference which indicates the underutilization of females or ethnic minorities, the difference is noted. In analyzing the district's work force for evidence of possible underutilization, the general approach used is to compare the "protected class" percentage of district employees in various job classifications to the percentage of this class in the available work force. In establishing comparison figures representing the available work force, data was taken from the "EEO Special File" created by the Census Bureau, using 2000 census data.

Census data for 2010 was not available at the time of publication, but will be utilized in future iterations. A summary of the census bureau data used is presented here as Table 1.

Table 1

Summary of Available Minorities/Women in the Employment Pool

Source Basis: 2000 Census of the Population, "EEO Special File" for Seattle-Bellevue-Everett, WA

| Employment Category | Total | White | African Amer. | Native Amer. | Asian Amer. | Hispan. Amer. | Women | % African Amer. | % Native Amer. | % Asian Amer. | % Hispan. Amer. | % Total Minority | % Women |
|------------------------------|-------|--------|---------------|--------------|-------------|---------------|-------|-----------------|----------------|---------------|-----------------|------------------|---------|
| Admin. | 5675 | 4695 | 365 | 39 | 210 | 180 | 3595 | 6.4 | 0.7 | 3.7 | 3.2 | 14.0 | 63.3 |
| Teacher, Elementary & Middle | 21925 | 19,370 | 735 | 95 | 805 | 520 | 16889 | 3.4 | 0.4 | 3.7 | 2.4 | 9.8 | 77.0 |
| Teacher, Secondary | 5235 | 4565 | 160 | 35 | 160 | 190 | 3090 | 3.1 | 0.7 | 3.1 | 3.6 | 10.4 | 59.0 |
| Teacher, Spec. Ed | 1170 | 1095 | 35 | 4 | 4 | 25 | 1023 | 3.0 | 0.3 | 0.3 | 2.1 | 5.8 | 87.4 |
| Classified Support* | 9620 | 7865 | 475 | 109 | 539 | 289 | 7913 | 4.9 | 1.1 | 5.6 | 3.0 | 14.7 | 82.2 |
| Secretaries** | 35690 | 29735 | 1360 | 209 | 2175 | 1120 | 32014 | 3.8 | 0.6 | 6.1 | 3.1 | 13.6 | 90.0 |
| Custodians | 15485 | 9170 | 960 | 185 | 1645 | 1105 | 4495 | 6.1 | 1.1 | 10.6 | 7.1 | 25.2 | 29.0 |
| Food Service *** | 19585 | 10310 | 815 | 284 | 3360 | 4039 | 7126 | 4.1 | 1.4 | 17.1 | 20.6 | 43.4 | 36.4 |
| Bus Drivers | 5625 | 4295 | 565 | 85 | 195 | 195 | 2535 | 10.0 | 1.5 | 3.4 | 3.4 | 18.5 | 45.0 |
| Maintenance | 3365 | 2650 | 165 | 44 | 180 | 195 | 249 | 4.9 | 1.3 | 5.3 | 5.8 | 17.4 | 7.3 |

Table 2 below summarizes the composition of district employees with respect to ethnic categories and gender. This summary includes only regular full and part-time employees – it does not include substitute and temporary employees.

Table 2

Summarization of Ethnic and Gender Composition for the Riverview School District #407 staff as of October 1, 2013

| | Total Employees | African American | Native American | Asian American | Hispanic American | Total Minority | Minority Percent | Total Women | Women Percent |
|-------------------------------|-----------------|------------------|-----------------|----------------|-------------------|----------------|------------------|--------------|---------------|
| Educational Administrators | 22 | 0 | 0 | 1 | 1 | 2 | 9.1% | 8 | 36.4% |
| Teachers, Elementary & Middle | 121 | 1 | 0 | 4 | 0 | 5 | 4.2% | 102 | 84.3% |
| Teachers, Secondary | 47 | 0 | 0 | 2 | 2 | 4 | 8.5% | 20 | 42.6% |
| Teachers, Special Education | 14 | 0 | 1 | 1 | 0 | 2 | 14.3% | 13 | 92.9% |
| Classified Support | 68 | 0 | 2 | 1 | 3 | 6 | 8.9% | 65 | 95.6% |
| Secretaries/Accounting | 32 | 0 | 0 | 0 | 0 | 0 | 0% | 32 | 100% |
| Custodians | 14 | 0 | 0 | 0 | 1 | 1 | 7.2% | 2 | 14.3% |
| Food Service Workers | 19 | 0 | 0 | 0 | 1 | 1 | 5.3% | 19 | 100% |
| Bus Drivers | 25 | 0 | 1 | 0 | 0 | 1 | 4% | 21 | 84% |
| Maintenance Workers | 4 | 0 | 0 | 0 | 1 | 1 | 25% | 0 | 0% |
| TOTAL | 366 | 1 | 4 | 9 | 9 | 23 | 6.3% | 282 | 77.1% |
| Staff Percentages | | 0.3% | 1.1% | 2.5% | 2.5% | 6.3% | | 77.1% | |

General Utilization Analysis for Ethnic and Gender Composition

The term “underutilization” is taken from the regulations promulgated by the Office of Federal Contract Compliance Programs. This term has no independent legal or factual significance whatsoever. The term “underutilization” as used in this plan means having fewer members of an affected group in a particular job category than reasonably would be expected upon their availability. The statistical comparisons in this section involve the use of workforce statistics for geographic areas relevant to the Seattle-Bellevue-Everett area derived from public census reports. The use of such geographic areas and statistics is intended only for the purpose of implementing this Plan and facilitating identification of areas of potential underutilizations.

