

Anchorage School District
Equal Employment Opportunity Department

Diversity Report

2008



Translating Equal Employment Opportunity into reality

ANCHORAGE SCHOOL DISTRICT DIVERSITY REPORT

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 in the district.



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***This report contains employee data as of February 2008 and student data as of October 2007.**

Anchorage School Board Mission and Goals

Mission: To educate all students for success in life.

Goals:

Academic achievement: To 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 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 with an emphasis on improving staff diversity to better reflect our student body;
- challenging each student academically;
- maximizing opportunities for lifelong learning, including the development of 21st century skills;
- offering reinforcing extracurricular activities, and
- collaborating with other community agencies to maximize opportunities for lifelong learning.
- 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 the 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.

Diversity in the Workforce: The Anchorage School District is committed to establishing an environment of respect and mutual collaboration by attracting and retaining a quality workforce, at every level in the District, who are committed to providing a positive learning environment, who value diversity, and who reflect the diversity of the Anchorage community and the relevant labor market.

Anchorage School Board

Jeff Friedman, President

Pat Higgins
Crystal Kennedy
Macon Roberts

Tim Steele
John Steiner
Chris Tuck

Carol Comeau, Superintendent

Advisors to the Board

Damito Owen, MECAC President
LTC Sonny Luu, Military Liaison
Jose DelReal, Student Liaison
Margo Bellamy, EEO Director



A Message from the Superintendent

“Success for every child” is a unifying theme for Anchorage School District employees. 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 of educating all students for success in life.

At the same time, our individual differences, strengths and talents are critical to our success. To effectively reach 48,000 students we need myriad employee contributions. Carpenters, teachers, principals, bus drivers, clerical staff, 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 commit to diversity. Together with our administrators, our Human Resources and our EEO departments, we must continue to focus on the big picture of student success. To create success for every child, our environment must be vibrant, balanced and complete. Examine your school, department or the district and determine the areas that need nurturing. What's missing? Are our employees working well together? Do students and employees feel accepted and safe?

In reaffirming my personal support of the district's Diversity Report and our school board goal of increasing diversity, I direct all staff members to ensure that equal opportunity is integral to every aspect of employment, training, development, advancement and treatment of employees. The purpose of this Diversity Report is to give every individual the opportunity to develop and use talents, and to permit all departments to avail themselves of the talents of every individual.

Thank you for your contribution to increasing the diversity of our workforce at all levels.

Sincerely,

Carol Comeau
Superintendent

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I. Equal Employment Opportunity Mission

The primary focus of the Anchorage School District's Equal Employment Opportunity Mission is to bring about diversity at every level throughout the district's workforce. The term diversity is used broadly to refer to many demographic variables including, but not limited to, race, religion, color, gender, national origin, disability, sexual orientation, age, education, geographic origin and skill characteristics. The EEO Mission will enable the district to identify, attract and retain a highly talented workforce based on criteria that recognizes and values the diverse skills, experiences and perspectives that individuals from diverse groups, backgrounds, and experiences bring to the district.

In the district, both quality of work and quality of life are valued. The primary goal of the EEO Department is to support the Anchorage 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 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 EEO Department, Human Resources Department, supervisors and principals have also been delegated responsibilities to implement the district policy. If any applicant or employee of the district requests further explanation or additional information on this subject, he or she should contact the EEO Department at 742-4132.

The mission of the EEO Department is to:

1. Continue implementation of a comprehensive district-wide Diversity Report that is designed to recruit and retain a qualified and diverse workforce.
2. Maintain the district's commitment to equal employment opportunity and access to programs throughout the district.
3. Assist in conflict resolution through the management and investigation of internal, local, state and federal discrimination, harassment, ADA and 504 complaints.
4. The EEO Department 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 local, state and federal compliance requirements for sexual harassment, discrimination and ADA reasonable accommodations.

- Informal employee counseling on issues having to do with matters of employment.
- Mock interviews for applicants who are either preparing for an initial district interview or who have failed the screening interview for teachers.

In its effort to “educate all students for success in life,” the 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.

II. Equal Employment Opportunity Goals

The primary goal of the Anchorage School District’s Diversity Report is to establish a diverse environment of respect and mutual collaboration and to ensure that diversity exists at all levels of the district’s workforce. 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 workforce. Charts 1-4 on pages 7-9 represent a four-year overview of the district’s workforce demographics.

