

Xenia Community Schools
Workforce Diversity Plan
2014-2017

Presented by the Xenia School's Workforce Diversity Committee

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TABLE OF CONTENTS

Section A.	Overview
Section B.	Workforce Analysis
Section C.	Goals and Action Steps for Recruitment
Section D.	Staff Responsibilities for Implementation, Monitoring and Evaluation of Progress
Section E.	Internal Monitoring and Reporting Process
Section F.	Summary

Section A: Overview

Consistent with all applicable Federal and State laws and regulations, it is the purpose of this Workforce Diversity Plan to advance, monitor, and maintain the Xenia Community School District's Equal Employment Opportunity Policy (Board of Education Policy 3122) providing equal employment opportunities for all employees and applicants in all aspects of employment including recruitment, hiring, retention, assignment, transfer, promotion, and training.

These opportunities will be provided without regard to race, color, religion, gender, age, national origin, veteran status, disability, genetic information or testing, family and medical leave, sexual orientation and gender identity or expression, in its programs and activities including employment opportunities.

It is also the purpose of the District's Workforce Diversity Plan to promote diversity in the District's workforce by identifying and addressing, where reasonably possible, the factors that may be causing unexpected underutilization of protected groups. This plan is designed to promote outreach, recruitment, training and educational efforts to expand the pool of qualified applicants and to promote diversity, consistent with the District's standard of excellence.

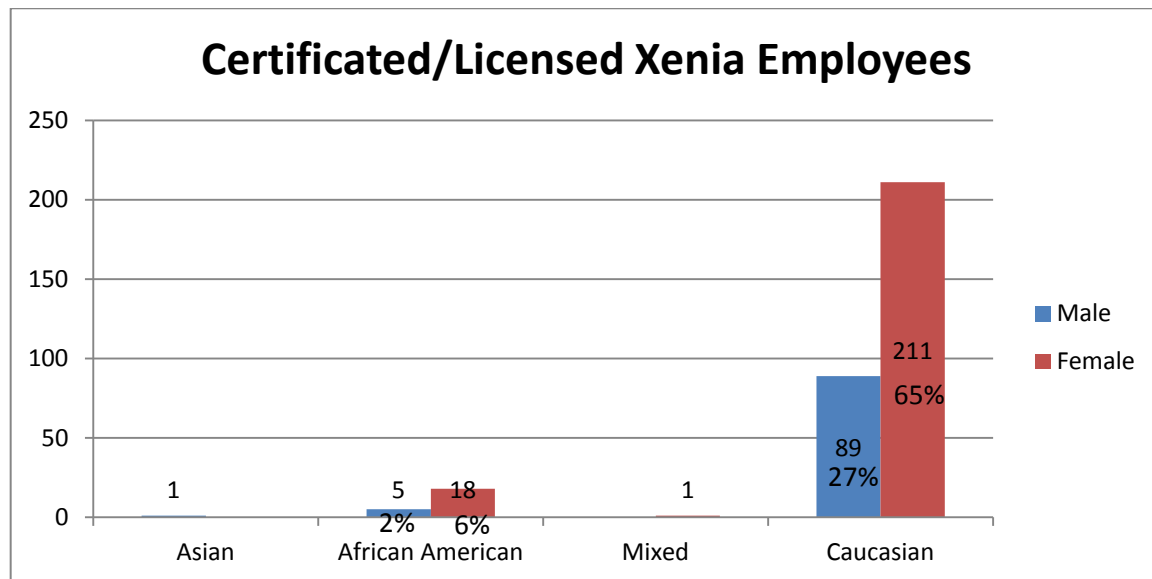
This plan advances equal employment opportunity without preferential treatment on the basis of race, gender, ethnicity, or national origin. This plan is also designed to ensure that District policies are properly implemented without unlawful discrimination on the basis of race, color, religion, gender, age, national origin, veteran status, disability, genetic information or testing, family and medical leave, sexual orientation, and gender identity or expression.

