



Equal Employment Opportunity and  
Affirmative Action Plan  
2020 - 2023

560 SE University Avenue  
Waukeee, Iowa 50263  
[www.waukeeschools.org](http://www.waukeeschools.org)  
Phone: (515) 987-5161

## TABLE OF CONTENTS

	<b>Page</b>
<b>SECTION I – STATEMENTS AND RESOLUTIONS</b>	<b>2</b>
State of Iowa requirements for Affirmative Action Plan	3
Introduction	5
Administrative Statement from the Superintendent	7
Administrative Responsibilities	8
Communication of the EEO/AA Plan	9
<b>SECTION II – POLICIES AND PRACTICES</b>	<b>10</b>
Introduction	11
Legislation and Administrative Guidelines	12
Board Policies & Practices	14
District Employment Opportunities (Process and Procedures)	28
<b>SECTION III – QUANTITATIVE ANALYSIS &amp; GOALS</b>	<b>30</b>
Workforce Analysis	31
District Workforce Demographic Analysis	33
Applicant Flow	36
Projected Vacancies	36
Student Demographics	37
Quantitative Goals	37
<b>SECTION IV – QUALITATIVE ANALYSIS &amp; GOALS</b>	<b>39</b>
Qualitative Goals	40
<b>SOURCES UTILIZED</b>	<b>42</b>

**SECTION I**  
**STATEMENTS AND RESOLUTIONS**  
**281 IAC Section 95.1**

# SECTION I – STATEMENTS AND RESOLUTIONS

## Requirements of the State of Iowa for an Affirmative Action Plan:

### **Summary of Equal Employment Opportunity/Affirmative Action Requirements in Chapter 19B Iowa Code and Chapter 95 of the Iowa Administrative Code (IAC)**

#### **Duties of Board of Directors**

Boards of directors of school districts, area education agencies, and community colleges shall adopt policy statements and develop plans for the implementation of equal employment opportunity standards and affirmative action programs. The plans must be evaluated and updated on a biennial basis

#### **Definition of Equal Employment Opportunity**

Equal access to employment, training, and advancement, and employment benefits, on the basis of race, creed, color, religion, sex, age, national origin, sexual orientation, gender identity, or disability

#### **Definition of Affirmative Action**

Action appropriate to overcome the effects of past or present policies and practices, that posed barriers to equal employment opportunity on the basis of race, national origin, gender, or disability

#### **Rationale for Equal Employment Opportunity and Affirmative Action**

- To employ the best person for the job
- To fully utilize the available talent pool
- To be fair and just
- To provide diverse role models for students and better prepare students for living and working in diverse communities and for success in a global economy
- To reduce and eliminate stereotypes
- To increase credibility with all stakeholders and clients in schools
- To encourage and support economic development and entice investment in Iowa

#### **Equal Employment Opportunity/Affirmative Action Plans must:**

- Be written
- Document input from diverse racial/ethnic groups, women, men, and persons with disabilities into its development and implementation
- Include plans for periodic professional development for all employees who hire and supervise personnel
- Include a process for recordkeeping and reporting

## **Components Required Equal Employment Opportunity/Affirmative Action Plan**

**Board policy on non-discrimination** in employment and personnel practices on the basis of race, color, national origin, gender, disability, religion, creed, age, marital status, sexual orientation, and gender identity

**Board policy on affirmative action** to hire and retain persons from underrepresented groups in the workforce on the basis of race, national origin, gender, and disability

**Board policy on harassment and bullying** by/of employees and students on the basis of race, national origin, color, language, gender, sex, sexual orientation, gender identity, marital status, familial status, physical and mental ability or disability, age, religion, creed, physical attributes, ancestry, socioeconomic status, political party preference, and political beliefs

**Name, position, phone number and e-mail address** of Equal Employment Opportunity/Affirmative Action Coordinator

**An Administrative statement**, signed and dated by the chief administrative officer, which provides staff with the rationale for the plan, the responsibilities of staff for its implementation, and the internal system for monitoring the implementation of the plan

**Qualitative analyses** or periodic self-evaluation of employment and personnel policies and practices for fairness on the basis of race, creed, color, religion, sex, age, national origin, sexual orientation, gender identity, or disability

**Qualitative goals** which specify actions with timelines for modifying employment /personnel practices or conditions which have been identified in the self-evaluation to contribute to less than equitable access and treatment.

**Workforce analyses** or profile of the current workforce by race, gender and disability within each major job category

**Quantitative analyses** or comparison of the representation of diverse racial/ethnic groups, women, men and persons with disabilities within each major job category in the workforce with their availability in the relevant labor market

**Numerical goals**, not rigid and inflexible quotas, which reflect realistic aspirations for increasing the numbers of persons from underrepresented groups in the workforce

### **Notification and Distribution**

**The plan** should be annually distributed to staff members involved in the hiring and supervision of personnel. The same staff must be provided periodic professional development on their responsibilities for implementation of the plan

**The policies** on non-discrimination, affirmative action, and harassment must be disseminated to employees, students, parents, and applicants on an on-going basis

**An annual progress report** must be made to the local board of directors annually

# **WAUKEE COMMUNITY SCHOOL DISTRICT EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION PLAN**

## **Introduction**

WCSD Vision: Inspiring learners who feel valued, challenged and prepared to embrace tomorrow's opportunities.

WCSD Mission Statement: Waukee Community Schools is a rapidly growing and increasingly diverse school district. We believe every individual's unique background and culture enhance our schools. By focusing on the joy of learning and growth for everyone, we create a dynamic work environment for our staff while engaging our students, families and the community through innovative educational experiences.

The Waukee Community School District is committed to the principles of equal employment opportunity and will take affirmative action in practices that provide equal access to minorities, women, and underrepresented groups. It is in the best interest of the community, the educational system, and the student populations we serve to develop a workforce reflective of the greater society. The world is ethnically and culturally diverse and students must be given opportunity to develop a global perspective through formal study and through interaction with a diverse workforce.

The purpose of this Equal Employment Opportunity and Affirmative Action Plan is to ensure that equal opportunity is provided for all individuals in all aspects of employment within the District. This includes, but is not limited to, all human resource practices and procedures in regard to recruitment, selection, compensation, benefits, district-sponsored activities and programs, assignment, and promotion.

The responsibility for equal employment opportunity and affirmative action lies ultimately with the Board of Directors and the Superintendent. Implementation and administration of the plan on a day-to-day basis is the responsibility of the Executive Director of Human Resources (who also serves as Equity Coordinator), Administrators of Secondary and Elementary Education, Chief Officers, and all Directors, supervisors, and managers who participate in hiring and managing staff.

Nothing contained in this plan shall be interpreted to require the Waukee Community School District to grant preferential treatment to any individual because of race, color, creed, religion, sex, sexual orientation, gender identity, national origin, ethnic background, age, veteran, or disability status on account of an imbalance which may exist with respect to the total number and percentage of persons of any race, color, creed, religion, sex, sexual orientation, gender identity, national origin, ethnic background, age, veteran, or disability status employed in comparison with the total number or percentage of persons with such race, color, creed,

religion, sex, sexual orientation, gender identity, national origin, ethnic background, age, veteran, or disability status in the community or available workforce.

Employment discrimination law is very complicated. It is essential that individuals who participate in the response to Iowa laws and rules be aware of the following legal concepts:

1. An affirmative action “goal” is not a rigid “quota” or a “set-aside” of a specific position for a person of a particular race, gender, or disability.
2. The key definition is that of a “relevant labor market area” which is the specific geographical area in which candidates for a specific job can reasonably be recruited.
3. The “relevant labor market area” is not the same for all jobs or occupational groups in the workforce of a school district, area education agency (AEA), or community college.
4. Whether a “goal” is needed because, for example, women or minorities are “underrepresented” in a specific job or occupational group, is determined by the availability of qualified people in the relevant labor market and the race or gender composition of those qualified individuals.
5. Any “goals” that are adopted as part of the process of developing an affirmative action program must be temporary, to eliminate existing underrepresentation and not aimed at maintaining a fixed percentage of a particular group in a workforce.
6. Individuals are not terminated or laid off to eliminate existing underrepresentation.
7. “Goals” are established based on the demographic composition of the “relevant labor market area” and not on the demographic composition of the school district population, the AEA, or the community college district.
8. Accomplishment of affirmative action “goals” is to occur in connection with the recruitment, appointment, assignment, and advancement of personnel.

