PLURALISTIC STAFF

I. Definition of a "Pluralistic Staff"

"It is the policy of the Board of Education to ensure that each school or educational facility in the Madison Metropolitan School District has a pluralistic staff." (From the Board of Education Affirmative Action Plan Policy Statement)

A pluralistic staff is defined as an employee staff within each school, department and educational facility (including all District school buildings, Administration Building, Building Services, and School-Community Recreation facilities) which is comprised of representation from a cross section of the Madison School District community including different races, gender and individuals with handicapping conditions. The purpose of this policy is to direct attention to the need for having a pluralistic staff in each building.

This pluralistic staff definition applies to transfers, reassignments and initial placements of existing staff only. This policy does not include hiring decisions since hiring decisions are covered by the District's Affirmative Action Plan. (See the attached chart explaining the difference between Affirmative Action Plan and this Pluralistic Staff Definition.)

II. Rationale

The District seeks a pluralistic staff because (1) having a diverse staff increases the understanding and appreciation of individual differences for both students and staff; and (2) provides role models for students of all races, genders, and students with handicapping conditions.

III. Implementation

1. The Title IX/Affirmative Action Team shall annually:
   
   (A) Identify problem areas related to establishing a pluralistic staff; and
   
   (B) Develop action plans to address the problem areas.

2. Alternative options for Action Plans relating to implementing a pluralistic staff include, but are not limited to, the following:
(A) Supervisors shall write job qualifications to include at least as desired qualifications, the need for prior experience and knowledge on issues related to race, gender and/or individuals with handicapping conditions if the following conditions exist:

(1) A vacancy opens in a building and/or department; and
(2) Prior experience and knowledge on issues related to race, gender and/or individuals with handicapping conditions are related to the work performed in the vacant position.

(B) Administrative transfers may be used on a limited basis to promote pluralism when the following conditions exist:

(1) the individual whom the District wishes to move to increase diversity because of the individual's (1) status as a minority, (2) gender, or (3) handicapping condition, does not object to an administrative transfer;
(2) in situations where the same end cannot be reached through other means; and
(3) when there is a history of being unable to create diversity within a building through voluntary transfer or initial placements.

(C) Encourage staff to voluntarily transfer (i.e. staff movement between buildings) when the transfer will increase diversity in another building without seriously decreasing diversity in the original building.

(D) Whenever possible, reassign teaching staff (movement within the building) to increase diversity within a department.

(E) Whenever possible, make initial placement decisions which will increase diversity in buildings where little or no diversity exists.

(F) Suggest negotiation strategies to promote pluralism such as:
(1) Offering incentives to employees to switch positions; or
(2) Allowing experimental switching of positions for a given period of time.

(G) Recognize and support Administrators who demonstrate an intent to establish a pluralistic staff.

(H) Plan staff training which will enable current staff to qualify for other positions.

3. Examples of attempting to establish a pluralistic staff include, but are not limited to, the following:
(A) Encouraging minority teachers to transfer into school buildings where there are few or no minority teachers.

(B) Encouraging male teachers to transfer to positions in which there are few or no male teachers in elementary school buildings.

(C) Encouraging women to seek transfer positions (or reassigning women into positions) which are currently dominated by males such as: social studies, science, technology education/applied technology, driver's education, business, math, guidance counseling, physical education, coaching and custodial.

(D) Encouraging males to seek transfers (or reassigning men into positions) which are currently dominated by females such as: secretarial/clerical, family resources, English, educational assistants and food service.

(E) Whenever possible, making initial placement decisions which will promote diversity in the schools.

(F) Listing prior experience and knowledge in job postings as, at least, desired qualifications in working with race, gender and/or individuals with handicapping conditions, when the experience and/or knowledge is related to the job.

(G) On a limited basis as set out above, administratively transferring employees in order to establish a pluralistic staff in buildings and/or departments in which no diversity exists.

(H) Creating and/or negotiating

(1) Incentives for employees to switch positions; and/or,

(2) Experimental switching of positions for a period of up to one school year.

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