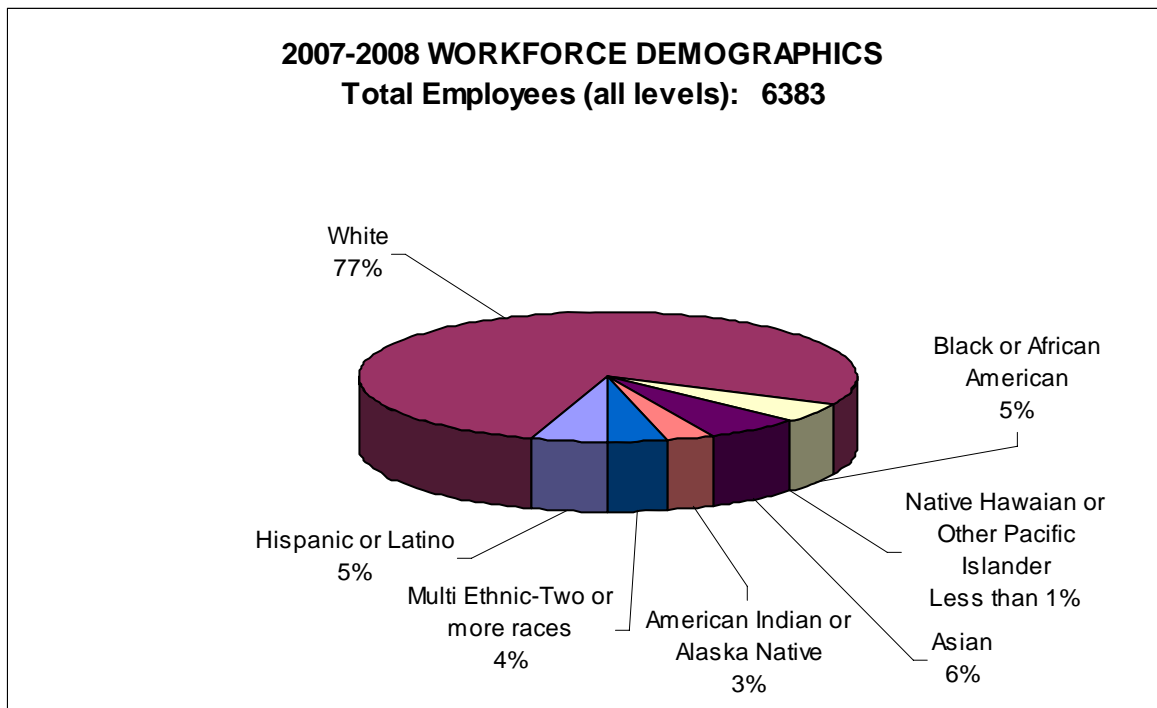


Chart 1

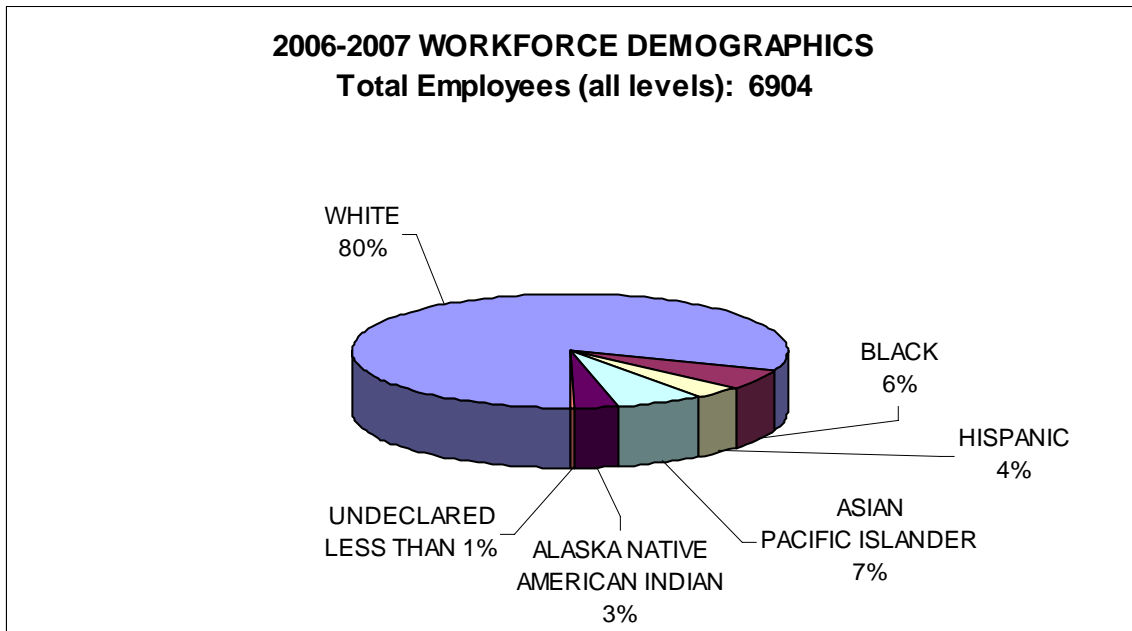


Chart 2

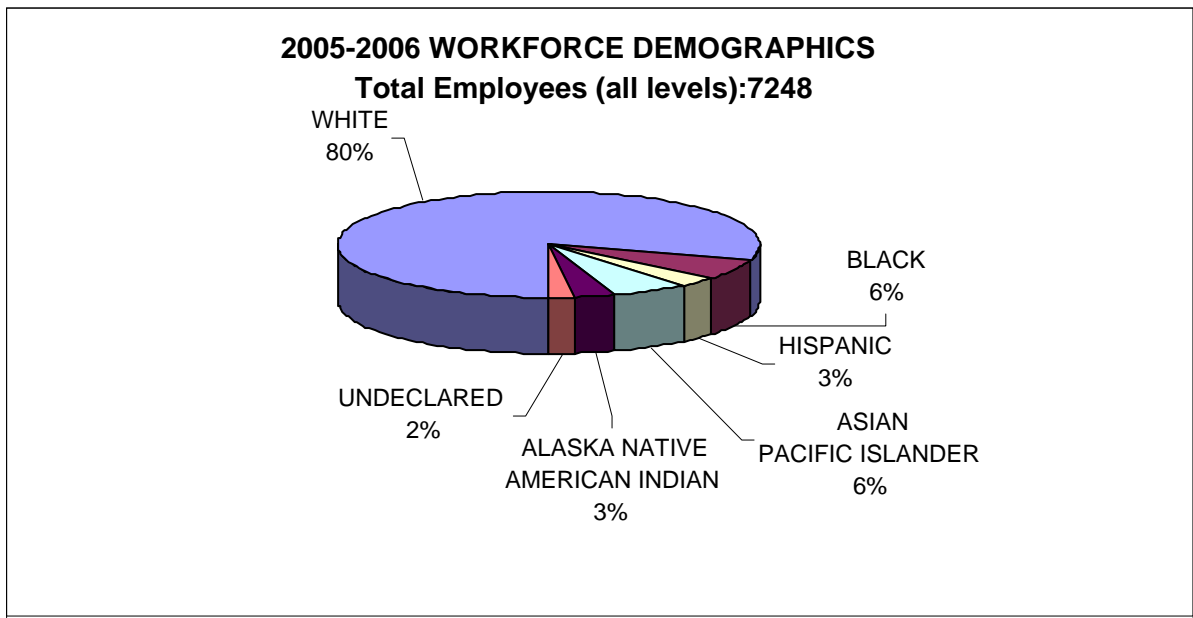


Chart 3

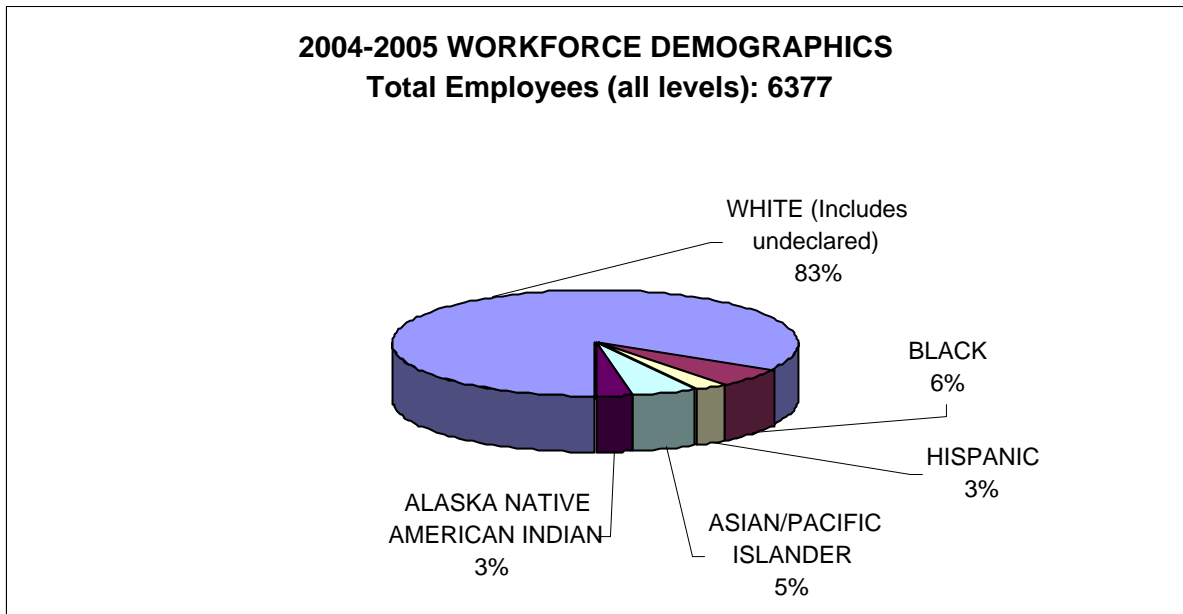


Chart 4

Established Goals

- **Promotion from within:** the district is committed to promotion from within wherever possible as evidenced by and consistent with current school board policies, negotiated agreements, and the exempt policies and procedures.
- **Networking support system:** the 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 mentorship opportunities for employees. The goal here is to increase retention of our certificated staff.
- 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.
- The district will continue to actively recruit highly qualified racial/ethnic and gender applicants at all levels of the district's workforce, subject to budgetary restraints.
- The district will work to increase the representation of racial/ethnic and gender employees in those areas where such persons are under-represented relative to their

availability in the relevant labor market. The district’s goals are listed below. Each department in the district will develop a plan of action to meet these goals:

Job Classification	Goal
Classroom Teachers	Increase the number of: <ul style="list-style-type: none"> • teachers of all ethnic backgrounds and all subject and elective areas • male teachers at all levels and in all subject areas • ethnic and female teachers in the higher level math and sciences
Consultants, Supervisors & Managers	Increase the number of administrators of all ethnic backgrounds at each level within the organization.
Principals & Assistant Principals	Increase the number of: <ul style="list-style-type: none"> • ethnic candidates in the administrative training program • males in the elementary program • females in the high school program
Specialized Instructional Support	Increase the number of ethnic employees in the specialized support positions-psychologists, speech therapists, librarians, music, art, etc.
Executive Secretary and Clerical	Increase the number of males and ethnic representation in executive secretary and clerical positions.
Pupil Transportation	Continue to increase the number of ethnically diverse attendants.
Maintenance	Increase the number of females and ethnic representation in supervisor positions.
Exempt	Increase the number of ethnic representation in all areas.

Table 1 Summary of Goals

Recruitment and Retention

The district believes that excellence in the educational program can only be achieved through the employment and placement of highly qualified people who represent all ethnic groups in all job categories and at all levels of the district. To ensure workforce diversity, the EEO Department reviews all hires, meets with supervisors, attends staffing meetings and performs statistical analyses of employees by job category.

