

# Iowa City Community School District

## Equal Employment Opportunity and Affirmative Action Plan

Affirmative Action Directors:

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Iowa City Community School District  
1725 N. Dodge Street  
Iowa City, IA 52245

2014-2015

**Iowa City Community School District  
Equal Employment Opportunity/Affirmative Action  
Plan Overview**

The District Affirmative Action Plan begins with the Administrative Statement and includes copies of related Board policies. The Board policies establish the legal foundation and principles upon which the District will operate.

The remaining documents, studies and surveys are included to promote easy access for implementation and focus. They outline the duties of the program coordinators, the duties and make-up of the required committee, and analysis of the current workforce, along with District goals and action plans to promote affirmative action.

**Iowa City Community School District Mission Statement**

The mission of the Iowa City Community School District is to ensure all students become responsible, independent learners capable of making informed decisions in a democratic society as well as in the dynamic global community; this is accomplished by challenging each student with a rigorous and creative curriculum taught by a diverse, professional, caring staff strengthened by collaborative partnerships with families and the entire community.

**Non-Discrimination Statement**

It is the policy of the Iowa City Community School District not to discriminate on the basis of race, creed, color, religion, national origin, gender, age, marital status, sexual orientation, gender identity, veteran status, disability, or socioeconomic status in its educational programs, activities, or employment practices.

If you believe you have (or your child has) been discriminated against or treated unjustly at school, please contact the Equity Director, Kingsley Botchway, at 1725 N. Dodge Street, 319-688-1000.

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## Section I

### Statements/Resolutions

## **Administrative Statement**

The Iowa City Community School District is committed to the concepts of equal opportunity employment and affirmative action.

The Equal Employment Opportunity/Affirmative Action Plan contains the policies, processes and goals we will use as a guide to providing equal employment opportunities. The District will not discriminate in employment practices on the basis of race, creed, color, religion, national origin, gender, age, marital status, sexual orientation, gender identity, veteran status, disability, or socioeconomic status in its educational programs, activities, or employment practices. To ensure this practice, a continuous review of recruitment, applicant screening, hiring, assignment, staff development, staff advancement, and grievance procedures will be implemented.

It is the District's intent to provide a fair and supportive work environment for all employees. To this end, policies, goals, implementation timelines and staff to monitor it have been designated. The workplace will be free of harassment which is sexual in nature or which has a demeaning intent related to race, color, national origin, gender, disability, age, marital status, sexual orientation, veteran status, religion, or socioeconomic status. To engage in such, will be a violation of District policy.

The Chief Communications and Human Resources Officer and the Equity Director are charged with monitoring the process of the goals established by the plan and for reporting appropriate information to the administration and to the Board of Directors.

This plan is designed to meet the requirements of Chapter 19B.11 of the Iowa Code and Chapter 95 of the School Rules of Iowa.

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Date

## **Affirmative Action Policy Introductory Statement**

The Iowa City Community School District is committed to the principles of equal employment opportunities and will take affirmative action in practices that provide equal access to minorities, women and under represented groups. We believe that it is within the best interest of the educational system to develop an employee culture reflective of the greater society, to do so would better serve the student populations and make the greatest use of available human resources. The world is ethnically and culturally diverse and students must be equipped with a global perspective which will allow them to interact with all people in varying roles.

Federal regulations particularly advocate affirmative actions on behalf of members of color, women, handicapped persons, and veterans. This policy affirms the District's position of compliance to those regulations.

The purpose of the Equal Opportunity and Affirmative Action Plan is to reaffirm the District's goal of providing equal employment opportunities to group members of color and women. It ensures, however, that recruitment, appointment, and promotion of all persons in all job classifications will occur without discrimination on the basis of race, creed, color, religion, national origin, gender, age, marital status, sexual orientation, gender identity, veteran status, disability, or socioeconomic status.

The responsibility for equal employment opportunity and affirmative action lies ultimately with the Board of Directors and the superintendent. Implementation and administering on a day-to-day basis is the responsibility of the Executive Director of Human Resources, Equity Director, Executive Director of Administrative Services, and all administrators, supervisors and staff who participate in hiring. The continued focus of the principals, directors, coordinators, supervisors, facilitators, and other personnel responsible for hiring and promotion is critical to the success of the District's goals and objectives.

It is this District's intent to comply with federal and state regulations and to work cooperatively with governmental and community organizations to continuously ensure employment opportunities.

**Resolution**

**Whereas**, Chapter 95 of the Iowa Administrative Code, and various federal civil rights laws, require the Board of Directors to assign an employee the responsibility for coordinating and developing the agency’s equal employment opportunity/affirmative action plans.

**Whereas**, this employee may be called upon to do any of the following:

- Provide technical assistance to administrators and Board members.
- Provide program development services related to nondiscrimination.
- Provide access to training to service delivery staff and others regarding equity legislation.
- To coordinate grievance procedures.
- To coordinate record keeping systems related to various aspects of civil rights compliance.
- To coordinate equal employment opportunity and affirmative action efforts.

Therefore, the Iowa City Community School District Board of Directors does hereby specify that the Directors of Equity and Human Resources have joint responsibility for this plan.

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_

Attest: \_\_\_\_\_

Board Secretary  
Iowa City Community Schools

\_\_\_\_\_

Sally Hoelscher  
Board President  
Iowa City Community Schools

## **Responsibilities of the Affirmative Action Directors**

The Chief Communications and Human Resources Officer will direct affirmative action activities as they relate to equal employment practices. The Equity Director will coordinate the District's activities related to MC/GF education and will process discrimination complaints and grievances.

The Executive Director of Human Resources and Equity Director will monitor the District's activities related to the following federal and state equity laws:

<u>Federal</u>	<u>State</u>
a. Title IV-1964 Civil Rights Act (Race and National Origin)	a. Section 256 Iowa Code Nondiscrimination/School Boards
b. Title IX of the 1972 Education Amendments (Gender)	b. Chapter 19B.11 – Equal Employment Opportunity Affirmative Action
c. Section 504 of the 1973 Vocational/ Rehabilitation Act (Disability)	
d. The Age Discrimination Act of 1975 (Age)	
e. Title II of the Vocational Education Amendments of 1976 and the Carl Perkins Act of 1984	

While none of the above laws outline the specific duties for the Equity Director, beyond the general requirements that they coordinate: the agency's compliance activities, it is expected that the Equity Director will be called upon to perform any of the following:

- Provide technical assistance to administrators and board members.
- Provide program development services related to nondiscrimination.
- Provide training to service delivery staff and others regarding equity legislation.
- Coordinate and administer grievance procedures.
- Coordinate and administer record keeping systems related to various aspects of civil rights compliance.
- Coordinate and administer equity compliance evaluation and monitoring systems.



## **Equity/Affirmative Action Advisory Committee**

### Membership and Role

The superintendent or their designee shall appoint an advisory committee upon the recommendation of the equal opportunity/affirmative action administrator. The advisory committee will try to achieve a balance of males and females, people of color representative of groups present in the community, and a representative person with disabilities. Persons representing other diverse groups, including senior citizens and religious groups may be included.

The committee will establish frequency of meetings, meeting times, selection of officers, methods, quorums for voting, etc.

Committee members will be made aware of their advisory capacity and that the administration may not carry out all of their recommendations. At the same time, the administrator will be made aware that they have a responsibility to seriously consider all recommendations made by the committee.

In an effort to keep the committee well informed, administration will provide committee members with copies of federal and state legislation, rules, and guidelines related to equal opportunity employment and affirmative action.

Among the specific responsibilities of the committee should be the following:

- Monitor issues of community interest and concern related to equal opportunity employment and affirmative action and provide that information to the administration and Board.
- Relay information on employment equity activities to the community at large.
- View all agency employment policies and practices to assess the degree to which they promote multicultural concepts.
- Promote more positive inter-group relations within the community, as well as to foster positive inter-group understanding, and skills among the employees and the community.
- Make recommendations to the District's Board and administration related to employment equity issues.
- Provide support for the District's equal opportunity employment/affirmative action plan.

## **Section II**

### **Policies/Regulations**

## **ICCSA School Board Policies**

### **SUPERINTENDENT DIRECTIONS**

In the section entitled Ends Policies we state the desired educational outcomes for the District. It is the role of the Superintendent to provide the means to these ends. The Board does not attempt to prescribe the methods or practices of the Superintendent in accomplishing the District goals. We believe that to tell the staff how to accomplish ends would impede creativity and innovation. However, we do believe that certain means may not be justified by the ends. Some means are not appropriate, even if they work! The following Superintendent Directions define those procedures and behaviors that are appropriate. Within these boundaries, the Superintendent is free to take whatever steps seem advisable to reach District goals without further authorization from the Board.

#### **GLOBAL SUPERINTENDENT DIRECTIONS (LEVEL 1):**

The Superintendent shall ensure that practices, activities, decisions, and organizational circumstances comply with (a) any applicable or relevant requirements of the U.S. or Iowa Constitutions, laws, court decisions, administrative regulations and requirements;(b) binding contracts; and, (c) commonly accepted standards of professional and business ethics and prudence.

#### **POSITIVE STAKE HOLDER RELATIONS (LEVEL 2a):**

With respect to interactions with stakeholders the Superintendent shall ensure that conditions, procedures, or decisions are safe, dignified, and that provide appropriate confidentiality and privacy.

#### **The Superintendent shall (LEVEL 3a):**

1. Establish with stakeholders a clear understanding of their rights and the services they may expect from the District.
2. Use application forms that elicit information for which there is clear need.
3. Use methods of collecting, reviewing, transmitting, or storing information that protect against improper access to that information.
4. Respond to communications (such as by phone, mail, e-mail) as promptly as reasonably would be expected.
5. Prohibit the use of abusive language and other behavior generally considered to be lacking in civility and respect for others.