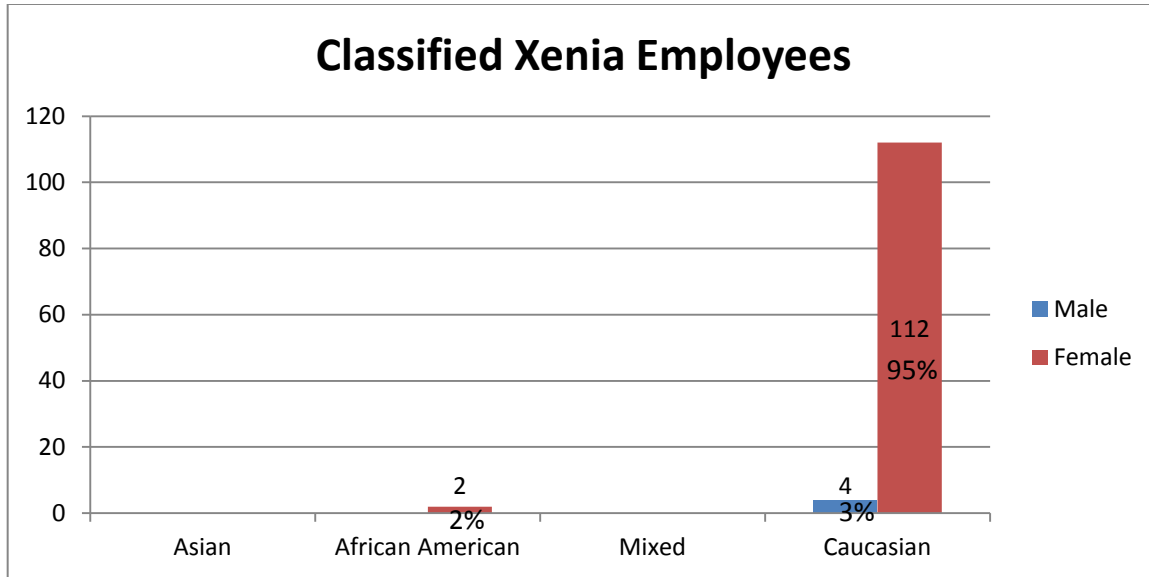
Section B: Workforce Analysis

This section of the Workforce Diversity Plan reflects a numerical analysis of the school District’s workforce demographics.

The demographic information was expanded to include the student population in the region. It is essential that the diversity of the student population being served is considered.

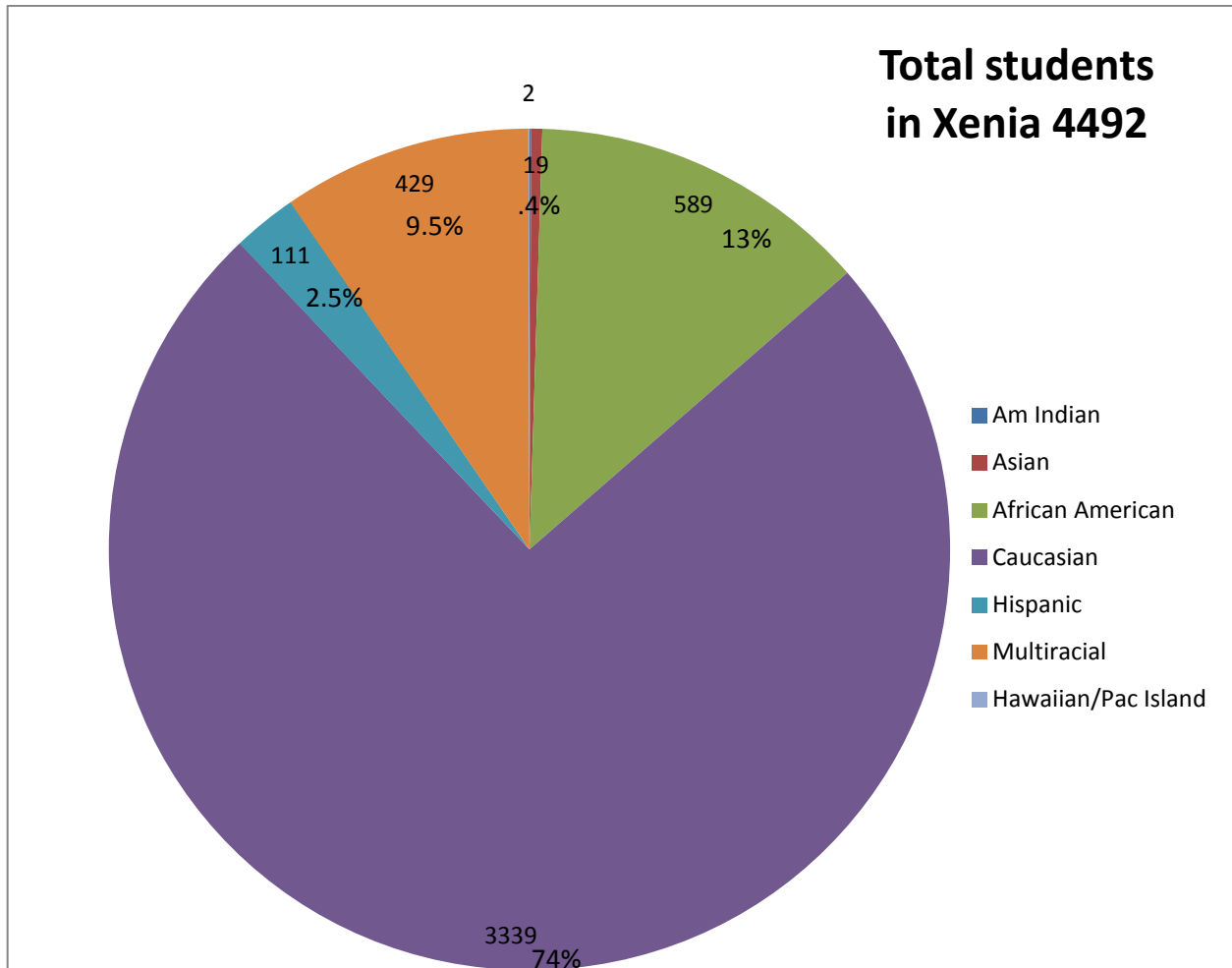
Certificated Licensed Xenia Employees				
	Asian	African American	Mixed	Caucasian
Male	1	5		89
Female		18	1	211
Classified Xenia Employees				
	Asian	African American	Mixed	Caucasian
Male				4
Female		2		112