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

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

III. Understanding Diversity: Definition, Process, Benefits and 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.

Five distinct dimensions characterize the many facets of differences and similarities of our diverse employees. These five dimensions are student achievement; personality; internal; external; and organizational. Each dimension can be defined as follows:

- **Student Achievement:** Recent research in student achievement identifies diversity and culture as key factors in improving student achievement and improving the quality of America's teachers. Highly qualified and diverse teachers are critical to addressing the achievement gap among all students. The district's six-year instructional plan and Culturally Responsive Curriculum six-year plan outlines the district's efforts to improve and maintain the academic achievement of all students.
- **Personality:** The unique characteristics of each individual that directly impact communication with others.
- **Internal:** 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 and physical ability.

- **External:** Examples of these include religion, marital status, parental status, educational background, income, appearance, geographic location and work experience.
- **Organizational:** Characteristics of a person's experience within an organization which impact assumptions, expectations, and opportunities. This may include position or classification, management status, department/division/unit and work group, union affiliation, work location, seniority, work content or field.

Process

By implementing this Diversity Report the Anchorage School District will effect a continuing movement 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 the district to focus on assessing the systems, policies and practices within its organization to 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 employees in the district understand the meaning of diversity and their responsibility in carrying out the school board adopted plan.

Benefits

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

- Improved student academic performance.
- Reduced conflict among diverse groups of employees and students.
- Increased effectiveness of managers.
- Improved employee morale.
- Increased cooperation, collaboration and team building.
- Reduced absenteeism.
- Improved recruitment, retention and promotional policies.
- Improved customer relations.
- More information sharing.
- Fostering of innovation and well-rounded perspectives on decisions.
- Better mentoring and coaching.
- Increased problem-solving skills among management.
- Improved diversity management enhancing teamwork.

Challenge

The issue of diversity is currently one of the top priorities in workplaces throughout the United States. U.S. Census Bureau statistics reflect the dynamic changes that make this a priority.

- The foreign-born population in the U.S. reached 37.5 million in 2006 and 54.8 million speak a language other than English in the home.
- An estimated 23.8 million Americans between the ages of 16 and 64 have a disability. The Equal Employment Opportunity Commission is anticipating this number to rise with the number of wounded soldiers returning from the wars in Iraq and Afghanistan.

Chart 5 shows a comparison between the U.S. ethnic population and the district’s ethnic workforce.

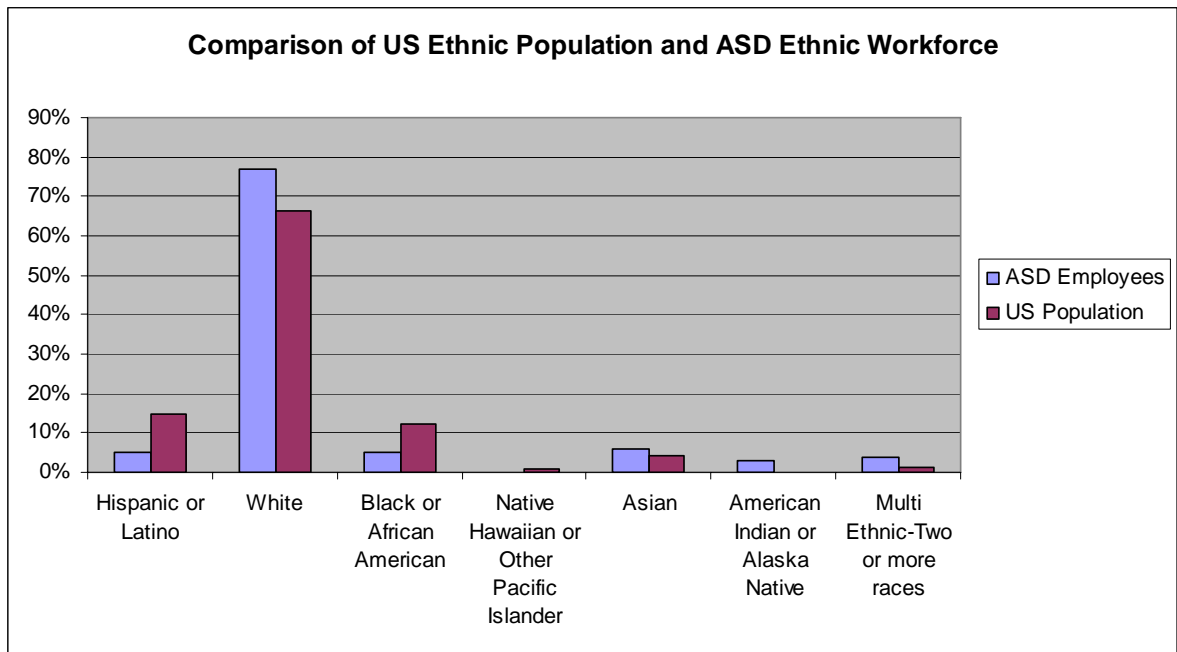


Chart 5 Note: ASD Native Hawaiian or other Pacific Islander and US American Indian or Alaska Native are less than 1% (Source: U.S. Census Bureau)

The Anchorage Municipality also has a diverse population. In 2006, census data reflected the following:

- Nine percent of the people living in Anchorage were foreign-born.
- Among people at least five years old living in Anchorage, 16 percent spoke a language other than English at home.
- Among people between the ages of 16 and 64 living in Anchorage, over 23,000 reported having a disability.

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.

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

Anchorage School District Employment Trends

The district continues to look at patterns of ethnic employment. Recruitment efforts are focused on recruiting highly qualified and ethnically diverse staff at all levels.

An overall analysis of the district’s workforce between 1999 and 2008 reveals the following:

Overview of Employment Trends			
ETHNIC TRENDS	1999	2004	2008
Total Ethnic Employee Composition	18%	18%	23%
Certificated	n/a	10%	14%
Classroom Teachers	12%	9%	13%
Specialized Instructional Support	n/a	10%	12%
Principals and Assistant Principals	n/a	21%	20%
Classified	n/a	24%	36%
Executive Secretary and Clerical Support	n/a	12%	19%
Pupil Transportation	22%	29%	37%
Exempt	13%	17%	20%
Student Enrollment	36%	44%	50%
GENDER TRENDS			
Total Gender Employee Composition	74%	69%	73%
Female Principals & Assistant Principals	n/a	55%	59%
Male Executive Secretary and Clerical Support	n/a	5%	11%
Female Exempt	63%	62%	69%

Table 2 For more detailed information see Appendices

IV. External Analysis

Anchorage Labor Force

The Diversity Report seeks to achieve and maintain a workforce that fairly reflects the diverse racial/ethnic and gender composition of that portion of the general population possessing the necessary job qualifications. The Anchorage School District has determined that the best

means of establishing guidelines for its Diversity Report is to utilize information developed by the U.S. and Alaska Departments of Labor pertaining to racial/ethnic and gender availability by job category within Anchorage and the region, as appropriate.

The diversity goals established by the 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 and goal setting must take into account those changes. This can be accomplished through a periodic update of the relevant labor market database.

Anchorage Labor Market by Race & Gender										
	Asian or Pacific Islander		Black		Hispanic		American Indian or Alaska Native		White	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
		5,381	6,858	5,925	5,925	**20,874		8,585	10,010	73,765
Total Anchorage Labor Market	12,239		11,850		N/A		18,595		143,658	
Ethnic Percentages of Anchorage Labor Market	9%		8%		N/A		13%			
Ethnic Percentages of Anchorage School District	6%		5%		5%		3%		Multi-Ethnic 4%	
*Total Anchorage Labor Market is based on data obtained from the State of Alaska website 2006 "Bridge Series" and includes those persons in the population, including military, 20 to 75 years of age.										
**Total population of Hispanic including all ages, breakdown by age data is unavailable.										
Total Anchorage Population 16 to 64 years							188,009			
Anchorage population 16-64 years of age with any disability							23,132			
Anchorage population 16-64 years of age employed with any disability							44.90%			

Table 3 (Source Alaska Department of Labor)

3. The Diversity Report 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 Report 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 workforce 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 vary according to both the job classification and 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 a 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. For teaching positions the district uses an online application system and maintains a database of teacher applicants who have passed the initial teacher screening process.
6. In the fall of 2007, the Department of Education revised the process and standards for maintaining, collecting and reporting data on race and ethnicity. The revised race and ethnic categories provided separate reporting categories for reporting ethnic information for Asian, Pacific Islander, American Indian and Multi-ethnic populations and provided the flexibility for individuals to select more than one race or ethnic category. The new federal reporting ethnic codes are as follows:

Race	Ethnic Categories
Hispanic or Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
Alaska Native	A person having origins in any of the original peoples of Alaska and who maintains cultural identification through tribal affiliations or community recognition.
American Indian	A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.
Black or African American	A person having origins in any of the black racial groups of Africa.
White	A person having origins in any of the original peoples of Europe, the Middle East or North Africa.
Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands.