6. Prohibit school based programs/activities sponsored by outside groups that are in conflict with district curricula or Administrative Policy 1003.4 Soliciting and Advertising Directed to Students.
7. Provide a grievance process to those who believe they have not been accorded a reasonable interpretation of their rights under this policy (see Appendix 6, Board Complaint Process and Administrative Policy numbers 402.10 and 1002.2).
8. Direct staff to review academic achievement data with parent(s) or guardian(s). The review shall include students level of performance, the academic achievement, support and interventions identified if needed, and any needed recommendations for parental participation. (Board Policy 505.1)
9. Develop a plan to achieve and maintain the diversity goals established by the board pursuant to its diversity policy.
10. Achieve the diversity goals for grades K-8 by the 2018-2019 school year, and maintain a demonstrable pace toward achieving those goals of at least 20% progress on the diversity plan annually prior to that school year.
11. Achieve the diversity goals for grades 9-12 by the 2015-2016 school year.
12. Not create of non-contiguous attendance zones with either high or low student of color populations in order to effectuate the goals of the diversity policy.
13. Work to reduce the number of non-contiguous attendance zones.

**STAFF RELATIONS (LEVEL 2b):**

With respect to staff and volunteers of the District the Superintendent shall ensure conditions that are dignified and consistent with the mission of public school system.

**The Superintendent shall (LEVEL 3b):**

1. Operate within the written personnel policies that clarify personnel rules for staff, provide for effective handling of grievances, and protect against wrongful actions such as nepotism and grossly preferential treatment for personal reasons.  
(Board Policy 401.1, 401.13, 405.2, 405.8, 411.2, 411.7)
2. Allow any staff member to express an ethical dissent, without consequence.  
(Board Policy 401.1)
3. Allow staff members to communicate with Board members, either individually or as a Board, with regard to any matter, especially any assertions that board policies have been violated or that those policies do not adequately protect their human rights.  
(Board Policy 104, 401.1)

4. Inform staff of their rights under this policy.  
(Board policy 401.1)

5. Develop a plan to assure equitable use of the District's resources in pursuit of diversity within buildings and classrooms.  
(Board Policy 104)

### **FINANCIAL PLANNING AND BUDGETING (LEVEL 2c):**

Financial planning for the whole or any part of a fiscal year shall conform to the Board's Ends priorities, ensure financial stability, and be derived from a multiyear forecast.

### **The Superintendent shall (LEVEL 3c):**

1. Provide the Board, and public, with (a) a budget document that contains sufficient information to enable credible projection of, among other things, revenues and expenses, separation of capital and operational items, cash flow, and disclosure of planning assumptions; and, (b) additional budget information in a form that is designed to be understood by the media and public.

2. Prepare budgets that ensure that the expenditures in any fiscal year are less than the funds conservatively projected to be received in that period.

3. Plan to maintain "unspent, unobligated balances" of between 5 and 10 percent of budget authority.

4. Inform and involve the Board in all significant aspects of planning for the construction of new buildings and building additions and all other PPEL and SILO expenditures exceeding one million dollars.

5. Maintain a PPEL fund balance of between 5% and 10% of total annual revenue, excluding dollars retained for specific purposes.

6. Maintain a SILO fund balance of between 5% and 10% of the average yearly SILO revenues remaining, after deducting revenues reserved for new schools, Family Resource Centers and technology replacement.

7. Retain, from the 2007-2017 voted SILO revenues, \$32 million to be applied to the construction of a new high school. If the Board does not approve the construction of these facilities during this ten year period the retained revenues may be released for other uses.

8. Develop a plan to achieve and maintain permanent building capacity utilization goals established by the board pursuant to its diversity policy. (Board Policy 501.4)

9. Achieve capacity utilization goals for grades 7-8 by the 2015-2016 school year. (Board Policy 501.4)

10. Achieve capacity utilization goals for grades 9-12 by the 2014-15 school year. (Board Policy 501.4)

11. Achieve at least one diversity or capacity utilization goal for grades 9-12 by the 2014-15 school year in the special case that differences in both diversity and capacity utilization exceed 10 percentage points between two comprehensive 9-12 schools in the 2012-13 school year. (Board Policy 501.4)

### **ONGOING FINANCIAL ACTIVITIES (LEVEL 2d):**

With respect to the actual, ongoing financial condition and activities the Superintendent shall ensure the development of fiscal stability and prevent material deviation of actual expenditures from the budget.

### **The Superintendent shall (LEVEL 3d):**

1. Ensure District debt can be repaid by certain, and otherwise unencumbered revenues, within sixty days (with the exception of Board-approved long-term bonded indebtedness - such as for new school buildings).
2. Ensure government-required payments or reports are on time and accurate.
3. Provide the Board with quarterly summaries of the financial condition of the District.
4. Provide notice to the Board in advance of any General Fund, PPEL, or SILO Fund non-contractual expenditure equal to or greater than \$100,000. Splitting orders to avoid this limit is not appropriate.
5. Receive approval from the Board in advance of execution of any contract or agreement equal to or greater than \$25,000. Splitting orders to avoid this limit is not appropriate.
6. Disclose in the quarterly summaries a decrease of more than 1 percentage point in the projected unspent, unobligated balance expressed as a percentage of the budget authority.

### **ASSET PROTECTION (LEVEL 2e):**

The Superintendent shall ensure the District's assets are protected, adequately maintained, and free from unnecessary risk.

### **The Superintendent shall (LEVEL 3e)**

1. Provide adequate insurance coverage for losses due to theft, casualty or liability for the District as an entity, or appropriate liability insurance coverage for its employees and Board members.
2. Prevent unbonded personnel from having access to material amounts of funds.
3. Prevent school buildings as well as other physical plant and equipment suffering from unnecessary and improper wear and tear, or insufficient regular maintenance.
4. Ensure the District, its employees, and the Board are not unnecessarily exposed to claims of liability.
5. Follow normal business practices of ethics and prudence with regard to purchases, considering, among other things, competitive bidding, benefit-cost analysis, and the appearance of as well as real conflicts of interest.
6. Protect intellectual property, information, and files from loss or significant damage.
7. Comply with generally accepted auditing practices and controls with regard to the receipt, processing and disbursement of funds.
8. Invest or hold operating capital in ways that conservatively optimize the District's balance between return and risk.
9. Protect the District's public image or credibility from things that would hinder the accomplishment of its mission.

**COMPENSATION AND BENEFITS (LEVEL 2f):** (Board Policy 401.1, 405.2, 405.8, 411.2, 411.7)

The Superintendent shall ensure the District's fiscal integrity and public image with respect to staff employment, compensation and benefits, and conduct bargaining unit negotiations with the maximum possible mutual respect and good will, recognizing that all parties are professionals and co-workers in a common enterprise.

**COMMUNICATION WITH AND SUPPORT TO THE BOARD (LEVEL 2g):**

The Superintendent shall ensure the Board is informed and shall provide for such staff and other support as it shall require for its work. (Board Policy 401.1, 405.2, 411.2)

**The Superintendent shall (LEVEL 3g):**

1. Regularly provide the Board with two categories of information in a timely, accurate, and understandable fashion: (a) that which is necessary to monitor achievement of the Board's "Ends" and compliance with these Superintendent Directions; and, (b) that which the Board requests as a part of an overall "Management Information Reporting System"

designed to keep it informed of District operations generally, even though action on such matters has been delegated to the Superintendent. (See Appendix 3)

2. Make the Board aware of such additional information as in their judgment relates to relevant District trends, anticipated adverse media coverage, material external or internal changes (particularly those that affect the assumptions on which previous Board policies have been established). Status reports regarding ongoing crises or disasters shall be provided Board members as soon as is consistent with the Superintendent's other responsibilities at the time.

3. Inform the Board whenever in their judgment the Board is not in compliance with its own policies regarding Governance and Board-Superintendent Linkage, especially in any circumstance in which the Superintendent believes Board behavior is detrimental to the working relationship between the Board and Superintendent.

4. Make available without delay negative information regarding the District's performance, staff, or public image.

5. Include as much internal and external data, research, staff and other opinions and points of view as are needed for fully informed Board deliberations and choices when presenting information, proposals, or analyses to the Board upon their own motion, or upon Board request.

6. Comply with reasonable requests by individual Board members and the Board President for information, meetings with them, or other personnel, although communications normally will be with the entire Board.

7. Supply for the consent agenda all items delegated to the Superintendent by the Board, and yet still required by law or contract to be Board approved, along with such monitoring assurance as may be relevant.

**FACILITIES LEARNING ENVIRONMENT (LEVEL 2h):**

(Board Policy 505.1, 505.5, 602.1, 602.2, 602.3, 605.1, 605.3, 605.4, 605.5)

The Superintendent shall continuously improve District facilities by optimizing the relationship between facilities and enhanced student learning.

**The Superintendent shall (LEVEL 3h):**

1. Promote a policy that facilities improvements will be data-driven and research-based.

2. Require that the process to fund facilities improvements, due to the unique electoral cooperation that is necessary between stake-holding voters and the ICCSD, be democratic, inclusive and consensus-building.



3. Address immediate, short-term and long-term capital needs planning, while being cognizant of grant opportunities and of local, state and federal legal compliance issues.
4. Pursue continuous facilities improvement with consideration of the guiding principles of equity, capacity, fiscal responsibility, accessibility, safety, schools serving neighborhoods, environmental responsibility, legal compliance, and regional compatibility. (See Appendix 5)

**SAFE ENVIRONMENT (LEVEL 2i):**

The Superintendent shall ensure a school environment in which students and staff feel safe.

**The Superintendent shall (LEVEL 3i):** (Board Policy 104, 106, 107)

1. Implement policies and practices which provide safe, secure, and accessible physical surroundings, including school buildings, grounds, and district sponsored transportation services.
2. Ensure adequate response plans for threats to safety from crisis situations such as fire, severe storms, bombs, weapons, intruders, or stalkers.
3. Consistently enforce site based school discipline policies, and district policies prohibiting violence, aggression, weapons, bullying, harassment, hazing, intimidation, substance abuse, and gang activity.
4. Ensure all District employees are knowledgeable and compliant with District policies contained in Level 3i1.

**LEARNING ENVIRONMENT (LEVEL 2j):**

(Board Policy 602.1, 602.2, 602.3, 605.1, 605.3, 605.4, 605.5)

The Superintendent shall provide a process for continual review and improvement of the district's learning environment and learning supports that is data-driven and research based.

