



Equal Employment Opportunity and
Affirmative Action Plan
2024 - 2026

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SECTION I
STATEMENTS AND RESOLUTIONS
281 IAC Section 95.1

SECTION I – STATEMENTS AND RESOLUTIONS

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

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

Duties of Board of Directors

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

Definition of Equal Employment Opportunity

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

Definition of Affirmative Action

Action appropriate to overcome the effects of past or present policies and practices, that posed barriers to equal employment opportunity on the basis of race, creed, color, religion, sex, age, national origin, sexual orientation, gender identity, or disability

Rationale for Equal Employment Opportunity and Affirmative Action

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

Equal Employment Opportunity/Affirmative Action Plans must:

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

Components Required Equal Employment Opportunity/Affirmative Action Plan

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

Board policy on affirmative action to hire and retain persons from underrepresented groups in the workforce on the basis of race, color, national origin, gender, disability religion, creed, age, marital status, genetic information, sexual orientation, gender identity, and socioeconomic status

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

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

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

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

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

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

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

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

Notification and Distribution

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

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

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

WAUKEE COMMUNITY SCHOOL DISTRICT EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION PLAN

Introduction

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

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

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

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

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

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

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

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

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

The effective date of the Equal Employment Opportunity and Affirmative Action Plan for the Waukee Community School District is February 12, 2024 through December 31, 2026. Sections of the plan may be revised and/or updated periodically at the discretion of the Administration to reflect any changes in law, policies, or procedures.

Administrative Statement of Purpose from the Superintendent

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

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

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

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

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

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

Dr. Brad Buck

Dr. Brad Buck
Superintendent

Administrative Responsibilities

Superintendent:

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

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

Administrators:

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

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

Equity Coordinator:

Chapter 95 of the Iowa Administrative Code and various federal civil rights laws require an Equity Coordinator be identified who is responsible for coordination and development of the District's Equal Employment Opportunity/Affirmative Action Plan. The Waukee Community School District Board of Directors specifies that the Executive Director of Human Resources serve the role of Equity Coordinator, working in close collaboration with the Senior Leadership Team.

The Director of Human Resources will direct and administer affirmative action activities as they relate to equal employment practices. In his/her capacity as Equity Coordinator s/he will serve in a support and advisory capacity to the Chief Officers, Associate Superintendents and other senior leadership team members who shall direct District activities to address equity in the educational program delivered to students, including processing student discrimination complaints and grievances. The Equity Coordinator shall have the following responsibilities:

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

Communication of Affirmative Action and Equal Employment Opportunity Plan

The Affirmative Action Plan and associated policies will be distributed on an annual basis to all employees responsible for hiring or managing personnel. A full copy of the Affirmative Action Plan shall be made available upon request and be posted on the District's website for applicants and employees.

Board policies pertaining to non-discrimination, affirmative action, and harassment will be provided to employees, students, parents, and applicants on an on-going basis through applications, District communications, and the District website.

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

(Iowa Code Section 19B.11)

(281 IAC Section 95.1)

Introduction

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

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

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

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

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

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

Legislation and Administrative Guidelines

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

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

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

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

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

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

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

C. Fourteenth Amendment of the U.S. Constitution

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

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

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

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

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

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

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

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

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

I. Iowa Code Chapter 601A (1989)

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

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

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

POLICIES AND PRACTICES

Waukee Community School District Employment and Personnel Policies and Practices

Board Policies

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

All of these policies are located in the Waukee Community School District Board Policy Manual on the district's website at www.waukeeschools.org. They can also be found in Appendix A.

Policy	Title
100	Educational Philosophy
101	Equal Educational Opportunity
101-R(1)	Equal Educational Opportunity - Grievance Procedure - Discrimination Complaints
103	Anti-Bullying/Harassment Policy
104	Continuous Notice of Non-Discrimination
104.1	Annual Notice of Non-Discrimination
106	Discrimination and Harassment Based on Sex Prohibited
203.10	Complaint Procedures
204.82	Public Participation in Board Meetings
400	Statement of Guiding Principles
401.1	Equal Employment Opportunity
405.52	Grievance Procedure- Employee Complaints
413.4	Abuse of Students by District Employees and Volunteers
414.1	Anti-Retaliation
502.9	Student Complaints and Grievances
1004	Website Accessibility

District Employment Opportunities (Process and Procedures)

Positions which are available to prospective external applicants are made public via the Applicant Tracking System (ATS). Additionally, postings are directed to IowaWORKS, LinkedIn, X (formerly known as Twitter), college career pages, and other online resources as appropriate.

