

ARTICLE: 4.0 PERSONNEL SUPPORT SERVICES
4.1 GENERAL PERSONNEL PRACTICES
4.101A AFFIRMATIVE ACTION

SECTION 4.101A.1 Affirmative Action Plan

Delegation of Authority

The District recognized that an Affirmative Action Plan requires commitment, support, and cooperation from all levels of District management. Therefore, affirmative action responsibilities have been assigned as follows:

A. Superintendent

The Superintendent is responsible for providing proactive leadership in the implementation of the District's affirmative action program. These responsibilities shall include, but not be limited to the following:

1. Implementing the Plan on a Districtwide basis as directed by the Board.
2. Appointing an Affirmative Action Officer (AAO).
3. Reporting annually to the Board on the status and progress of this Plan and the District's progress in meeting its goals.

B. Affirmative Action Officer (AAO)

The AAO is responsible for the implementation, administration, and monitoring of the Affirmative Action Plan and Program. This position shall report directly to the Superintendent and serve as the District's liaison with the Personnel Commission. The duties and responsibilities of the AAO and his/her office include, but are not necessarily limited to the following:

1. Developing and implementing an affirmative action program which contains specific, realistic, and achievable goals and timetables.
2. Providing guidance to all administrative and supervisory staff on matters relating to the implementation of the affirmative action program.
3. Developing and monitoring procedures to determine progress being made, by school sites and departments, toward achieving the established goals.
4. Disseminating the District's affirmative action policy both internally and externally.
5. Ensuring personnel procedures are carried out in keeping with the affirmative action policy.
6. Ensuring that all selection procedures are job-related and do not adversely affect the opportunities of minorities and women.

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7. Maintaining an active file of information on educational institutions as recruitment resources for minorities and continuously updating hiring officials concerning the contents of these files.
8. Providing the Superintendent and Board with quarterly reports on the programs, including statistics detailing the racial, ethnic, and gender compositions of District employees. Such reports shall also include a record of new hires, promotions, and transfers, layoffs, and terminations - voluntary and involuntary.
9. Communicating and disseminating the District's Affirmative Action Plan and Policy internally and externally.
 - a. Internal
 - (1) All District employees will be apprised of the equal employment opportunity and affirmative action plan.
 - (2) Copies of the Affirmative Action Policy will be displayed in the administrative office of each school and department. A copy of this Plan will be available at each site.
 - (3) All written advertisements or recruiting efforts will include the phrase "Equal Opportunity Employer."
 - b. External
 - (1) Written notice will be provided to recruiting sources of the District's affirmative action policy.
 - (2) All written advertisements or recruiting efforts will include the phrase "Equal Opportunity Employer."
10. Preparing a multiyear (1993-1998) Affirmative Action Plan. To the extent possible, goals and timetables shall coincide with the District's Applied Strategic Plan target dates. The establishment of goals and plan update will be prepared annually in August. An Affirmative Action Annual Report will be submitted to the Governing Board and Superintendent in November.
11. Establishing an annual budget, including a recruitment schedule to carry out the affirmative action workplan.
12. Monitoring the District's Affirmative Action Plan to measure the effectiveness of the program and to identify any need for corrective action.
13. Establishing procedures to ensure compliance with various local, state, and federal EEO reporting requirements. Current reporting requirements include, but are not limited to the following:
 - California Employer Identification Report (CEIR)
 - California Basic Education Data System (CBEDS)
14. Developing, planning, conducting and/or scheduling, human relations and awareness training for all staff in EEO/AA law.
15. Making available counseling programs and information for minority and women employees regarding self-improvement and advancement techniques.

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16. Developing and/or coordinating various employee development programs designed to increase job skill and career opportunities and facilitate affirmative action goal attainment. These programs may include, but not be limited to the following:
 - Offering of "early contracts"
 - Student teaching program
 - Paraprofessional opportunities programs
 - Future administrators programs
17. Developing a plan to project staffing needs in order to allow expanded recruitment both locally, statewide, and when appropriate, nationally.
18. Developing a recruitment plan which uses sources most likely to produce qualified candidates from under-represented groups. Those sources should include, but not be limited to:
 - Newspaper and journal advertising
 - Mailings
 - Job fairs and conferences
 - Community and professional organizations
 - Campus recruiting
 - Public service announcement
19. Developing a list of various news media with large circulation among minority readers. These sources will be used as appropriate for advertising job vacancies.
20. Participating in a wide variety of outreach activities - Poway Unified School District recognized that it cannot always rely on conventional methods to create a staff reflecting racial/ethnic and gender diversity. Therefore, the District will utilize all available sources to ensure that men and women of all racial and ethnic backgrounds have an opportunity to compete for employment. Additional recruiting activities may include:
 - Offering early contracts to minority student teachers with the District.
 - Encouraging teacher-training institutions to place minority student teachers in District schools.
 - Seeking referrals of minority candidates through professional organizations and through District employees.
 - Seeking to provide professional advancement training for minorities.
 - Seeking linguistic minorities for selected job classifications.
 - Seeking to recruit individuals who wish to change professions and retirees from industry in the areas of math, physics, and chemistry.
 - Encouraging minority employees to refer friends and relatives for positions.
21. Establishing an ongoing program to track applicant receipt, referral, and selection results.