**The Superintendent shall (LEVEL 3j):**

1. Provide a process for continual review and improvement of district curriculum, course offerings, and graduation requirements. (Board Policy 505.5, 602.3, 605.3)
2. Provide a process for continual review and improvement of student learning opportunities and performance. (Board Policy 602.1, 602.2, 602.3, 605.1, 605.3)
3. Provide a process for continual review and improvement of the district staff development program. (Board Policy 401.13)
4. Provide a process to optimize the diversity of District staff in order to reflect the diversity of our student population. (Board Policy 401.1)

5. Provide for equity in educational opportunity, curriculum and learning supports across the district. (Board Policy 102)

6. Provide pupil teacher ratios that are educationally appropriate and fiscally sustainable. General education class size aspirational goals are no more than:

K-2:	24
3-6:	28
7-8:	30
9-12:	32

7. Provide a process for continual review and improvement of school climate.

**SUPERINTENDENT PROFESSIONAL DEVELOPMENT (LEVEL 2k):**

The Superintendent shall seek annual professional development opportunities that are well focused and appropriately related to current district goals or specifically designed to improve their professional skills.

Adopted: 11/23/99  
Effective: 03/07/00  
Revised: 01/14/03  
06/10/03 corrected  
01/11/05  
03/22/05  
11/08/05  
06/12/07  
05/21/13

09/09/13

**ADMINISTRATIVE GUIDELINE**

**PERSONNEL POLICIES GOALS AND GUIDING PRINCIPLES**

The District's goal is to obtain and retain qualified and effective employees. The Board shall have complete discretion to determine the number, the qualifications, and the duties of the positions and the school district's standards of acceptable performance. It shall be the responsibility of the superintendent to make recommendations to the Board in these areas prior to board action.

District policies in this series relating to general employees shall apply to employees regardless of their position as a licensed employee, classified employee, substitute, or administrator. District policies relating to licensed employees shall apply to positions that require a teaching license or administrator's certificate or other professional license, certificate, or endorsement, unless administrative positions are specifically excluded from the policy. Classified employees' policies included in this series shall apply to positions that do not fall within the definition of licensed employee.

Revised:       September 17, 2013

**ADMINISTRATIVE GUIDELINE**

**EQUAL EMPLOYMENT OPPORTUNITY AND  
AFFIRMATIVE ACTION COMPLIANCE PROGRAM**

The Iowa City Community School District is an Equal Opportunity Employer without regard to age (except for students), gender, sexual orientation, gender identity, marital status, socioeconomic status, disability, race, national origin, color, religion, and creed.

All employment decisions will be made in accordance with these principles. All employment related programs will be administered in a manner consistent with these principles. No employee or applicant shall suffer any form of discrimination because of age (except for students), gender, sexual orientation, gender identity, marital status, socioeconomic status, disability, race, national origin, color, religion, and creed.

To ensure awareness by all levels of the administration, all employees, all students, educational agencies, vendors with which the District works and the community, the District will disseminate information as detailed below.

A. Dissemination of Policy

1. Employees will be reminded annually of the District's Equal Employment Opportunity Policy ("EEO Policy") by:
  - a. Description of the EEO Policy by publication or reference in all issuances or re-issuances of personnel handbooks.
  - b. Where applicable, detailed discussions of the EEO Policy at administrative conferences and staff meetings.
  - c. Posting of the EEO Policy on the District's website.
2. Employment advertisements will contain assurance of equal employment opportunity.
3. Employment sources and recruiting sources where jobs are posted and/or listed by the District will be reminded of the District's EEO Policy, both verbally and in writing.
4. Notices informing employees and applicants of their rights under federal and state civil rights laws will be posted on bulletin boards and in locations where applicants are interviewed.

- B. Responsibility for Implementing the Affirmative Action Plan and Program
  - 1. The Chief Human Resources Officer and Equity Director are responsible for implementing the Affirmative Action Plan and Program and will render full assistance and support for those seeking help and assistance in taking affirmative action.
- C. Recruiting
  - 1. Additional emphasis will be given to seeking and encouraging applicants from groups of color, women's groups and the disabled where such applicants with the necessary qualifications or potentials are available.
- D. Training
  - 1. All training and in-service programs supported or sponsored by the District will continue to be equally open to all employees on the basis of qualifications.
- E. Hiring, Placement, Transfer, Lay-Off and Recall
  - 1. The District recognizes that to accomplish the long-range objectives of its Equal Employment Opportunity policy, continued affirmative action must be taken to ensure that job opportunities of all kinds are called to the specific attention of members of groups of color, women and the disabled, and that qualified members of such groups should be offered positions on the same basis as all other applicants or employees. To assure achievement of the objectives, the District will periodically review its practices of hiring job applicants.
- F. Compensation
  - 1. All employees will receive compensation in accordance with the same standards. Opportunities for performing overtime work or otherwise earning increased compensation will be afforded to all qualified employees without discrimination based on age (except for students), gender, sexual orientation, gender identity, marital status, socioeconomic status, disability, race, national origin, color, religion, and creed.

Revised: September 17, 2013

**EQUAL EMPLOYMENT OPPORTUNITY**

The Iowa City 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 to all employees and applicants for employment includes 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 in major job categories where women, men, minorities and persons with disabilities are underrepresented. Employees will support and comply with the district's established equal employment opportunity and affirmative action policies. Employees will be given notice of this policy annually.

The board will appoint an affirmative action coordinator. The affirmative action coordinator will have the responsibility for drafting the affirmative action plan. The affirmative action plan will be reviewed by the board at least every two years.

Date of Adoption: 8/23/11

Legal Reference: 29 U.S.C. §§ 621-634 (2010).  
42 U.S.C. §§ 2000e et seq. (2010).  
42 U.S.C. §§ 12101 et seq. (2010).  
Iowa Code §§ 19B; 20; 35C; 73; 216; 279.8 (2009).  
281 I.A.C. 12.4; 14.1; 95. (2000).

**LICENSED EMPLOYEE QUALIFICATIONS, RECRUITMENT, SELECTION**

The Board of Directors encourages application by licensed candidates with diverse points of view and backgrounds for positions in the Iowa City Community School District. The Iowa City Community School District seeks employees who combine the qualities of strong moral character, professional expertise, and thorough preparation in their educational field(s).

Persons interested in a licensed position, other than administrative positions, will have an opportunity to apply and qualify for licensed positions in the school district without regard to age, race, creed, color, sex, national origin, religion, sexual orientation, gender identity, marital status, veteran status, disability, or socioeconomic status except where age, gender, or disability constitute a bona fide occupational qualification necessary for job performance. Job applicants for licensed positions will be considered on the basis of the following:

- Training, experience, and skill;
- Nature of the occupation;
- Demonstrated competence; and
- Possession of, or ability to obtain, state license, if required, for the position.

Date of Adoption: 5/10/70

Revised: 7/27/76  
5/10/88  
5/13/92  
6/22/93  
11/26/96  
4/28/98  
4/27/99  
8/28/01  
11/8/05  
7/21/11  
8/23/11

Legal Reference: US Civil Rights Act 1964, 1972, and the Iowa Civil Rights Act 1965.  
29 U.S.C. §§ 621-634 (2006).  
42 U.S.C. §§ 2000e *et seq.* (2006)  
Iowa Code §§ 20; 35C; 216; 279.13 (2011).  
281 I.A.C. 12.  
282 I.A.C. 14.  
1980 Op. Att'y Gen. 367.

### **ANTI-BULLYING/HARASSMENT AND DISCRIMINATION**

The Board is committed to providing a safe and civil school environment in which all members of the school community are treated with dignity and respect. As a result, harassment and bullying of students, school employees, applicants, vendors, visitors, and/or volunteers are not tolerated by the Board 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.

“Volunteer” is defined as an individual who has regular, significant contact with students and does not refer to non-district persons who serve in “one-time-only” functions.

The Board prohibits harassment, bullying, hazing, or any other victimization, of students, school employees, applicants, vendors, visitors, and/or volunteers, based on any of the following actual or perceived traits or characteristics, including but not limited to, age, gender, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, veteran status, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. Adherence to bona fide occupational/educational qualifications shall not be interpreted as discriminatory.

This policy is in effect while students, employees, applicants, vendors, visitors, and/or volunteers are on property within the jurisdiction of the Board; while on school-owned or school-operated vehicles; while attending or engaging 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 person is found to be in violation of this policy, he/she shall be disciplined by appropriate measures up to, and including:

- for a student, suspension and expulsion;
- for an employee, termination; and,
- for an applicant or school vendor, visitor, or volunteer, exclusion from school grounds.

Harassment and bullying shall be defined as any electronic, written, verbal, or physical act or conduct that is based on any actual or perceived trait or characteristic of a person and that creates an objectively hostile school environment that meets one or more of the following conditions:

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



“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 purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Repeated remarks of a demeaning nature that have the purpose or 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 purpose or 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 person’s performance or creation of an intimidating, offensive, or hostile environment.

For the purposes of this policy, sexual harassment is defined as unwelcome advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- A. submission to such conduct is explicitly or implicitly made a term or condition of status in a class, pro-gram, or activity;
- B. submission to or rejection of such conduct is used as a basis for an educational decision affecting student; or
- C. such conduct has the purpose or effect of interfering with a performance, or of creating an intimidating, hostile, or offensive environment for learning.

Sexual overtures by a staff member to a student shall be investigated per the child abuse law in chapter 102 of the Iowa Department of Education administrative code. Any sexual overtures by a staff member to a student, whether welcome or unwelcome, are prohibited and shall be grounds for discipline, including discharge of the staff member.

The school or school district will promptly and reasonably investigate allegations of bullying or harassment.

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 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.

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,  (other)

Copies will be available to any person at the Central Administrative Office at 1725 N. Dodge Street, Iowa City, IA 52245.