Table 4 -Department of Education /EEOC Ethnic Identification Codes

The table below indicates that the required ethnic code re-identifications had very little impact on district workforce demographics.

Impact of Ethnic Code Re-identification to ASD Workforce Demographics				
	2004-2005	2005-2006	2006-2007	2007-2008
Alaska Native & American Indian	3%	3%	3%	3%
Asian	n/a	n/a	n/a	6%
Asian Pacific Islander	5%	6%	7%	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	>1%
Black or African American	6%	6%	6%	5%
Hispanic	3%	3%	4%	5%
Multi-Ethnic-Two or More Races	n/a	n/a	n/a	4%
White	*83%	80%	80%	77%
Undeclared	n/a	2%	>1%	n/a
*Includes Undeclared				

Table 5 Ethnic Code Re-identification Statistics

V. Internal Analysis

Major Job Categories

In keeping with EEOC guidelines, the regular staff of the district, consisting of over 6,000 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 the following:

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

Appendix A is a listing of the major job categories that the EEO Department has classified based on the above criteria.

VI. Purpose of Diversity Report

This Diversity Report seeks to translate 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 district. By valuing diversity, the district seeks to attract and retain a qualified workforce 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 and disabled applicants. The emphasis will be on attracting the best-qualified applicants for all positions within the district. The Diversity Report will ensure that the district’s hiring process/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 district’s Diversity Report is a comprehensive human resource program instituted for the purpose of achieving and retaining diversity throughout the district’s workforce. The Diversity Report fully supports and augments the district’s continuing commitment to equal employment opportunity. It is designed to meaningfully implement those guarantees provided by policy and 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.

Overview of ASD School Board Non-Discrimination Policies

The Anchorage School Board Policy on equal employment opportunity encompasses the spirit and principal of the Diversity Report 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

114 Nondiscrimination

The 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 services, academic or extracurricular, offered by the District. It is the policy of the District to comply with the statutes, regulations, and executive orders enforced by Federal, State, and Municipal agencies, including but not limited to Executive Order 11246, Title 41, part 60-1, 60-2, 60-3, 60-20, Title VI and VII of the Education Amendments Acts of 1972, and Chapter 18 of Alaska Statute 4 AAC 06.500 - 4 ACC 06.600.

114.1 Display of Prejudice Toward Others

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. Individuals and/or groups are in violation of this policy if they:

- a. Make demeaning remarks directly or indirectly, such as name-calling, racial slurs or "jokes"; or
- b. Physically threaten or harm an individual; or
- c. Display visual or written materials or deface, damage, or destroy property or materials; or
- d. Perform 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.

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.

Any student, staff or community member who violates on school campus or at school activities this policy 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 action.

114.2 Harassment and Discrimination

The Anchorage School District affirms the right of all students and employees to pursue their education or occupation with dignity in a safe environment. Discrimination and/or 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.

It is prohibited to harass, discriminate against, or grant a discriminatory advantage based on race, creed, gender, national origin, age, marital status, political or religious beliefs, physical or mental conditions, family, social, or cultural background, or sexual orientation.

Harassment and/or discrimination 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.

Disciplinary action can be taken against those individuals who are found to have made a false or frivolous accusation.

Employees who believe they have experienced an act of harassment and/or discrimination should report the matter immediately to their supervisors. Supervisors shall investigate the issue and advise the EEO Department. In addition, employees may also report the incident to the EEO Department directly or to an outside agency, i.e., the Municipality of Anchorage Equal Rights Commission, an Ombudsman, State of Alaska Human Rights Commission, the U. S. Equal Employment Opportunity Commission, or the Office for Civil Rights.

Students who believe they have experienced an act of harassment and/or discrimination should report the matter immediately to a staff member. The school principal or designee shall investigate the issue and advise the EEO Department. In addition, students may also report the incident to the EEO Department directly or 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.

527 Equal Employment Opportunity

The District shall meet all federal, state, and local criteria required to be an equal opportunity employer. The District shall provide equal opportunity for employment, prohibiting discrimination in employment practices because of race, color, religion, sex, national origin, physical handicap, political affiliation, 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, promotion, transfer, demotion, recruitment, advertisement, solicitation for training, layoff, termination, and all other conditions of employment.

527.1 Sexual Harassment

- a. It is contrary to District policy for any District employee, male or female, to sexually harass another employee by making unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:
 - 1. submission to such conduct is made either explicitly or implicitly a term or a condition of an employee's continued employment; or
 - 2. submission to or rejection of such conduct is used as the basis for employment decisions affecting an individual; or
 - 3. such conduct has the effect or purpose of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

532.2 Recruiting and Selection

The objective in recruitment is to obtain the best qualified certificated persons with due consideration to the District's needs and the Diversity Recruitment Plan. The Superintendent is responsible for developing and implementing a teacher selection and hiring procedure that includes community, staff, and student (high school level) input. The Superintendent will annually provide the procedures to the School Board, the Anchorage Education Association, the Anchorage Principals Association, and the public.

532.21 Seeking Out the Candidate

The policy of the Board is to seek out candidates for certificated positions by active recruiting campaigns and, publication of position vacancies beginning with local and statewide universities and communities.

532.241 EEO Policy Statements

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.

532.242 EEO Goals

The staff ratio on all departments and school levels shall endeavor to achieve an appropriate balance based upon the relevant labor market of the local and/or regional area labor market, as appropriate. The EEO staff shall biennially review and recommend a Diversity Recruitment Plan with timetables which shall be incorporated into a district plan by the Superintendent and recommended to the Board.

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 District-wide Diversity Recruitment Plan, submitted to the Board biennially for review.

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:

District Equal Employment Opportunity Director/Title IX Coordinator
ASD Education Center
5530 E. Northern Lights Blvd.
Anchorage, AK 99504-3135, (907) 742-413

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

VII. Dissemination of Policy

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

Internal Dissemination

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.

The EEO Director or designee will appear at employee orientation meetings to explain the district's EEO policy, answer inquiries, and ensure that all present receive the material. The EEO Director shall periodically check district facilities to ensure that the district's non-discrimination policy statement is posted in all facilities. The EEO Department will provide copies of this statement.

The EEO Department 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 Report. In addition, such meetings will also be used, whenever necessary, to examine each department and school unit's efforts in the Diversity Report and redefine individual responsibility for implementation.

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

External Dissemination

The EEO Department will advise employment referral sources of the district's Diversity Report, stipulating that the district actively recruits and refers minorities and women for employment. The EEO Department will provide employment referral sources with a copy of the district's Diversity Report Policy Statement.

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 in-district, the position may be advertised out-of-district. In some cases, positions may be posted in and out of district at the same time and/or closing dates may be extended until the position is filled.

All position vacancy announcements will include the following statement:

"Equal Opportunity Employer"

Any recruitment brochures or district information sheets provided to prospective applicants will contain the district's EEO statement.

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.

VIII. Responsibility for Implementation

Role of the Superintendent:

- The Superintendent shall maintain overall responsibility and authority for the implementation of this Diversity Report.
- 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.
- The Superintendent shall issue periodic statements, such as the Superintendent's Annual Report, reaffirming the 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.
- 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 Report.

Role of the Equal Employment Opportunity Department:

- 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 Report goals are met through an aggressive effort.
- Communicate regularly with local organizations seeking names of qualified applicants.
- 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 D.

