

RAYMOND SCHOOL DISTRICT #116

*AFFIRMATIVE ACTION
PLAN & POLICY*

UPDATED: FALL 2008
Amended August, 2011

Superintendent's Signature _____

AFFIRMATIVE ACTION POLICY

RAYMOND SCHOOL DISTRICT #116

It will be the policy of the district to provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion, and training. Such equal employment opportunity will be provided without discrimination with respect to race, creed, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation including gender identity, marital status or qualified individuals with disabilities.

The needs of all persons in a pluralistic society must be understood in order to continue to create an employment atmosphere compatible with and receptive to all persons. The following goals will assure that a meaningful educational experience may continue to exist for students and staff alike. The district will:

- A. Make efforts to modify the composition of the future work force in order to work toward a full utilization of aged, persons with disabilities, ethnic minorities, women and veteran status in the various job categories.
- B. Ensure that all applicants and staff are considered on the basis of bona fide job-related qualifications. The purpose of the affirmative action plan is to actively include persons of underutilized classes in the employment process, not to exclude others from it. The district will continue to emphasize in all recruitment contracts that nondiscrimination is a basic element in the district's personnel procedures.
- C. Be responsible for reviewing all employment procedures and programs to assure that there is no indication of discriminatory practices. The district will continue to use aged, persons with disabilities, ethnic minorities, women and veteran status in the recruitment and employment process. Job descriptions for classified staff will be sent to the Washington Employment Service and other organizations, which are recruiting sources for groups that may be under-utilized in

the district's work force. Recruitment from colleges and universities will include institutions with high percentages of students of various ethnic minorities.

- D. Contract and purchase all goods and services from persons, agencies, vendors, contractors and organizations who comply with the appropriate laws and executive orders regarding discrimination.
- E. Take appropriate action to attract and retain aged, persons with disabilities, ethnic minorities and women and Vietnam Veterans at all levels and in all segments of the district's work force. Criteria for selecting staff will be reviewed regularly to assure that such statements relate directly to the requirements for specific positions. However, pursuant to state law there will be no preferential employment practices on race or gender.
- F. Upgrade present staff by providing management development training to assure that individuals of under-utilized groups are prepared for positions of new and increased responsibility.

II

DISSEMINATION OF PLAN AND POLICY

The district will disseminate information concerning employment and developments under the affirmative action plan on a planned basis to assist in achieving the goals set forth in this plan. Affirmative action information may be disseminated by:

- A. Distributing such information to staff, school libraries and offices via the school web site and email;
- B. Publicizing such information in district newsletters;
- C. Conducting meetings with administrative staff to explain the intent and advantages of the policy and plan;
- D. Conducting faculty meetings and meetings with classified staff;
- E. Informing appropriate and interested recruiting and hiring sources; and
- F. Informing all representative staff groups in the district.

It will be the responsibility of the superintendent to carry out the intent of this affirmative action policy. In particular, the superintendent will:

A. Internal

1. Communicate with all administrative, teaching and support-staff personnel to explain the affirmative action program as well as individual responsibility for effective implementation, making clear the commitment of the board and superintendent.

2. Post on bulletin boards and in the personnel office the policy of equal employment opportunity and federal and state posters prohibiting discrimination.

3. Include in all advertising for applicants for positions the equal employment policy statement.

B. External

1. Notify all subcontractors, vendors and suppliers in writing of our equal employment policy requesting appropriate supportive action on their part.

2. Publicize periodically in the district newsletter and other media the equal employment policy.

3. Submit announcement of the policy and the affirmative action program to all minority groups, organizations, local, city and county human relations commissions; agencies of city-county government and local publications and media.

4. Inform all recruiting sources including minority and women's groups, in writing of the equal employment policy and program and solicit their assistance.

5. Inform all statewide and teacher organizations, placement offices of teacher training institutions, and other state and local employment agencies of the equal employment policy and programs and request their cooperation.

6. Employee organizations of the district will conform to the district's affirmative action program. Any negotiated agreement will not contain statements in conflict with this program.