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

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

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

Vacancies fall in the following job categories:

- Administration: Assistant and Associate Principals, Directors, Principals, Chief Officers, Assistant Superintendents, Superintendent
- Athletics/Activities: Activities/Athletic Directors, Assistant Activities/Athletic Directors Coaches/Sponsors
- District Office: Managers, Analysts, Generalists, Coordinators and Administrative Assistants
- Elementary School Teaching: PreK-5th grade, regular and special education, music, art, technology, PE, library, ESOL., ELP., TLC positions
- High School Teaching: Grades 10-12, regular and special education, business/computers, music, art, PE, library, ESOL., ELP, TLC positions
- Maintenance/Custodial: Custodians, Groundskeepers, Maintenance General
- Middle School Teaching: Middle School Grades 6-9, regular and special education, ELP, music, art, PE., library, ESOL, TLC positions
- Secretarial/Clerical: Accounting, Payroll, Secretaries, other district clerical
- Student Support Services: School Counselors, Interventionists, Special Education Strategist,
- Substitute: Certified and Classified
- Support Staff: Nutrition, Instructional Paraprofessionals, Campus/Study Hall Monitors, Piano Accompanists, Child Care

- Technology: Field Technician Supervisor, Computer Field Technician, Endpoint Administrator, Technology Analyst, Systems Administrator, Network and Security Administrator

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

AVAILABLE POSITIONS

Current listing of available openings, go to <https://waukeeschools.tedk12.com/hire/index.aspx>.

APPLICATION PROCEDURES

- All applicants must apply electronically. Paper submissions will not be considered. Positions are open until filled. The District reserves the right to close any job posting when a suitable applicant has been found, which will not occur 10 business days prior to the deadline per the veterans’ preference law. As required by position, applicant submissions may include but not limited to:
 - Application
 - Cover letter
 - Resume
 - References
 - Letters of Recommendation

Screening and Selection Process:

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

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

SECTION III

QUANTITATIVE ANALYSIS AND GOALS

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

Workforce Analysis

The workforce analysis shows the workforce composition by department or organizational unit as well as the overall workforce. The workforce analysis is a necessary first step for determining where underrepresentation exists and for establishing numerical goals. The term Availability can be utilized in deciding whether a specific sub-group is underrepresented, and if so, by what numerical margin.

Relevant Labor Market

WCSD utilized 2020 demographic information from the Census Bureau for the workforce region, Des Moines Metropolitan Statistical Area, and Dallas County to examine the makeup of the potential workforce. The relevant labor market for classified staff will be those within commuting distance of Polk and Dallas counties. The relevant labor market for teachers will be the state of Iowa. The relevant labor market for administrators is national.

2020 Projected Demographics	City of Waukee	City of Urbandale	City of Clive	City of West Des Moines	Dallas County	State of Iowa	United States
Total	23,940	45,580	18,814	69,792	99,678	3,193,079	331,449,281
% White	83.1	83.0	83.9	84.9	83.6	90.1	75.8
% Hispanic	5.2	4.9	5.8	5.6	6.5	6.7	18.9
% Black or African Amer	3.7	4.0	3.3	4.0	2.7	4.3	13.6
% Asian	5.3	5.5	6.7	6.6	5.0	2.8	6.1
% Two or more races	6.0	5.6	2.5	3.6	5.8	2.1	2.9
% Women	51.3	49.7	50.0	50.5	48.8	49.8	50.5
% 65+	10.5	13.9	16.0	13.6	12.6	17.7	16.8
% with a disability	5.2	6.9	3.9	5.4	6.5	8.0	8.7

WCSD Staff EEO-5 Report

Every other year, the District submits the EEO-5 Report to the United States Equal Employment Opportunity Commission (EEOC). According to the EEOC, the Elementary – Secondary Staff

Information Report (EEO-5), also referred to as the EEO-5 Report, is a mandatory biennial data collection that requires all public elementary and secondary school systems and districts with 100 or more employees to submit demographic workforce data, including data by race/ethnicity, sex, and activity assignment classification. The data below is as of October 1, 2022.