(Source: Iowa Association of School Boards 2009 sample Affirmative Action Plan)

The effective date of the Equal Employment Opportunity and Affirmative Action Plan for the Waukee Community School District is August 1, 2020 through August 1, 2023. Sections of the plan may be revised and/or updated periodically at the discretion of the Administration to reflect any changes in law, policies, or procedures.

## **Administrative Statement of Purpose from the Superintendent**

The Waukee Community School District will provide equal opportunity to employees and applicants for employment in accordance with applicable equal employment opportunity and affirmative action laws, directives and regulations of federal, state and local governing bodies. Opportunity is an important portion of this work. Specifically, it applies to all employees and applicants for employment in the areas of hiring, placement, promotion, transfer or demotion, recruitment, advertising or solicitation for employment, treatment during employment, rates of pay or other forms of compensation, and layoff or termination. The school district will take affirmative action to improve our representation in major job categories such as women, men, persons with disabilities and traditionally underrepresented groups such as race and ethnicity.

Employees will support and comply with the district's established equal employment opportunity and affirmative action policies. It is the policy of the District to provide equal employment opportunity and not to illegally discriminate on the basis of race, gender, color, national origin, religion, creed, disability, sexual orientation, gender identity, genetic status, age, socioeconomic status, or marital status in its employment and personnel practices. Employees will be given notice of this policy annually in the staff handbook.

Compensation, benefits, and district-sponsored activities and programs will be administered on an equal opportunity basis, and the district will not discriminate against any individual because of a physical or mental disability or because of a disabled veteran status.

The Waukee Community School District's equal opportunity/affirmative action message, policies and procedures will be disseminated by reminding employees annually of the district's written statement of policy, by referring to this policy in all personnel handbooks and the website, by publicizing the policy when appropriate, and by discussing the policy at administrative and staff meetings.

Employment advertisements will assure applicants and prospects that the Waukee Community School District is committed to equal employment opportunity and affirmative action and all employment and recruiting sources will be reminded of the district's policy. Notices will be posted in appropriate locations to inform applicants and employees of their rights under federal and state civil rights laws.

A diverse workforce, that is representative of our students and community, is what we all desire and expect. The Waukee Board of Directors and administration are committed to fostering equal employment opportunity within our workforce as we strive to hire the best and most qualified candidates, and to meet the goals and expectations defined in this document.

*Dr. Brad Buck*

Dr. Brad Buck  
Superintendent



## **Administrative Responsibilities**

### Superintendent:

The Superintendent maintains overall responsibility for the effective implementation of this plan and is responsible for:

- Informing the Board of Education and District administration of any changes in the scope and objectives of the Affirmative Action Plan of the District; and
- Assuring that provisions are in the budget for implementation of the District's Affirmative Action Plan.

### Administrators:

District administrators, building administrators, supervisors and managers are to ensure that:

- The spirit and intent of Iowa Administrative Code 95 containing the provisions of Equal Employment Opportunity and Affirmative Action in Educational Agencies is carried out; and
- Employees are not discriminated against in any aspect or condition of employment.

### Equity Coordinator:

Chapter 95 of the Iowa Administrative Code and various federal civil rights laws require an Equity Coordinator be identified who is responsible for coordination and development of the District's Equal Employment Opportunity/Affirmative Action Plan. The Waukee Community School District Board of Directors specifies that the Executive Director of Human Resources serve the role of Equity Coordinator, working in close collaboration with the Senior Leadership Team. The Director of Human Resources will direct and administer affirmative action activities as they relate to equal employment practices. In his/her capacity as Equity Coordinator s/he will serve in a support and advisory capacity to the Chief Officers, Associate Superintendents and other senior leadership team members who shall direct District activities to address equity in the educational program delivered to students, including processing student discrimination complaints and grievances. The Equity Coordinator shall have the following responsibilities:

- Develop, implement, and monitor the District's Affirmative Action Plan and policies;
- Measure and monitor effectiveness of the District's equal employment/affirmative action program;
- Identify problem areas and measures for corrective action;
- Establish specific goals and objectives;
- Investigate discriminatory complaints formally and informally – attempting resolution when possible;
- Work with an Equity Committee composed of employees and District patrons who are representative of both non-protected and protected classes, and who have a high level of commitment to affirmative action; and
- Publicize and communicate the contents of the Affirmative Action Plan, both internally and externally.

## **Communication of Affirmative Action and Equal Employment Opportunity Plan**

In keeping with the District's commitment to equal employment opportunity and its goal of implementing an Affirmative Action and Equal Employment Opportunity Plan that conveys such a commitment, the District will communicate its plan in the following manner.

### **A. Internal Communication**

1. Administrators and first-line supervisors will be fully informed by:
  - a. Written communication from the Superintendent and the Equity Coordinator.
  - b. Meetings held regularly to discuss the plan and individual responsibilities, and to review progress.
2. All management personnel will be informed that their performance on non-discrimination, equal employment opportunity, and affirmative action goals will be rated along with other criteria in evaluation for overall performance.
3. Educational materials and training in-service sessions will be provided to outline the responsibilities of administrators.
4. All employees will be informed of the District's policy on equal employment opportunity and the Plan through the District's website.
5. District Personnel will meet with employee bargaining organization officials to inform them of the District's Affirmative Action Plan and request their cooperation.

### **B. External Communication**

1. A copy of the EEO/AA Plan will be posted in a location where applicants may apply for Waukeel Community School District employment.
2. Recruitment agencies, organizations, colleges, and universities that are current or future partners will receive information about the District's Plan.
3. The Affirmative Action Plan annual report shall be made public via the Waukeel Community School District Board.
4. The Equity Coordinator shall contact, in writing or personally, organizations that serve minorities, women, and the disabled to explain, provide, or guide them to a copy of the Affirmative Action Plan.
5. A full copy of the Affirmative Action Plan shall be made available upon request and be posted on the District's website.

**SECTION II**  
**POLICES, REGULATIONS, AND**  
**LEGAL BASIS FOR AFFIRMATIVE ACTION**  
**AND EQUAL EMPLOYMENT OPPORTUNITY**

(Iowa Code Section 19B.11)

(281 IAC Section 95.1)

## Introduction

State and federal laws prohibit discrimination in employment based on age, race, creed, color, sex, marital status, national origin, religion, or disability. Those laws apply to all aspects of the employer-employee relationship. Because those laws are directed toward conduct, those laws regulate what may not be done.

Iowa law now requires each school district, area education agency, and community college to "develop affirmative action standards." This program has been developed to meet the requirements of Iowa Code Section 19B.11 and Department of Education rules in the Iowa Administrative Code, 281-Chapter 95.

"Affirmative Action" is defined as "action appropriate to overcome the effects of past or present practices, policies, or other barriers to equal employment opportunity." Thus, anti-discrimination law regulates what *shall not be done* and affirmative action law regulates what *shall be done*. The Iowa affirmative action law and rules apply exclusively to "recruitment, appointment, assignment, and advancement of personnel."

The term "underrepresentation" will appear frequently in this plan. It means "having fewer members of a racial/ethnic group, women, men, or persons with disabilities in a particular job category than would be reasonably expected based on their availability in the relevant job market."

For purposes of non-discrimination, equal employment opportunity, and affirmative action, the term "disabled" means "any person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment or is regarded as having such an impairment."

If the analysis that is required to be done by the school district identifies under-representation in a job category, goals are required in an attempt to eradicate the underrepresentation. The goals are not to be treated or understood as rigid and inflexible quotas that must be met, but as reasonable aspirations toward correcting the imbalance in the workforce. Change can occur only when vacancies occur. In the selection process for filling vacancies in job groups where underrepresentation exists, race, sex or disability will serve as a selection criteria but will not be the sole criteria. Such elements, among other "job-related criteria", will serve as a "plus" factor for individuals from an underrepresented group who are qualified for the position to be filled.

## Legislation and Administrative Guidelines

In our efforts to achieve Equal Employment Opportunity for all in the District service, we will be guided by the intent and mandate of relevant laws and regulations, including but not limited to the following:

A. Civil Rights Act of 1964 As Amended, 42 U.S.C. Section 2000e et. seq.

Title VII, Section 703 (a): It shall be unlawful employment practice for an employer

(a) to fail or refuse to hire or to discharge an individual, or otherwise to discriminate against any individual with respect to compensation, because of such individual's race, color, religion, gender, or nationality; or

(b) to limit, segregate, or classify employees or applicants for employment in any way that would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect status as an employee because of such individual's race, color, religion, sex, or national origin.