Date of Adoption: 10/23/07  
Revised: 1/08  
8/23/11

Reference:

Code of Iowa 708.7,  
20 U.S.C. §§ 1221-1234  
(2004)  
29 U.S.C. §§ 794 (1994)  
42 U.S.C. §§ 2000d-2000d-7  
(2004) §  
42 U.S.C. §§ 12001 et.seq.  
(2004)  
Senate File 61, 1<sup>st</sup> Regular  
Session, 82<sup>nd</sup> General  
Assembly, (2007)  
Code of Iowa §§ 216.9; 280.3 (2007)  
281 I.A.C. 12.3(6)  
IASB Policy No. 104 (2011)

## ADMINISTRATIVE GUIDELINE

### ANTI-BULLYING/HARASSMENT AND DISCRIMINATION

The District is committed to providing a safe and civil school environment in which all members of the school community are treated with dignity and respect. As a result, harassment and bullying of students, school employees, applicants, vendors, visitors, and/or volunteers are not tolerated by the Board 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.

“Volunteer” is defined as an individual who has regular, significant contact with students and does not refer to non-district persons who serve in “one-time-only” functions.

The District prohibits harassment, bullying, hazing, or any other victimization, of students, school employees, applicants, vendors, visitors, and/or volunteers, based on any of the following actual or perceived traits or characteristics, including but not limited to, age, gender, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, veteran status, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. Adherence to bona fide occupational/educational qualifications shall not be interpreted as discriminatory.

This policy is in effect while students, employees, applicants, vendors, visitors, and/or volunteers are on property within the jurisdiction of the Board; while on school-owned or school-operated vehicles; while attending or engaging 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 person is found to be in violation of this policy, he/she shall be disciplined by appropriate measures up to, and including:

- for a student, suspension and expulsion;
- for an employee, termination; and,
- for an applicant or school vendor, visitor, or volunteer, exclusion from school grounds.

Harassment and bullying shall be defined as any electronic, written, verbal, or physical act or conduct that is based on any actual or perceived trait or characteristic of a person and that creates an objectively hostile school environment that meets one or more of the following conditions:

- Places the person in reasonable fear or harm to the person or substantial harm to the person’s property;
- Has a substantial and detrimental effect on the person’s physical or mental health;
- Has the effect of substantially interfering with the person’s performance; or

- Has the effect of substantially interfering with the person's ability to participate in or benefit from the services, activities, or privileges provided by the district.

“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 purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Repeated remarks of a demeaning nature that have the purpose or 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 purpose or 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 person's performance or creation of an intimidating, offensive, or hostile environment.

For the purposes of this policy, sexual harassment is defined as unwelcome advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- A. submission to such conduct is explicitly or implicitly made a term or condition of status in a class, program, or activity;
- B. submission to or rejection of such conduct is used as a basis for an educational decision affecting student; or
- C. such conduct has the purpose or effect of interfering with a performance, or of creating an intimidating, hostile, or offensive environment for learning.

Sexual overtures by a staff member to a student shall be investigated per the child abuse law in chapter 102 of the Iowa Department of Education administrative code. Any sexual overtures by a staff member to a student, whether welcome or unwelcome, are prohibited and shall be grounds for discipline, including discharge of the staff member.

The school or school district will promptly and reasonably investigate allegations of bullying or harassment.

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 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.

The District 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,
- (other)

Copies will be available to any person at the Central Administrative Office at 509 S. Dubuque Street, Iowa City, IA 52240.

Revised:       September 17, 2013

## ADMINISTRATIVE GUIDELINE

### ANTI-BULLYING / ANTI-HARASSMENT

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 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, including but not limited to, 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 based upon race, color, creed, sex, sexual orientation, national origin, religion, age or disability 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 includes 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 purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Repeated remarks of a demeaning nature that have the purpose or 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 purpose or 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 building principal or designee will be responsible for handling all complaints by students alleging bullying or harassment. The building principal 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 in the school. The superintendent shall report to the Board on the progress of reducing bullying and harassment in the school.

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; or
- Inclusion on the school or school district's web site.

Furthermore, a copy shall be made to any person at the District's central administrative office.

Revised: September 17, 2013



**ADMINISTRATIVE GUIDELINE**

**ANTI-BULLYING / ANTI-HARASSMENT COMPLAINT FORM**

Name of complainant: \_\_\_\_\_

Position of complainant: \_\_\_\_\_

Date of complaint: \_\_\_\_\_

Name of alleged harasser or bully: \_\_\_\_\_

Date and place of incident or incidents: \_\_\_\_\_

Description of incident or incidents: \_\_\_\_\_

Name of witnesses (if any): \_\_\_\_\_

Evidence of harassment or bullying, i.e., letters, photos, etc. (attach evidence if possible):

Any other information: \_\_\_\_\_

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

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

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

Revised: September 17, 2013

Code No. 502.2

**ADMINISTRATIVE GUIDELINE**

**ANTI-BULLYING / ANTI-HARASSMENT WITNESS FORM**

Name of witness: \_\_\_\_\_

Position of witness: \_\_\_\_\_

Date of testimony, interview: \_\_\_\_\_

Description of incident witnessed: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Any other information: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

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

Revised: September 17, 2013

## ADMINISTRATIVE GUIDELINE

### ANTI-BULLYING / ANTI-HARASSMENT INVESTIGATION PROCEDURES

#### I. General Procedures

Individuals who feel that they have been harassed should:

1. Communicate to the harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual wants assistance communicating with the harasser, the individual should ask a teacher, counselor, principal or another appropriate school employee to help.
2. If the harassment does not stop, or the individual does not feel comfortable confronting the harasser, the individual should:
  - tell a teacher, counselor, principal or another appropriate school employee; and
  - write down exactly what happened, keep a copy and give another copy to the teacher, counselor, principal or another appropriate school employee 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.

#### II. Complaint Procedure

An individual who believes that the individual has been harassed or bullied will notify the building principal or designee, who will be the designated investigator. The alternate investigator is the District's Director of Business Affairs. 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 has the authority to initiate an investigation in the absence of a written complaint.

#### III. 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 superintendent. The

investigator will provide a copy of the findings of the investigation to the superintendent.

Remember the following points:

- 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; and
- Retaliators will be disciplined up to and including suspension and expulsion.

#### IV. Conflicts with Investigation

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

#### V. Resolution of the Complaint

Following receipt of the investigator's report, the superintendent 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 superintendent may, at the superintendent's discretion, interview the complainant and the alleged harasser. The superintendent 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 superintendent will maintain a log of information necessary to comply with Iowa Department of Education reporting procedures.

Revised: September 17, 2013

## **Section III**

### **Workforce Analysis**

## **Report from the Human Resources Department Staff Accounting 2014-2015**

### **Overview**

This report is an accounting of staff of the Iowa City Community School District and an analysis of the workforce distribution based on race and gender.

The official accounting date has been established as October 1 of 2014. This allows adequate time for the staff adjustments necessary at the beginning of the year and aligns with the Iowa Department of Education's official student count day. In addition, it provides a consistent reporting date from which to compare data from year to year. The last official Equal Employment Opportunity and Affirmative Action Plan was developed for the 2013-2014 school year. The charts included in this report are compared with those from previous years. The changes in data come from needs and/or programs established throughout the year as well as the increased student population.

Certified staff is accounted for by per person count (head count) and by full time equivalent (FTE). The per-person count represents the actual number of people which include full and part time employees. The FTE stands for "full time equivalent" of the total number of staff and is based on percentage of time per week a certified staff member works. Non-certified staff totals are by per person count, not by FTE.

The analysis of distribution data is done to provide a portrait of the District staff and to monitor growth toward our annual hiring and recruitment goals. Charts will be used that represent staff according to race, gender, and positions by percentages and per person counts in each category.

The following pages will present an accounting and analysis of certified staff by groups and non-certified staff by department.

## **PART I Administrators**

The District employs 51 administrators. There are fifteen (15) central office administrators:

- Superintendent
- Assistant Superintendents (2)
- Chief Talent and Community Affairs Officer
- Chief Financial Officer
- Chief Operating Officer
- Director of Budget and Finances
- Director of Equity and Staffing
- Director of Health Services
- Director of Instruction
- Director of Student Services
- Director of Special Education
- Director of Nutrition Services
- Director of Physical Plant
- Assistant Physical Plant Director (2)

The District employs 35 (34 FTE) building level administrators:

- Principals at each of the 19 elementary schools, three junior high schools, two high schools, and one senior high alternative center
- Athletic Directors (2): one at City High School, one at West High School
- Junior High Activities Director .50 FTE (1)
- Two assistant principals at each high school (4)
- One assistant principal at two of the junior high schools (2)
- One .50 FTE assistant junior high principal

The following chart shows the ethnic breakdown and the male to female representation of the ICCSD administrative team. The District goal for percentage of administrators of color is six (6) percent. The chart indicates that the 2014-2015 administrator of color percentage is 1.92. The previous District goal for percentage of female administrators is 50 percent, which has been met.

<b>2014-2015 Chart 1: Ethnic and Gender Breakdown of Administrative Staff</b>				
	Staff of Color	Male	Female	Total
ESC	0	8	8	16
Principals	0	9	16	25
Assistant Principals	0	2	5	7
Athletic Directors	0	3	0	3
<b>Total</b>	<b>0</b>	<b>22</b>	<b>29</b>	<b>51</b>
	0.00 %	43%	57 %	100.00%



**PART II**  
**Certified Staff**  
**(Non Administrative)**

Certified positions are broken down according to the State’s Equal Employment Opportunity Commission (EEOC) categories. The staff members in the certified category are those listed as bargaining unit employees in the negotiated agreement with the Iowa City Education Association. This listing excludes grant supported staff (most of who have degrees but are not employed in teaching positions nor listed in the bargaining unit agreement). Technical staff categories are listed with support staff.