Activity Assignment Classification	Race/Ethnicity													Row Total			
	Hispanic or Latino		Not Hispanic or Latino														
	Male	Female	Male					Female									
			White	Black or African American	Asian	Native Hawaiian or Other Pacific Islander	American Indian or Alaska Native	Two or More Races	White	Black or African American	Asian	Native Hawaiian or Other Pacific Islander	American Indian or Alaska Native		Two or More Races		
A. FULL-TIME STAFF																	
1. Officials, Administrators, Managers			20										14				34
2. Principals			10	1									5				16
3. Assistant Principals, Teaching																	0
4. Assistant Principals, Non-Teaching			7										5	1			13
5. Elementary Classroom Teachers		1	44										358		1		404
6. Secondary Classroom Teachers		1	144		3								251	1	1		406
7. Other Classroom Teachers			5										11		1		17
8. Guidance			3										32				35
9. Psychological																	0
10. Librarians/ Audiovisual Staff													12				12
11. Consultants and Supervisors of Instruction																	0
12. Other Professional Staff	2		17		1								52		1		73
13. Teacher Aides	1	13	37	5	1	1							306	10	21		396
14. Technicians			8		1												9
15. Administrative Support Workers		1	1										40				42
16. Service Workers	3	10	41										53	1		1	109
17. Skilled Crafts			10										3				13
18. Laborers and Helpers			8														8
19. TOTALS (1-18)	6	26	355	6	6	1	0	1	1142	13	25	0	1	5	1	5	1587
B. PART-TIME STAFF																	
20. Professional Instructional			10										45				55
21. All Other	5	4	76	5									153	1	6		250
22. TOTALS (20-21)	5	4	86	5	0	0	0	0	198	1	6	0	0	0	0	0	305
C. FULL-TIME NEW HIRES (JULY 1 THROUGH SEPTEMBER 30 OF THE REPORTING YEAR)																	
23. Officials, Administrators, Managers													1				1
24. Principals/Assistant Principals			2	1													3
25. Classroom Teachers				15									46	1			62
26. Other Professional Staff													3				3
27. Nonprofessional Staff	3	4	16	1	1								71	5	6	1	108
28. TOTALS (23-27)	3	4	18	17	1	0	0	0	121	6	6	0	0	0	1	1	177

National Teacher Preparation Data

WCSD utilized 2020-21 Title II: Higher Education Act data information to determine the number of individuals enrolled in teacher preparation programs as well as their gender, race, and ethnicity.

Program	Program Type	Total Enrollment	Male	Female	Indian	Asian	Black	Hispanic	White	Multi Racial
Briar Cliff University	Traditional	53	23	30	0	0	1	6	46	0
Buena Vista University	Traditional	521	91	425	2	0	4	27	426	19
Central College	Traditional	113	24	89	0	2	1	0	107	0
Clarke University	Traditional	52	9	43	1	0	1	0	47	1
Coe College	Traditional	111	35	76	1	0	6	8	85	5

Cornell College	Traditional	15	7	8	0	0	1	0	14	0
Dordt University	Traditional	216	42	165	0	0	0	0	0	0
Drake University	Traditional	238	64	174	0	2	15	23	190	7
Emmaus Bible College	Traditional	28	6	22	0	3	1	2	22	0
Faith Baptist Bible College	Traditional	53	12	41	0	1	1	2	49	0
Graceland University	Traditional	104	20	84	0	3	4	5	80	4
Grand View University	Traditional	78	16	62	0	0	2	12	57	1
Grinnell College	Traditional	22	5	17	0	4	0	4	11	0
Iowa State University	Traditional	1138	190	948	0	30	17	83	965	17
Iowa Wesleyan University	Traditional	11	3	8	0	1	0	0	10	0
Loras College	Traditional	91	28	63	0	0	2	0	89	0
Luther College	Traditional	108	33	75	0	0	1	4	103	0
Morningside College	Traditional	248	78	170	2	2	2	20	200	5
Morningside College	Alternative, IHE-based	60	29	31	0	0	2	4	49	1
Mt. Mercy University	Traditional	53	14	38	0	0	0	0	50	1
Northwestern College	Traditional	181	78	103	0	3	0	4	170	4
Regents Alternative Pathway to Iowa Licensure	Alternative, IHE-based	54	24	30	0	0	2	0	52	0
Simpson College	Traditional	141	42	98	0	2	5	10	124	0
St. Ambrose University	Traditional	188	34	154	0	2	1	2	181	2
University of Dubuque	Traditional	75	16	59	0	1	2	5	60	3
University of Iowa	Traditional	816	185	631	1	18	8	49	697	24
University of Northern Iowa	Traditional	2245	479	1722	4	20	44	134	1944	42
Upper Iowa University	Traditional	243	57	186	0	4	7	4	227	0
Waldorf University	Traditional	38	6	32	0	0	1	1	36	0
Wartburg College	Traditional	278	78	200	0	2	6	8	254	7
William Penn University	Traditional	87	7	80	0	1	4	4	65	5

Quantitative Goals

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

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

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

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

Numerical Goals and Timetables

- Hire at least one female building-level administrator.
- Hire at least one administrative leader who identifies as a race / ethnicity that is underrepresented.
- Hire at least two male elementary teachers.
- Hire at least one elementary teacher who identifies as a race / ethnicity that is underrepresented.
- Hire at least one secondary teacher who identifies as a race / ethnicity that is underrepresented.
- Hire at least two male associates.
- Hire at least two associates who identify as a race / ethnicity that is underrepresented.
- Hire at least one female for positions that would be classified as operations (i.e. technology, trades, maintenance).
- Hire at least one additional worker who identifies as a race / ethnicity that is underrepresented.