This analysis is based on a comparison of the composition of the district’s workforce with the availability of ethnic minorities and females in various job classifications based on census information as summarized in Table 1. To identify instances of the underutilization, the 4/5 or 80% rule was applied. Where underutilization is identified (See Table 3), the long-range goal is to eliminate such underutilization. When this is accomplished, the goal will no longer remain. An annual utilization review for the various job categories will be the basis of measuring progress toward this goal. In addition, where underutilization is identified, an immediate, short-range goal is to hire qualified underutilized individuals for the affected job category in a proportion which is at least equal to the proportion of underutilized individuals available in the job market.

Table 3
 Underutilization Analysis
 Identification of Underutilization

| 1. Educational Administrators (Seattle-Bellevue-Everett) | | | | | | | | |
|--|-------|--------|---------------------|----------------------|--------------------|-------------------|-------------------|----------|
| EEO Data “Special File” | Total | Female | African American | Hispanic American | Native American | Asian American | Total Minority | |
| Number | 5675 | 3595 | 365 | 180 | 39 | 210 | 794 | |
| Percent | | 63.3% | 6.4% | 3.2% | 0.7% | 3.7% | 14.0% | |
| Riverview School District Staff – Educational Administrators | | | | | | | | |
| Number | 22 | 8 | 0 | 1 | 0 | 1 | 2 | |
| Percent | | 36.4% | 0% | 4.6% | 0% | 4.6% | 9.1% | |
| | | | Female | | | | | Minority |
| 1. Labor Market | | | 63.3% | | | | | 14.0% |
| 2. RSD | | | 36.4% | | | | | 9.1% |
| 3. 80% | | | 50.6% | | | | | 11.2% |
| 4. Difference | | | -14.2% | | | | | -2.1% |
| | | | Under | | | | | Under |

| 2. Elementary & Middle School Teachers (Seattle-Bellevue-Everett) | | | | | | | |
|---|-------|--------|---------------------|----------------------|--------------------|-------------------|-------------------|
| EEO Data "Special File" | Total | Female | African American | Hispanic American | Native American | Asian American | Total Minority |
| Number | 21925 | 16889 | 735 | 520 | 95 | 805 | 2155 |
| Percent | | 77% | 3.4% | 2.4% | 0.4% | 3.7% | 9.8% |
| Riverview School District Staff – Elementary & Middle School Teachers | | | | | | | |
| Number | 121 | 102 | 1 | 0 | 0 | 4 | 5 |
| Percent | | 84.3% | .9% | 0% | 0% | 3.3% | 4.2% |
| | | | Female | | Minority | | |
| 1. Labor Market | | | 77% | | 9.8% | | |
| 2. RSD | | | 84.3% | | 4.2% | | |
| 3. 80% | | | 61.6% | | 7.8% | | |
| 4. Difference | | | +22.7% | | -3.6% | | |
| | | | Okay | | Under | | |

| 3. Secondary Teachers (Seattle-Bellevue-Everett) | | | | | | | |
|--|-------|--------|---------------------|----------------------|--------------------|-------------------|-------------------|
| EEO Data "Special File" | Total | Female | African American | Hispanic American | Native American | Asian American | Total Minority |
| Number | 5235 | 3090 | 160 | 190 | 35 | 160 | 545 |
| Percent | | 59% | 3.1% | 3.6% | 0.7% | 3.1% | 10.4% |
| Riverview School District Staff – Secondary Teachers | | | | | | | |
| Number | 47 | 20 | 0 | 2 | 0 | 2 | 4 |
| Percent | | 42.6% | 0% | 4.3% | 0% | 4.3% | 8.6% |
| | | | Female | | Minority | | |
| 1. Labor Market | | | 59% | | 10.4% | | |
| 2. RSD | | | 42.6% | | 8.6% | | |
| 3. 80% | | | 47.2% | | 8.3% | | |
| 4. Difference | | | -4.6% | | +.3% | | |
| | | | Under | | Okay | | |

| 4. Special Education Teachers (Seattle-Bellevue-Everett) | | | | | | | |
|--|-------|--------|---------------------|----------------------|--------------------|-------------------|-------------------|
| EEO Data "Special File" | Total | Female | African American | Hispanic American | Native American | Asian American | Total Minority |
| Number | 1170 | 1023 | 35 | 25 | 4 | 4 | 68 |
| Percent | | 87.4% | 3.0% | 2.1% | 0.3% | 0.3% | 5.8% |
| Riverview School District Staff – Special Education Teachers | | | | | | | |
| Number | 14 | 13 | 0 | 0 | 1 | 1 | 2 |
| Percent | | 92.9% | 0% | 0% | 7.2% | 7.2% | 14.3% |
| | | | Female | | Minority | | |
| 1. Labor Market | | | 87.4% | | 5.8% | | |
| 2. RSD | | | 92.9% | | 14.3% | | |
| 3. 80% | | | 69.9% | | 4.6% | | |
| 4. Difference | | | +23% | | +9.7% | | |
| | | | Okay | | Okay | | |

| 5. Classified Support (Seattle-Bellevue-Everett) | | | | | | | |
|--|-------|--------|---------------------|----------------------|--------------------|-------------------|-------------------|
| EEO Data "Special File" | Total | Female | African American | Hispanic American | Native American | Asian American | Total Minority |
| Number | 9620 | 7913 | 475 | 289 | 109 | 539 | 1412 |
| Percent | | 82.2% | 4.9% | 3.0% | 1.1% | 5.6% | 14.7% |
| Riverview School District Staff – Classified Support | | | | | | | |
| Number | 68 | 65 | 0 | 3 | 2 | 1 | 6 |
| Percent | | 95.6% | 0% | 4.5% | 3.0% | 1.5% | 8.9% |
| | | | Female | Minority | | | |
| 1. Labor Market | | | 82.2% | 14.7% | | | |
| 2. RSD | | | 95.6% | 8.9% | | | |
| 3. 80% | | | 65.7% | 11.7% | | | |
| 4. Difference | | | +29.9% | -2.8% | | | |
| | | | Okay | Under | | | |