The number of certified teaching staff members in the Iowa City Community School District is calculated and represented by the number of employees (headcount) and also by full-time equivalents. This population of employees includes:

- Elementary and secondary teachers {includes pre-school, art, music (band, orchestra, vocal), Physical Education }
- Other classroom teachers (special education resource, special education self-contained, certified at risk staff, reading, reading recovery, and Title 1)
- Guidance counselors
- Teachers librarians
- Other professionals (success center, health services/nurses, extended learning program teachers, English as a second language teachers, auto mechanics teachers, home school project coordinator, dean of students, welcome center, athletic trainers, career center, curriculum consultants).
- Instructional Coaches

<b>2014-2015 Chart 2: Breakdown of Certified (non-administrative) staff</b>		
	<i>FTE</i>	<i># Persons</i>
Elementary	401.35	410
Secondary	239.88	248
Other Classroom Teachers	145.25	149
Guidance Counselors	31.2	33
Teacher Librarians	25	26
Other Professional Staff	69.67	73

Instructional Coaches	28.6	30
<b>TOTAL</b>	940.95	969

Chart 3 below illustrates the distribution of staff over position categories according to race and ethnicity. There are 4.33 percent staff of color members among the different certified categories. This is significantly below the District goal of six (6) percent. In 203-2014, the percentage of staff of color was 4.25 percent.

**2014-2015 Chart 3: Certified professional staff by ethnic group**

	American Indian	Asian American	Hispanic American	African American	European American	Total Staff of Color	Total
Elementary	0	1	4	7	398	12	410
Secondary	0	2	7	6	233	15	248
Other Classroom Teachers	0	1	1	4	143	6	149
Guidance Counselors	0	0	0	0	33	0	33
Teacher Librarians	0	0	0	0	26	0	26
Other Professional Staff	1	1	7	0	64	9	73
Instructional Coaches	0	0	0	0	30	0	30
<b>TOTAL</b>	1	5	19	17	927	42	969
Percentage	0.10%	0.52%	1.96%	1.75%	95.67%	4.33%	

The Chart 4 below illustrates the distribution of certified teaching staff by position categories and according to gender. There are 741 (76%) female staff members and 228 (24%) male staff members. In 2013-2014 the number percentage of male certified staff was 23%. Among the elementary teaching staff, there are 66 male and 344 female staff members. Male elementary certified staff members make up 16% of total elementary certified staff. The District goal of 15 percent male elementary teachers was met.

**2014-2015 Chart 4: Certified and professional staff by gender**

	<i>Male</i>	<i>Female</i>	<i>Total</i>
Elementary	66	344	410
Secondary	110	138	248
Other Classroom Teachers	29	120	149
Guidance Counselors	9	24	33
Teacher Librarians	2	24	26
Other Professional Staff	12	61	73
Instructional Coaches	0	30	30
<b>TOTAL</b>	<b>228</b>	<b>741</b>	<b>969</b>
Percentage	24%	76%	

### Growth of Certified Staff

The following chart illustrates a decrease of 24 FTE certified staff members for the 2014-2015 school year over the 2013-2014 school year total.

**2014-2015 Chart 5: Increase in certified staff members (non administrative)**

	Full-Time Equivalent	Full-Time Equivalent	Difference
	2013-2014	2014-2015	Increase/Decrease
Elementary	401.54	401.35	-.19
Secondary	239.33	239.88	.55
Other Classroom	155.6	145.25	-10.35
Guidance Counselors	33.9	31.2	-2.7
Teacher Librarians	27	25	-2
Other Professionals	77.98	69.67	-8.31
Instructional Coaches/ Supervisory	19.5	19.5	0
<b>TOTAL</b>	954.85	931.85	

The following chart shows the growth of certified staff over a selected four year period.

<b>2014-2015 Chart 6: Growth of certified staff (non administrative)</b>				
	<i>FTE</i>	<i>FTE</i>	<i>FTE</i>	<i>FTE</i>
	2008-2009	2011-2012	2013-2014	2014-2015
Elementary	348.33	357.59	401.54	401.35
Secondary	235.88	231.72	239.33	239.88
Other Classroom Teachers	178.02	153.72	155.6	145.25
Guidance	30.6	30.6	33.9	31.2
Teacher Librarians	26.8	25.8	27	25
Other Professionals	35.75	35.6	77.98	69.67
Consultants/Supervisory	15.85	27.92	19.5	19.5
<b>TOTAL</b>	871.23	862.95	954.85	931.85

### PART III Support Staff

In addition to certified staff members, the District employs 825 support staff employees. For the purposes of this report, the numbers reflect a per-person count (head count). Part-time and full-time staff members are counted the same. The support staff is categorized in the following groups:

- Paraeducators (supervisory, classroom, and special education)
- Food Service (includes kitchen managers)
- Physical Plant (custodians and skilled laborers)
- Secretaries (building “school-year” secretaries)
- Off-Schedule (year-round secretaries)
- Technical/Supervisor Staff (food service director, office manager, network specialists, technology specialists, director of business services)
- Grant (family resource personnel, at-risk facilitator, etc.)

<b>2014-2015 Chart 7: Growth of support staff by category</b>				
Employee Category	2008-2009	2011-2012	2013-2014	2014-2015
Paraeducators	369	379	422	405
Food Service	82	83	111	95
Physical Plant	114	108	131	117
Secretaries	92	89	94	104
Off-Schedule	23	25	32	31
Technical/Supervisor	18	15	19	23
Grants	30	36	47	50
<b>TOTAL</b>	<b>728</b>	<b>732</b>	<b>856</b>	<b>825</b>

The following charts below list all support staff by departmental groups by ethical group and by gender. Again, this count is a per-person count as opposed to fulltime equivalent (FTE).

<b>2014-2015 Chart 8: Support by ethnic groups</b>						
	<i>European American</i>	<i>African American</i>	<i>Hispanic American</i>	<i>Asian American</i>	<i>American Indian</i>	<i>Total</i>
Paraeducators	367	21	12	4	1	405
Food Service	84	3	4	2	2	95
Physical Plant	103	7	4	3	0	117
Secretaries	96	1	6	1	0	104
Off-Schedule	28	0	3	0	0	31
Technical/Supervisor	21	1	1	0	0	23
Grants	39	7	4	0	0	50
Total	738	40	34	10	3	825
% of Total	89.45%	4.85%	4.12%	1.21%	0.36%	
	<b>Total Staff of Color:</b>		10.55%			

The 2014-2015 percentage of 10.55 percent meets the ten (10) percent support staff of color goal and represents a decrease from the 2013-2014 report which indicated 10.59% percent support staff of color.

**2014-2015 Chart 9: Support staff by gender**

<i>Employee Category</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Paraeducators	76	329	405
Food Service	5	90	95
Physical Plant	103	14	117
Secretaries	2	102	104
Off-Schedule	0	31	31
Technical/Supervisor	8	15	23



Grants	14	36	50
Total	208	617	825
Percentage	25.21%	74.79%	

The 2014-2015 total of male support staff employees was 25.21 percent. This is lower than the 26.27 percent recorded for the number of male support staff employees in 2013-2014. No gender goal for support staff is set in this report.

**PART IV**  
**Numerical Goals/Progress**

Numerical goals are set to focus efforts on increasing the percentage of staff members of color employed by the District. These hiring goals are not treated as hiring quotas, but as reasonable aspirations toward correcting imbalance in the workforce and to better reflect the demographic makeup of the students that are served by the District. The 2014-2015 hiring goal was six (6) percent for staff of color in all categories, 50 percent for female administrators, and 15 percent for male elementary teachers. Chart 10 gives a summary of the distribution of all employee groups. The following page shows the distribution of representation across employee groups of color.

**PART V**  
**Total District Staff**

<b>2014-2015 Chart 10: Summary of the distribution of staff across employee groups</b>		
	<i>FTE</i>	<i>Head Count</i>
<b><i>Administrators</i></b>		
Educational Services Center	15	15
Building Principals/Assistant Principals/Athletic Directors	34	35
<b><i>Total Administrators</i></b>	49	50
<b><i>Certified Teaching Staff</i></b>		
Elementary	401.35	410
Secondary	239.88	248
Other Classroom Teachers	145.25	149
Guidance Counselors	31.2	33
Teacher Librarians	25	26
Other Professional Staff	69.67	73
Instructional Coaches	28.6	30
<b><i>Total Certified and Professional Staff</i></b>	954.85	969
<b><i>Support Staff</i></b>		

Paraeducators	405
Food Service	95
Physical Plant	117
Secretaries	104
Off-Schedule	31
Technical/Supervisor	23
Grants	50
<i>Total Support Staff</i>	825
<b><i>Grand Total - Employees</i></b>	<b><i>1844</i></b>

\*The District uses the services of approximately 350 substitute teachers. Since they are considered independent contractors and are not under contract, the District did not include them in this report.

**Hiring Goals and Progress  
As of January 30, 2014**

<b>2014-2015 Chart 11: Progress on achieving hiring goals</b>								
	<i># Staff of Color</i>	<i>Total</i>	<i>% Staff of Color</i>	<i>Amount (under)/over (6% Goal)</i>	<i># Males</i>	<i># Females</i>	<i>% Female</i>	<i>% (under)/over (50% Goal)</i>
<b><i>Administrative</i></b>								
ESC	0	16			8	8		
Principals	0	25			9	16		
Assistant Principals/AD	0	10			5	5		
<b>Group Total</b>	0	51	0.00%	-6.00%	22	29	56.86%	6.86%
<b><i>Certified Teaching Staff</i></b>								
Elementary	12	410			66	344		
Secondary	15	248			110	138		
Other Classroom Teachers	6	149			29	120		
Guidance Counselors	0	33			9	24		
Teacher Librarians	0	26			2	24		
Other Professional Staff	9	73			12	61		
Instructional Coaches	0	30			0	30		
<b>Group Total</b>	42	969	4.33%	-1.67%	228	741	76.47%	26.47%
<b><i>Support Staff</i></b>								
Paraeducators	38	405			76	329		
Food Service	11	95			5	90		
Physical Plant	14	117			103	14		
Secretaries	8	104			2	102		
Off-Schedule	3	31			0	31		
Technical/Supervisor	2	23			8	15		
Grants	11	50			14	36		
<b>Group Total</b>	87	825	10.55%	4.55%	208	617	74.79%	24.79%

## Section IV

### Quantitative Analysis

## Guidelines for the Availability Study

Below is listed the operational definition for three terms that will be used in this report to help determine a reasonable number of employees of color that the District should be able to hire given the geographic location and the applicant pool needed to fill job openings:

- Availability – the extent to which members of a racial/ethnic group, and women, men or persons with disabilities are present within the relevant labor market.
- Relevant labor market – the geographic area in which an agency can reasonably be expected to recruit for a particular job category.
- Under representation – having fewer members of a racial/ethnic group, or women, men or persons with disabilities in a particular job category than would be reasonably expected based on their availability in the relevant labor market.