SECTION IV
QUALITATIVE ANALYSIS
AND
QUALITATIVE GOALS

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

Qualitative Analysis

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

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

1. Recruitment

- a. The area of recruitment practices and policies is annually evaluated by the Executive Director of Human Resources. Goals are set, annually reviewed, and new goals established based on the need and outcome of the study. The qualitative goals established for the 2024-2026 Affirmative Action Plan included the following list of activities:
 - i. Recruit at the state college/university job fairs. Attend at least one regional or national job fair. Develop partnerships with regional universities with large racial and ethnic underrepresented populations.
 - ii. Partner with regent institutions to place student-teachers of color in pre-teaching service opportunities in WCSD.
 - iii. Advertise on national websites for teachers and administrators to increase the number of underrepresented candidates. Consider utilizing existing minorities within the recruitment literature/exposure.
 - iv. Work with other equity, cultural groups, and employment personnel including involving current staff of color to network with friends and family, encouraging underrepresented candidates to apply for open positions to recruit staff.
 - v. Further develop the district's Teach Waukee program that works with students as early as middle school to develop an interest in teaching and returning to work in Waukee as well as staff to establish areas for the strength of improvement with current WCSD recruiting, engagement and retention of underrepresented staff.
 - vi. Update the District's website and recruitment materials with specific equity relevant content. Post recruitment flyers in high traffic areas such as nutrition's picnic & play.
 - vii. Work with the Family Support Specialist, social workers and ESL teachers that help new families moving into the district to promote employment opportunities within the district.
 - viii. Encourage all employees to refer qualified applicants

2. Staff Development

- a. Employee professional development assistance, training selection, and mentoring policies and practices.
- b. Training for supervisory staff on appropriate hiring practices with respect to diversity including the district's qualitative and quantitative diversity hiring goals.
- c. Periodic staff development around cultural proficiency and training on the legal/ethical hiring practices and affirmative action guidelines.
- d. Continue to train new hires and current staff on diversity and legal responsibilities

(hostile work environment, cultural sensitivity, etc.).

- e. The District will support and help implement affinity groups for the purpose of providing support networks for District members. The affinity groups will be designed to help ensure the professional growth and support of participating District members.
3. Retention
- a. Complete optional “stay interviews” for current staff during HR on-site hours to inquire about why staff stay at WCSD.
 - b. Focus on strategic plan goals such as “staff consistently feel recognized, well-informed, and proud to work at Waukee CSD”, “Enhance employee recognition internally and externally, and “Staff perceive and experience the work environment as safe, supportive, and collaborative.”
4. Policies & Procedures
- a. Continue to review job descriptions, policies, and handbooks to reduce the presence and/or impact of discriminatory language.
 - b. Ensure that all hiring practices conform to the affirmative action hiring procedures and goals by December 31, 2024.

APPENDIX A

Policy Title: Educational Philosophy

Policy ID: 100

Waukee Community School District is committed to providing all of its students with the knowledge, experiences, and opportunities necessary for them to develop the competencies required for success in school, in the workforce, and in life.

The portrait of our students is the intersection of academics, inquiry, future ready skills, wellness, and connection. These pieces will work harmoniously and result in a Waukee student's ability to articulate and execute a plan beyond high school that results in continuous personal growth and civic contribution.

CORE VALUES

- ***We believe in keeping students our priority.*** We approach our work with an open, curious mindset, committed to learning and relentlessly focused on our students' needs and interests. We make decisions and measure progress based on how well we are supporting our staff and improving outcomes for our students. Our passion for the success of our students motivates us to do what is needed to accomplish our goals.
- ***We believe in developing people.*** We know that we are only as strong as our team and that as each person develops as a learner and a leader, our District becomes stronger. We are committed to investing in the development of our people through coaching, feedback, and training, as well as by fostering an environment that encourages personal development and professional growth. We believe that by supporting the growth of our team members we will all achieve excellence.
- ***We believe in equity and belonging.*** We believe that equity and inclusion in our schools will require a healthy culture based on a foundation of dignity and belonging. We strive to build partnerships and community within these beliefs. We seek to affirm uniqueness and difference, create a culture of acceptance and growth, amplify student voice, and support the social emotional needs of students.
- ***We believe in integrity.*** We strive to do the right thing, recognizing that what is right is not always what is easy. We operate with respect and kindness and are honest, transparent and responsive in our communication and actions. We collaborate openly and hold ourselves and each other accountable.
- ***We believe in joy.*** We see our work as much more than a job and we are here because we love what we do. We take pride in doing great work and celebrate our collective and individual successes. We cultivate positive relationships, express gratitude, and support and uplift one another.
- ***We believe in inclusivity.*** We respect and value the individual differences within our community, recognizing that the genuine embracing of those differences can increase our performance and create a culture in which everyone can (safely/openly) be themselves. We are committed to building a welcoming and encouraging environment that supports all stakeholders, gives them voice, and allows us to learn from one another.
- ***We believe in innovative problem solving.*** We seek excellence and learn from our challenges and successes as we evolve beyond the traditional notion of K-12 education. We do not shy away from struggles and are resilient in our approach to problems because we know that effort and perseverance lead to success. We are courageous and