C. Staff Responsibility For Implementation

Implementation of the affirmative action plan will be the responsibility of the superintendent. The fiscal officer will serve as the affirmative action director. The current fiscal officer is:

Paulene Maneman
Raymond School District #116
1016 Commercial Street
Raymond, WA 98577
Phone (360) 942-3415

Problem Area Identification

A. Male/Female Staff Balance

The Raymond School District employs 21 men and 64 women. Women comprise just over 75% of the work force of the district while the county work force is comprised of 43.5% women.

The distribution of men and women between various staff categories shows that men staff three out of seven administrative and supervisory positions. Fifteen non-administrative certificated employees are male while twenty-five are female; fourteen paraeducators are female; all three secretarial and office personnel are female; and custodial, service and trade positions are staffed with three men and fourteen women. (These are the higher paid classified positions.)

B. Ethnic Minority Balance

The minority students of the Raymond School District comprise 32% of the population while 2.35% of the staff the district employs is minority. In total numbers, the district employs 2 minorities out of a work force of 85. In comparison to Pacific County, the percent of minority work force was 12.31% as per the OMB Directive April 1999.

C. Aged Balance

The profile of the district's current age distribution of certificated and classified staff is sixty-one aged (+40) out of a total of eighty-five employees. This is equivalent to over 72%.

D. Persons with disabilities/Disabled Balance

The district currently employs two female employees in the persons with disabilities/disabled category.

Goals and Timetables

A. Male/Female Staff Goals

It is the goal of the district to have a more even male/female distribution of employees between the various job classifications. By the commencement of the 2013 school year, the district will strive to achieve a rate of employment in regard to sex at least equivalent to the goals set forth. The district will see that measurable efforts are made in the utilization of women for higher levels of responsibility in both certificated and classified positions. The district will make good faith effort to recruit, interview and employ individuals consistent with the district commitment to nondiscrimination and affirmative action for all positions and in very department, school and level of operation. Preferential or adverse employment practices, including demotions or termination will not be used to meet stated goals or time lines. In particular, it is the policy of the district that females will have an equal opportunity with males to hold administrative and supervisory positions.

Administrators

Goal: To place females in administrative positions.

Objectives: To place females in administrative positions as they become available which falls within a range of 33-50% men and/or women, without using preferential employment practices.

To identify qualified potential candidates from outside the district for consideration for future openings.

Principals

Goal: To place females in principal positions.

Objective: To place females in principal positions as they occur and trained women are available, without using preferential employment practices.

Teachers and Support Staff

Goal: To provide each student with the opportunity to experience both male and female staff homeroom teachers, curricular and extracurricular activities.

Objective: To achieve a staff which falls within a range of 50-60% men and/or women in the primary, intermediate grades, classroom teachers and activity supervisors, without using preferential employment practices.

B. Ethnic Minority Staff Goals

By the commencement of the 2013 school year the district will strive to achieve a rate of employment for ethnic minorities in both certificated and classified areas as indicated in this plan, without using preferential employment practices. These goals are a utilization level for certificated staff, as least to the percentage of ethnic minority student enrollment within the district; for classified staff a utilization level of at least 20%, a figure based upon relevant availability figures in the Raymond statistical area. During the term of this plan (five years) it is our hope to hire additional employees with ethnic/minority backgrounds. The district will make good faith effort to recruit, interview and employ individuals consistent with the district commitment to nondiscrimination and affirmative action for all positions and in every department, every school and at every level of operation. Demotions or terminations will not be used to meet stated goals and time lines.

Administrators

Goal: To place ethnic minorities in administrative positions, without using preferential employment practices.

Objectives: To place ethnic minorities in administrative positions as they become available to progress toward the percentage of ethnic minorities in the current ethnic minority student enrollment, without using preferential employment practices.

To identify qualified potential candidates from outside the district for consideration for future openings.

Principals

Goal: To place ethnic minorities in principal positions.

Objective: To place ethnic minorities in principal positions as they occur and trained applicants are available, without using preferential employment practices.

Teachers and Support Staff

Goal: To provide each student with the opportunity to experience ethnic minority staff, homeroom teachers, curricular and extracurricular activities.

Objective: To achieve a staff in which the percentage of ethnic minorities is comparable to that of the current ethnic minority student enrollment in the primary, intermediate grades, classroom teachers and activity supervisors, without using preferential employment practices.