- 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.
- Ensure that the requirements of the law provided through the Diversity Report are clearly understood and met at all levels of employment.
- Identify any employment practice which could be discriminatory or that does not meet the workforce diversity goal and to recommend to the Superintendent specific actions to correct any such practice.
- Any allegations of reprisal or attempts at reprisal will be reported to the EEO Director and the perpetrator may be referred to Contract Administration with a recommendation for a disciplinary investigation if appropriate.
- 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.
- Work with supervisors to ensure interview committees follow procedures that will not subject applicant's to discriminatory interviewing practices.
- Help plan and participate in training district personnel who are involved in the interviewing, selection, and hiring process.
- Encourage all employees to participate in district training programs to add to and diversify their skills.
- Prepare, update, and submit the district Diversity Report and other employee demographic reports to the Superintendent for review and approval. This shall include the following:
 - a. A status report regarding diversity goals and objects that have been met and those that have not been achieved.
 - b. Recommended objectives to meet the district's diversity goals.
 - c. Revised implementation procedures, if necessary, in order to meet the objectives.
- Monitor the district Diversity Report.
- Serve as the district liaison with governmental agencies and offices responsible for the enforcement of all fair employment discrimination laws and regulations.

- 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 Report.

Role of the Human Resources Department:

- Participate in active recruitment of racial/ethnic and male/female applicants.
- Assist with revisions of hiring criteria to reflect diversity of skills, experiences, and backgrounds sought after by the district. Hiring criteria will be reviewed on an annual basis as time, staffing, and circumstances permit.
- Participate along with the EEO Department in a review of the district's selection process for any needed revisions.
- Help plan and participate in training district personnel, who are involved in the recruitment, interviewing, selection and hiring process, where schedules permit.
- Work with the EEO 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.
- Work with the Job Service and other local and state employment agencies to locate qualified people for all job vacancies.

Role of Directors, School Principals, Assistant Principals, Managers and Supervisors:

- Support and undertake the steps necessary to further the goals and objectives of the district's Diversity Report and to assure that diversity is an integral part of each unit's operations.
- Explain the district's EEO policy to all employees under their supervision. Check to ensure that all employees have received a copy of the district EEO policy statement. The EEO Department will provide copies of the policy statement.
- Ensure that all employees under their supervision have received proper training regarding the District's EEO policy.
- Assist the EEO Department with research and evaluation relating to diversity recruitment. Distribute diversity information, and ensure that minorities, women, and other protected group employees are given opportunity regarding training, benefits and advancement by reviewing at least annually the performance of all employees under their supervision.

- Post the following in all District facilities:
 - a. Anchorage Equal Rights Commission Posters in English and Spanish
 - b. Ombudsman's Office Poster
 - c. Sexual Harassment Laws (AS 18.80.220 & Federal)
 - d. Equal Employment Opportunity is The Law (OFCCP)
 - e. Student Grievance Process

The EEO Department will provide copies to departments.

- Provide employees under their supervision with a copy of the district's EEO complaint procedures. The EEO Department will provide copies to departments.
- Work with the EEO Department 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.
- Assist with revisions of hiring criteria to reflect diversity of skills, experiences, job responsibilities and backgrounds sought after by the district.
- Participate in a review of the district's selection process for any needed revisions.
- Participate in active recruitment of racial/ethnic and male/female applicants. The Human Resources Department and EEO Department will provide application materials to persons attending conferences and meetings so they may pass them out if the opportunity presents itself.

Accountability

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

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 Report goals and negotiated agreements, to the extent permitted by law.

Under the Diversity Report, 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 workforce diversity.

IX. Internal Reporting Procedures

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 Department 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 and required government reporting.

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.

Other Statistical Records

The EEO Department will maintain race and gender-related statistics by department and school unit pertaining to current staffing patterns, terminations, promotions, and new hires.

Biennially, the EEO Department will conduct a complete staff utilization analysis by job category. In addition, the EEO Department will review the following:

- Faculty assignments by school location
- Transfers and promotions
- District policies and directives
- Job announcements
- Job descriptions
- Recruitment efforts
- Pay records
- Progress toward diversity recruitment goals

All of the reports identified in this section will be discussed with the appropriate administrators so action can be taken in any under utilized areas identified.

The EEO Department will provide reports to the School Board, task forces and district committees when appropriate or requested.

The EEO Director will provide the members of the School Board, task forces and district committees with information relevant to diversity recruitment as requested.

X. External Reporting Procedures

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 Department.

Special Projects

Special reports including specialized information for compliance agencies (i.e. Title IX of the Educational Amendments Act of 1972, self-evaluation documents, and rehabilitation action self-evaluation studies, student civil rights surveys, Title VII of the Civil Rights Act of 1964, faculty assignment reviews and 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.

Progress Reports to Community Organizations

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

Public Speaking

The EEO Director will seek out opportunities to speak to interested organizations about the status of the Diversity Report and solicit assistance in recruiting diverse candidates for vacant positions.

Requests for Information

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

XI. 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 afford due process have been developed for all categories of 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 Department, it is important to emphasize that complaint meetings shall be conducted with good faith and confidentiality. There shall be no effort to dissuade potential complaints or to obstruct the filing of formal complaints. All complaint meetings with the EEO Department shall be at the option of the complainant.

General provisions of the internal EEO investigation process are as follows:

- These rules shall be liberally construed to permit the district's EEO Department to discharge its functions and to secure just and expeditious determinations of all matters presented to the EEO Department.
- 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 Department 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.
- 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.
- The EEO Department shall make a copy of the Internal Complaint Procedures available to every district employee.

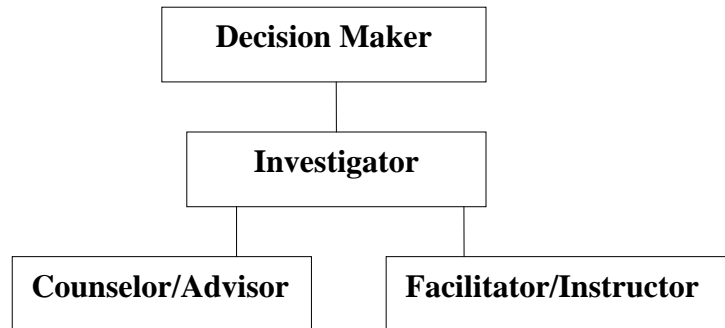
Investigation

1. General investigation
 - a. Every employee and potential employee of the 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 EEO Director 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 EEO Director to conduct such investigations.
- e. In the course of an investigation pursuant to Title VII, AMC Title 5, and AS 18, the EEO Director 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 Department will attempt to follow the complaint procedures listed in the applicant and employee complaints section of this report.
- g. At the request of the employee, the EEO Department will provide information on the filing of an external formal charge of discrimination.

2. Complaint

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



- c. The EEO Department reviews all complaints and accepts/rejects a complaint on the following basis:
 - (1) If the employee gives no clear concern that he or she is afraid or indicates 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.
 - (2) All complaints are accepted on their merits and may not be rejected by the EEO Department until an informal meeting has

been held with the complainant and the supervisor. At this meeting, the EEO Department 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 Department determines that the complaint is without merit, the employee will be advised of this finding.

- (3) 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 that the complainant believed was the reason for the alleged discrimination;
- f. if known, the date(s) of the alleged unlawful discriminatory practice, if the practice is of a continuing nature and the dates between which it is alleged to have occurred or is occurring.

4. Timeline for Filing

- a. The filing date of a complaint shall be the date it is received by the EEO Department.
- 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.

- c. An investigation of a formal complaint shall be conducted by the EEO Department and appropriate steps shall be taken for correction if warranted.
- d. Any employee who remains unsatisfied with the decision may file with any agencies listed in Appendix E.