| 6. Secretaries/Accounting (Seattle-Bellevue-Everett) | | | | | | | |
|--|-------|--------|---------------------|----------------------|--------------------|-------------------|-------------------|
| EEO Data "Special File" | Total | Female | African American | Hispanic American | Native American | Asian American | Total Minority |
| Number | 35690 | 32014 | 1360 | 1120 | 209 | 2175 | 4864 |
| Percent | | 90% | 3.8% | 3.1% | 0.6% | 6.1% | 13.6% |
| Riverview School District Staff – Secretaries/Accounting | | | | | | | |
| Number | 32 | 32 | 0 | 0 | 0 | 0 | 0 |
| Percent | | 100% | 0% | 0% | 0% | 0% | 0% |
| | | | Female | Minority | | | |
| 1. Labor Market | | | 90% | 13.6% | | | |
| 2. RSD | | | 100% | 0% | | | |
| 3. 80% | | | 72% | 10.9% | | | |
| 4. Difference | | | +28% | -10.9% | | | |
| | | | Okay | Under | | | |

| 7. Custodians (Seattle-Bellevue-Everett) | | | | | | | |
|--|-------|--------|---------------------|----------------------|--------------------|-------------------|-------------------|
| EEO Data "Special File" | Total | Female | African American | Hispanic American | Native American | Asian American | Total Minority |
| Number | 15485 | 4495 | 960 | 1105 | 185 | 1645 | 3895 |
| Percent | | 29% | 6.1% | 7.1% | 1.1% | 10.6% | 25.2% |
| Riverview School District Staff – Custodians | | | | | | | |
| Number | 14 | 2 | 0 | 1 | 0 | 0 | 1 |
| Percent | | 14.3% | 0% | 7.2% | 0% | 0% | 7.2% |
| | | | Female | Minority | | | |
| 1. Labor Market | | | 29% | 25.2% | | | |
| 2. RSD | | | 14.3% | 7.2% | | | |
| 3. 80% | | | 23.2% | 20.2% | | | |
| 4. Difference | | | -8.9% | -13% | | | |
| | | | Under | Under | | | |

| 8. Food Service (Seattle-Bellevue-Everett) | | | | | | | |
|--|-------|--------|---------------------|----------------------|--------------------|-------------------|-------------------|
| EEO Data "Special File" | Total | Female | African American | Hispanic American | Native American | Asian American | Total Minority |
| Number | 19585 | 7126 | 815 | 4039 | 284 | 3306 | 8444 |
| Percent | | 36.4% | 4.1% | 20.6% | 1.4% | 17.1% | 43.4% |
| Riverview School District Staff – Food Service | | | | | | | |
| Number | 19 | 19 | 0 | 1 | 0 | 0 | 1 |
| Percent | | 100% | 0% | 5.3% | 0% | 0% | 5.3% |
| | | | Female | Minority | | | |
| 1. Labor Market | | | 36.4% | 43.4% | | | |
| 2. RSD | | | 100% | 5.3% | | | |
| 3. 80% | | | 29.1% | 34.7% | | | |
| 4. Difference | | | +70.9% | -29.4% | | | |
| | | | Okay | Under | | | |

| 9. Bus Drivers (Seattle-Bellevue-Everett) | | | | | | | |
|---|-------|--------|---------------------|----------------------|--------------------|-------------------|-------------------|
| EEO Data "Special File" | Total | Female | African American | Hispanic American | Native American | Asian American | Total Minority |
| Number | 5625 | 2535 | 565 | 195 | 85 | 195 | 1040 |
| Percent | | 45% | 10% | 3.4% | 1.5% | 3.4% | 18.5% |
| Riverview School District Staff – Bus Drivers | | | | | | | |
| Number | 25 | 21 | 0 | 0 | 1 | 0 | 1 |
| Percent | | 84% | 0% | 0% | 4% | 0% | 4% |
| | | | Female | Minority | | | |
| 1. Labor Market | | | 45% | 18.5% | | | |
| 2. RSD | | | 84% | 4% | | | |
| 3. 80% | | | 36% | 14.8% | | | |
| 4. Difference | | | +48% | -10.8% | | | |
| | | | Okay | Under | | | |

| 10. Maintenance (Seattle-Bellevue-Everett) | | | | | | | |
|---|-------|--------|---------------------|----------------------|--------------------|-------------------|-------------------|
| EEO Data "Special File" | Total | Female | African American | Hispanic American | Native American | Asian American | Total Minority |
| Number | 3365 | 249 | 165 | 195 | 44 | 180 | 584 |
| Percent | | 7.3% | 4.9% | 5.8% | 1.3% | 5.3% | 17.4% |
| Riverview School District Staff – Maintenance | | | | | | | |
| Number | 4 | 0 | 0 | 1 | 0 | 0 | 1 |
| Percent | | 0% | 0% | 25% | 0% | 0% | 24% |
| | | | Female | Minority | | | |
| 1. Labor Market | | | 7.3% | 17.4% | | | |
| 2. RSD | | | 0% | 25% | | | |
| 3. 80% | | | 5.8% | 13.9% | | | |
| 4. Difference | | | -5.8% | +11.1 | | | |
| | | | Under | Okay | | | |

Table 4
 Summary of Underutilization Identified

| | ETHNIC | |
|----------------------------|------------|---------|
| JOB CATEGORY | MINORITIES | FEMALES |
| Administrators | U | U |
| Elementary/Middle Teachers | U | |
| Secondary Teachers | | U |
| Special Education Teachers | | |
| Classified Support | U | |
| Secretarial/Accounting | U | |
| Custodians | U | U |
| Food Service | X | |
| Bus Drivers | U | |
| Maintenance | | U |

Table 4 represents a summary of underutilization and significant underutilization identified in this plan. The key for the symbols used in the table is provided below.