(c) It shall be an unlawful employment practice for an employment agency to fail or refuse for employment or otherwise to discriminate against any individual because of race, color, religion, sex, or national origin, or to classify or refer for employment any individual on the basis of race, color, religion, sex, or national origin.

B. Title IX Non-Discrimination in Federally Assisted Education Programs, 20U.S.C. Section 1681 - prohibits discrimination on the basis of sex against students in educational programs within educational agencies that receive federal funds.

C. Fourteenth Amendment of the U.S. Constitution

Section 1 declares that all persons born or naturalized in the United States, and subject to the jurisdiction thereof are citizens of the United States and of the state wherein they reside and that no state shall make or enforce any law which shall abridge the privileges and immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property without due process of law; nor deny persons within its jurisdiction the equal protection of the laws.

D. The Vocational Rehabilitation Act of 1973, 29 U.S.C. Section 794 et. seq. Section 504. Prohibits discrimination based on handicap for both employment and the provision of services.

E. Age Discrimination In Employment Act of 1967, 29 U.S.C. Section 621 et seq. Seeks to prevent employment discrimination because of age against persons 40 years old and above.

F. The Equal Pay Act of 1963, 29 U.S.C. Section 206 (d)

The Equal Pay Act was the first federal law specifically aimed at correcting discrimination in employment. Basically it mandates "Equal pay for equal work" regardless of sex. The law's three benchmarks for a job are skill, effort, and responsibility.

G. Pregnancy Discrimination Act of 1978, 42 U.S.C. Section 2000e(k)

The Pregnancy Discrimination Act of 1978 requires employers to provide the same sick leave benefits to pregnant employees as would be provided to any other employee with a disability.

H. Equal Employment Opportunity Commission (EEOC) Guidelines 29 CFR, paragraph 1608.1 (b)(1985).

The EEOC has issued guidelines that encourage employers to voluntarily undertake programs which, "...Improve opportunities for minorities and women." The United States Supreme Court has generally deferred to EEOC interpretation of Title VII and the guidelines which support that agency's position.

I. Iowa Code Chapter 601A (1989)

The Iowa Civil Rights Act was adopted in 1965. The Act, as amended, prescribes the powers and duties of the Civil Rights Commission and the definitions of unfair practices related to employment, accommodations or services, housing, education, and credit. The Chapter contains the procedures for processing complaints of discrimination.

J. Iowa Code, Section 19B.11 (1989)

This section of the Iowa Code requires equal employment opportunity and affirmative action in school districts, area education agencies, and community colleges. The State Board of Education adopted rules to implement Section 19B.11, codified as Iowa Administrative Code 281-95.1 through 281-95.7. The rules require specific steps to accomplish the goals of affirmative action in the recruitment, appointment, assignment, and advancement of personnel.

# POLICIES AND PRACTICES

## Waukee Community School District Employment and Personnel Policies and Practices

### Board Policies

The Board of Directors has developed and distributed its policies regarding grievance procedures and harassment in the workplace. The non-discrimination, equal employment opportunity, and affirmative action policy statement, and supportive board policies that are related to equal employment opportunity, non-discrimination and affirmative action are presented in this section.

All of these policies are located in the Waukee Community School District Board Policy Manual, as well as on the district's website at [www.waukeeschools.org](http://www.waukeeschools.org)

<b>Policy</b>	<b>Title</b>
100	Educational Philosophy
101	Educational Objectives
103	Anti-Bullying/Harassment Policy
204.82	Public Participation in Board Meetings
306	Communication Channels
400	Statement of Guiding Principles
401.1	Equal Employment Opportunity/Affirmative Action
405.5	Grievance Procedure (Certified Staff)
411.2	Grievance Procedure (non - Certified Staff)
413.4	Abuse of Students by School District Staff
502.9	Student Complaints and Grievances
1003.3	Citizen Complaints against School Personnel

**Policy Title:** Educational Philosophy

**Policy ID:** 100

As a school corporation of Iowa, the Waukee Community School District, acting through its Board of Directors, is dedicated to promoting an equal opportunity for a quality public education to its students within the limitations of the school district's ability and willingness to furnish financial support to provide for students in cooperation with their parents and the school district community, the opportunity to develop a healthy social, intellectual, emotional, and physical self-concept in a learning environment that provides guidance to and encourages critical thinking in the students for a lifetime.

The Board endeavors through the dedication of the school district's resources, to encourage students, who come to the school district from a variety of backgrounds, to look forward to the time when they will have jobs, homes, families, places in the school district community, and attain recognition as individuals. In order to achieve this goal, the Board will seek qualified employees dedicated to development of their professional skills for the betterment of the education program and for the expertise for educational productivity.

Instruction and curriculum are the key elements of a public education. Critical thinking and problem solving skills that will assist the students' preparation for life shall be instructed as part of a sequentially coordinated curriculum. The school district strives to prepare them to meet and cope with social change in an atmosphere conducive to learning.

The support and involvement of the home and school district community are essential to achieve educational excellence in the school district. The school district strives to maintain an active relationship with the home and the school district community to create within the students an awareness of dignity and worth of the individual, civic responsibility and respect for authority.

**Policy Title:** Educational Objective

**Policy ID:** 101

This series of the board policy manual is devoted to the Board's goals and objectives for assisting the students of the school district in obtaining an education. Each student shall have an opportunity to obtain an education in compliance with the policies in this series.

It is the goal of the Board to develop a healthy social, intellectual, emotional, and physical self-concept in the students attending the school district. Each student attending school will have the opportunity to use it and its education program and services as a means for self-improvement and individual growth. In so doing, the students are expected to conduct themselves in a manner that assures each student the same opportunity.

The Board supports the delivery of the education program and services to students free of discrimination on the basis of race, color, sex, marital status, national origin, religion, sexual orientation, gender identity, or disability. This concept of equal educational opportunity serves as a guide for the Board and employees in making decisions relating to school district facilities, employment, and selection of educational materials, equipment, curriculum, and regulations affecting students.

In the delivery of the education program, students shall treat the employees with respect and students will receive the same in return. Employees have the best interests of the students in



mind and will assist them in school-related or personal matters if they are able to do so. Students should feel free to discuss problems, whether school-related or personal, with the guidance counselor or other employees.

Board policies, rules and regulations affect students not only while they are in school, but also when they are on school district premises, on property within the jurisdiction of the school district or at activities sponsored or approved by the school district, whether on or off the school district premises.

This section of the board policy refers to the term "parents" in many of the policies. The term parents for purposes of this policy manual shall mean the legal parents. It shall also mean the legal guardian or custodian of a student and students who have reached the age of majority or are otherwise considered an adult by law.

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, shall be directed to the Affirmative Action Coordinator by writing to the Affirmative Action Coordinator, Waukee Community School District, 560 SE University Ave, Waukee, IA 50263; or by telephoning (515) 987-5161. (The procedure for a student filling a written grievance with the school district regarding access to educational programs, claims of discrimination or harassment can be found in Board Policy 405.51)

Inquiries by students and/or parents regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to:

Office for Civil Rights-Chicago Office, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-4544, Telephone: (312) 730-1560; Facsimile: (312) 730-1576; Email: OCR.Chicago@ed.gov

or the Iowa Civil Rights Commission, 400 E. 14th Street, Des Moines, Iowa 50319-1004, (515)281-4121. This inquiry or complaint to the federal office may be done instead of, or in addition to, an inquiry or complaint at the local level.

Further information and copies of the procedures for filing a complaint are available in the school district's central administrative office and the administrative office in each attendance center.

**Policy Title:** Anti-Bullying/Harassment Policy

**Policy ID:** 103

Harassment and bullying of students and employees are against federal, state and local policy, and are not tolerated by the Board. The Board is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, the Board has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment. Bullying and harassment of students by students, school employees, and volunteers who have direct contact with students will not be tolerated in the school or school district.

The Board prohibits harassment, bullying, hazing, or any other victimization, of students, based on any of the following actual or perceived traits or characteristics: age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. Harassment against employees or volunteers based upon age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status is also prohibited.

This policy is in effect while students or employees are on property within the jurisdiction of the Board; while on school-owned or school-operated vehicles; while attending or engaged in school-sponsored activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school or school district.

If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures up to, and including, termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures up to, and including, exclusion from school grounds. "Volunteer" means an individual who has regular, significant contact with students.