There are no established criteria for determining the geographic area in which a District can reasonably be expected to recruit for any given job category. There is, however, a general perception that guidelines for recruitment should stretch to school districts beyond the area parameters in which the District is currently recruiting.

The following guidelines have been established for determining availability of underrepresented staff for job categories as listed below:

	<b>Position</b>	<b>Area</b>
1.	ESC Administrators	Nationwide
2.	Principals	Nationwide
3.	Associate Principals	Nationwide
4.	Elementary/Secondary Teachers	Iowa & contiguous states
5.	Other Specialized Teachers	Iowa & contiguous states
6.	Guidance Counselors	Iowa & contiguous states
7.	Teacher Librarians	Iowa & contiguous states
8.	Educators of Color	Nationwide
9.	Paraeducators	Local
10.	Custodial	Local
11.	Maintenance	Local
12.	Secretarial	Local
13.	Food Service	Local
14.	Technical – IT	Local & State

The office of the Executive Director of Human Resources has shifted much of the job opening advertising from the printed media to website listings. This has been done for three main reasons: (1) high cost of print advertising; (2) surveying applicants regarding where they heard about openings; and (3) the lack of results from printed ads. This strategy has saved the District over \$50,000 and has not significantly affected the number of applicants. These saving's dollars has enable the District to target markets for specific job openings to attract candidates of color.

## Relevant Labor Market Analysis

To determine the relevant labor market for the Iowa City Community School District, data was gathered from analyzing official reports that describe the available/qualified labor force at the national, state and local level.

### State Findings

The state availability data was provided by the Department of Education's document entitled *The Annual Condition of Education Report (2011)*. The report presents data for students, teachers, principals, superintendents, and other licensed positions. Age, race/ethnicity, gender, experience, and salary data are included in the document.

#### Racial/Ethnic Distribution of Students

Iowa is becoming more racially/ethnically diverse as can be seen from changes in enrollment. While the trend for overall student enrollment in Iowa's schools has been declining, the number of students of color has increased from 14.8 percent in 2007-2008 to 18.5 percent in 2010-2011 of the total student population. The Hispanic student enrollment has been the fastest growing. Hispanic student enrollment increased by 29.8 percent since 2007-2008, going from 30,561 students to 39,678 in 2010-2011. The number of African American students in Iowa's public schools decreased by more than 9.8 percent (from 26,680 to 24,066), during this same time period. Over the same time span, white student numbers in public schools have decreased 5.1 percent.

Despite the significant growth in student of color enrollment in Iowa schools, Iowa's percentage of students of color remains relatively low in comparison to other states. In 2010-2011, Iowa reported a student of color enrollment of 18.5 percent, ranking 46 out of 51 nationally.

Overall, 45 percent of the students in the United States are classified as students of color.

In the Iowa City Community School District, since the last report, the student of color enrollment has increased from 31.28 percent in 2008-2009 report to 32.86 percent for the 2011-2012 school year. This is an increase of 1.58% or 463 additional students of color.

#### Characteristics of Teachers

In Iowa schools, the decrease in number of teachers mirrored the decrease in student enrollment. Student enrollment decreased by 1.4 percent from 2007-2008 to 2010-2011, while the number of teachers decreased by 1.6 percent.

In general, there have been few changes in the characteristics of public school teachers in Iowa from 2000-2001 to 2010-2011. The percent of female teachers have increased from 70.5 percent to 74.9 percent; whereas, average age has decreased from 42.2 to 41.9 respectively. The percent of public school teachers of color increased between 2000-2001 and 2010-2011 from 1.8 percent to 2.2 percent. The average years of total experience decreased from 15.1 to 14.5 and average years of district experience decreased from 11.9 to 11.1 between 2000-2001 and 2010-2011.

There are a dwindling number of postsecondary students of color that are being admitted to the College of Education in the three state universities. Below is the number of students of color enrolled in each of the undergraduate teacher preparation programs at the three state universities for the 2010-2011 school year:

- Iowa State University 21 out of a total of 479 (4.38%)
- University of Iowa 49 out of a total of 535 (9.15%)
- University of Northern Iowa 120 out of a total of 2409 (4.98%)

In a publication entitled *Minority Teacher Recruitment and Retention Strategies* by Kearney-Gissendaner (2010) it states that in 2001 61 percent of the newly certified graduates did not take teaching jobs. The report also stated that in a 2000 survey approximately 73% of the schools had immediate need for teachers of color. One of the factors contributing to the decrease in teachers of color is that academically talented minorities now have more career choices available to them than in the past. The competition is high to attract and hire highly qualified teachers of color.

#### Teacher of Color Characteristics

In 2010-2011, there were 745 teachers of color, representing 2.2 percent of the 33,171 total full-time public school teachers. There was a higher percent of male teachers of color (2.7%) than female teachers of color (2.0%). A comparison of teachers of color to white teachers shows that teachers of color were about 0.7 years younger, had 2.9 years less experience, but held 1.8 percent more advanced degrees than their white counterparts. Average salary for teachers of color was on the average \$611 lower than for non-teachers of color.

#### Characteristics of Principals

In 2000-2001, there were 1,124 public school principals in Iowa. By 2010-2011, the number of principals increased 4.4 percent to 1,173. Since 2000-2001, the number of female principals increased from 30.6 to 39.7 percent. In that same time interval, the average age of principals decreased from 47.8 to 46.6 years of age. Principals of color were still a rarity in Iowa schools in the 2010-2011 school year making up 2.6% or 31 of the total and representing a decreasing from 3.5% in 2000-2001. In 2010-2011 there was virtually a gender balance between the percentage of male principals of color (2.4%) and females of color (2.8%).

#### Characteristics of Superintendents

Superintendents are experiencing some of the same changes as principals. Their numbers declined as districts reorganized and as districts share students or superintendents. By the 2010-2011 school year, there were 359 districts with 301 full-time public school superintendents, down from 326 in 2000-2001 and 314 in 2009-2010. Female full-time superintendents increased from 5.8 percent in 2000-2001 to 14.0 percent in 2010-2011. As was the case with principals, the number of superintendents of color remained low,



1.0 percent in 2010-2011. The average age of superintendents decreased slightly from 52.1 years in 2000-2001 to 51.1 years in 2010-2011.

### **Local Workforce**

In the 2010 *Iowa Affirmative Action Data Book* created by the Policy and Information Division of the *Iowa Workforce Development* states that the available work force of color for all work categories in Iowa City area is 12.0 percent. The teaching profession for the document is incorporated in the “Professional” occupational group and is not broken down by the single category of “teacher.” The 2008 report indicates that the number of professionals of color in the Iowa City Region is 9.3 percent in Johnson County. Of the available workforce for positions similar to the District’s support staff openings (laborers and helpers, service workers), 16.3 percent are workers of color. The District’s minimum educational standard for consideration for support staff openings is a high school diploma or equivalent. The report does not indicate whether this pool of candidates meets that standard.

### **National Findings**

#### Characteristics of Teachers

A myth is that nationwide there is a teacher shortage, which will only become more pronounced with the future retirement of the “baby boomers.” In reality, a shortage of people qualified to teach simply does not exist. A 2001 report through the Southeast Center of Teaching Quality showed there are actually more prepared and certified teachers available compared to the number of teaching jobs open, though deficits in some specialty areas do exist. Today, around 50% of new teachers do not enter the workforce directly after graduating and approximately 45% of those that enter the workforce are no longer teaching after five years.

*The National Center for Educational Statistics* data on characteristics of teachers in public schools (2007-2008) reported that there were 3.5 million full-time teachers up from 3.1 million in 1999-2000. The majority of which are women (75.1%), up slightly from the 1999-2000 report. At the elementary level, only 15.4 percent are male. This is slightly up from 14.9 percent in 1999-2000.

Although the number of teachers of color has doubled over the last twenty years, teachers of color represent about 17.1 percent of the total teacher population. The percentage of white student has decrease from 68 to 55 percent from 1999 to 2009. Although 17 percent of the America’s students are African American only seven (7) percent of the nations public school teachers are African American. Likewise with the 17 percent Hispanic student population, seven (7) percent of their teachers are Hispanic. According to U.S. Department of Commerce data, by the year 2025 at least half of the nation’s public school students will be of color. Currently 40 percent of the public schools across America have no teachers of color on staff. Teachers of color are found in states and regions of the United States with large percentages of their own ethnic groups. The percentage of first-year students of color enrolled in historically black colleges and universities who intended to major in education fell from 13.4 percent in 1977 to 8.7

percent in 1986. Another key trend was that students of color tend to perform better – academically, personally, and socially if taught by quality teachers from their own ethnic group. However, these finding did not suggest that culturally competent teachers could not achieve similar gains with students of color from different ethnic groups. As mentioned above, one of the factors contributing to the decrease in teachers of color is that academically talented minorities now have more career choices available to them than in the past. A Penn State study shows that teachers of color, mainly blacks and Latinos, have been changing school and abandoning the profession at higher rates than whites and the gap is widening. Between 40 and 50 percent of all teachers, including whites, leave the profession within five years.

### Characteristics of Principals

The percentage of female public school principals increased at both the elementary and secondary level from 1999-2000 to 2007-2008 (46.3 to 51.0) and the increase at both leaves were at the same rate – 7 percent. There was a similar increase in the number of principals of color during that same time period (16.1 to 17.6). There was a distribution shift in the age of principals with significant increases in the number of principal under the ages of 44 and over 55 and a decreasing number in the ages from 45 to 54 years of age from 199-2000 to 2007-2008.

### **Under-Representation**

Under-representation currently exists in three employment categories in the District: teachers/administrators of color, and candidates of color. The 2013-2014 hiring goals established for male elementary teachers, support staff of color, and female administrative staff have been maintained from the previous year.