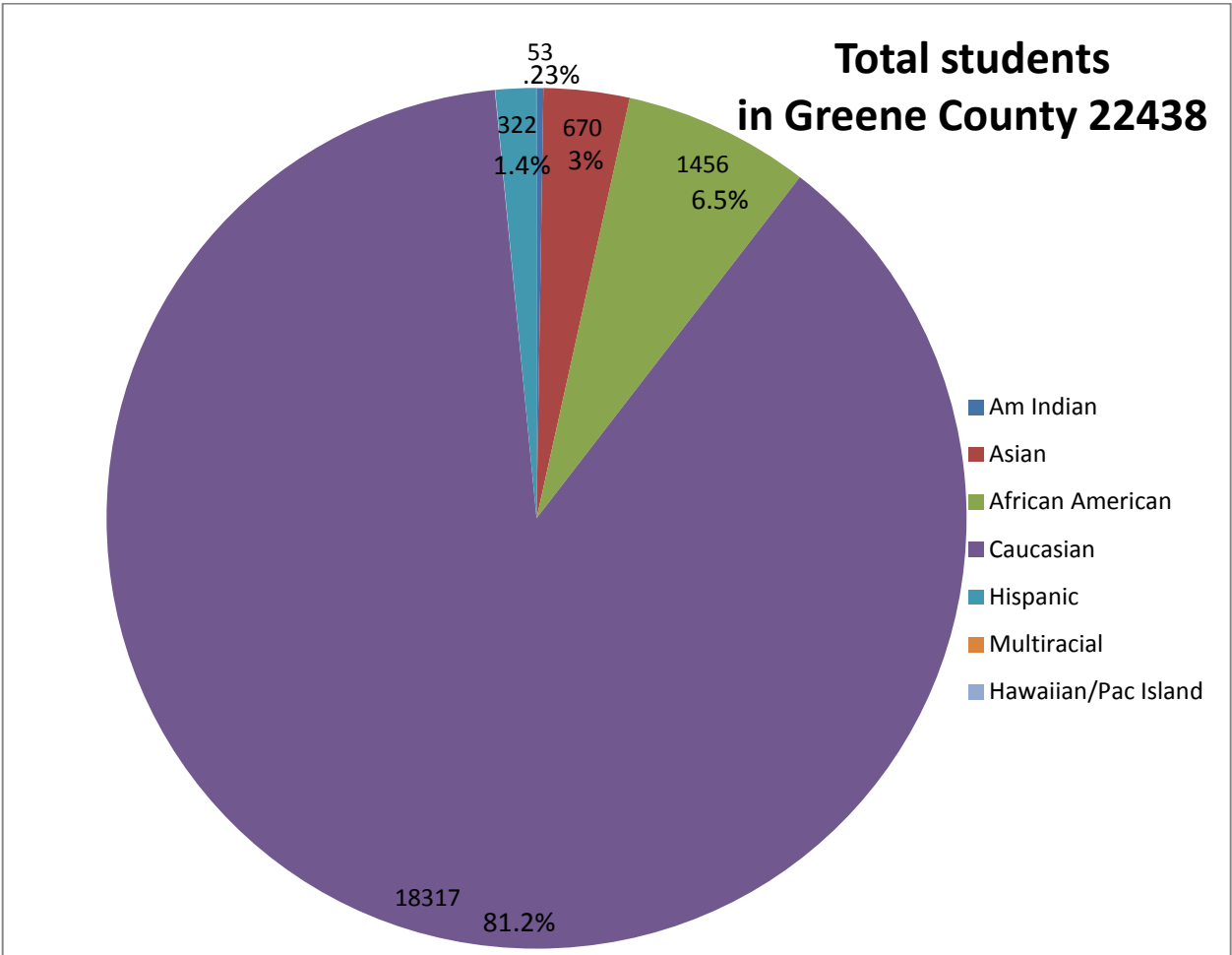


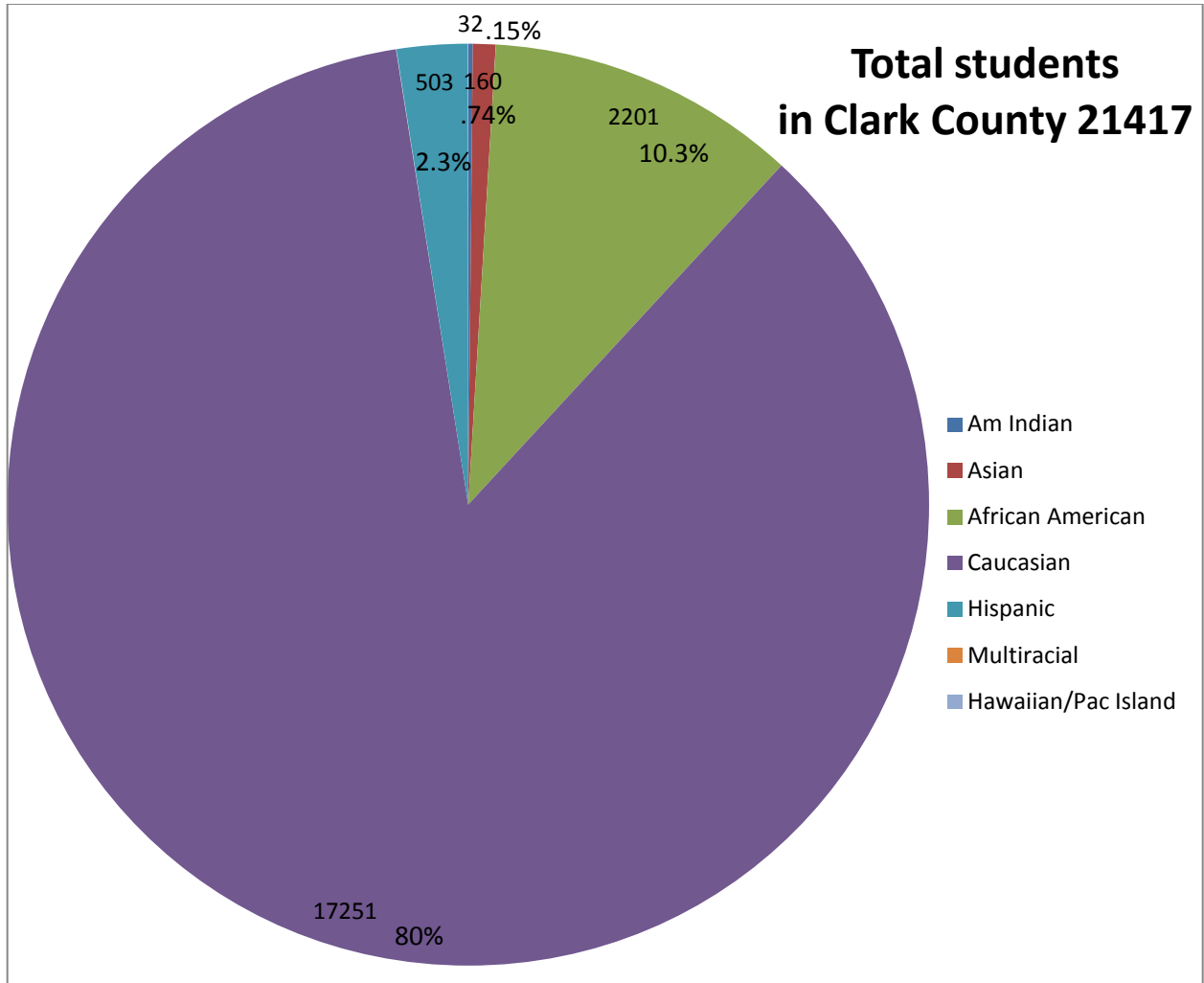