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22. Monitoring records of referrals, placements, transfers, promotions, and terminations on an annual basis to ensure that affirmative action goals are being met and determining if there is any indication of disparate treatment or substantive departure from District policy.

C. Personnel Commission

1. A positive recruitment program will be administered by the Personnel Commission to locate and attract the best qualified classified personnel available. To achieve the five-year goals for classified employees, the Personnel Commission staff will utilize focused recruitment techniques to increase the number of women and minority applicants. These recruitment efforts will include developing community contacts, and awareness of employment opportunities in the classified service. To encourage advancement, efforts will be made to fill vacancies by promoting eligible and qualified employees. However, to assure the District of the best qualified applicants necessary to the District's operation, outside recruitment as well as in-house applications will be solicited as outlined in the Personnel Commission Rules and Regulations for the Classified Service in this Plan.
2. Review and approve changes in Personnel Commission Rules and Regulations which will eliminate artificial barriers to the employment of women, minorities, and the disabled and accomplish the objectives of this program.
3. Ensure the job-relatedness of all aspects of the Commission's personnel processes pursuant to the rules and regulations and the Education Code.
4. Investigate discrimination complaints filed by applicants for classified positions and recommend appropriate remedies.
5. Provide career advisement to District employees and applicants.
6. Increase the use of performance tests and alternative testing devices.
7. Assist school sites and departments in job restructuring and developing trainee classifications to enable women, minorities, and the disabled to compete for jobs in non-traditional occupations.
8. Inform all applicants of the District's EEO/AA Policy.
9. Submit to the Personnel Commissions, the AAO and the Superintendent quarterly reports on the Personnel Commission's progress in meeting equal opportunity goals.
10. Promote the Poway Unified School District as an Equal Opportunity Employer in order to build confidence and goodwill between the District, applicants, and local citizens.
11. Assist the District, as appropriate, in its recruitment efforts for certificated positions.

D. Managers and Supervisors

Associate/Assistant superintendents, principals, and department managers play a key role in the District's achievement of its affirmative action goals. Each is responsible for implementing the plan and objectives of the District's affirmative action program in his/her area, school site, department and/or unit. In exercising such responsibility, the manager shall:

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1. Provide leadership in the selection, hiring, and assignment of persons from under represented groups.
2. Assist in identifying problem areas and establishing goals and objectives.
3. Conduct periodic discussions with all managers, supervisors, and employees to ensure that the policy and affirmative action program objectives are being followed.
4. Review the qualifications of all employees to ensure that minorities and women are given full opportunities for transfers and promotions.
5. Encourage minority and women employees to participate in District sponsored educational, training, recreational, and social activities.
6. All managerial employees will be held responsible for providing equal employment opportunity to all employees and applicants with respect to all positions, conditions, and privileges of employment. It shall be the responsibility of supervisors at all levels of management to review the performance of their supervisory subordinates to ensure that the purposes of this plan are carried out in regard to employment and promotional decisions as well as ongoing efforts to promote the general spirit of the District's Affirmative Action Plan.
7. Protect a bias-free and productive work environment for all employees.
8. Post a copy of the Affirmative Action Policy in his/her respective school sites. Ensure that a copy of the Affirmative Action Plan is available at each site, department or unit, along with information stating the District's status as an equal employment opportunity employer.

Community Relations

The community relations aspect of this Plan will be addressed at both the District and site levels and within each level both an internal and external application will be made. Each of these is described below:

District

Internal: The affirmative action aspects of recruitment, promotion, and hiring will be addressed. Recruitment will include targeted advertising to under represented ethnic groups. Ethnic students at individual colleges and universities will also be actively recruited. Promotional opportunities will also be advertised to target groups, both to current District employees and to ethnic candidates who are not current District employees. Additionally, the District is committed to assisting teachers with administrative aspirations to help develop those skills through programs such as the Future Administrators Program offered by the County of San Diego and California School Leadership Academy offered by the San Diego County Office of Education. Programs regarding behavioral interviewing techniques will be offered regularly to ensure that hiring practices are objective and consistent throughout the District. Information regarding the cultural aspects of interviewing and selection will also be included in these workshops. Demographic data will be provided to school principals four times per year to assist them in their efforts in each of these areas.

External: The District will continue connections with college and university individuals who focus on diversity in their professional work utilizing these individuals as speakers at District-sponsored workshops and seminars. The District will also sponsor conferences and other events by ethnic educator associations and ethnic recruitment groups. District staff will regularly attend the District

Human Relations Commission meetings to stay informed regarding community perspectives. The San Diego County Office of Education will also be a source of external focus.

Sites

Internal: The focus in this area will be on staff/student instruction as exemplified by programs such as A World of Difference, the Socratic Seminar, professional development activities which involve speakers on multicultural issues, and the Teacher Expectations and Student Achievement (TESA) program.

External: Connections with individuals or organizations who are generally parents of student or represent a group of parents will be the method of external community relations focus at the site level. These might include school-based multicultural committees, ethnic parent support groups, and parent information programs.