U - Underutilized (Below availability in the workforce, but within 20% of availability)

X - Significantly underutilized (20% or more below availability in the workforce)

V. UTILIZATION ANALYSIS AND GOALS

Summary: The analysis of the 2014-2019 Affirmative Action Plan data indicates that most categories are underutilized in the area of ethnic minorities, except secondary teachers, special education teachers and maintenance. A goal shall be established to increase all minority groups in administrators, elementary teachers, as well as classified support, secretarial/accounting, custodians, food service and bus driver categories. This goal will be achieved through the promotion of outreach, recruitment, training, and education efforts intended to expand the pool of qualified applicants consistent with the district's standards of excellence.

- A. Educational Administrators
The Riverview School District finds that within the job group, Administrators, females and minorities, to a smaller extent, are underutilized. Within the next five years, the district's hiring goal for Administrators will be to hire qualified female candidates. We would need to hire two female candidates and one minority candidate to reflect the available population.
- B. Elementary/Middle School Teachers
The Riverview School District finds that within the job group, Elementary/Middle School Teachers, minorities are underutilized. Within the next five years, the district's hiring goal for Elementary/Middle School Teachers will be to hire qualified minority candidates. We would need to hire three minority candidates to reflect the available population.
- C. Secondary Teachers
The Riverview School District finds that within the job group, Secondary Teachers, females are underutilized. Within the next five years, the district's hiring goal for Secondary Teachers will be to hire qualified female candidates. We would need to hire three female candidates to reflect the available population.
- D. Special Education Teachers
The Riverview School District finds that within the job group, Special Education Teachers, females and minorities are utilized. Within the next five years, the district's hiring goal for Secondary Teachers will be to hire qualified candidates that maintain this utilization.
- E. Classified Support
The Riverview School District finds that within the job group, Classified Support, minorities are underutilized. Within the next five years, the district's hiring goal for Classified Support will be to hire qualified minorities. We would need to hire two minority candidates to reflect the available population.
- F. Secretarial/Accounting Classified Staff
The Riverview School District finds that within the job group, Secretarial/Accounting Classified Staff, minorities are underutilized. Within the next five years, the district's hiring goal for Secretarial/Accounting Classified Staff will be to hire qualified minorities. We would need to hire three minority candidates to reflect the available population.
- G. Custodians
The Riverview School District finds that within the job group, Custodians, females and minorities are underutilized. Within the next five years, the district's hiring goal for Custodians will be to hire qualified female and minority candidates. We would need to hire three female and two minority candidates to reflect the available population.

H. Food Service Workers

The Riverview School District finds that within the job group, Food Service Workers, minorities are underutilized. Within the next five years, the district's hiring goal for Food Service Workers will be to hire qualified minority candidates. We would need to hire four minority candidates to reflect the available population.

I. Bus Drivers

The Riverview School District finds that within the job group, Bus Drivers, minorities are underutilized. Within the next five years, the district's hiring goal for Bus Drivers will be to hire qualified minority candidates. We would need to hire two minority candidates to reflect the available population.

J. Maintenance

The Riverview School District finds that within the job group, Maintenance, females are underutilized. Within the next five years, the district's hiring goal for Maintenance will be to hire qualified female candidates. We would need to hire one female candidate to reflect the available population.

VI. DISSEMINATION OF POLICY

It is the responsibility of the Superintendent of the Riverview School District, or designee, to inform all applicants for employment, all current employees, all persons responsible for hiring within the district, all employee associations, and all district contractors and subcontractors of its commitment to nondiscrimination in employment. Communication of the Riverview School District Affirmative Action Plan will be accomplished as follows:

- A. Copies of the 2014-2019 Affirmative Action Plan will be distributed to all pertinent organizations, agencies, and people within the district and outside of it as follows:
- Board of Directors
 - All administrators (certificated and classified)
 - All district work sites
 - All employee associations
 - District website
 - Any employee, upon request
 - The Office of the State Superintendent of Public Instruction
- B. A statement of the district's nondiscrimination policy will be placed on pertinent district recruitment material and application forms.
- C. As part of the district's teacher recruitment program, information will be provided about the district's Nondiscrimination in employment policy and its Affirmative Action Plan.
- D. Upon adoption of the district's 2014-2019 Affirmative Action Plan, the superintendent's office will issue a statement and information concerning the plan in regular district publications.

- E. The name, address and telephone number of the district's affirmative action officer will be published, at least annually, in regular district publications to staff and the community. The district official responsible for affirmative action is identified in Appendix A of this document.
- F. Included on all district job postings and newspaper advertisements will be an equal employment opportunity statement.
- G. Unit and department administrators shall at least annually inform all staff of the district's Affirmative Action Plan. All employees are responsible for the success of the district's Affirmative Action Plan.

VII. SUPPORTIVE SYSTEMS

A. Recruitment of Employees

The district shall ensure that all applicants and employees are considered only on the basis of job-related qualifications. The Riverview School District shall select employees as needed on the basis of merit, training, and work-related experience; and there shall be no illegal discrimination against any employee or applicant. The purpose of the Affirmative Action Plan is to include persons of the underutilized classes into the employment process, not to exclude others from it. The district shall emphasize in all recruitment contacts that nondiscrimination is a basic element in the district's personnel administration.

Applicants are recruited from a variety of sources, including, but not limited to:

Career fair(s)

Conferences, activities, presentations, receptions, etc.

Other school districts

Professional education organizations (WASA, WASBO, etc.)

Professional web sites

Current candidate files

Current substitutes and employees

Newspaper advertisements

Referrals from current staff

Student teachers

A continuing review of hiring criteria will be made to ensure their relevancy to the task to be performed and the needs of the position. In addition, the district shall establish continuing relationships with organizations which are a source for the recruitment of individuals from groups which may currently be underrepresented in the work force. This should include such agencies as the state job service agencies and college and university minority affairs departments.