intellectually curious in our search for new ways to overcome obstacles and move ourselves forward.

Policy Title: Educational Objectives

Policy ID: 101

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

The District does not discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. The belief in equal educational opportunity serves as a guide for the board and employees in making decisions relating to school district facilities, employment, selection of educational materials, equipment, curriculum, and regulations affecting students. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact: Executive Director of Human Resources at Waukee Community School District Office, 560 S.E. University Avenue, Waukee, Iowa 50263; Office Phone: 515-987-5161.

Board policies, rules, and regulations affect students while they are on property within the jurisdiction of the District, while on school-owned and/or operated school or chartered vehicles, while attending or engaged in school activities, and while away from school grounds if misconduct will directly affect the good order, efficient management, and welfare of the District.

The Board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the District to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, shall be directed to the Affirmative Action Coordinator, Waukee Community School District, 560 S.E. University Avenue, Waukee, Iowa 50263. The designated Coordinator shall be the Executive Director of Human Resources at District Office.

Inquiries by students regarding compliance with equal education opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Director of the Region VII office of Civil Rights, U.S. Department of Education, John C. Kluczynski Federal Building, 230 S. Dearborn St., 37th Floor, Chicago, IL, 60604 (312) 730-1560, fax (312) 730-1576 OCR.Chicago@ed.gov, the Iowa Civil Rights Commissioner, <https://icrc.iowa.gov>, (515) 281-4121 or Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50309, (515) 281-5294. This inquiry or complaint to the federal or state office may be done instead of, or in addition to, an inquiry or complaint at the local level.

If the complaint or grievance is related to program placement due to a disability, the student may request a third-party review through the grievance procedure as outlined in Board Policy 502.9.

Further information and procedures for filing a complaint are provided in Board Policy 101-R(1).

Policy 101 Regulation: Equal Educational Opportunity - Grievance Procedure - Discrimination Complaints

It is the policy of the District not to discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), genetic information, sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. This policy and procedures are to be used for complaints of discrimination, in lieu of any other general complaint policies or procedures that may be available.

If you have questions or a grievance related to this policy please contact the Executive Director of Human Resources at Waukee Community School District Office, 560 S.E. University Avenue, Waukee, Iowa 50263; Office Phone: 515-987-5161.

Students, parents of students, employees, and applicants for employment in the District have the right to file a formal complaint alleging discrimination. The District has policies and procedures in place to identify and investigate complaints alleging discrimination. If appropriate, the District will take steps to prevent the recurrence of discrimination and to correct its discriminatory effects on the Complainant and others.

A Complainant may attempt to resolve the problem informally by discussing the matter with a building Principal or a direct supervisor. However, the Complainant has the right to end the informal process at any time and pursue the formal grievance procedures outlined below. Use of the informal or formal grievance procedure is not a prerequisite to the pursuit of other remedies. Please note that informal processes and procedures are not to be used in certain circumstances (e.g., sexual harassment and sexual assault).

The rules and regulations governing the grievance procedure for certificated staff covered under the Waukee Education Association (WEA), are located within the respective Collective Bargaining Agreement (CBA).

Filing a Complaint

A Complainant who wishes to avail himself/herself of this grievance procedure resulting from claims of discrimination may do so by filing a complaint with the Executive Director of Human Resources. An alternate will be designated in the event it is claimed that the Executive Director of Human Resources or Superintendent committed the alleged discrimination or some other conflict of interest exists. Complaints shall be filed within 90 days of the event giving rise to the complaint or from the date the Complainant could reasonably become aware of such occurrence. The Complainant will state the nature of the complaint and the remedy requested. The Executive Director of Human Resources shall assist the Complainant as needed.