Harassment and bullying mean any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions:

- Places the student in reasonable fear of harm to the student's person or property;
- Has a substantially detrimental effect on the student's physical or mental health;
- Has the effect of substantially interfering with the student's academic performance; or
- Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

"Electronic" means any communication involving the transmission of information by wire, radio, optical cable, electromagnetic, or other similar means. "Electronic" includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, electronic text messaging, or similar technologies.

Harassment and bullying may include, but are not limited to, the following behaviors and circumstances:

- Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the effect of causing injury, discomfort, fear, or suffering to the victim;

- Repeated remarks of demeaning nature that have the effect of causing injury, discomfort, fear, or suffering to the victim;
- Implied or explicit threats concerning one's grades, achievements, property, etc. That have the effect of causing injury, discomfort, fear, or suffering to the victim;
- Demeaning jokes, stories, or activities directed at the student that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim; and/or
- Unreasonable interference with a student's performance or creation of an intimidating, offensive, or hostile learning environment.

Sexual harassment means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made either implicitly or explicitly a term or condition of the student's education or benefits;
- Submission to or rejection of the conduct by a school employee is used as the basis for academic decisions affecting that student; or
- The conduct has the purpose or effect of substantially interfering with the student's academic performance by creating an intimidating, hostile or offensive education environment.

In situations between students and school officials, faculty, staff, or volunteers who have direct contact with students, bullying and harassment may also include the following behaviors:

- Requiring that a student submit to bullying or harassment by another student, either explicitly or implicitly, as a term or condition of the targeted student's education or participation in school programs or activities; and/or
- Requiring submission to or rejection of such conduct as a basis for decisions affecting the student.

Any person who promptly, reasonably, and in good faith reports an incident of bullying or harassment under this policy to a school official, shall be immune from civil or criminal liability relating to such report and to the person's participation in any administrative, judicial, or other proceeding relating to the report. Individuals who knowingly file a false complaint may be subject to appropriate disciplinary action.

Retaliation against any person because the person has filed a bullying or harassment complaint or assisted or participated in a harassment investigation or proceeding is also prohibited. Individuals who knowingly file false harassment complaints and any person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

The school or school district will promptly and reasonably investigate allegations of bullying or harassment. The Executive Director of Human Resources or designee will be responsible for handling all complaints by students alleging bullying or harassment. The Executive director of Human Resources or designee will be responsible for handling all complaints by employees alleging bullying or harassment.

It also is the responsibility of the Superintendent, in conjunction with the investigator and principals, to develop procedures regarding this policy. The Superintendent also is responsible for organizing training programs for students, school officials, faculty, staff, and volunteers who have direct contact with students. The training will include how to recognize harassment and what to do in case a student is harassed. It will also include proven effective harassment prevention strategies. The superintendent will also develop a process for evaluating the effectiveness of the policy in reducing bullying and harassment. The superintendent shall report to the board on the progress of reducing bullying and harassment.

The board will annually publish this policy. The policy may be publicized by the following means:

- Inclusion in the student handbook,
- Inclusion in the employee handbook
- Inclusion in the registration materials
- Inclusion on the school or school district's web site,

And a copy shall be made available to any person at the central administrative office at 560 SE University, Waukee, IA 50263

## ANTI-HARASSMENT/BULLYING INVESTIGATION PROCEDURES

Individuals who feel that they have been harassed should:

1. tell a teacher, counselor or principal: and
2. write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including:
  - what, when and where it happened;
  - who was involved;
  - exactly what was said or what the harasser did;
  - witnesses to the harassment;
  - what the student said or did, either at the time or later;
  - how the student felt; and
  - how the harasser responded.

## COMPLAINT PROCEDURE

An individual who believes that the individual has been harassed or bullied will notify the Executive Director of Human Resources or designee, or the designated investigator. The alternate investigator is the associate superintendent of School Improvement. The investigator may request that the individual complete the Harassment/Bullying Complaint form and turn over

evidence of the harassment, including, but not limited to, letters, tapes, or pictures. The complainant shall be given a copy of the completed complaint form. Information received during the investigation is kept confidential to the extent possible.

The investigator, with the approval of the principal or the principal has the authority to initiate an investigation in the absence of a written complaint.

### INVESTIGATION PROCEDURE

The investigator will reasonably and promptly commence the investigation upon receipt of the complaint. The investigator will interview the complainant and the alleged harasser. The alleged harasser may file a written statement in response to the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator will make written findings and conclusions as to each allegation of harassment and report the findings and conclusions to the principal. The investigator will provide a copy of the findings of the investigation to the principal.

### RESOLUTION OF THE COMPLAINT

Following receipt of the investigator's report, the principal may investigate further, if deemed necessary, and make a determination of any appropriate additional steps which may include discipline.

Prior to the determination of the appropriate remedial action, the principal may, at the principal's discretion, interview the complainant and the alleged harasser. The principal will file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The complainant, the alleged harasser and the investigator will receive notice as to the conclusion of the investigation. The principal will maintain a log of information necessary to comply with Iowa Department of Education reporting procedures.

### POINTS TO REMEMBER IN THE INVESTIGATION

- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process.
- Retaliators will be disciplined up to and including suspension and expulsion.

### CONFLICTS

If the investigator is a witness to the incident, the alternate investigator shall investigate.

The board recognizes the importance of citizen participation in school district matters. In order to assure citizens are heard and board meetings are conducted efficiently and in an organized manner, the board will set aside a specific time for public comment.

Citizens wishing to address the board during public comment must notify the board secretary prior to the board meeting. The board president will recognize these individuals to make their comments at the appropriate time during public comment. Citizens wishing to present petitions to the board may also do so at this time. The board, however, will only receive the petitions and not act upon them or their contents.

The board has the discretion to limit the amount of time set aside for public participation. Normally, speakers will be limited to 5 minutes. However, the board president may modify this time limit, if deemed appropriate or necessary. Public comment is a time set aside for community input, but the board will not discuss or take any action on any matter during public comment.

A public comment shall be limited to regular board meetings and will not be routinely held during special board meetings.

The board has a significant interest in maintaining the decorum of its meetings, and it is expected that members of the public and the board will address each other with civility. The orderly process of the board meeting will not be interfered with or disrupted by public comment. Only individuals recognized by the board president will be allowed to speak. Comments by others are out of order. If disruptive, the individual causing disruption may be asked to leave the board meeting. Defamatory comments may be subject to legal action.

**Policy Title:** Communication Channels

**Policy ID:** 306

Questions and problems shall be resolved at the lowest organizational level nearest to the complaint. School employees shall be responsible for conferring with their immediate supervisor on questions and concerns. Students and other members of the school district community shall confer with a licensed employee and then with the principal on questions and concerns.

If resolution is not possible by any of the above means, individuals may bring it to the attention of the Superintendent within 5 school days of their discussion with the principal. If the Superintendent is the employee's immediate supervisor and if there is no resolution or plan for resolution by the Superintendent within 5 school days of the individual's discussion with the Superintendent, the individual may ask to have the question or problem placed on the board agenda. The action of the board will be final.

It shall be the responsibility of the administrators to resolve questions and problems raised by the employees they supervise, students and by other members of the school district community.

The goal of the Board of Directors of the Waukee Community School District is to provide an educational program of the highest standards possible. Success in attaining this goal is dependent, in large measure, upon the competency of the professional staff and of those who serve in direct supporting positions to the instructional program of the district.

It shall be the policy of the Board of Directors to recruit and retain the highest caliber of personnel. It shall be the policy of the Board to appoint all personnel only upon the recommendation of the Superintendent of Schools.

1. All employment positions will be created with the approval of the Board. Before a new position is created, the Superintendent will present a job description, including qualifications, responsibilities, supervision, and evaluation, to the Board.
2. A position may remain unfilled or vacant for a period of time, but only the Board has the authority to abolish a position.
3. The Board of Directors recognizes its duty to bargain collectively with any duly certificated employee organization.

**Policy Title:** Equal Employment Opportunity / Affirmative Action **Policy ID:** 401.1

Selection for Employment and Assignments. The Waukee Community School District will select for employment qualified applicants for each position without regard to race, color, creed, sex, religion, marital status, parental status, national origin, age, sexual orientation, gender identity, genetic information or disability. The district shall take affirmative action, consistent with its adopted affirmative action plan, in the recruitment, appointment, assignment, advancement, and layoff or termination of personnel to accomplish the goals of equal employment opportunity. In keeping with the law, the district shall consider the veteran status of applicants.