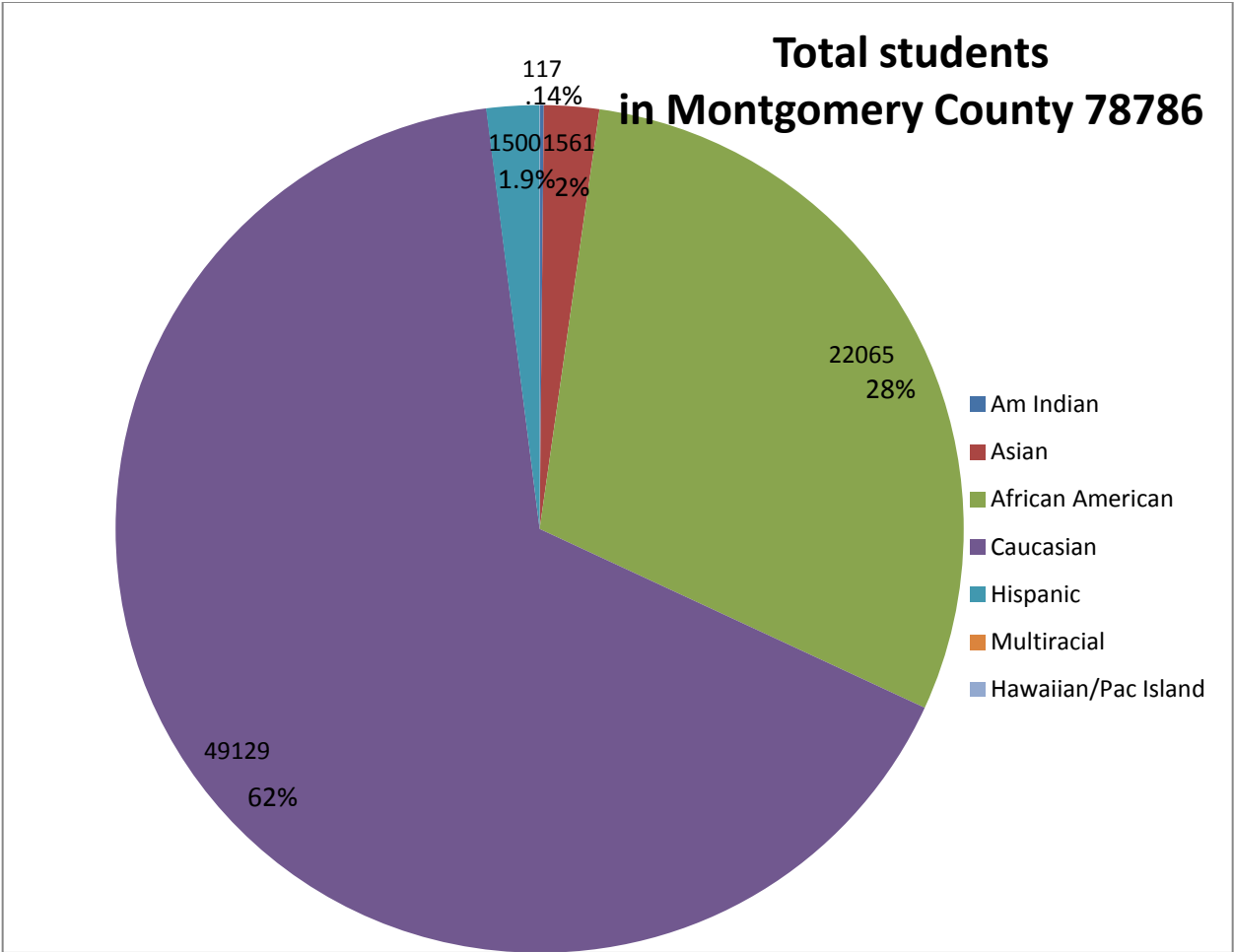
Special Note: Data on other projected classes is not readily available. We will continue to seek and utilize the data on all protected classes whenever possible.