C. Aged Balance and Staff Goals

The profile of the district's current age distribution of certificated and classified staff is set forth above. By the commencement of 2013 school year, the district will strive to achieve a rate of employment for age categories for both certificated and classified staff to be more balanced. The district will make good faith effort to recruit, interview and employ individuals consistent with the commitment to nondiscrimination and affirmative action providing the prospective staff member meets the requisite standards for the specific position.

Administrators

Goal: To identify administrative positions where age is not a barrier to performance.

Objectives: To create opportunities for older (and younger) prospective staff to work on a part-time basis when it would not deter the district's operations.

Teachers

Goal: To provide opportunities for students to work with older staff (and younger staff) in both curricular and extracurricular activities.

Objective: To create opportunities for older (and younger) to work on a part-time basis in those situations where the staff member can serve as a role-model to the student or can share his/her breadth of experience.

Support Staff – Certificated and Classified

Goal: To identify positions in the district, either full-time or part-time, where age does not limit the performance of the prospective staff member.

Objective: To place prospective staff who desire to work in positions where they are able to meet the expectations and/or needs of the district.

D. Persons with disabilities Balance and Staff Goals

Employees may be reluctant to report a disability status as a matter of privacy. Our persons with disabilities/disabled staff percentage has increased over the last five years however. It is the goal of the district to continue to hire persons with disabilities/disabled staff for those positions most qualified by the commencement of the 2013 school year and continue during the life of this plan. The district will make good faith effort to recruit, interview, and employ individuals consistent with the district's commitment to nondiscrimination and affirmative action providing the prospective staff member meets the requisite standards for the specific position.

Administrators

Goal: To identify administrative positions where a disability is not a barrier to performance.

Objectives: To place administrators with a disability in assignments when it would not deter the district's operations.

Teachers and Support Staff

Goal: To provide opportunities for students to work with teachers who have a disability in both curricular and extracurricular activities.

Objective: To place teachers and support staff with a disability in assignments when it would not impair the instructional program or deter the district's operations.

Internal Audit and Reporting

To assure the implementation and success of the district's equal employment policy, the superintendent will maintain a record system, which will monitor the program in the following manner:

1. The superintendent will collect, recall and display facts of hiring, promotion, retention and other personnel actions within the district, including work composition by race, sex, turnover and salaries.

2. The superintendent will collect specific information including data relating to utilization of minorities and women by job and/or department; turnover by sex, job and/or department; and data relating to salary administration; such as average salaries by job to insure equal pay for equal work, by race and by sex which will be generated and evaluated on a regular basis.

3. The superintendent will evaluate the effectiveness of the nondiscrimination affirmative action program and recommend changes to the board of directors.

A. Recruitment, Employment and Training

1. The district will recruit on the basis of minimum qualifications for the specific job in question without regard to age (under 70), national origin, race, color, religion, sex, martial status or immaterial physical requirements. An atmosphere conducive to attracting and retaining minority group members and women will be of concern to all administrators and employees in the district.

2. Publicity for job openings may include but not be limited to, informing professional groups and known minority organizations, making visitation to various areas where there are available personnel, and listing job openings including minimum qualifications on bulletin boards in all district units.

3. College placement offices will be informed of the district's commitment to an equal employment opportunity policy and its commitment to meeting the goals outlined herein.

VII

Support Systems

1. A careful review will be made of all job descriptions to remove unnecessary requirements for employment or advancement.
2. Whenever possible, the district will permit movement of capable lower level employees to positions of greater responsibility as these employees develop.
3. Employees in all departments will be assisted in developing their careers to the fullest extent possible and will be given as much help as possible in the form of counseling and training as per the collective bargaining agreements.

C. Grievance Procedure

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

"Grievance" will mean a complaint which has been filed by a complainant (a student, an employee, a parent or guardian) relating to alleged violations of any state or federal anti-discrimination laws.

A "complaint" will mean a charge alleging specific acts, conditions or circumstances, which are in violation of the anti-discrimination laws. A "respondent" will mean the person alleged to be responsible or who may be responsible for the violation alleged in the complaint.