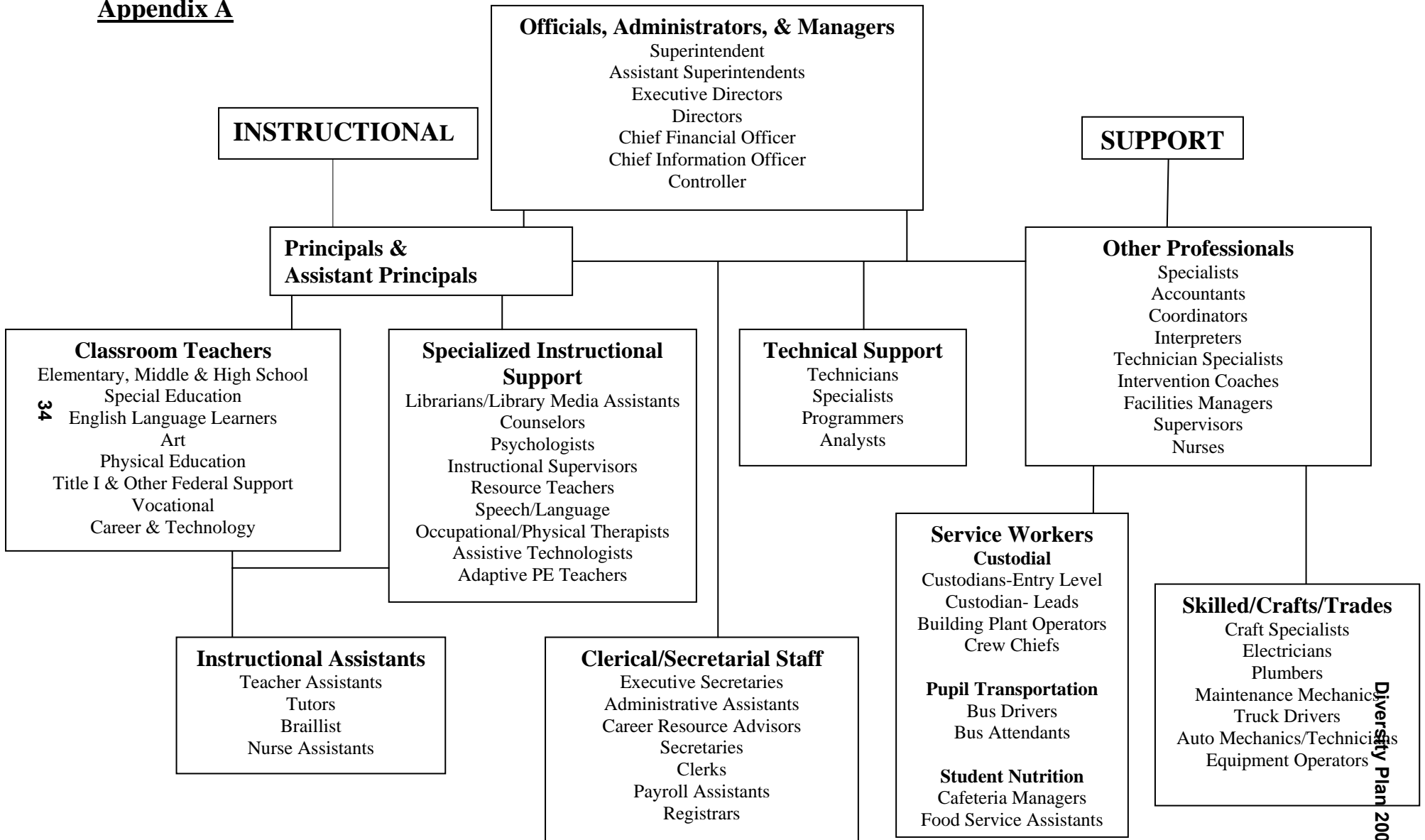
2. Employee complaints

- 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 Department shall attempt to resolve the matter informally within twenty (20) working days. The EEO Department will notify the employee 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 Appendix E.

MAJOR JOB CATEGORIES

As Defined by EEO5 Report Classification

Appendix A



Appendix B

Major Job Categories by EEO Code															
Regular Employees by Ethnicity and Gender															
	Hispanic or Latino		White		Black or African American		Native Hawaiann or Other Pacific Islander		Asian		American Indian or Alaska Native		Multi Ethnic-Two or more races		Total
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Officials, Administrators & Managers	0	0	15	18	1	0	0	0	1	1	0	0	1	0	37
Principals	0	1	45	30	4	3	0	0	0	1	1	1	7	2	95
Assistant Principals-Non Teaching	0	2	26	16	1	2	0	0	0	0	2	0	1	2	52
Elementary Classroom	51	11	1183	202	23	6	4	2	29	3	39	9	52	8	1622
Secondary Classroom	21	8	653	448	22	12	0	1	23	6	12	12	26	22	1266
Other Classroom Teachers	2	1	159	20	2	0	0	0	2	2	0	0	0	0	188
Guidance	5	1	67	20	2	3	1	1	3	0	2	0	8	1	114
Psychological	1	0	28	11	0	0	0	0	0	0	0	0	0	0	40
Librarians/Audio Visual	1	0	98	4	1	0	0	0	3	0	0	0	4	0	111
Consultants & Supervisors of Instruction	2	0	65	11	2	0	0	0	0	0	1	0	0	0	81
Other Professional Staff	10	7	224	102	16	28	0	4	17	10	7	6	13	6	450
Teacher Assistants	68	7	597	51	61	13	3	4	59	13	40	5	31	3	955
Technicians	1	1	17	23	0	3	1	0	2	1	0	1	3	2	55
Clerical/Secretarial Staff	20	1	357	6	19	1	1	0	8	1	8	0	22	2	446
Service Workers	49	45	173	81	40	50	0	6	68	136	13	9	9	5	684
Skilled	0	7	4	149	1	11	0	2	0	3	1	3	0	6	187
Laborers, Unskilled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	231	92	3711	1192	195	132	10	20	215	177	126	46	177	59	6383
Ethnic Totals	323		4903		327		30		392		172		236		
Ethnic %	5%		77%		5%		Less than 1%		6%		3%		4%		

Appendix B

Major Job Categories by EEO Code															
Temporary Employees by Ethnicity and Gender															
	Hispanic or Latino		White		Black or African American		Native Hawaiann or Other Pacific Islander		Asian		American Indian or Alaska Native		Multi Ethnic-Two or more races		Total
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Professional Instructional-School Board Members	0	1	1	4	0	1	0	0	0	0	0	0	0	0	7
All others (Temporaries and Substitutes)	119	41	1778	760	126	90	18	7	112	62	144	80	*198	*118	3337

*Includes 245 undeclared

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Classified Employees by Ethnicity and Gender															
	Hispanic or Latino		White		Black or African American		Native Hawaiann or Other Pacific Islander		Asian		American Indian or Alaska Native		Multi Ethnic-Two or more races		Total
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Classified Employees	145	68	1318	424	135	106	5	16	154	164	67	24	78	24	2728
Ethnic Totals	213		1742		241		21		318		91		102		
Ethnic %	8%		64%		9%		1%		12%		3%		4%		

Certificated Employees by Ethnicity and Gender															
	Hispanic or Latino		White		Black or African American		Native Hawaiann or Other Pacific Islander		Asian		American Indian or Alaska Native		Multi Ethnic-Two or more races		Total
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Certificated Employees	86	24	2393	768	60	26	5	4	61	13	59	22	99	35	3655
Ethnic Totals	110		3161		86		9		74		81		134		
Ethnic %	3%		86%		2%		0%		2%		2%		4%		

Appendix C

Ethnic and Gender Percentage Comparison by Major Job Categories

	Total Employees	Female	Female %	Male	Male %	Ethnic	Ethnic %
Officials, Administrators & Managers	37	18	49%	19	51%	4	11%
Principals	95	57	60%	38	40%	20	21%
Assistant Principals	52	30	58%	22	42%	10	19%
Classroom Teachers							
Elementary	1622	1381	85%	241	15%	237	15%
Secondary	1266	757	60%	509	40%	165	13%
Other	188	165	88%	23	12%	8	4%
Specialized Instructional Support	346	294	85%	52	15%	42	12%
Other Professional Staff	450	287	64%	163	36%	124	28%
Instructional Assistants	955	859	90%	96	10%	307	32%
Technical Support	55	24	44%	31	56%	15	27%
Clerical/Secretarial Staff	446	435	98%	11	2%	83	19%
Service Workers							
Custodial	335	82	24%	253	76%	286	85%
Pupil Transportation	107	50	47%	57	53%	40	37%
Student Nutrition	242	220	91%	22	9%	103	43%
Skilled/Crafts/Trades	187	6	3%	181	97%	34	18%
Total	6383	4665	73%	1718	27%	1478	23%