Total students in Xenia 4492		Total students in Greene County 22438		Total students in Clark County 21417		Total students in Montgomery County 78786
3	Am Indian	53	Am Indian	32	Am Indian	117
19	Asian	670	Asian	160	Asian	1561
589	African American	1456	African American	2201	African American	22065
3339	Caucasian	18317	Caucasian	17251	Caucasian	49129
111	Hispanic	322	Hispanic	503	Hispanic	1500
429	Multiracial		Multiracial		Multiracial	
2	Hawaiian/Pac Island		Hawaiian/Pac Island		Hawaiian/Pac Island	









Section C: Goals and Action Steps for Recruitment

The major goals of the Xenia Community School District's Workforce Diversity Plan are to promote equal employment opportunities in the District; to increase the pool of diverse and qualified applicants for employment in the District consistent with the District's standard of excellence; and to encourage upward mobility of all persons, including members of protected groups, once employed.

Goal 1: Job Analysis, Recruitment and Selection

Actively seek a diverse pool of qualified applicants from all protected groups, as well as non-protected groups, for certificated/licensed positions and classified positions at all levels so that more members of under-represented groups are available for consideration as District employees.

Action Programs

- 1.1 Analyze job descriptions and the hiring process to make sure that qualification requirements and screening criteria are based on specific job functions and do not have the effect of screening out protected group applicants, who have the ability to perform District jobs.
- 1.2 Ensure that recruitment efforts include and actually reach all protected groups, as well as non-protected groups. Focus recruitment out-reach to ensure that protected groups identified as statistically underutilized in this Workforce Diversity Plan are reached.
- 1.3 Increase the efficiency of the applicant flow data collection system through computerization so that flow data will be more readily available to assist in recruitment efforts.
- 1.4 Increase the awareness of equal employment opportunity among all personnel involved in hiring, and have the Superintendent, and Affirmative Action Officer monitor all hiring.

Goal 2: Education and Training

Promote a culture of respect and diversity in the workplace, and ensure that employees are aware of the Workforce Diversity Plan and their roles and responsibilities in enforcing the District's equal employment opportunity policies.

Action Programs

- 2.1 Continue the emphasis on developing annual objectives and strategies at each building to increase gender equity, multi-cultural and mainstreaming opportunities in both the instructional and activities programs. Each staff member has responsibility for carrying out

the equal employment strategies as outlined in the Affirmative Action Plan adopted by the District.

- 2.2 Provide support for schools to develop and carry out multi-cultural and gender equity training programs and special projects.
- 2.3 Provide multi-cultural training and awareness for personnel at all levels, in conjunction with incorporating gender equity concepts.
- 2.4 Other means of promotion and information dissemination will be utilized as necessary to ensure that the community and District staff and students are informed of the goals and objectives of equal educational and employment opportunities.
- 2.5 Workforce Diversity and equal employment opportunity are key to creating an inclusive work environment. The District should develop a recruiting and hiring plan that welcomes individuals without regard to race, color, religion, gender, age, national origin, veteran status, disability, sexual orientation and gender identity or expression.

Goal 3: Preventing Employment Discrimination

Ensure that the District does not unlawfully discriminate against any person on the basis of any protected status in employment, recruitment, promotion or advancement.

Action Programs

- 3.1 Maintain credential requirements for all personnel.
- 3.2 Make no differentiation in pay scale on the basis of any protected status.
- 3.3 Make no differentiation in the assignment of school duties on the basis of any protected status, except where there is a compelling need for a lawful, bona fide occupational qualification based on the nature of the duties (e.g. a gender based qualification for an assignment that involves supervising students in areas or situations where students might be disrobed).
- 3.4 Provide the same opportunities for advancement without regard to a protected status.
- 3.5 Make no differentiation in conditions of employment, including, but not limited to, hiring practices, leaves of absence, hours of employment, and assignment of, or pay for, instructional and non-instructional duties on the basis of any protected status.
- 3.6 One important tool in examining the fairness and inclusiveness of the District's recruitment efforts is ***applicant flow data (statistical and record keeping purposes only)***. By reviewing

the yield of the District's recruitment effort, the District can reassess and improve its effort to reach all segments of our population.