Investigation

Within five working days, the Executive Director of Human Resources will begin the investigation of the complaint or appoint a qualified person to undertake the investigation. If the Complainant is under 18 years of age, the Executive Director of Human Resources shall notify his or her parent(s)/guardian(s) that they may attend investigatory meetings in which the Complainant is involved. The complaint and identity of the Complainant, Respondent, or

witnesses will only be disclosed as reasonably necessary in connection with the investigation or as required by law or policy. The investigation may include, but is not limited to the following:

- A request for the Complainant to provide a written statement regarding the nature of the complaint;
- A request for the individual named in the complaint to provide a written statement;
- A request for witnesses identified during the course of the investigation to provide a written statement;
- Interviews of the Complainant, Respondent, or witnesses;
- An opportunity to present witnesses or other relevant information; and
- Review and collection of documentation or information deemed relevant to the investigation.

Within 30 working days, the Executive Director of Human Resources shall complete the investigation and issue a report with respect to the findings.

The Executive Director of Human Resources shall notify the Complainant and Respondent of the decision within five working days of completing the written report. Notification shall be by U.S. mail, first class.

NOTE: Some conduct may trigger responsibilities under the state's anti-bullying/anti-harassment laws. Upon the decision being complete, the Executive Director of Human Resources will be required to review the response to the grievance and compare/consider whether the alleged conduct also results in a separate bullying and/or harassment investigation under Board policy 103.

Decision and Appeal

The complaint is closed after the Executive Director of Human Resources has issued the report, unless within 5 working days after receiving the decision, either party appeals the decision to the Superintendent by making a written request detailing why he/she believes the decision should be reconsidered. The Executive Director of Human Resources shall promptly forward all materials relative to the complaint and appeal to the Superintendent. Within 30 working days, the Superintendent shall affirm, reverse, amend the decision, or direct the Executive Director of Human Resources to gather additional information. The Superintendent shall notify the Complainant, Respondent, and the Executive Director of Human Resources of the decision within 5 working days of the decision.

Notification shall be by U.S. mail, first class, or via e-mail if agreed upon by Complainant and Respondent.

The decision of the Superintendent shall be final.

The decision of the Superintendent in no way prejudices a party from seeking redress through state or federal agencies as provided by law.

If any of the stated time frames cannot be met by the District, the District will notify the parties and pursue completion as promptly as possible.

Retaliation against any person, because the person has filed a complaint or assisted or participated in an investigation, is prohibited. Persons found to have engaged in retaliation shall be subject to discipline by appropriate measures.

Policy Title: Anti-Bullying/Harassment Policy

Policy ID: 103

Harassment and bullying of students and employees are against federal, state and local policy, and are not tolerated by the District. The District is committed to providing all students and staff with a safe and civil school and work environment in which all members of the school community are treated with dignity and respect. To that end, the District 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.

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

Certain bullying and harassing conduct may rise to the level of hate speech. This includes, but is not limited to, words, images, or actions directed at individuals or groups based on aspects of their identity as protected under this policy. Hate speech is contrary to the District's Mission Statement and Core Values and will not be tolerated. Individuals determined to have participated in such behavior will be subject to consequences including suspension, expulsion or other discipline, as outlined in this or other policies prohibiting discrimination and misconduct.

The District has separate procedures for reports or complaints of sexual harassment governed by Title IX of the Education Amendments Act of 1972. These procedures are available at Title IX Procedures. A paper copy can be obtained at Waukee Community School District Office, 560 SE University Ave., Waukee, IA 50263. For reports or complaints of sexual harassment outside of the District's Title IX jurisdiction, the District may follow any other applicable policy or procedure to respond to such a report or complaint.

This policy is in effect while students or employees are on property within the jurisdiction of the District; 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 District.

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

Harassment and bullying mean any electronic, written, verbal, or physical act or conduct toward a student or employee 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 or employee in reasonable fear of harm to the student or employee's person or property
- Has a substantially detrimental effect on the student or employee's physical or mental health
- Has the effect of substantially interfering with the student's academic performance or employee's work performance, or
- Has the effect of substantially interfering with the student or employee's ability to participate in or benefit from the services, activities, or privileges provided by a school or 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 effect of causing injury, discomfort, fear, or suffering to the victim
- Repeated remarks of demeaning nature that have the effect of causing injury, discomfort, fear, or suffering to the victim
- Implied or explicit threats concerning one's grades, achievements, property, etc. that have the effect of causing injury, discomfort, fear, or suffering to the victim
- Demeaning jokes, stories, or activities directed at the student that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim, and/or
- Unreasonable interference with a student's performance or creation of an intimidating, offensive, or hostile learning environment

In situations between students and 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 and any person who gives false statements in an investigation 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 are found to have retaliated against another are 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 District will promptly and reasonably investigate allegations of bullying or harassment. Within 24 hours of receiving a report that a student may have been the victim of conduct that constitutes bullying and/or harassment, the District will notify the parent or guardian of the student. Building Principals or designee will be the primary investigator for handling all complaints by students alleging bullying or harassment. Student bullying & harassment investigators will be the formal, secondary investigators. The Executive Director of Human Resources or designee will be responsible for handling all informal and formal complaints by employees alleging bullying or harassment. The Human Resources Manager will be the alternate investigator.