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

Informal Review Procedures

When a staff member has an employment problem concerning equal employment opportunity, he/she will discuss the problem with the immediate supervisor, personnel director or superintendent within 60

days of the circumstances, which gave rise to the problem. The staff member may also ask the compliance officer to participate in the informal review procedure. It is intended that the informal discussion will resolve the issue. If the staff member feels he/she cannot approach the supervisor because of the supervisor's involvement in the alleged discrimination, the staff member may directly contact the compliance officer before pursuing formal procedures. If the discussion with the officer or immediate supervisor does not resolve the issue the staff member may proceed to the formal review procedures.

Level One - Formal Review

The complaint must be written, signed by the complainant and set forth the specific acts, conditions, or circumstances alleged to be in violation. Upon receipt of a complaint, the compliance officer will investigate the allegations within 30 calendar days. The school district and complainant may agree to resolve the complainant in lieu of an investigation. The officer will provide the superintendent with a full written report of the complaint and the results of the investigation. The superintendent will respond in writing to the complainant as expeditiously as possible, but in no event later than 30 calendar days following receipt of the written complaint. The response of the superintendent will include notice of the complainant's right to appeal to the school board and will identify where and to whom the appeal must be filed.

The superintendent's written response will state that the district either:

- A. Denies the allegations contained in the written complaint received by the district, or
- B. Will implement reasonable measures to eliminate any such act, conditions or circumstance.

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

Level Two - Appeal to Board of Directors

If a complainant disagrees with the superintendent's written decision or if the superintendent fails to respond, the complainant may file a written notice of appeal with the secretary of the board by the 10th calendar day following:

A. The date upon which the complainant received the superintendent's response, or

B. The expiration of the 30-calendar day response period stated in Level One, whichever occurs first.

The board will schedule a hearing to commence by the 20th calendar day following the filing of the written notice of appeal unless otherwise agreed to by the complainant and the superintendent or for good cause. Both parties will be allowed to present such witnesses and testimony, as the board deems relevant and material. The board will render a written decision by the 10th calendar day following the termination of the hearing and will provide a copy to all parties involved, unless otherwise agreed to by the complainant and the superintendent or for good cause. The response of the board will include notice of the complainant's right to appeal to the superintendent of public instruction and will identify where and to whom the appeal must be filed.

Level Three - Appeal to the Superintendent of Public Instruction

If a complainant disagrees with the decision of the board of directors the complainant may appeal the board's decision to the superintendent of public instruction.

A. A notice of appeal must be received by the superintendent of public instruction on or before the twentieth (20th) day following the date upon which the complainant received written notice of the board of directors' decision.

B. A notice of appeal must be in writing in the form required by the superintendent of public instruction and must set forth:

1. A concise statement of the original complaint and the portions of the board of directors' decision which is appealed; and

2. The relief requested by the complainant. If a complainant remains aggrieved, they may seek resolution with federal or state agencies empowered with the authority to resolve such complaint.

Preservation of Records

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

VIII

Reduction In Force

Section 6.1. Definitions/Rationale The term “lay off” or “reduction in force” as used herein refers to action by the Board reducing the number of certificated employees when the Board determines that conditions warrant or require a reduction in certificated personnel. The term “layoff” or “reduction in force” does not refer to decisions to discharge or non-renew an employee for cause. In the event the Board determines a layoff is necessary due to educational goals of the District, financial resources available for the following school year, declining enrollment, mandated staffing ratios or other factors that the Board may reasonably conclude are applicable, the Board of Directors will determine the educational program and services for the Raymond School District No. 116 based upon the education goals of the District, financial resources available for the following school year, staff input, and other factors that the Board may reasonably conclude are applicable. If the Board determines that the certificated staff of the District should be reduced for the following school year, the Board will institute the plan below.

Section 6.2. Programs and Services

Section 6.2.1. If educational programs and services of the school district are to be modified because of lack of financial resources, the following guidelines will be taken into consideration in determining the programs and services to be retained, modified, or eliminated.

A. High priority will be given to maintaining reasonable pupil-teacher ratios in the classroom.

B. Where revenues are categorical and depend on actual expenditures rather than budgeted amounts, every effort will be made to maintain these programs, where reasonable, to the limit of their categorical support. (e.g., Vocational Education, federally supported programs, lunchroom, etc.)