B. Career Counseling/Skill Training Programs

Upon request, the Human Resources Department will meet individually with employees in order to answer questions or concerns regarding career opportunities in the district, and, when appropriate, make recommendations regarding additional training which would enhance the individual's opportunity for career advancement. The district's staff development function shall be responsible for ensuring that each employee in the district receives the opportunity to participate in staff development classes and programs offered.

C. Grievance Procedure

To ensure fairness and consistency, grievance procedures in regard to any complaints raised in regard to the district's Nondiscrimination and Affirmative Action Policy have been established. No individual's status with the district shall be adversely affected in any way because the individual has utilized these procedures in good faith. (Appendix E)

VIII. RESPONSIBILITY FOR IMPLEMENTATION AND EVALUATION

The Superintendent of the District has the overall responsibility for the development, implementation, coordination, and monitoring of the Affirmative Action Plan. The Superintendent will provide leadership and guidance to all administrators, supervisors, and personnel in the conduct of their employment practices to assure conformance with relevant federal and state laws and regulations of the Riverview School District's policies.

The Superintendent has delegated the general responsibility of implementing the program to the Director of Human Resources and has designated the Director of Human Resources as the Affirmative Action Coordinator.

Questions regarding Affirmative Action should be directed to the Director of Human Resources, Riverview School District, 15510 – 1st Ave. NE, PO Box 519, Duvall, WA 98019, (425) 844-4500, email to gaviganj@riverview.wednet.edu.

IX. REDUCTION IN FORCE (RIF)

Reduction in staff will be made in accordance with applicable law and with collective bargaining agreements currently in force. If a reduction in force is necessary, consistent with its legal and contractual obligations, the district will make reductions in force bearing in mind its commitment to Affirmative Action.

X. CONCLUSION

It is the commitment of the Riverview School District to attract and retain well-qualified candidates from diverse backgrounds. We believe it is vitally important to maintain a culturally and ethnically diverse staff that will be able to understand and meet the needs of our students and community. The wide range of experiences that such a staff brings adds a richness of life to our schools and enhances the learning process. The mission of the district is to successfully prepare all students for their future. A key factor in achieving this mission is the district's ability to hire the instructional and support staff that will best be able to guide students in achieving their educational goals.

We will continue to seek creative and effective ways to strengthen diversity in our workforce in order to benefit our students and community. (Revised 6/16/14)

Appendix A

NONDISCRIMINATION AND AFFIRMATIVE ACTION

A. Nondiscrimination

The district will provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion and training. Such equal employment opportunity will be provided without discrimination with respect to race, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation including gender expression or identity, marital status, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. The board will designate a staff member to serve as Affirmative Action/ Title IX Compliance officer. Questions or concerns about compliance with state and federal regulations regarding employment practices should be addressed to:

Janet Gavigan, Title IX/Affirmative Action Officer
Riverview School District #407
15510 – 1st Ave. NE/PO Box 519
Duvall, WA 98014
425-844-4500 gaviganj@riverview.wednet.edu

B. Affirmative Action

The district, as a recipient of public funds, is committed to undertake affirmative action which will make effective equal employment opportunities for staff and applicants for employment. Such affirmative action will include a review of programs, the setting of goals and the implementation of corrective employment procedures to increase the ratio of aged, persons with disabilities, ethnic minorities, women and Vietnam veterans who are under-represented in the job classifications in relationship to the availability of such persons having requisite qualifications. Affirmative action plans may not include hiring or employment preferences based on gender or race, including color, ethnicity or national origin. Such affirmative action will also include recruitment, selection, training, education and other programs.

The superintendent will develop an affirmative action plan which specifies the personnel procedures to be followed by the staff of the district and will ensure that no such procedures discriminate against any individual. Reasonable steps will be taken to promote employment opportunities of those classes that are recognized as protected groups--aged, persons with disabilities, ethnic minorities and women and Vietnam veterans, although under state law racial minorities and women may not be treated preferentially in public employment.

This policy, as well as the affirmative action plan, regulations and procedures developed according to it, will be disseminated widely to staff in all classifications and to all interested patrons and organizations. Progress toward the goals established under this policy will be reported annually to the board.

Appendix B

Equal Employment Opportunity Special File 2000 Census Data

| Affirmative Action Category | Geographic Area | EEO Job Categories* |
|------------------------------------|--------------------------------|--|
| Administrators | Seattle-Bellevue-Everett (SBE) | Administrators, Education and Related Fields, Principals |
| Teachers, Elementary & Middle | SBE | Teachers, Elementary & Middle School |
| Teachers, Secondary | SBE | Secondary Teachers |
| Teachers, Special Education | SBE | Special Education Teachers |
| Classified Support | SBE | Teacher Assistants, Crossing Guards, Transportation Attendants |
| Secretaries | SBE | Administrative Assistants, Office and Administrative Support Workers |
| Custodians | SBE | Custodians |
| Food Service Workers | SBE | Cooks, Combination Food Prep & Service, Non-Restaurant Food Servers |
| Bus Drivers | SBE | Bus Drivers |
| Maintenance | SBE | Maintenance |

* Where more than one job category is listed, figures were aggregated for comparisons.

INSTRUCTIONS FOR PERFORMING A
UTILIZATION ANALYSIS USING
THE 4/5 OR 80% RULE

This rule establishes a value that is used to determine whether or not underutilization exists. The steps used to conduct the 4/5 or 80% rule are:

1. Calculate the percentage of minorities and female available in the labor market.
2. Calculate the percentage of minority and female employees.
3. Determine whether the percentage of employees is less than, greater than, or equal to 4/5 of the available labor market.
4. If the percentage of employees is less than 4/5 of the available labor market, underutilization exists. If the percentage of employees is greater than or equal to 4/5 of the available labor market, underutilization does not exist.