Employment Conditions. The Waukee Community School District will not discriminate against any individual with respect to compensation, terms, conditions or privileges of employment because of such individual's race, color, creed, sexual orientation, gender identity, religion, marital status, parental status, national origin, age, genetic information, or disability.

Complaints of Discrimination. Any applicant or employee alleging discrimination on the basis of race, color, creed, sex, religion, marital status, parental status, national origin, age, sexual orientation, gender identity, genetic information, or disability may follow the complaint procedures set forth in this policy. The complainant may bypass any step of the complaint procedure where the person to whom the complaint is to be lodged is the alleged perpetrator. The complainant may file the initial complaint with the compliance officer, whose decision may be appealed to the Superintendent. Inquiries or complaints may also be directed to federal and state agencies including the Iowa Civil Rights Commission, the Equal Employment Opportunity Commission, and the Office of Civil Rights of the United States Department of Education.

The complainant may be required to complete a complaint form and to turn over copies of evidence of discrimination including, but not limited to, tapes, memoranda, letters and

pictures. The investigator shall promptly commence an investigation and proceed to completion. Both the complainant and the alleged perpetrator will be given an opportunity to give a statement. A written investigation report shall be completed, and a summary of the report, including a finding that the complaint was founded, unfounded or inconclusive will be forwarded to the complainant and to the alleged perpetrator.

Compliance Officer. The Executive Director of Human Resources shall be designated as the district's compliance officer to insure that applicants and employees are treated in accordance with this policy. In the event the Executive Director of Human Resources is the alleged perpetrator, the Superintendent shall be the alternate compliance officer. The compliance officer shall also be responsible for coordinating the preparation, implementation, evaluation and updating of written equal employment opportunity and affirmative action plans, with systematic input from diverse racial/ethnic groups, women, men and persons with disabilities.

Confidentiality. Any matters involving complaints of discrimination shall remain confidential to the extent reasonably possible. Confidential documentation of allegations or investigations will not be filed in the complainant's personnel file.

No Retaliation. No person shall retaliate against an employee because the employee has filed a discrimination complaint, assisted or participated in an investigation, or has opposed language or conduct that violates this policy, as long as the participation or action was done in good faith.

Corrective Action. The district will take action to halt any improper discrimination and will take other appropriate correction actions, including disciplinary measures which may include discharge of a perpetrator, to remedy all violations of this policy.

Notice. In order to effectively communicate and interpret the district's policies and plans to all levels of the administration and to all other employees, applicants, educational agencies and to the public, a statement of the district's policy shall be distributed to all applicants for employment and shall be disseminated annually to employees, students, parents and recruitment sources. The policies and plans shall be annually distributed to district employees involved in the hiring or management of personnel and shall be made available to others upon request.

Staff Development. Periodic training shall be provided to all staff who hire or supervise personnel on the principles of equal employment opportunity and the implementation of the district's affirmative action plan.

## DISCRIMINATION COMPLAINT FORM

Please complete the following as fully as possible. If you need assistance, contact the compliance officer.

Date of Complaint: \_\_\_\_\_

Name of Complainant: \_\_\_\_\_

Position and Building of Complainant: \_\_\_\_\_

Home Address: \_\_\_\_\_



Home Telephone: \_\_\_\_\_

Name and Position of Alleged Perpetrator: \_\_\_\_\_

Discrimination Alleged:

	Age		National Origin
	Disability		Race/Color
	Familial Status		Religion/Creed
	Gender Identity		Sex
	Marital Status		Sexual Orientation

Statement of Discrimination: (Include dates, places and persons involved in incidents, if known. List any witnesses, their positions and addresses and telephone numbers. Attach any pertinent written documents. Describe any actions you took in response to the incidents.)

I agree that all of the information on this form is given in good faith and is accurate and true to the best of my knowledge.

Signature: \_\_\_\_\_

Name Printed: \_\_\_\_\_

Date: \_\_\_\_\_

**Policy Title:** Grievance Procedure (Certified Staff)

**Policy ID:** 405.5

The rules and regulations governing the grievance procedure for certificated staff covered under the WEA, are located within the respective Collective Bargaining Agreement (CBA). This policy applies to all employees not covered under a CBA:

If an employee claims a Board policy or administrative rule has been violated, the individual shall submit a written complaint and discuss the complaint with his/her direct supervisor within five days of the alleged violation. If the complaint is unresolved at the supervisory level, the employee shall submit a written complaint to the Human Resource Manager within five days. If the complaint is still not resolved in a reasonable amount of time the employee shall submit the complaint to the Superintendent. If the complaint continues five working days following the discussion with the Superintendent the employee may ask to have the item placed on the agenda for the next meeting of the Board of Education. The decision of the Board shall be final. The purpose of this procedure is to resolve all complaints at the lowest possible administrative level.

**Policy Title:** Grievance Procedure for Classified Employees

**Policy ID:** 411.2

Problems may arise affecting the welfare or working conditions of the classified staff. The purpose of this procedure is to resolve all complaints at the lowest possible administrative level.

If an employee claims a Board Policy or an administrative rule has been violated, the individual shall submit a written complaint and discuss the complaint with his/her direct supervisor within five days of the alleged violation. If the complaint is unresolved at the supervisory level, the employee shall submit a written complaint to the Human Resource Manager within five days. If the complaint is still not resolved in a reasonable amount of time the employee shall submit the complaint to the Human Resource Director. If the complaint continues five working days following the discussion with the Human Resource Director the employee may ask to have the item placed on the agenda for the next meeting of the Board of Education. The decision of the Board shall be final. The purpose of this procedure is to resolve all complaints at the lowest possible administrative level.

At any level of the grievance procedure, the staff member or the supervisor may each have another person present if they so choose.

Any decision from the Supervisor, Principal, Human Resource Manager, Human Resource Director or Superintendent shall be in writing to the grievant.

Failure at any step of the procedure to appeal the grievance to the next level within the specific time limits shall be deemed an acceptance of the decision rendered and the grievance procedure shall be considered terminated.

**Policy Title:** Abuse of Students by School District Employees

**Policy ID:** 413.4

Physical or sexual abuse of students, including inappropriate and intentional sexual behavior, by employees will not be tolerated. The definition of employees for the purpose of this policy includes not only those who work for pay but also those who are volunteers of the school district. Employees found in violation of this policy will be subject to disciplinary action up to and including discharge.

The school district will respond promptly to allegations of abuse of students by school district employees by investigating or arranging for the investigation of an allegation. The processing of a complaint or allegation will be handled confidentially to the maximum extent possible. Employees are required to assist in the investigation when requested to provide information and to maintain the confidentiality of the reporting and investigation process.

The school district has appointed a Level I investigator and alternate Level I investigator. The school district has also arranged for a trained, experienced professional to serve as the Level II investigator. The Level I investigator and alternate will be provided training in the conducting of an investigation at the expense of the school district. The names of the investigators shall be listed in the student handbook, published annually in the local newspaper and posted in all school facilities.

The Superintendent is responsible for drafting administrative regulations to implement this policy.

Student complaints and grievances regarding board policy or administrative regulation violations and other matters should be addressed to the student's teacher or another licensed employee, other than the administration, for resolution of the complaint. It is the goal of the Board to resolve student complaints at the lowest organizational level.

If the complaint cannot be resolved by a licensed employee, the student may discuss the matter with the principal within five days of the employee's decision. If the matter cannot be resolved by the principal, the student may discuss it with the Superintendent or designee within 5 days after speaking with the principal.

If the matter is not satisfactorily resolved by the Superintendent, the student may ask to have the matter placed on the board agenda of a regularly scheduled board meeting in compliance with board policy.

If the complaint or grievance is related to program placement due to a disability, the student may request a third-party, impartial hearing through the Heartland Area Education Agency by contacting the Heartland Chief Administrator, 6500 Corporate Drive, Johnston, IA 50131, (515) 270-9030. This complaint or grievance to the Area Education Agency may be done instead of, or in addition to, a review by the local Board of Education.

Complaint Procedures:

Purpose. The Board recognizes that situations may arise in the operation of the District which are of concern to parents or to the public. The Board strongly believes that all concerns should be resolved at the lowest possible level of decision-making by the individuals involved. Concerns are best dealt with in open communication by the individuals involved. Therefore, the purpose of these complaint procedures is to resolve, at the lowest possible level, and as expeditiously as possible, complaints of any person regarding any district matter.