C. High School course offerings that are required for graduation will be retained.

D. Supporting services where reasonable and not categorically funded, will be modified or eliminated.

Section 6.2.2. In its efforts to retain as much of the basic educational program as the District's financial resources will permit, the Board of Directors will make reductions in expenditures, where reasonable and not categorically funded, in capital outlay, supplies and materials, contractual services, and travel.

Section 6.2.3. It is recognized that individuals or groups may wish to donate funds for all or part of a program to be reduced, modified, or eliminated. The District will not accept any donation restricted to the support of a particular sub-function. The District may accept donations, which are unrestricted as to use.

Section 6.3. Staff Retention.

Section 6.3.1. In the event there is modification of programs and services for financial reasons, the number of certificated personnel which are required to implement the modified educational programs and services will be determined as provided in this policy.

Section 6.3.2. In an effort to eliminate the necessity of non-renewal or involuntary terminations, every reasonable effort will be made to ascertain the number of certificated positions which will be open for the following school year by reason of normal attrition as outlined below. Such vacancies will not be replaced except as indicated in (C) below.

A. Voluntary and mandatory certificated personnel retirements.

B. Normal certificated personnel resignations.

C. Vacant positions will be filled by transferring currently employed certificated staff members within the district unless by reason of certification, training, or experience, no qualified person is available.

Section 6.3.3. To insure that the certificated staff recommended for retention will be qualified to implement the educational programs determined by the Board, all certificated employees must possess such valid Washington State certificate(s) as may be required for the positions under consideration. In addition, the following categories are established to allow for the least disruption of the ongoing program and to provide for the least deviation from the present assignment of personnel: (a)

elementary (grades K through 6) and (b) secondary (grades 7 through 12); PROVIDED, however, that the employer may retain a less senior employee and layoff the next most senior employee in either category in order to preserve the educational program established by the Board. Throughout these categories certification, qualification and holding of majors or minors is construed as of the date of the implementation of this procedure.

Section 6.4. Retention By Category.

Section 6.4.1. Employees will be considered for retention in the category or specialty appropriate to the position held at the time of implementation of this procedure. An employee will also be considered for retention in additional categories if the employee meets the qualifications for that category; provided, that employees will be considered for such additional categories only if they do not qualify for retention in the category appropriate to the position held at the time of the implementation of this procedure.

Section 6.4.2 By December 1 the District shall tender a list to the Association and each employee which shows the rank order of existing employees according to seniority, as defined in Section 6.5.1 below. This list shall show existing employment categories within the District and a listing as to which categories the existing staff members would qualify according to the criteria as shown in Section 6.3.3 hereof. All certificated elementary and secondary employees will be listed on a single seniority list showing all pertinent factors in Section 6.5.1 as well as any certification endorsements that would affect seniority.

Section 6.4.3. If an employee believes that he/she should be included in additional categories or that another employee has been wrongfully included in a category or that an employee has not been credited with the proper amount of seniority the employee must notify the superintendent in writing within five (5) work days of the date upon which the Association was tendered the list. Such written notification must allege the facts which make the employee's seniority or category ranking incorrect according to the criteria contained in Sections 6.3.3 and 6.5 hereof. Failure to make such timely notification will waive an employee's right to later challenge the inappropriateness of the employee's seniority ranking and categorical placement.

Section 6.4.4. If such notification is given, the facts, which make up the alleged improper application of Section 6.3.3 and 6.5 hereof will be reviewed by the Association and the District in an effort to resolve the matter. Upon the failure to resolve the matter within ten (10) work days after it is taken up by the Association and the District, the matter will be submitted to a neutral third party arbitrator who will determine the proper application of Sections 6.3.3 and 6.5 hereof to the facts presented. The

decision of the arbitrator as to the seniority of the employee and as to the inclusion or exclusion of the employee in categories will be final and binding on the District and the employee(s) involved. The Association and the Board will make a joint request to the Superintendent of Public Instruction for a member of his staff to act as arbitrator. If SPI declines to provide this service, the parties will attempt to mutually agree on an arbitrator. In the event of a failure to agree, the parties will expedite a request to the American Arbitration Association for an arbitrator under A.A.A. rules.