Teacher/Student Diversity Comparison by School & Enrollment

Elementary Schools

School	Student Enrollment			Teaching Staff			School	Student Enrollment			Teaching Staff		
	Total	Ethnic	Ethnic %	Total	Ethnic	Ethnic %		Total	Ethnic	Ethnic %	Total	Ethnic	Ethnic %
Abbott Loop	476	346	72.7%	29	1	3.4%	Government Hill	430	325	75.6%	28	8	28.6%
Airport Heights	332	277	83.4%	25	3	12.0%	Homestead	327	74	22.6%	26	2	7.7%
Alpenglow	502	148	29.5%	31	3	9.7%	Huffman	385	110	28.6%	28	1	3.6%
Aurora	396	151	38.1%	26	4	15.4%	Inlet View	192	83	43.2%	16	2	12.5%
Baxter	371	202	54.4%	27	2	7.4%	Kasuun	491	238	48.5%	32	2	6.3%
Bayshore	529	233	44.0%	34	7	20.6%	Kincaid	431	170	39.4%	32	4	12.5%
Bear Valley	447	105	23.5%	29	4	13.8%	Klatt	342	215	62.9%	26	4	15.4%
Birchwood	299	71	23.7%	22	2	9.1%	Lake Hood	430	284	66.0%	29	7	24.1%
Bowman	479	207	43.2%	37	1	2.7%	Lake Otis	429	288	67.1%	29	6	20.7%
Campbell	398	240	60.3%	27	3	11.1%	Mt Spurr	262	87	33.2%	19	2	10.5%
Chester Valley	252	170	67.5%	18	2	11.1%	Mountain View	371	329	88.7%	31	9	29.0%
Chinook	480	312	65.0%	35	4	11.4%	Muldoon	422	330	78.2%	32	4	12.5%
Chugach Optional	251	52	20.7%	19	1	5.3%	North Star	458	383	83.6%	34	8	23.5%
Chugiak Elementary	481	130	27.0%	30	6	20.0%	Northern Lights	626	285	45.5%	30	5	16.7%
College Gate	407	258	63.4%	34	6	17.6%	Northwood	290	194	66.9%	28	4	14.3%
Creekside Park	364	246	67.6%	31	4	12.9%	Nunaka Valley	292	203	69.5%	23	3	13.0%
Denali	403	190	47.1%	32	4	12.5%	Ocean View	473	198	41.9%	30	4	13.3%
Eagle River	359	146	40.7%	24	1	4.2%	O'Malley	305	60	19.7%	25	3	12.0%
Fairview	384	354	92.2%	29	7	24.1%	Orion	404	126	31.2%	24	3	12.5%
Fire Lake	308	112	36.4%	26	2	7.7%	Ptarmigan	456	332	72.8%	33	3	9.1%
Girdwood	153	20	13.1%	16	2	12.5%	Rabbit Creek	381	119	31.2%	28	3	10.7%

*Student Data as of October 31, 2007
Teaching staff does not include administrators

Teacher/Student Diversity Comparison by School & Enrollment

Elementary Schools

School	Student Enrollment			Teaching Staff			School	Student Enrollment			Teaching Staff		
	Total	Ethnic	Ethnic %	Total	Ethnic	Ethnic %		Total	Ethnic	Ethnic %	Total	Ethnic	Ethnic %
Abbott Loop	476	346	72.7%	29	1	3.4%	Government Hill	430	325	75.6%	28	8	28.6%
Airport Heights	332	277	83.4%	25	3	12.0%	Homestead	327	74	22.6%	26	2	7.7%
Alpenglow	502	148	29.5%	31	3	9.7%	Huffman	385	110	28.6%	28	1	3.6%
Aurora	396	151	38.1%	26	4	15.4%	Inlet View	192	83	43.2%	16	2	12.5%
Baxter	371	202	54.4%	27	2	7.4%	Kasuun	491	238	48.5%	32	2	6.3%
Bayshore	529	233	44.0%	34	7	20.6%	Kincaid	431	170	39.4%	32	4	12.5%
Bear Valley	447	105	23.5%	29	4	13.8%	Klatt	342	215	62.9%	26	4	15.4%
Birchwood	299	71	23.7%	22	2	9.1%	Lake Hood	430	284	66.0%	29	7	24.1%
Bowman	479	207	43.2%	37	1	2.7%	Lake Otis	429	288	67.1%	29	6	20.7%
Campbell	398	240	60.3%	27	3	11.1%	Mt Spurr	262	87	33.2%	19	2	10.5%
Chester Valley	252	170	67.5%	18	2	11.1%	Mountain View	371	329	88.7%	31	9	29.0%
Chinook	480	312	65.0%	35	4	11.4%	Muldoon	422	330	78.2%	32	4	12.5%
Chugach Optional	251	52	20.7%	19	1	5.3%	North Star	458	383	83.6%	34	8	23.5%
Chugiak Elementary	481	130	27.0%	30	6	20.0%	Northern Lights	626	285	45.5%	30	5	16.7%
College Gate	407	258	63.4%	34	6	17.6%	Northwood	290	194	66.9%	28	4	14.3%
Creekside Park	364	246	67.6%	31	4	12.9%	Nunaka Valley	292	203	69.5%	23	3	13.0%
Denali	403	190	47.1%	32	4	12.5%	Ocean View	473	198	41.9%	30	4	13.3%
Eagle River	359	146	40.7%	24	1	4.2%	O'Malley	305	60	19.7%	25	3	12.0%
Fairview	384	354	92.2%	29	7	24.1%	Orion	404	126	31.2%	24	3	12.5%
Fire Lake	308	112	36.4%	26	2	7.7%	Ptarmigan	456	332	72.8%	33	3	9.1%
Girdwood	153	20	13.1%	16	2	12.5%	Rabbit Creek	381	119	31.2%	28	3	10.7%

*Student Data as of October 31, 2007
Teaching staff does not include administrators

Appendix D

Teacher/Student Diversity Comparison by School & Enrollment

Elementary Schools (con't)

Middle and High Schools

School	Student Enrollment			Teaching Staff			School	Student Enrollment			Teaching Staff		
	Total	Ethnic	Ethnic %	Total	Ethnic	Ethnic %		Total	Ethnic	Ethnic %	Total	Ethnic	Ethnic %
Ravenwood	428	82	19.2%	27	2	7.4%	Middle Schools						
Rogers Park	538	244	45.4%	37	2	5.4%	Central	641	363	56.6%	44	1	2.3%
Russian Jack	380	319	83.9%	34	6	17.6%	Goldenview	807	216	26.8%	56	6	10.7%
Sand Lake	667	323	48.4%	33	10	30.3%	Gruening	590	170	28.8%	35	1	2.9%
Scenic Park	384	219	57.0%	25	4	16.0%	Hanshew	828	439	53.0%	56	8	14.3%
Spring Hill	322	191	59.3%	29	2	6.9%	Mears	921	406	44.1%	63	7	11.1%
Susitna	457	286	62.6%	32	4	12.5%	Mirror Lake	674	157	23.3%	45	5	11.1%
Taku	417	279	66.9%	32	3	9.4%	Nicholas J. Begich	1193	824	69.1%	77	15	19.5%
Trailside	479	212	44.3%	31	4	12.9%	Romig	827	535	64.7%	64	13	20.3%
Tudor	404	286	70.8%	31	4	9.6%	Wendler	760	479	63.0%	55	9	16.4%
Turnagain	404	195	48.3%	33	4	12.1%	High Schools						
Tyson William	427	397	93.0%	28	9	32.1%	Bartlett	1679	1037	61.8%	91	20	22.0%
Ursa Major	374	200	53.5%	18	6	33.3%	Chugiak High	1347	316	23.5%	74	9	12.2%
Ursa Minor	277	115	41.5%	29	3	10.3%	Dimond	1792	787	43.9%	101	11	10.9%
Williwaw	358	320	89.4%	30	2	6.7%	Eagle River High	856	254	29.7%	47	3	6.4%
Willow Crest	389	290	74.6%	31	6	19.4%	East	2149	1483	69.0%	120	19	15.8%
Wonder Park	364	290	79.7%	31	10	32.3%	Service	1850	834	45.1%	101	11	10.9%
Wood Gladys	443	261	58.9%	31	5	16.1%	South Anchorage	1772	406	16%	88	7	6.20%
							West	1807	1002	55.5%	96	15	15.6%