### **Report Conclusion**

Based upon the number of persons available in the relevant labor market for the areas of under-representation, the Iowa City Community School District is establishing measures for determining its quantitative and qualitative goals. The number of applicants to the District is being considered, along with the actual number of persons actively employed in education in the state and nation. The hiring goals for the District will be to hire in accordance with the availability of applicants and qualified persons in the workforce. The increase of students of color in the District magnifies the need for an increase in certified staff of color.

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

Section V  
Qualitative Analysis

## Qualitative Analysis

The Affirmative Action Plan should encompass five areas: policies, procedures, recruitment, retention, and staff development. An analysis of District's policies and practices was conducted by the Executive Director of Human Resources and the Equity Director. The purpose of the review was to examine areas where District practices might tend to exclude, disadvantage, restrict or result in adverse impact on current or prospective employees. The goal of the District is to prevent any such occurrences.

Two of the major areas reviewed were: (a) those prone to negatively impact individual employees or employee groups, (b) those which could potentially make the District suspect or in violation of equal employment legislation.

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

### I. Recruitment Policies and Procedures

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 hiring needs of the District and outcome of the study. **Two goals were identified from the previous plan: decrease from 50 percent female administrators to a 50/50 percent gender balance for administrators. The other change was decreasing the goal of teaching staff of color from 6 percent to 5 percent.** The qualitative goals established for the 2011-2012 Affirmative Action Plan included the following list of activities:

- A. Recruit at the University of Iowa and University of Northern Iowa job fairs. Have the authority to attend at least one national job fair and the permission to offer applicants an opportunity to interview in Iowa City (paid mileage). If prescreened, candidates could be offered teaching positions on site.
- B. Advertise on national websites for teachers and administrators to increase the number of candidates of color.
- C. Advertise in periodicals and newspapers that serve communities with extensive populations of color.
- D. Work with other community human resources personnel to recruit staff.
- E. Continue to refurbish and update the District's website.
- F. Involve existing staff of color to network with friends and family, encouraging candidates of color to apply for open positions.
- G. Require at least one highly qualified male applicant be interviewed for all elementary administrative openings.

## II. Hiring Goals of the District/School Buildings

Numerical goals result from annual reemployment reviews conducted by the Executive Director of Human Resources. An analysis of the composition of the workforce generates a list of the areas where portions of the population are not present in the workforce or are underrepresented. Goals for achieving equal employment are approved by the Board of Directors and become the basis for recruiting and ultimately hiring employees for the District.

Section II has outlined the existing Board policies that are in place to encourage and support an affirmative action plan. Hiring procedures need to constantly be reviewed to allow equity and consistency in the hiring process to attract more candidates of color. Recruitment starts with increasing the number of applicants of color that apply for open positions.

One major component that will contribute to the success of diverse hiring process is a stronger emphasis on the establishment of hiring goals for individual departments and buildings set by the principals and/or supervisors. The District's assistant superintendents will hold principals and supervisors accountable to meet the hiring goal through the evaluation process.

## III. Rate and Turn-over in the Certified Staff Positions

The District hires an average of between 60 and 100 new certified staff members yearly. This number of new hires is a result of the natural attrition which occurs regularly as people retire, resign, or take leaves of absence. A number of new positions are added each year as a result of the enrollment increase, depending on the number of additional students the previous year and the monetary resources available. This held true for the 2014-2015 hiring season as well, even in a lean economic climate the District hired 62 teachers, three (3) elementary principals and two (2) assistant elementary principal. The employee turn-over rate and the hiring of additional staff caused by student growth offer the District opportunities to diversify the workforce. When these openings occur, principals and supervisors are expected to diligently seek highly qualified candidates of color.

## IV. Promotion Policies

A review of the District's promotion procedures reveals a formal process which makes the opportunity to be selected for promotions available to every employee. An employee in the District who is interested in other positions is required to apply for vacancies that occur. They are required to interview and be considered along with other applicants who may or may not be employees of the District. This was evident with the promotion of a assistant principal of color to become the principal at a new junior high in 2006-2007 school year and three assistant principals/teachers to become the principals at three elementary buildings. In the 2010-2011 school year two internal assistant principals were promoted to full-

time elementary principals. At the same time two external elementary principal were hired. In the 2011-2012 school year, an internal teacher candidate was hired as a building principal. In, the 2014-2015 school year, three internal teachers became principals. Candidates of color were interviewed if they were deemed qualified and applied for the positions. Also note an assistant principal on military leave (veteran) was promoted to the building principal position of the District's alternative school.

This process is designed to offer an equal opportunity to all persons interested in positions. In order to prevent adverse impact on individuals or groups, procedures will be carefully monitored. The bottom line is that all candidates of color will receive consideration, but the District directive is to hire the best person.

#### V. Mentoring of New Employees

The goal is to help employees to be successful in their careers. In addition to providing a quality environment for teaching and learning, targeted staff development opportunities is afforded to all staff and mentors are provided for new staff. A review of District practices reveals that initial staff development sessions and mentoring programs exist for certified staff members who are new to the District and/or profession. New staff members also receive support from the staff development team. Iowa legislation gives teachers and administrators new to the profession strong District support and mentoring for their first two years of teaching. This intense focus is producing immediate results on teacher quality and hopefully will positively impact teacher retention and student achievement. Veteran teachers and administrators that serve as paid mentors also grow from the induction process. An area of emphasis needs to the community support system in place for the District's certified staff of color. This will require a joint effort between the community at large and the school District. The responsibility for creating the process falls upon the District.

#### VI. Application and Application Screening Policies and Practices

Application procedures are monitored and revised periodically as needed by the Executive Director of Human Resources. The screening and interview procedures were revised to include statements from the building principals which specify reasons why applicants of color, disabled applicants or veterans were not selected as candidates or hired. This procedure is a precautionary action which serves as a reminder of our commitment to equity. This measure assists staff members who are responsible for hiring to remain cognizant of the District's affirmative action goals. Principals are required to interview at least one candidate of color for each open position. The District's assistant superintendents will hold principal and supervisors accountable to meet the hiring goal through the evaluation process.

#### VII. Retention of Staff

The retention of staff members of color is monitored annually to assess the District's progress in this area. Here are the procedures that will be implemented during the 2014-2015 school year.

- A. To survey every employee who leaves the District.
- B. To hold exit interviews with staff members of color leaving the District.
- C. To establish an ongoing plan to retain and support underrepresented staff members at each building and District wide.
- D. To seek out the local community to help form support groups, partnerships, and peer mentors for our diverse staff.

#### VIII. Discipline, Demotion, and Termination

The key here is risk avoidance. If the employee selection process is carried out, only the most highly qualified applicants are hired. If this is happening, the concepts of discipline, demotion, and termination rarely come into play. The areas of discipline, demotion and termination should not be a concern for current and prospective employees in a healthy organization. Employees are concerned about having an equitable opportunity to succeed. A goal of the District is to retain employees and therefore needs to establish a means by which diverse and underrepresented employees have an equal opportunity for success. Administrators and supervisors will be responsible for providing support in the workplace, keeping current on evaluations, and securing assistance if an employee's performance is less than satisfactory.

#### IX. Staff Development

##### A. Personnel in charge of hiring

Administrators and supervisors need to realize the expectation, urgency, and need to employ a diverse staff that reflects the changing student demographics in the District and that will help the District reach its numerical goals. Periodic staff development needs to be conducted to provide training on the legal/ethical hiring practices and affirmative action guidelines.

##### B. Employee Staff Development

Staff development must be provided for all employees that will increase cultural competence and provide strategies when working with the increasing number of students with diverse backgrounds. It is critical for all certified staff to receive training on a variety of teaching/learning and classroom management strategies to meet the wide variety of student learning styles.

To address the needs of non-certified staff, two in-services days are provided/required for paraprofessionals that are unique to their assignment and personal needs. Other support staff employees are trained in the areas needed to ensure they are working in a safe environment and that they are receiving the support and knowledge needed to perform their job duties and be successful.



## Section VI

### Specific Action Steps

## Action Steps for the 2014-2015 School Year

In the spring of 2010, then Governor of Iowa Culver signed House File 2432. This piece of legislation commissioned the formation of a committee comprised of representatives of the department of education, the area education agencies, and the public and private colleges and universities to study the opportunities for the recruitment and retention of racially and ethnically diverse teachers. The committee's charge was threefold:

1. Examine strategies to encourage racial and ethnic high school students of color to enter the teaching profession.
2. Examine how to recruit racial and ethnic students of color interested in post-secondary teacher preparatory programs into attending an Iowa college or university teacher preparatory program.
3. Examine strategies to recruit racial and ethnic teachers of color to continue their careers as school administrators in Iowa.

The obvious disparity necessitates innovative and successful recruitment strategies for students of color into post-secondary teacher education programs, the retention of these students through matriculation from post-secondary institutions, and novice teacher support that would lead to the possibilities of leadership as principals and eventually superintendents.

The District partnered with the University of Iowa to help with the study, primarily with the distribution and collection of surveys to various constituencies and to analyze the collected data. The action steps below include many of the themes reported in the executive summary of House File 2432, plus others specific to the District.

According to data collected through surveys of human resource directors (K-12), school leaders (K-12), experienced teachers of color, and faculty in post-secondary teacher education programs as well as a focus group of teacher educators that was convened at the Iowa Association of Teacher Education, several strategies were identified to encourage racial high school students of color to enter the teaching profession. Succinctly stated was that teachers should do a better job of encouraging future teachers. All too often, high performing students of color are coached into other fields and inadvertently teaching is viewed as a profession that is not worthy of their academic talents. To combat this redirection of students of color from the teaching profession, programmatic suggestions were indicated.

Through a variety of sources, including a University of Iowa survey of human resource directors (K-12), school leaders (K-12), experienced teachers of color, and faculty in post-secondary teacher education programs, the respondents indicated that success in student of color recruitment would necessitate:

- The establishment of a "sense of community and belonging." Critical to this is the existence of collaborative and supportive cohorts and collegial relationships. This also implies sufficient numbers of racially and ethnically similar students enrolled.
- The availability of role models.
- Financial incentives such as scholarships and forgivable loans.

- Flexibility in coursework and clinical experience programming which would create the opportunity to continue working for some students.