Section 6.5 Seniority Defined.

Section 6.5.1. Seniority will be based on total teaching longevity in Washington State. In order to determine the number of years, the District and the Association agree that years credit as per the Washington Teachers' Retirement System will control. Seniority includes Washington State teaching service prior to resignation or leave. Once a new employee is placed on the seniority list, prior substitute service subsequently bought back is excluded from this definition of seniority, except for such service which has been earned as a regular part-time employee or as a substitute employee of the Raymond School district and is subsequently bought back through the District business office and the Washington Teachers' Retirement System. Employees must inform the business office by August 31 of the number of substitute days they wish to purchase retirement service credit for the previous school year. Seniority is to include Washington State Service time that has been withdrawn from the Washington State Retirement System. Employees must notify the District business office by August 31 when they have made Washington State Service time withdrawals during the previous school year.

Section 6.5.2. If a tie exists in Section 6.5.1 above, the employee with the greatest seniority in the Raymond School District will be recommended for retention. Determination of seniority in this section is defined as in Section 6.5.1 above.

Section 6.5.3 If there is still a tie, the employee retained will be the one with the greatest number of college/university credits beyond the BA as computed by the District in accordance with placement on the salary schedule as per Section 8.2.1A.

Section 6.5.4 In the event that ties continue to exist, a final selection will be made by lot by a disinterested third party.

Section 6.6. Criteria for Retention In the event that there are more qualified employees than available positions in a given category or specialty the following criteria will be used to determine which employees will be recommended for retention.

Section 6.6.1. An employee must be qualified for a position as provided in this procedure.

Section 6.6.2. An employee retained will be the most senior employee available in the category or specialty.

Section 6.6.3. In case the District must locate an employee for retention or recall with unique qualifications, The District may retain or recall said employee provided that no employee with more seniority qualifies for said position.

Section 6.6.4. The District will have the right to assign and transfer employees during the implementation of this procedure to positions for which they qualify.

Section 6.6.5 The District will not partially lay off an employee. Employees will not be offered recall or less than full-time employment until all more senior employees in the appropriate employment category have been employed on a full-time basis. An employee will have the right to refuse recall to a part-time position without losing recall rights.

Section 6.6.6. The list of proposed retention and layoff will be delivered to the Association and all employees by May 15th of the year that this procedure is being implemented.

Section 6.7. Employment Pool.

Section 6.7.1. All certificated employees who are not recommended for retention in accordance with these procedures will be terminated from employment and placed in an employment pool for possible employment for a period of two (2) years. Employment pool personnel will be given the opportunity to fill open positions within the categories or specialties identified for which they are qualified. If more than one such employee is qualified for an open position, the criteria as set forth in Section 6.5 and 6.6 will be applied to determine who will be offered such position.

Section 6.7.2 It will be the responsibility of each employee placed in the employment pool to notify the superintendent of his/her current mailing address.

Section 6.7.3. When a vacancy occurs for which person(s) in the employment pool qualify, notification from the school district to such individual will be by certified mail to the address last given by the employee or by personal delivery. Such individual will have five (5) calendar days from the receipt of the letter to accept the position.

Section 6.7.4. Teachers notified by certified mail to last known address will accept or reject the recall within five (5) working days of notification and be available for work within ten (10) working days of recall. If the first offer is rejected the teacher will be held on the recall list and be offered a second assignment if he or she is the most senior qualified employee. Following the notification procedure as listed above, if the teacher rejects the second assignment, he or she will be dropped from the list and lose all rights for reemployment.

Section 6.7.5. The District will utilize employment pool personnel as substitutes on a first priority basis.

Section 6.7.6. An employee on authorized leave at the time a reduction in force is implemented will be reinstated upon return from leave if he/she would not have been affected by the layoff and will be laid off upon return from leave if he/she would have been affected by the layoff.

Section 6.7.7. An employee who has been laid off may, upon written application, be placed on leave for up to one (1) year while on layoff. Such employee will be placed in the employment pool upon expiration of the leave and will have no claim to positions filled from the employment pool during the period of leave. The period while on leave will not count toward the two-year period specified in Section 6.7.1 above.