*Student Data as of October 31, 2007

Teaching staff does not include administrators

Appendix D

Teacher/Student Diversity Comparison by School/Special Program & Enrollment

Charter Schools							Alternative K-12, Middle and High Schools						
School	Student Enrollment			Teaching Staff			School	Student Enrollment			Teaching Staff		
	Total	Ethnic	Ethnic %	Total	Ethnic	Ethnic %		Total	Ethnic	Ethnic %	Total	Ethnic	Ethnic %
Aquarian Charter	355	127	35.8%	23	3	13.0%	ACE/ACT	111	57	51.4%	11	1	9.1%
Eagle Academy	164	32	19.5%	12	1	8.3%	Avail	65	55	84.6%	3	0	0.0%
Family Partnship	535	175	32.7%	14	0	0.0%	B. Benson/Search	264	169	64.0%	18	5	27.8%
Fronter Charter	355	106	29.9%	2	0	0.0%	COHO	49	10	20.4%	2	1	50.0%
Highland Tech	251	100	39.8%	14	1	14.3%	Continuation Program	31	21	67.7%	2	0	0.0%
Rilke Shule	180	36	20.0%	8	0	0.0%	Crossroads	60	47	78.3%	4	0	0.0%
Winterberry	169	38	22.5%	10	2	20.0%	**King Career Center	905	382	42.2%	33	5	15.2%
							McLaughlin	128	89	69.5%	20	5	25.0%
Special Programs							Polaris K-12	461	107	23.2%	27	2	7.4%
Debarr RTC	48	27	56.3%	1	1	100.0%	S.A.V.E. I	250	139	55.6%	14	3	21.4%
Booth Secondary	3	1	33.3%	1	1	100.0%	Steller	280	61	21.8%	17	4	23.5%
Early Intervention	54	27	50.0%	13	1	7.7%	Whaley	107	71	66.4%	21	6	28.6%
Jesse Lee	16	7	43.8%	2	1	50.0%							
McKinley Heights	15	10	66.7%	2	1	50.0%							
Mt. Iiamna	73	54	74.0%	13	1	7.7%							
North Star Hospital	56	26	46.4%	2	0	0.0%							
Providence Heights	4	1	25.0%	1	0	0.0%							
Bragaw RTC	26	14	53.8%	1	0	0.0%							

*Student Data as of October 31, 2007

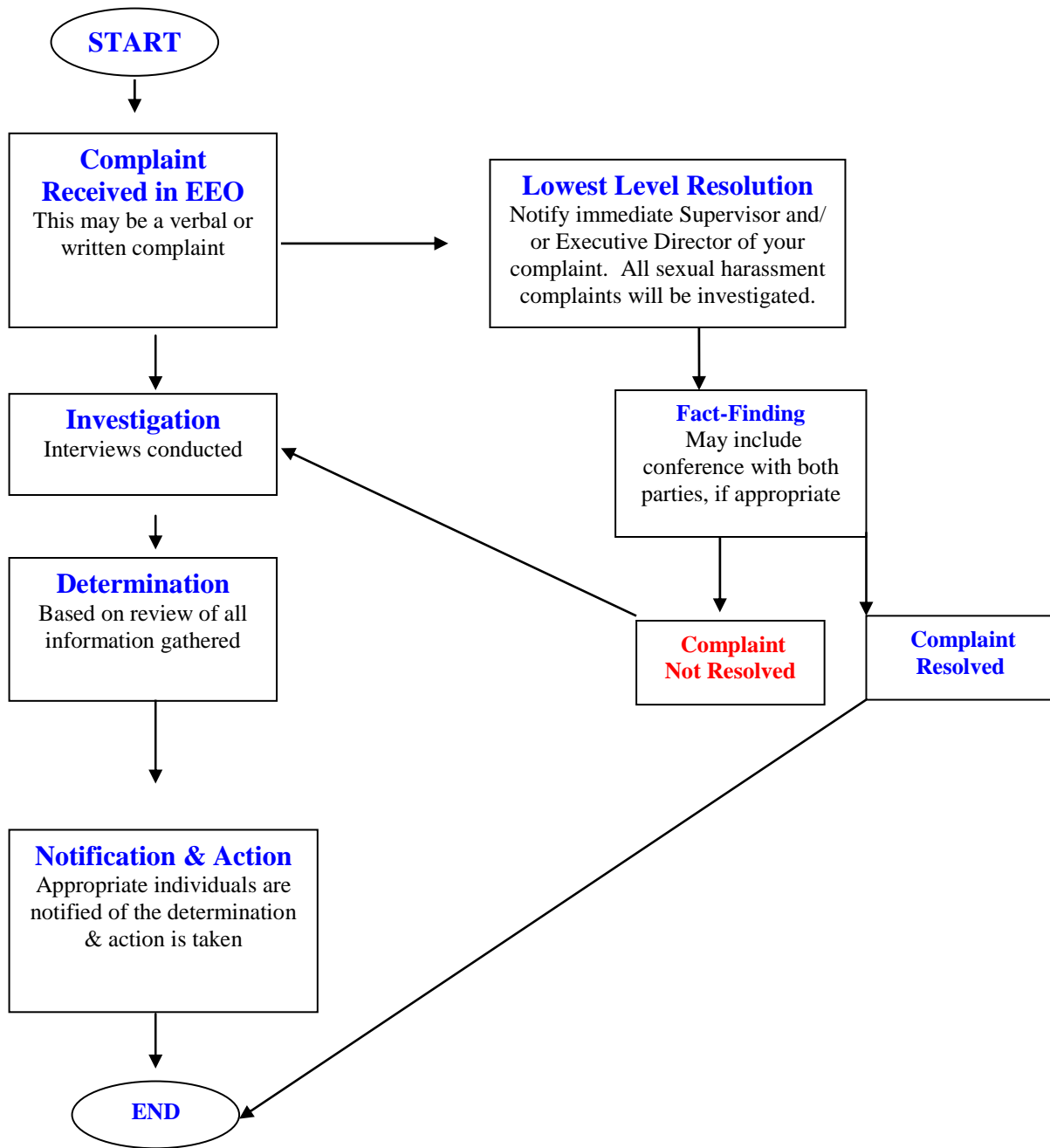
**KCC students are dual enrolled

Teaching staff does not include administrators

Appendix E

Equal Employment Opportunity Department

EEO COMPLAINT INVESTIGATION PROCESS



Appendix F

External Agencies

Alaska State Commission for Human Rights

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

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

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

Anchorage Equal Rights Commission (AERC)

632 W. Sixth Avenue, Suite 110
Anchorage, AK 99501
Complaint Hotline: (907) 343-4343
Fax: (907) 343-4395

Municipal Ombudsman Office

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

United States Equal Employment Opportunity Commission

Federal Building
909 1st Street, Suite 400
Seattle, WA 98104
(800) 669-4000

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

It is the policy of the Anchorage School District to provide equal educational and employment opportunities, and to provide services and benefits to all students and employees without regard to race, color, religion, disability, national origin, gender, marital status, and change in marital status, pregnancy, parenthood or other prohibitions. This policy is consistent with numerous laws, regulations, and executive orders enforced by various federal, state, and municipal agencies, including but not limited to Executive Order 11246, Title 41, part 60-1, 60-2, 60-3, 60-20, Title VI and VII of the 1964 Civil Rights Act, Title IX of the Education Amendments Act of 1972, and Section 504.

Inquiries or complaints may be addressed to the School District's Equal Employment Opportunity Director, who also serves as the Title IX Coordinator, ASD Education Center, 5530 E. Northern Lights Blvd, Anchorage, AK 99504-3135. (907) 742-4132. Concerns may also be reported to any of the following external agencies: Alaska State Commission for Human Rights, Anchorage Equal Rights Commission, Director of the Office for Civil Rights, Department of Education, Department of Health and Human Services.