On November 30th of each year, a Workforce Diversity update report will be submitted electronically to the Xenia Board of Education for review and recommendations. The report includes an overall workforce profile as of August 31st and answers to the following four questions and includes tables:

1. What happened as a result of the workforce diversity action strategies detailed in the last approved Workforce Diversity Plan or update?
2. What current demographic data, including applicant flow data was collected as an integral part of the barrier identification process data, which was kept separate from an application, as an applicant proceeds through the hiring process?
3. What are the key workforce diversity issues that the District intends to address moving forward?
4. What are the District's primary strategies to address these key issues?

Section D: Staff Responsibilities for Implementation, Monitoring and Evaluation of Progress

Internal Audit and Reporting

The Personnel Department maintains a confidential employee and applicant tracking system – separate from the pre-employment application process - which records the sex, race/ethnicity, veteran status, disability status, and age of applicants. Frequent monitoring of this data will help ensure that all applicants are receiving equal treatment in the hiring process and that the District’s recruiting efforts are reaching all protected and non-protected groups. However, all pre-employment application forms will exclude unlawful inquiries that unnecessarily elicit the race, gender or membership of the applicant in other protected groups.

A careful review of all job descriptions and job postings will be made to ensure non-discrimination.

All screening interview questions will be checked and monitored to ensure non-discrimination.

The personnel office will prepare and submit required reports to state and federal agencies concerning employment and educational practices.

Perceived, apparent or reported inequities will be formally noted and included in the annual report to the Board of Education. The Superintendent or designee will provide written reports each year to the Board of Education on the results of any utilization analysis performed in connection with this Workforce Diversity Plan and the status of any efforts taken by the District to promote its Equal Employment Opportunity Policies.

Dissemination of Policies

It is the responsibility of the Superintendent or the Superintendent's 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 the District's commitment to equal opportunity employment.

Communication of the Xenia Community School Workforce Diversity Plan will be accomplished as follows:

1. The 2014-2017 Workforce Diversity Plan will be posted on the district official website as well as the district's policy of non-discrimination.
2. At least annually, the District will remind employees of these policies and the Workforce Diversity Plan and their location of the website via training or email communication. These policies will also be discussed in new employee orientation meetings.
3. The District will publish an annual notice to its community the nondiscrimination policy as contained in the Workforce Diversity Plan at least annually prior to the beginning of the school year. Such publication will include the name, address, and a telephone number of the District's Affirmative Action Officer.
4. A statement of the District's commitment to equal employment opportunity is to be included in all District publications, employment announcements, vendor contracts, and other related District documents. All appropriate and interested recruiting sources are to be informed of the District's policies regarding nondiscrimination.
5. An equal employment opportunity statement will be included on all District job postings and newspaper advertisements.

Responsibility for Implementation and Evaluation

The Superintendent/Designee has the overall responsibility for the development, implementation, coordination, evaluation, and monitoring of the Workforce Diversity Plan. He/She will provide leadership and guidance to all administrators, supervisors, and personnel in the conduct of their employment practices to assure conformity with relevant federal and state laws and regulations and board of education policy.

The Superintendent/Designee is selected as the Affirmative Action Officer and is responsible for District compliance with the principles set forth in the Workforce Diversity Plan. The responsibilities of the Affirmative Action Officer include:

1. Issuing all statements concerning the District's Workforce Diversity Plan.
2. Identifying problem areas.
3. Formulating recommendations or directives for solving identified problems.

The personnel office will be responsible for documenting compliance with the Workforce Diversity Plan, which includes maintaining biannual statistical analysis and updating employment data to measure the effectiveness of the Workforce Diversity Plan and to highlight any areas of imbalance, if present.

Implementation of the equal employment opportunity policies of the District will be the responsibility of the Superintendent or designee.