As an example:

Assume a job group with the following characteristics:

12324 = Total labor force
6801 = Females in labor force
16 = Total employees
8 = Female employees

Step 1:

$6801/12324 = 55.19\%$ (females in labor force)

Step 2:

$8/16 = 50.00\%$ (female employees)

Step 3:

$55.19 \times .8 = 44.15\%$ (4/5 or 80% of total labor force)

Step 4:

Four-fifths or 80% of the total labor force is 44.15%. The total number of female employees is 50.00%. No underutilization exists because 50.00% is more than 44.15%.

Assume, however, the following job group:

4,440 = Total labor force
628 = Minorities in labor force
26 = Total employees
1 = Minority employees

Appendix C (Page 2 of 2)

Step 1:

$628/4440 = 14.14\%$ (minorities in labor force)

Step 2:

$1/26 = 4.00\%$ (minority employees)

Step 3:

$14.14\% \times .8 = 11.31\%$ (4/5 or 80% of total labor force)

Step 4:

Four-fifths or 80% of the total labor force is 11.31%. The total number of minority employees is 4.00%. Significant underutilization does exist because 4.00% is less than 11.31%.

Chapter 162-12 WAC

PRE-EMPLOYMENT INQUIRY GUIDE

WAC 162-12-140 Preemployment inquiries.

(1) The following examples of fair and unfair inquiries apply when made in reference to job application forms, pre-employment interviews, or any other type of inquiry made of job applicants. The rules also apply to inquiries made to persons other than an applicant and to inquiries made by third parties such as a credit reporting service. The rules do not apply after a person is employed. See WAC 162-12-180.

(2) Employers and employment agencies will observe these pre-employment rules except where one or more of the following conditions exist:

(a) When there is a "bona fide occupational qualification."

(b) A voluntary affirmative action plan that is in compliance with the requirements of a governmental agency or other competent authority such as a court, and if made in a manner provided in WAC 162-12-160 and 162-12-170.

(c) A requirement of federal law or regulation, as explained in WAC 162-12-150.

If one or more of the above conditions apply, the inquiries of employers or employment agencies must be accompanied by a written explanation of their purpose. See WAC 162-12-135, 162-12-160, and 162-12-170.

(3) The following examples of fair and unfair pre-employment inquiries define what is an unfair practice under RCW 49.60.180(4) and 49.60.200. These examples, however, are not all inclusive. All pre-employment inquiries which unnecessarily elicit the protected status of a job applicant are prohibited by these statutes irrespective of whether or not the particular inquiry is covered in this regulation.

| Subject | Fair Pre-employment Inquiries | Unfair pre-employment Inquiries |
|---------|--|--|
| a. Age | Inquiries as to birth date and proof of true age are permitted by RCW 49.44.090. | Any inquiry not in compliance with RCW 49.44.090 which implies a preference for persons under 40 years of age. |

(For age discrimination, RCW 49.44.090 must be read in conjunction with RCW 49.60.180 and 49.60.200. RCW 4944.090 limits age discrimination coverage to persons 40 years of age and older, and makes other limitations and exceptions to the age discrimination law.)

Appendix D (Page 2 of 5)

| Subject | Fair Pre-employment Inquiries | Unfair pre-employment Inquiries |
|-----------------------------------|--|---|
| b. Arrests (see also Convictions) | Because statistical studies regarding arrests have shown a disparate impact on some racial and ethnic minorities and an arrest by itself is not a reliable indication of criminal behavior, inquiries concerning arrests must include whether charges are still pending, have been dismissed, or led to conviction of a crime involving behavior which would adversely affect job performance, and the arrest occurred within the last ten years. Exempt from this rule are law enforcement agencies and state agencies, school districts, businesses and other organizations that have a direct responsibility for the supervision, care, or treatment of children, mentally ill persons, developmentally disabled persons, or other vulnerable adults. See RCW 43.20A.710; 43.43.830 through 43.43.842; and RCW 72.73.035. | Any inquiry which does not meet the requirements for fair pre-employment inquiries. |
| c. Citizenship | Whether applicant is prevented from lawfully becoming employed in this country because of visa or immigration status. Whether applicant can provide proof of a legal right to work in the United States after hire. | Whether applicant is a citizen. Requirement before job offer that applicant present birth certificate, naturalization or baptismal record. Any inquiry into citizenship which would tend to divulge applicant's lineage, ancestry, national origin, descent, or birthplace. |
| d. Convictions (See also Arrests) | Statistical studies on convictions and imprisonment have shown a disparate impact on some racial and ethnic minority groups. Inquiries concerning convictions (or imprisonment) will be considered to be justified by business necessity if the crimes inquired about relate reasonably to the job duties, and if such convictions (or release from prison) occurred within the last ten years. Law enforcement agencies, state agencies, school districts, businesses and other organizations that have a direct responsibility for the supervision, care, or treatment of children, mentally ill persons, developmentally disabled persons, or other vulnerable adults are exempt from this rule. See RCW 43.20A.710; 43.43.830 through 43.43.842; and RCW 72.23.035. | Inquiries concerning convictions and imprisonment which either do not relate reasonably to job duties or did not occur within the last ten years will not be considered justified by business necessity. |
| e. Family | Whether applicant can meet specified work schedules or has activities, commitments or responsibilities that may prevent him or her from meeting work attendance requirements. | Specific inquiries concerning spouse, spouse's employment or salary, children, child care arrangements, or dependents. |
| f. Disability | Whether applicant is able to perform the essential functions of the job for which the applicant is applying, with or without reasonable accommodation. Inquiries as to how the applicant could demonstrate or describe the performance of these specific job junctions with or without reasonable accommodation. Note: Employers are encouraged to include a statement on the application form apprising applicants that if they require accommodation to complete the application, testing or interview process, to please contact the employment office, personnel or human resources department or other office as may be able to assist them. | Inquiries about the nature, severity or extent of a disability or whether the applicant requires reasonable accommodation. Whether applicant has applied for or received worker's compensation. Also any inquiry that is not job related or consistent with business necessity. |