It is the responsibility of the Superintendent, in conjunction with the investigators and Principals, to develop procedures regarding this policy. The Superintendent or designee is responsible for organizing training programs for students, 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, employee or volunteer is harassed. It will also include proven effective harassment prevention strategies. The Superintendent is responsible for implementation of this policy and all accompanying procedures. The Superintendent or designee will also develop a process for evaluating the effectiveness of the policy in reducing bullying and harassment. The Superintendent or designee shall report annually to the Board on bullying and harassment.

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

- Inclusion in the student handbook
- Inclusion in the employee handbook
- Inclusion in the registration materials
- Inclusion on the school or District's website

A copy shall be made available to any person at the central administrative office at 560 SE University Ave., Waukegan, IA 50263

ANTI-HARASSMENT/BULLYING INVESTIGATION PROCEDURES

REPORTING PROCEDURE

Any employee, student, or individual on the employee or student's behalf, who feels that he/she or another employee or student has been harassed shall inform a responsible District staff member who will then turn the information over to the respective investigator. If the complainant is a school employee, after filing the complaint with the Superintendent or designee, the employee may separately notify the parent or guardian of the student alleged to have been harassed or bullied. The investigator will conduct an intake interview to gather the following information:

- What, when and where it happened
- Who was involved
- Exactly what was said or what the harasser did

- Witnesses to the harassment
- What the victim said or did, either at the time or later;
- How the victim felt, and
- How the harasser responded

The investigator may request that the individual complete the Harassment/Bullying Complaint form and turn over evidence of the bullying/harassment, including, but not limited to, letters, recordings, or pictures. The investigator will record in writing the facts of the complaint. Information received during the investigation is kept confidential to the extent possible.

Complaints alleging acts of intentional physical or sexual abuse by school employees, including inappropriate sexual behavior, towards students should be reported to the Level I Investigator as outlined in Board policy 413.4.

INVESTIGATION PROCEDURE

There are two different procedures that can take place:

- Informal: Under the informal procedure, a complaint may be filed with the building Principal for student complaints, and the Executive Director of HR or designee for employee complaints. This will be a way to resolve the issue at the lowest level. Use of the informal procedure is optional and a person can choose to bypass, discontinue, or initiate a formal complaint at any time during the informal process. The complainant, the person receiving the informal complaint, and the Director of Student Equity for students, or the Executive Director of HR for employees, will jointly determine how best to handle the complaint.
- Formal: Under the formal procedure, the complainant should submit the bullying/harassment complaint form online or at the District Office. A formal investigation of the complaint will be conducted by the Student Bullying & Harassment Investigator for student complaints and the Executive Director of HR or designee for employee complaints. An investigation will take place to determine if sufficient evidence exists to conclude that a violation of the policy occurred.

The investigator will reasonably and promptly commence the investigation upon receipt of the complaint. The investigator will interview the complainant and the alleged harasser(s). The alleged harasser(s) 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 review and collect documentation or information deemed relevant to the investigation. In the informal investigation, the investigator will resolve the complaint as deemed appropriate which may include remedial action, safety procedures, disciplinary action, etc. In a formal investigation, the investigator shall consider the totality of circumstances presented in determining whether conduct objectively constitutes bullying or harassment as defined in Board policy. Upon completion of the investigation, the investigator shall make written findings and conclusions as to each allegation of harassment and report the findings and conclusions to the complainant, respondent, and appropriate District administrator.

The complaint and identity of the complainant, respondent, or witnesses will only be disclosed as reasonably necessary in connection with the investigation or as required by law or policy.

Similarly, evidence uncovered in the investigation shall be kept confidential to the extent reasonably possible.

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

If, after an investigation, a student is found to be in violation of the policy, the student shall be disciplined by appropriate measures, which may include 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, which may include 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, which may include exclusion from school grounds.

If, as a result of viewing surveillance system data or based on a report from a District employee, the District determines that a student has suffered bullying or harassment by another student enrolled in the District, a parent or guardian of the student may enroll the student in another attendance center within the District that offers classes at the student's grade level, subject to the requirements and limitations established in Iowa law related to this topic, including the Intra-District enrollment process.

A District administrator will document the complaint and any disciplinary action taken or any other action taken in response to the complaint. The District administrator will maintain a log of information necessary to comply with Iowa Department of Education reporting procedures.