Procedures. Any person with a complaint or concern regarding a School District matter is encouraged to first talk with the school official or employee involved as soon as possible.

If the matter is not satisfactorily resolved, the complainant should file a written complaint with the school official or employee involved. The school official or employee shall indicate the disposition of the complaint in writing within ten working days.

If the complainant feels that the matter is not satisfactorily resolved, the complainant may file the complaint and the prior written disposition with the employee's immediate supervisor. If the matter involves a claim of discrimination or harassment, the complaint may be filed at this level or may be filed with the District's Compliance Officer. The supervisor or his/her designee (or the Compliance Officer) shall meet with the complainant within 10 working days of receipt of the complaint and shall indicate the disposition in writing within ten working days of the meeting. The District's Compliance Officer shall be the Executive Director of Human Resources.

If the complainant feels that the matter is not satisfactorily resolved, the complainant may file the complaint and any prior disposition with the Superintendent of Schools. The Superintendent or his/her designee shall meet with the complainant within ten working days of receipt of the complaint and shall indicate the disposition in writing within ten working days of the meeting.

If the complainant still feels that the matter is not satisfactorily resolved, the complainant may request to appear before the Board by filing the written complaint and requesting a place on the agenda. The complainant may appear at the Board meeting and discuss the matter with the Board. The administrative staff may also discuss the matter with the Board. The Board may refuse in its sole discretion to take action on the complaint, or the Board shall decide the matter as soon as practicable, and the Board Secretary shall communicate the Board's decision to the complainant. If the Board declines to decide the matter, the disposition of the Superintendent or his/her designee shall be final.

Complaints Regarding Employees. Complaints arising regarding the performance or behavior of an employee shall be referred to the employee's immediate supervisor. The Board shall not actively investigate such complaints regarding employees. Such complaints shall be handled as confidentially as reasonably practical. The immediate supervisor may require that the complaint be in writing. Appeals shall be taken to the Superintendent or his/her designee as set forth above. In appeals to the Board regarding complaints about employees, the Board shall review only the actions of the Superintendent or his/her designee to assure that the Superintendent provided a fair procedure for the resolution of the complaint.

Interference. All investigations, handling or processing of any complaint shall be conducted so as to result in no interference with or interruption of school activities.

## **District Employment Opportunities (Process and Procedures)**

Positions which are available to prospective external applicants are made public via the Applicant Tracking System (ATS). Additionally, postings are directed to Teachlowa, LinkedIn, Twitter, and other online resources as appropriate.

The Waukee Community School District will select for employment qualified applicants for each position without discrimination on the basis of race, color, creed, religion, sex, sexual orientation, gender identity, national origin, ethnic background, age genetic information, or disability. A person with disabilities who can perform the essential functions of an assignment with or without reasonable accommodations shall be considered qualified applicants. The District shall take affirmative action in the recruitment, appointment, assignment, and advancement of personnel to accomplish the goals of equal employment opportunity. In keeping with the law, the District shall consider the veteran status of applicants.

To the fullest extent permitted by state and federal law, the Employer will consider all information concerning an applicant or an employee in making hiring, termination, and other employment-related decisions. The term "all information" includes information concerning the person's professional skills and performance. All criminal background and physical ability information will be retrieved and analyzed post-job offer prior to board approval and be given due consideration for the type, recency, and reoccurrence in respect to the specific position being offered.

Individuals who provide false, inaccurate, or incomplete information in the application, interview, or any other part of the hiring process will not be eligible for employment, or, if they are hired, will be subject to termination.

Vacancies fall in the following job categories:

- Administration: Assistant and Associate Principals, Directors, Principals, Chief Officers, Assistant Superintendents, Superintendent
- Athletics/Activities: Activities/Athletic Director, Coaches/Sponsors
- District Office: Managers, Analysts, Generalists, Coordinators and Administrative Assistants
- Elementary School Teaching: PreK-5<sup>th</sup> grade, regular and special education, music, art, P.E., library, E.L.L., E.L.P., TLC positions
- High School Teaching: Grades 10-12, regular and special education, music, art, P.E., library, E.L.L., E.L.P., TLC positions
- Maintenance/Custodial: Custodians, Groundskeepers, Maintenance General
- Middle School Teaching: Middle School Grades 6-9, regular and special education, E.L.P., music, art, P.E., library, E.L.L., TLC positions
- Secretarial/Clerical: Accounting, Payroll, Secretaries, other district clerical
- Student Support Services: Guidance Counselors, Intervention Specialists, Special Education Consultants, Transition Consultant/Coordinator
- Substitute: Certified and Classified
- Support Staff: Nutrition, Instructional Paraprofessionals, Study Hall Monitors, Piano Accompanists, Child Care
- Technology: Computer Technician, Information Technology, Network Specialist

Completed files will be considered “active” for one year. Applicants for positions requiring state licensure or authorizations are responsible for ensuring they possess or can attain the requisite certification.

## **AVAILABLE POSITIONS**

**Current Listing of Available Openings, go to <https://waukeeschools.tedk12.com/hire/>**

## **APPLICATION PROCEDURES**

All applicants must apply electronically, paper submissions will not be considered. Positions are open until filled. The District reserves the right to close any job posting when a suitable applicant has been found, which may occur before the anticipated application deadline.

As required by position, applicant submissions may include:

- Application
- Cover letter
- Resume
- Names of three (3) work-related references including at least one (1) from the most recent supervisor. Applicants for Administrator, Teaching or Student Support Services positions should submit three (3) letters of recommendation from professionals familiar with their work, including one (1) from the most recent supervisor.

### **Screening and Selection Process:**

1. Once an application is submitted, applicants will receive a confirmation email.
2. Applicants with complete files will be screened by the Hiring Manager.
3. A shortlist of qualified candidates will be contacted for interviews.
4. The selected candidate will be offered the position. All positions for employment will be presented to the Board of Education for final approval.
5. Candidates selected or recommended for employment will undergo pre-employment requirements, based on the position, including background checks, post-offer employment testing, and fingerprinting.
6. All candidates will be informed once the position has been filled.

By submitting an electronic application, the applicant will be considered to have certified, agreed upon and authorized all statements contained in the application and related materials as being true, accurate, and complete. In addition, by such electronic submission, the applicant is bound by all elements of the Acknowledgement and Agreement section of the application form including consent to the release of all necessary information by government entities, former employers and personal references for the conduct of background checking including, but not limited to: a criminal records check. Electronic submission will be considered equivalent to an original handwritten signature or a paper copy of the application.

## **BEGIN AN APPLICATION**

**Click the following link: <https://waukeeschools.tedk12.com/hire/>**

## **SECTION III**

### **QUANTITATIVE ANALYSIS AND GOALS**

281 IAC Sections 95.5 (3), 95.5 (4), 95.5 (5)(c), and 95.5  
(6)(b)

## Workforce Analysis

The workforce analysis shows the workforce composition by department or organizational unit as well as the overall workforce. The workforce analysis is a necessary first step for determining where underrepresentation exists and for establishing numerical goals. The term Availability can be utilized in deciding whether a specific sub-group is underrepresented, and if so, by what numerical margin. In larger labor markets, including outside of Iowa, the census data for what skill set each sub-group contains is cross-referenced with actual employment status. This equation is total workers with skillset minus those currently employed equals availability. Availability translates to those workers that have specific skill sets that are unemployed and ready to work. Currently, the State of Iowa does not have a robust data collection tool that determines availability. Without this calculation, the workforce analysis defaults to relying on the traditional standard of the workforce representing the community it serves. While this methodology does not guarantee that each subset of workers has the needed skills for each employment classification, it does reflect a quantifiable number of minorities and women for comparison purposes.

### Relevant Labor Market

WCSD utilized 2019 demographic information from the Census Bureau, U.S. Department of Commerce, and Iowa Workforce Development Iowa Affirmative Action Data 2010 for the workforce region, Des Moines Metropolitan Statistical Area, and Dallas County to examine makeup of the potential workforce. The relevant labor market for classified staff will be those within commuting distance of Polk and Dallas counties. The relevant labor market for teachers will be the state of Iowa. The relevant labor market for administrators is national.