The Superintendent or designee also has the responsibility of making known the District's desire and commitment to employ members of protected as well as non-protected groups through regular and frequent contacts with community groups and employment agencies and through identifying, to the extent reasonably possible, persons with requisite skills and talents for projected openings throughout the District. The Superintendent/Designee shall ensure that recruitment efforts are reaching protected groups, as well as non-protected groups, in all categories where underutilization exists.

Recruitment and Employment Plan

The Superintendent, designee and all those responsible for hiring decisions consider all applicants and employees on the basis of job-related qualifications. The District selects employees as needed on the basis of merit, training and experience with no discrimination against any employee or applicant because of race, creed, religion, color, national origin, 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 guide dog or service animal by a person with a disability. In addition, the District selects employees without preferential treatment on the basis of race, gender, ethnicity or national origin. A continuing review of hiring criteria is made to ensure the relevance of the job qualifications to the tasks to be performed and the needs of the position.

In addition, the District promotes continued relationships with organizations that are a recruitment source for individuals from protected groups, including those groups which may currently be underutilized in the work force. These organizations include such agencies as the state job service agencies and college and university placement offices.

The District has a distribution list containing names and addresses of those agencies where job announcements are mailed. Job announcements are distributed to each building in the District, posted on the District's website; and with the regional consortium for jobs in education.

Specific emphasis will be placed on the outreach and recruitment of members of protected groups along with the efforts made to reach non-protected groups. Recipient listings for job announcements will be reviewed and expanded to include agencies serving minority communities, in addition to those serving the majority community. District public relations/recruitment brochures used for teacher recruiting will picture both minority and non-minority men and women.

Training

The Xenia Community School District recognizes the importance of on-going training for employees both to assist in upgrading skills and to assist in personal growth. The District will continue to provide staff development opportunities and to assist individual employees with career counseling through the employee assistance program, if needed.

Section E: Internal Monitoring and Reporting Progress

To ensure fairness and consistency, the following informal and formal review procedures will be used with regard to problems covered by state and federal equal employment opportunity laws and/or the District's Workforce Diversity Plan. No employee's status with the District shall be adversely affected in any way because the employee utilized these procedures.

Informal Review Procedures

If an employee has an employment problem regarding equal employment opportunity, the employee is encouraged to discuss the problem, as soon as the problem develops, with his or her immediate supervisor. If the employee feels he or she cannot approach his or her immediate supervisor with the complaint, or if the employee feels that the response received from the supervisor does not resolve the complaint, then the employee is encouraged to discuss the problem with the Superintendent or the Superintendent's designee before pursuing formal procedures. However, the employee should be informed that he or she may at any time pursue formal procedures.

Formal Review Procedures

Formal review procedures will be used to investigate specific complaints regarding equal employment opportunity which remain unresolved after informal review has been pursued or after an employee chooses to forego informal review. The procedures may not be used for discharge or discipline cases and may only be used in connection with alleged complaints regarding equal employment opportunity concerning 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 guide dog or service animal by a person with a disability.

The Affirmative Action Officer, along with advice and assistance as deemed necessary, shall investigate the complaint. Depending upon the circumstances, this investigation may include a meeting between the employee and the supervisor involved. A written response to the complaint shall be provided to the employee by the Affirmative Action Officer within two weeks after receipt of the complaint and comments.

If the employee is not satisfied with the results of the review by the Affirmative Action Officer, the employee may then submit a written request for further review to the Superintendent/Designee. Such request shall be submitted within one week after the employee's receipt of the written response from the Affirmative Action Officer. The Superintendent/Designee shall arrange for a hearing to be conducted by a three-member hearing panel to be chaired by the Superintendent, with the second member selected by the employee and the third by the Superintendent. Both of these members of the panel shall be from the Xenia School District community.

Nothing contained in this procedure shall be construed to deny employees their rights under the law. Nor does procedure prohibit the processing of grievances by an employee bargaining representative and/or a member of a bargaining unit pursuant to grievance procedures established in the local collective bargaining agreements.

Section F: Summary

The Xenia Community School District has a firm commitment to equal employment opportunity and to its Workforce Diversity Plan. The District is committed to increasing the diversity of its work force without preferential treatment on the basis of 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 guide dog or service animal by a person with a disability.

Affirmative action is an on-going process. This Workforce Diversity Plan provides for periodic reviews and updates to ensure that the District's equal opportunity employment policies are effective.

The Xenia Community School District recognizes that by assuring equality of employment opportunity, the District also assures the quality of the education it provides to its students.