Appendix D (Page 3 of 5)

| Subject | Fair Pre-employment Inquiries | Unfair pre-employment Inquiries |
|--|--|---|
| g. Height and Weight | Being of a certain height or weight will not be considered to be a job requirement unless the employer can show that all or substantially all employees who fail to meet the requirement would be unable to perform the job in question with reasonable safety and efficiency. | Any inquiry which is not based on actual job requirements and not consistent with business necessity. |
| h. Marital Status (see also Name and Family) | None | <input type="checkbox"/> Mr. <input type="checkbox"/> Mrs. <input type="checkbox"/> Mrs. <input type="checkbox"/> Ms. Whether the applicant is married, single, divorced, separated, engaged, widowed, etc. |
| i. Military | Inquiries concerning education, training, work experience in the armed forces of the United States. | Type or condition of discharge. Applicants experience in military other than U.S. armed forces. Request for discharge papers. |
| j. Name | Whether applicant has worked for this company or another employer under a different name and, if so, what name. Name under which applicant is known to references if different from present name. | Inquiry into original name where it has been changed by court order or marriage. Inquiries about a name which would divulge marital status, lineage, ancestry, national origin or descent. |
| k. National Origin | Inquiries into applicant's ability to read, write and speak foreign languages, when such inquiries are based on job requirements. | Inquiries into applicant's lineage, ancestry, national origin, descent, birthplace, or mother tongue. National origin of applicant's parents or spouse. |
| l. Organizations | Inquiry into organization memberships, excluding any organization the name or character of which indicates the race, color, creed, sex, marital status, religion, or national origin or ancestry of its members. | Requirements that applicant list all organizations, clubs, societies, and lodges to which he or she belongs. |
| m. Photographs | May be requested <u>after</u> hiring for identification purposes. | Request that applicant submit a photograph, mandatorily or optionally, at any time before hiring. |
| n. Pregnancy (see also Disability) | Inquiries as to a duration of stay on job or anticipated absences which are made to males and females alike. | All questions as to pregnancy, and medical history concerning pregnancy and related matters. |
| o. Race or Color | None. See WAC 162-12-150, 162-12-160, and 162-12-170. | Any inquiry concerning race or color of skin, hair, eyes, etc., not specifically permitted by WAC 162-12-150, 162-12-160, and 162-12-170. |

Appendix D (Page 4 of 5)

| Subject | Fair Pre-employment Inquiries | Unfair pre-employment Inquiries |
|--------------|--|---|
| p. Relatives | Name of applicant's relatives already employed by this company or by any competitor. | Any other inquiry regarding marital status, identity of spouse, or spouse's occupation is considered unfair practice in accordance with WAC 162-12-150. |

(While the law does not prohibit company policies governing the employment of relatives, any policy which has the effect of disadvantaging minorities, females, married couples, or other protected classes, would be in violation of the law unless it is shown to serve a necessary business purpose.) See WAC 162-12-150, 162-12-160, and 162-12-170.

| Subject | Fair Pre-employment Inquiries | Unfair pre-employment Inquiries |
|----------------------|--|--|
| q. Religion or Creed | None | Inquiries concerning applicant's religious preference, denomination, religious affiliations, church, parish, pastor, or religious holidays observed. |
| r. Residence | Inquiries about address to the extent needed to facilitate contacting the applicant. | Names or relationship of persons with whom applicant resides. Whether applicant owns or rents own home. |
| s. Sex | None | Any inquiry concerning gender is prohibited. |

WAC 162-12-150 Required inquiries.

An employer or employment agency may ask applicants about protected status to the extent that the employer is required to do so by the Washington state or the United States government or a federal or state court decree. When the applicant data are required by the court or government, the information will be acquired by means other than inquiry to the applicants, unless the court or government expressly requires the inquiries or unless the inquiries are made in conformity with WAC 162-12-160 and 162-12-170.

WAC 162-12-160 Data for legitimate purposes.

(1) An employer or employment agency may make inquiries as to race, sex, national origin, or disability for purposes of affirmative action when the inquiries are made in the manner provided in WAC 162-12-170.

(2) Data on protected status will not be recorded on any record which is kept in the applicant's pre-employment file, nor will such data be kept in any other place or form where it is available to those who process the application. Application records that identify the protected status of a particular person will be kept confidential, except to the extent necessary to implement an affirmative action program as authorized by law, to permit the compilation of statistics, and to permit verification of the statistics by top management of the employer, or by the Washington state human rights commission.

WAC 162-12-170 Conditions for inquiries to applicants.

An employer or employment agency may ask an applicant to voluntarily state his or her protected status for reasons stated in WAC 162-12-150 and 162-12-160 only if has satisfied all of the following conditions:

(1) The employer will have adopted a written equal employment policy which authorizes the inquiries as a means of monitoring its enforcement, and which sets out detailed procedures for keeping the responses confidential and separate from other records relating to applicants, in fulfillment of the requirements of WAC 162-12-160 (2); and

(2) The form on which the question appears contains statements clearly informing the applicant the information is strictly voluntary, the reasons for asking for the information, the uses to which the information will be put, and the safeguards which will prevent use of the information by those who will process the application.

WAC 162-12-180 Post employment records.

RCW 49.60.180 and 49.60.200 and these rules do not prohibit making or keeping records of the protected status of persons after they are employed, unless the records are used for the purpose of discrimination. To prevent improper use, records of an employee's protected status must be maintained in a manner accessible only on a need to know basis.