<i>2019 Projected Demographics</i>	<i>City of Waukee</i>	<i>City of Urbandale</i>	<i>City of Clive</i>	<i>City of WDM</i>	<i>Dallas County</i>	<i>State of Iowa</i>	<i>Regional Labor Force</i>	<i>WCSD (All Staff)</i>
<i>Total</i>	<i>22,810</i>	<i>43,949</i>	<i>17,097</i>	<i>66,641</i>	<i>90,180</i>	<i>3,156,145</i>	<i>402,570</i>	<i>2118</i>
<i>% White</i>	<i>89.1</i>	<i>87.0</i>	<i>83.9</i>	<i>80.6</i>	<i>85.0</i>	<i>85.3</i>	<i>88.2</i>	<i>97.26</i>
<i>% Hispanic</i>	<i>4.8</i>	<i>4.1</i>	<i>5.8</i>	<i>5.9</i>	<i>6.1</i>	<i>6.2</i>	<i>4.6</i>	<i>0.42</i>
<i>% Black</i>	<i>1.2</i>	<i>3.5</i>	<i>2.1</i>	<i>4.6</i>	<i>2.4</i>	<i>4.0</i>	<i>3.2</i>	<i>0.99</i>
<i>% Asian</i>	<i>2.7</i>	<i>3.4</i>	<i>5.6</i>	<i>7.0</i>	<i>5.0</i>	<i>2.7</i>	<i>3.1</i>	<i>1.13</i>
<i>% Other</i>	<i>0.0</i>	<i>0.3</i>	<i>0.3</i>	<i>0.2</i>	<i>0.4</i>	<i>0.6</i>	<i>1.8</i>	<i>0.19</i>
<i>% Multiple</i>	<i>2.6</i>	<i>2.0</i>	<i>2.5</i>	<i>2.1</i>	<i>1.6</i>	<i>1.9</i>	<i>0.9</i>	<i>0</i>



## National Teacher Preparation Data

WCSD utilized 2019 title II: higher education act data information to determine the number of individuals enrolled in teacher preparation programs as well as their gender, race, and ethnicity. Iowa has 31 educator programs, including 2 alternative, with a total of 6000 enrolled in some sort of Iowa teacher prep program.

Program	Enroll-ment	Gender		Race						
	Total	Male	Female	Hispanic	Indian	Asian	Black	Islander	White	Multi Race
University of Northern Iowa	2343	608	1735	93	8	28	32	1	2036	45
Iowa State University	730	161	569	22	0	9	15	0	650	7
University of Iowa	505	100	405	24	6	12	12	5	459	15
Buena Vista University	356	74	282	9	1	1	4	0	292	3
Drake University	260	65	195	19	0	1	10	0	221	8
Upper Iowa University	172	41	131	4	0	0	0	0	163	0
Northwestern College	142	38	104	2	0	1	2	0	137	0
Simpson College	139	40	99	3	0	0	2	0	127	2
Morningside College	119	38	81	2	0	1	1	1	113	3
Wartburg College	109	36	73	1	0	2	5	0	95	3
St. Ambrose University	108	26	82	0	1	0	2	1	102	2
Dordt College	101	42	59	2	0	3	1	0	93	2
Central College	94	22	72	1	0	0	0	0	93	0
Graceland University	90	18	72	7	0	0	3	0	81	2
Loras College	87	18	69	0	0	0	2	0	85	0
Luther College	87	23	64	1	0	1	1	0	84	0
Coe College	81	53	28	6	0	2	4	0	64	5
William Penn University	78	16	62	5	0	1	3	0	69	0
University of Dubuque	67	14	53	2	0	1	1	0	61	1

Cornell College	50	25	25	2	0	1	4	0	43	0
Clarke University	42	11	31	0	1	1	0	0	40	0
Briar Cliff University	36	12	24	2	0	0	1	0	33	0
Grand View University	36	8	28	2	0	0	0	0	32	1
Mt. Mercy University	35	7	28	0	2	0	1	0	32	1
Grinnell College	32	7	25	1	0	1	6	0	24	0
RAPIL (Alternative)	32	15	17	1	0	0	1	0	29	1
Emmaus Bible College	31	4	27	0	0	2	1	0	28	0
Iowa Wesleyan University	23	7	16	2	0	0	0	0	21	0
Waldorf University	20	6	14	1	0	0	1	0	17	1
Faith Baptist Bible College	17	2	15	0	0	1	0	0	16	0
Morningside College (Alternative)	17	7	10	0	0	0	0	0	17	0
<b>TOTALS</b>	<b>6039</b>	<b>1544</b>	<b>4495</b>	<b>214</b>	<b>19</b>	<b>69</b>	<b>115</b>	<b>8</b>	<b>5357</b>	<b>102</b>

## District Workforce Demographics Analysis

A workforce demographics analysis of the District's staff will be a working goal going forward over the next cycle. Current employee data was derived from an employee's application declaration and estimates performed by human resources staff. Summary results are detailed in the tables and graphs below.

A calculation of information provided by the Census Bureau and Iowa Workforce Development shows the underrepresented population within the Des Moines regional labor is 11.8%. Therefore, as compared to the WCSD underrepresented staff population of 2.74%, these employees are underrepresented in all employment groups at WCSD in comparison to the labor pool.

## Race and Ethnicity

Full-time staff (scheduled 30 hours weekly or more) is composed of 97.26% who identify their race as Caucasian/White, .42% who identify as Hispanic, .99% identified as African-American or Black, 1.13% who identified as Asian, and 0.19% other racial/ethnic classification. The "multiple race" category failed to yield any employees.

## HISPANIC EMPLOYEES

Job Group	Total	Number of Hispanic Employees	Hispanic Employee %
Senior Executives/Chief Officers	7	0	0
Administrators (Certified)	36	0	0
Administrators (Non-certified)	7	0	0
Professionals (Certified)	1092	1	0.09%
Teacher Associates	622	0	0
Professionals (Non-certified)	17	2	11.8%
Technicians	8	0	0
Administrative Support Workers	40	3	7.5%
Service Workers	280	3	1.1%
Skilled Crafts	9	0	0
<b>TOTAL STAFF</b>	<b>2118</b>	<b>9</b>	<b>0.42%</b>

## BLACK EMPLOYEES

Job Group	Total	Number of Black Employees	Black Employee %
Senior Executives/Chief Officers	7	0	0
Administrators (Certified)	36	0	0
Administrators (Non-certified)	7	0	0
Professionals (Certified)	1092	4	0.37%
Teacher Associates	622	9	1.45%
Professionals (Non-certified)	17	2	11.8%
Technicians	8	0	0
Administrative Support Workers	40	2	5%
Service Workers	280	4	1.43%
Skilled Crafts	9	0	0
<b>TOTAL STAFF</b>	<b>2118</b>	<b>21</b>	<b>0.99%</b>

## ASIAN EMPLOYEES

Job Group	Total	Number of Asian Employees	Asian Employee %
Senior Executives/Chief Officers	7	0	0
Administrators (Certified)	36	0	0
Administrators (Non-certified)	7	0	0
Professionals (Certified)	1092	3	0.27%
Teacher Associates	622	12	1.9%
Professionals (Non-certified)	17	2	11.7%
Technicians	8	0	0
Administrative Support Workers	40	2	5%
Service Workers	280	5	1.79%
Skilled Crafts	9	0	0
<b>TOTAL STAFF</b>	<b>2118</b>	<b>24</b>	<b>1.13%</b>

## Gender Balance

The District staff is composed of 78.8% who identified as female and 21.2% who identified as male.

Job Group	Total	Number of Females	Female %
Senior Executives/Chief Officers	7	3	42.9%
Administrators (Certified)	36	15	41.7%
Administrators (Non-certified)	7	2	26.6%
Professionals (Certified)	1092	864	79.1%
Teacher Associates	622	553	88.9%
Professionals (Non-certified)	17	10	58.8%
Technicians	8	0	0
Administrative Support Workers	40	40	100%
Service Workers	280	180	64.3%
Skilled Crafts	9	1	11.1%
<b>TOTAL STAFF</b>	<b>2118</b>	<b>1668</b>	<b>78.8%</b>

## Disability

WCSD does not currently have internal data on our staff's disability information.

## Applicant Flow

Below is a snapshot of data that compares the percentages of the demographic groups for EEO Reporting as it relates to Applicant Flow. This information was retrieved for two calendar year periods (January 01, 2017 – February 9, 2020), and is readily accessible through the Applitrack database software.

This information provides insight into who is applying for positions that have been posted externally. Each position within the organization is subject to a competitive hiring process and is advertised at least statewide. However, certified positions are regularly posted internally for transfer purposes and in accordance with the current Collective Bargaining Agreement.