Specific strategies to address the recruitment of racially and ethnically diverse students into teacher education programs should utilize culturally relevant and social marketing and recruitment strategies. These must reflect a commitment to diversity education and awareness of the importance of teaching as a career and may include:

- Establishing learning communities focused on education for students of color. These cohorts create a sense of community and collegiality. Similarly, the creation of diverse cultural centers would serve as a foundation for cultural identity and understanding between diverse communities.
- Mentoring of students of color with PK-12 school role models. Also mentoring of recently admitted students by those students of color who have experienced success in the education programs.
- Developing a student of color tutoring program. The University of Iowa survey findings reported that faculty felt that the feelings of academic success needed to be bolstered with some students of color in the areas of testing assistance and coursework success.
- Creating an emergency loan program to address extenuating financial situations that may likely affect a student's educational goals.
- Supporting diverse student organizations which may include providing undergraduate conference travel reimbursements and funding for speakers and other programs.
- Providing opportunities for part-time student employment through unique work study positions in the teacher education programs.

It is evident from the survey responses that not enough is being done to support racially and ethnically diverse students in an effort to attract and retain them in to the teaching profession. The study suggests some strategies that would attract racially and ethnically diverse students to enroll in teacher preparation programs in the state of Iowa are:

- A climate where students of color would have a sense of community and belonging to reduce isolation
- Job placement support
- Availability of role models and mentors
- Lower fees for students of color who typically cannot afford to attend college as well as higher teacher pay

Strategies that help racially and ethnically diverse teachers stay in the profession are:

- Increased salary and compensation
- Cultural and social support
- Working conditions addressing work load or work environment
- More effective professional development in the area of cultural awareness/competence for current K-12 administrators and teaching staff

Workplace characteristics associated with an environment that's highly supportive of racially and ethnically diverse teacher recruitment and retention suggest the following strategies:

- Administrative and community support of minorities
- A diverse teaching and learning environment
- One that is inclusive, accepting, and open to differences
- Supports high expectations
- Collegiality and advancement opportunities
- Provide relevant programming and coursework
- Establish cohort programs in administration for support of of color
- Make job placement support accessible and relevant

There are few relevant opportunities for students of color in Iowa to participate in a preparation program and work in K-12 schools that encourage and support them to enter and stay in the teaching profession in Iowa.

The current snapshot of educational leaders of color in positions in Iowa as reported in the *Iowa Annual Condition of Education Report for 2010* states, “The percent of principals of color decreased from 3.3 percent to 2.9 percent between 1997-1998 and 2009-2010.” These decreases in percentage, though small in number, represent a significant loss of leadership to students, their communities and to our state.

Universities and organizations have training programs designed to improve diverse individuals' access to administrative positions. These programs provide academic training and often, internships or other placements for supervised experience within the school systems. Guidelines to help the aspiring administrator become successful cover three primary areas of responsibilities: 1) administrative tasks, 2) administrative process and 3) administrative traits.

People of color in the educational administrative workforce are greatly underrepresented and are the focus of many studies conducted internationally. This body of research similarly proposes three major strategies, 1) to reduce internal barriers for people of color, 2) reduce external barriers and 3) to develop opportunities to equip candidates of color with the specific expertise required for these administrative management positions

HF 2432 asks specifically to examine current strategies to recruit teachers of color to continue their careers as school administrators in Iowa.

- Integrate current, appropriate career development material for potential candidates of color into curriculum, also by bringing educational role models and teachers together;
- Make hiring of administrators of color a definite priority through affirmative action policies;
- Eliminate all forms of discriminatory policies and practices;
- Establish a policy which addresses active recruiting procedures for administrators of color;
- Encourage schools of education at colleges and universities to train more people of color for administrative jobs.
- Develop potential administrator internship programs;
- Recognize the concerns of racially and ethnically diverse groups and provide opportunities and avenues to have input into local school government; and
- Educate the total community to the advantages of representation of color.

To reach the goals set forth by the District's Equal Employment Opportunity and Affirmative Action Plan for increasing the number of certified employees of color, male elementary teachers, and seek more gender balance in administrative positions in the Iowa City Community School District workforce, the following action steps will be implemented:

#### I. Recruitment Practices

- Expand recruitment at job fairs beyond the University of Iowa and University of Northern Iowa. The Executive Director of Human Resources will have the authority to participate in at least one regional and/or national job fair, targeting a market that is saturated with candidates of color.
- Conduct on-site interviews with underrepresented candidates and when appropriate, invite the candidate(s) to a formal in-District interview and/or offer contract on site to those candidates that have been pre-approved. Provide partial funding for the expenses incurred by the on-site interview
- Expand advertising in national publications, periodicals, newspapers and/or on-line websites that target staff of color.
- Continue to refurbish and update the District's website to reflect the changing demographics in the District.
- Work with secondary guidance counselors and other building personnel to establish a multicultural future teacher academy for students interested in pursuing a teaching career.
- These included teacher mentoring/shadowing approaches in which high school students of color are intentionally assigned to a teacher who would showcase the assets of the profession.
- Another program suggested was a Future Teachers of America student association which would be paired with a college-based teacher education service organization such as Kappa Delta Pi, Student Education Association, Student Reading Association, or Student Association of Middle Level Educators.
- Others suggested that students of color should receive intensive support pertaining to the application process and financial aid opportunities specifically related to teacher education such as the TEACH grant and other federal loan forgiveness programs that encouraged teaching in rural and urban areas.
- The data emphasized that it was important to provide programs that were nestled in the high schools in the larger urban areas in order to generate homegrown teachers who would most likely stay in Iowa to teach. These

high school students of color should then be recruited by proximity institutions so that students could have continuous access to roles models, community leaders, and family supports.

- Explore possible partnerships with Kirkwood College and the University of Iowa that would seek college funding sources for high school students or existing support staff that may be interested in pursuing a teaching career.
- Work with the Urban Education Network personnel, both in the human resource and equity departments to share racially and ethnically diverse recruiting plans and strategies.
- Work with the Iowa Association of School Personnel Administrators to share racially and ethnically diverse recruiting plans and strategies.
- Invite existing staff of color to network with friends and family, encouraging candidates of color to apply for open positions.
- Create partnership with Human Resource Departments of local businesses and the University of Iowa.
- Use the services of the National Education Minority Network to find teachers of color willing to explore teaching opportunities in Iowa City.

## II. Hiring Goals

- Shift some of the actual hiring responsibility back to the Executive Director of Human Resources. Authority to offer contracts to candidates of color for anticipated openings. The District's assistant superintendent will hold principals and supervisors accountable to meet the hiring goal through the evaluation process.
- Review the 2011-2012 Equal Employment Opportunity and Affirmative Action Plan with the Administrative Council and District supervisors.
- Work with building administrators to set hiring goals for their buildings.
- Review all candidate of color application materials for those candidates who self-identify and interview all those qualified.
- If candidate of color exists for the open position, then focus on candidates that have had life/work experiences working with diverse populations.
- Monitor the rate and turn-over of staff and the use of opportunities to diversify the workforce.

- Continue to work towards increasing percentage of staff of color in the three employment groups.

Administrators of color:	6%
Teaching staff of color:	5%
Certified candidates of color:	6%

### III. Mentoring

- Work with administration and the EEO/Advisory Board to develop and implement a program/procedure that provides a support group and/or mentor for each employee of color.
- Work with other community partners to find mentors (not employed by the District) for new employees of color.

### IV. Discipline, Demotion and Termination

- Monitor administrators and supervisors to ensure accountability for providing support in the workplace, keeping current on evaluations, and securing assistance if an employee's performance is less than satisfactory.
- Ensure that any disciplinary action is fairly administered, well documented, neither capricious and/or arbitrary; and the employee is afforded the appropriate due process.

### V. Retention of Staff/Equity

- Work with administration, advisory groups and staff members to develop retention activities and plans which retain employees and promote equitable treatment of all staff.
- Work with other community human resources personnel to plan retention activities.
- Monitor the District's evaluation process to ensure underrepresented staff is receiving honest feedback and the needed administrative support to successfully perform their job duties.

## **Staff Development**

The Iowa City Community School District will provide periodic training for all staff that hire or supervise personnel on the principles of equal employment opportunity and the implication of its affirmative action plan.

Chapter 95 requires that all staff who hire or supervise personnel receive periodic training. This training will be ongoing and developmental in nature. It will deal with both

employment/personnel practices which facilitate equal opportunity as well as the specifics of the Equal Employment Opportunity/Affirmative Action Plan.

Training on equal employment and affirmative action will be part of the overall staff development plan for the District's management staff.

Under the direction of the Equity Director, work with the University of Iowa to develop a graduate level class that would be offered to ICCSD teachers and administrators to develop lessons and teaching strategies appropriate for a diverse student population. The class would focus on the concept of moving staff towards becoming cultural competent.

Use the Safe Schools/Healthy Students grant as a vehicle to provide cultural competence training to all teachers and administrators.

### **Staff Development Topics**

Staff Development related to equal employment opportunity shall include but is not limited to varied issues such as:

- Reviewing strategies for targeting recruitment or broadening the recruitment area.
- Eliminating barriers from the application process and assuring that the criteria used to select interviewees from applicants and the selected candidate from the persons interviewed are bona fide qualifications for success in the position.
- Reviewing the “do’s and don’ts” of the application and the interview process to ensure non-bias in the hiring process.
- Structuring interview procedures.
- Training staff support systems, training programs, internships, and mentoring systems to promote equal employment opportunity and affirmative action.
- Managing diversity and inclusive approach to management.
- Developing lesson design and teaching strategies appropriate for a diverse student population.
- Training of all staff in the area of cultural competence.

Staff development related to implementation of the affirmative action plan might include the following:

- Communicating the goals of the plan to all persons who hire and manage personnel.
- Clarifying the District's expectations of all management staff in terms of practices related to recruitment, employment, and management of staff.



- Encouraging interaction between management staff and the Equity Advisory Committee on education concerns.
- Providing support systems and leadership to advisory committees.
- Recordkeeping related to equal employment and affirmative action.

*Even if the number of underrepresented students was not increasing, hiring a diverse staff is the right thing to do, because it reflects the world in which the District's students will live and work*