PROCEDURES FOR RESOLVING EQUAL EMPLOYMENT OPPORTUNITY
COMPLAINTS/GRIEVANCES

Grievance Procedure

To ensure fairness and consistency, the following grievance procedures are to be used in the district's relationship with its staff with regard to employment problems covered by state and federal equal employment opportunity laws and/or this affirmative action plan. No staff member's status with the district will be adversely affected in any way because the staff member utilized these procedures.

- A. "Grievance" means a complaint which has been filed by an employee relating to alleged violations of any state or federal anti-discrimination laws.
- B. "Complaint" means a written charge alleging specific acts, conditions or circumstances, which are in violation of the anti-discrimination laws. The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005. Complaints may be submitted by mail, fax, e-mail or hand-delivered to any district, school or to the district compliance officer responsible for investigating discrimination complaints. Any district employee who receives a complaint that meets these criteria will promptly notify the compliance officer.
- C. "Respondent" means the person alleged to be responsible or who may be responsible for the violation alleged in the complaint.

The primary purpose of this procedure is to secure an equitable solution to a justifiable complaint. To this end, specific steps will be taken:

A. Informal Review Procedures

When a staff member has an employment problem concerning equal employment opportunity, he/she will discuss the problem with the immediate supervisor, human resources director or superintendent within 60 days of the circumstances which gave rise to the problem. The staff member may also ask the affirmative action/Title IX officer to participate in the informal review procedure. It is intended that the informal discussion will resolve the issue. If the staff member feels he/she cannot approach the supervisor because of the supervisor's involvement in the alleged discrimination, the staff member may directly contact the affirmative action/Title IX officer before pursuing formal procedures. If the discussion with the officer or immediate supervisor does not resolve the issue the staff member may proceed to the formal review procedures. During the course of the informal process, the district will notify complainant of their right to file a formal complaint.

B. Formal Process for Resolution

Level One – Complaint to District

The complaint must set forth the specific acts, conditions, or circumstances alleged to be in violation. Upon receipt of a complaint, the compliance officer will provide the complainant a copy of this procedure. The compliance officer will investigate the allegations within 30 calendar days of the filing of the charge. The officer will provide the superintendent with a full written report of the complaint and the results of the investigation.

The superintendent/designee will respond to the complainant with a written decision as expeditiously as possible, but in no event later than 30 calendar days following receipt of the written complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date. At the time the district responds to the complainant, the district must send a copy of the response to the Office of the Superintendent of Public Instruction.

The decision of the superintendent/designee will include: 1) a summary of the results of the investigation; 2) whether the district has failed to comply with anti-discrimination laws; 3) if non-compliance is found, corrective measures the district deems necessary to correct it; and 4) notice of the complainant's right to appeal to the school board and the necessary filing information. The superintendent's/designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964.

Any corrective measures deemed necessary will be instituted as expeditiously as possible, but in no event later than 30 calendar days following the superintendent's mailing of a written response to the complaining party unless agreed to by the complainant.

Level Two - Appeal to Board of Directors

If a complainant remains aggrieved as a result of the action or inaction of disagrees with the superintendent's/designee's written decision, the complainant may file a written notice of appeal with the secretary of the board (superintendent) within ten (10) calendar days following the date upon which the complainant received the response.

The board will schedule a hearing to commence by the twentieth (20th) calendar day following the filing of the written notice of appeal unless otherwise agreed to by the complainant and the superintendent or for good cause. Both parties will be allowed to present such witnesses and testimony as the board deems relevant and material. Unless otherwise agreed to by the complainant, the board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision.

The decision of the board will be provided in a language the complainant can understand, which may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act. The decision will include notice of the complainant's right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the Office of the Superintendent of Public Instruction.

Level Three - Complaint to the Superintendent of Public Instruction

If a complainant disagrees with the decision of the board of directors, or if the district fails to comply with this procedure, the complainant may file a complaint with the Superintendent of Public Instruction.

1. A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20th) calendar day following the date upon which the complainant received written notice of the board of directors' decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand-delivered.

A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-discrimination laws; 2) The name and contact information, including address of the complainant; 3) The name and address of the district subject to the complaint; 4) A copy of the district's complaint and appeal decision, if any; and 5) A proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.

2. Upon receipt of a complaint the Office of the Superintendent of Public Instruction (OSPI) may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or board. Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.

All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including, but not limited to, referring the district to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

Level Four – Administrative Hearing

A complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction (OSPI) may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office’s written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Action, Chapter 34.05, RCW.

C. Mediation

At any time during the discrimination complaint procedure set forth in WAC 392-190-065 through 392-190-075, a district may, at its own expense, offer mediation. The complainant and the district may agree to extend the discrimination complaint process deadlines in order to pursue mediation.

The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant’s right to utilize the complaint procedures.

Mediation must be conducted by a qualified and impartial mediator, who may not: 1) Be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or 2) Have a personal or professional conflict of interest. A mediator is not considered an employee of the district or charter school or other public or private agency solely because he or she serves as a mediator.

If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant and a district representative who has authority to bind the district.

D. Preservation of Records

The files containing copies of all correspondence relative to each complaint communicated to the district and the disposition, including any corrective measures instituted by the district, will be retained in the office of the district compliance officer for a period of 6 years.

Resources:

- 1. District Contact**
Janet Gavigan, Director of Human Resources
425-844-4500

2. State Contacts

Superintendent of Public Instruction
Equity and Civil Rights Office
PO Box 47200
Olympia, WA 98504-7200
360-725-6162

Washington State Human Rights Commission

711 South Capitol Way, Suite 402
PO Box 42490
Olympia, WA 98504-2490
360-753-6770

Office of Civil Rights

US Department of Education
915 Second Avenue, Room 3310
Seattle, WA 98174
206-607-1600

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