## Projected Vacancies

Job Group	Total	Number of Projected Vacancies – 1 Year	Number of Projected Vacancies – 3 Years
Senior Executives/Chief Officers	7	1	1
Administrators (Certified)	36	4	4
Administrators (Non-certified)	7	1	1
Professionals (Certified)	1092	104	120
Teacher Associates	622	135	150
Professionals (Non-certified)	17	2	2
Technicians	8	1	1
Administrative Support Workers	40	3	10
Service Workers	280	10	8
Skilled Crafts	9	14	14
<b>TOTAL STAFF</b>	<b>2118</b>	<b>275</b>	<b>311</b>

\*Data retrieved from Forecast5 database 1-2020 and 2018-19 year turnover data.

## Student Demographics

<i>2019-20 Demographics</i>	<i>Students Pre-K through 12</i>	<i>Students (%)</i>		<i>Dallas County</i>	<i>WCSD (All Staff)</i>
<i>Total</i>	<i>11,583</i>	<i>100% *</i>		<i>90,180</i>	<i>2118</i>
<i>% White</i>	<i>8762</i>	<i>75.65%</i>		<i>85.0</i>	<i>97.26</i>
<i>% Hispanic</i>	<i>684</i>	<i>5.90%</i>		<i>6.1</i>	<i>0.42</i>
<i>% Black</i>	<i>559</i>	<i>4.83%</i>		<i>2.4</i>	<i>0.99</i>
<i>% Asian</i>	<i>915</i>	<i>7.9%</i>		<i>5.0</i>	<i>1.13</i>
<i>% Other</i>	<i>24</i>	<i>0.21%</i>		<i>0.4</i>	<i>0.19</i>
<i>% Multiple</i>	<i>639</i>	<i>5.52%</i>		<i>1.6</i>	<i>0</i>

## Quantitative Goals

Numerical hiring goals must be established for each major job category where underrepresentation exists. The goals should be seen as reasonable aspirations for correcting the imbalance in the District's workforce. They will not be treated as rigid and inflexible quotas that must be met.

These numerical goals will not cause any group of applicants to be excluded from the hiring process when filling vacancies in job categories where underrepresentation exists. Race, sex, and/or disability may be one of several factors considered when making employment decisions among qualified individuals, but it will not be the only one.

Separate goals will be designed to remediate underrepresentation for race, sex, and disability. The factors to be considered when setting numerical goals are:

- The number of projected vacancies in the job categories.
- The availability of qualified persons from underrepresented groups within the relevant labor market.
- The demographic makeup of the student population.
- The demographic makeup of the Waukee Community School District and surrounding Des Moines metropolitan community.
- The demographic make-up of the population of the metropolitan statistical area.

## Numerical Goals and Timetables

1. Increase overall percentage of underrepresented applicants by 8% for classified staff.
2. Increase overall percentage of underrepresented applicants by 8% for certified staff.
3. Increase overall percentage of underrepresented applicants by 5% for administrative staff.
4. Increase overall percentages of underrepresented staff by 5% for classified staff.
5. Increase overall percentages of underrepresented staff by 5% for certified staff.
6. Increase overall percentages of underrepresented staff by 10% for administrative staff.
7. **Year after year we would focus on increasing the percentage in all of our underrepresented categories.**

**SECTION IV**  
**QUALITATIVE ANALYSIS**  
**AND**  
**QUALITATIVE GOALS**

281 IAC Sections 95.5 (4) and 95.5 (9)



## Qualitative Analysis

The Affirmative Action Plan qualitative analysis should encompass five areas: policies, procedures, recruitment, retention, and staff development. The qualitative analysis and goals should examine and make recommendations to areas where District practices might exclude, disadvantage, restrict, or result in an adverse impact on current or prospective employees. The goal of the District is to prevent any such occurrences.

The following is a brief overview outlining objectives/goals to address the areas of concern outlined in this report:

1. Recruitment practices and policies
  - a. The area of recruitment practices and policies is annually evaluated by the Executive Director of Human Resources. Goals are set, annually reviewed, and new goals established based on the need and outcome of the study. The qualitative goals established for the 2020-2023 Affirmative Action Plan included the following list of activities:
    - i. Recruit at the state college/university job fairs. Attend at least one regional or national job fair. Develop partnerships with regional universities with large racial and ethnic underrepresented populations.
    - ii. Partner with regent institutions to place student-teachers of color in pre-teaching service opportunities in WCSD.
    - iii. Advertise on social media and local magazines to reach local population.
    - iv. Advertise on national websites for teachers and administrators to increase the number of underrepresented candidates. Consider utilizing existing minorities within the recruitment literature/exposure.
    - v. Work with other equity, cultural groups, and employment personnel including involving current staff of color to network with friends and family, encouraging underrepresented candidates to apply for open positions to recruit staff.
    - vi. Further develop the district's Teach Waukee program that works with students as early as middle school to develop an interest in teaching and returning to work in Waukee as well as staff to establish areas for the strength of improvement with current WCSD recruiting, engagement and retention of underrepresented staff.
    - vii. Utilize research from national educational organizations and institutions. (American Association of School Personnel Administrators, Batelle for Kids, American Education Research Association)
    - viii. Update the District's website and recruitment materials with specific equity relevant content. Post recruitment flyers in high traffic areas such as nutrition's picnic & play.

2. A demographic study of the applicant pool, new hires, and current staff
  - a. Conduct a district-wide employee demographic survey in new HRIS to determine accurate racial, gender, and ability make up of WCSD workforce in each workgroup.
  - b. Review of the applicant pool area and new hires for opportunities to expand and concentrate on underrepresented groups.
3. Interview, selection, and placement policies and practices
  - a. Review of the interview selection and hiring practices, including questions asked in interviews in regards to their cultural responsiveness.
  - b. Review of the gender and ethnic make-up of interview teams.
  - c. Develop and implement a program/procedure that provides a support group and/or mentor for underrepresented staff's advancement.
4. Employee professional development assistance, training selection, and mentoring policies and practices.
  - a. Training for supervisory staff on appropriate hiring practices with respect to diversity including the district's qualitative and quantitative diversity hiring goals.
  - b. Periodic staff development around cultural proficiency and training on the legal/ethical hiring practices and affirmative action guidelines.
  - c. Continue to train new hires and current staff on diversity and legal responsibilities (hostile work environment, cultural sensitivity, etc.).
5. Introductions of "stay interviews" for current staff during HR office hours to inquire about why staff stay at WCSD.
6. Ensure that all hiring practices conform to the affirmative action hiring procedures and goals by December 31, 2021.
7. Work with the social worker and ESL teachers that help new families moving into the district to promote employment opportunities within the district.
8. Collaborate with the surrounding areas to find ways to help underrepresented groups feel welcome and connected to the community.

## SOURCES

Affirmative Action Plan 2013-2015  
Ankeny Community School District

Equal Employment and Affirmative Action Plan 2014  
Des Moines Public School District

Affirmative Action Plan – June 2007  
Cedar Falls

Iowa Workforce Development (<http://iwin-iwd.state.ia.us/iowa>):  
Affirmative Action Data accessed June 11, 2015

Iowa Quick Facts for the U.S. Census Bureau  
<http://quickfacts.census.gov>

Census 2010 Demographic Profile: City of Waukee  
Census 2010 Demographic Profile: City of Urbandale  
Census 2010 Demographic Profile: City of Clive  
Census 2010 Demographic Profile: City of West Des Moines  
Census 2010 Demographic Profile: Dallas County  
Census 2010 Demographic Profile: State of Iowa

Title II: Higher Education Act (<https://title2.ed.gov/Public/Home.aspx>):  
Iowa Data 2019

U.S. Census Bureau: American Fact Finder  
EEO-CIT10W-L Job Categories by Gender and Race/Ethnicity for Worksite (Educational Services) - Geography, Total Population

PowerSchool Database – Waukee Community School District

Applitrack Application System Database - Waukee Community School District

I-Visions Database - Waukee Community School District

Iowa Association of School Boards – 2009 sample Affirmative Action Plan

Iowa Code Chapter 601A (1989) – Civil Rights duties and processes

Iowa Code, Section 19B.11 (1989) – EEO/AA Plan requirements for schools. Iowa Administrative Code 281-95.1 through 281-95.7. The rules require specific steps to accomplish the goals of affirmative action plan.

Iowa State University – Iowa Community Indicators program – June 2013 Department of Economics – Iowa School District Profiles – Waukee Community School District