Policy Title: Continuous Notice of Non-Discrimination

Policy ID: 104

It is the policy of the District not to illegally discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age, marital status, genetic information, sexual orientation, gender identity, and socioeconomic status in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination.

If you have questions or a grievance related to this policy please contact:

Executive Director of Human Resources: Roxy Livermore, Waukee Community School District, 560 SE University Avenue, Waukee, Iowa 50263. Phone: 515-987-5161; Fax: 515.987.2701; Email: rlivermore@waukeeschools.org.

Director of the Iowa Civil Rights Commission, Grimes State Office Building, Des Moines, Iowa; Phone 1-800-457-4416.

Director of the Region VII Office of Civil Rights, Department of Education, 230 S. Dearborn St., 37th Floor, Chicago, Illinois 60604. Telephone: (312) 730-1560; Fax: (312) 730-1576; Email: OCR.Chicago@ed.gov.

The District complaint procedure is outlined in Board Policy 101-R(1).

Policy Title: Annual Notice of Non-Discrimination

Policy ID: 104.1

The Waukee Community School District offers career and technical education programs in the following areas:

- Agricultural, Food, and Natural Resources
- Applied Sciences, Technology, Engineering, and Manufacturing
- Business, Finance, Marketing and Management
- Information Solutions
- Human Services

It is the policy of the Waukee Community School District not to illegally discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age marital status, genetic information, sexual orientation, gender identity and socioeconomic status in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination.

If you have questions or a grievance related to this policy please contact one of the following:

Executive Director of Human Resources: Roxy Livermore, Waukee Community School District, 560 SE University Avenue, Waukee, IA 50263. Phone number: (515) 987-5161; Fax: (515) 987-2701; email: rlivermore@waukeeschools.org.

Director of the Iowa Civil Rights Commission, Grimes State Office Building, 400 E. 14th Street, Des Moines, Iowa; Phone: 1 (800) 457-4416.

Director of the Region VII Office of Civil Rights, Department of Education, 230 S. Dearborn St., 37th Floor, , Chicago, IL 60604. Telephone: (312) 730-1560; Fax: (312) 730-1576; Email: OCR.Chicago@ed.gov.

The Waukee Community School District complaint procedure is outlined in Board Policy 101-R(1).

Policy Title: Discrimination and Harassment Based on Sex Prohibited **Policy ID:** 106

In accordance with Title IX of the Education Amendments Act of 1972, the Waukee Community School District prohibits sex discrimination, including sexual harassment as defined by the regulations implementing Title IX (34 C.F.R. § 106.30), against any individual participating in any education program or activity of the District. This prohibition on discrimination applies to students, employees, and applicants for employment. The Board authorizes the Superintendent to adopt procedures for any individual to report sexual harassment to the District's Title IX Coordinator, for the provision of supportive measures to anyone who has been subjected to sexual harassment whether or not they proceed with a formal complaint under those procedures, and for the investigation and resolution of such complaints, as required by Title IX. This Title IX grievance process shall be used to respond to all complaints of sexual harassment that fall within the scope of Title IX. For complaints of sexual harassment that do not fall within the scope of Title IX, the District may still offer supportive measures to the target of such conduct and shall apply any other policy or procedure applicable to the alleged conduct. Any individual with questions about the District's Title IX policy and procedures, or who would like to make a report or file a formal complaint of sex discrimination or sexual harassment may contact

the District's designated Title Coordinator, Roxy Livermore, Executive Director of Human Resources, 560 SE University Ave., Waukee, IA 50263, Phone (515) 987-5161, rlivermore@waukeeschools.org. Retaliation against a person who made a report or complaint of sexual harassment, assisted, or participated in any manner in an investigation or resolution of a sexual harassment report or complaint is strictly prohibited. Retaliation includes threats, coercion, discrimination, intimidation, reprisals, and/or adverse actions related to employment or education. Any individual who believed they have been retaliated against in violation of this Policy should immediately contact the District's Title IX Coordinator.

Policy Title: Complaint Procedures

Policy ID: 203.10

Purpose: The Board recognizes that situations may arise in the operation of the District which are a concern to parents or to the public. All concerns should be resolved at the lowest possible level of decision-making by the individuals involved as expeditiously as possible.

Exclusion: If there is another, more specific complaint procedure relating to a matter, the complaint shall be brought under such procedure rather than pursuant to this Policy. (For example, see Employee Complaint procedures in Series 400, Student Records Appeal procedures in Series 500, and Instructional Materials Reconsideration procedures in Series 600.)

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

If the matter is not satisfactorily resolved, the Complainant should file a written complaint with the school official or employee involved. The staff member receiving the complaint shall respond to the Complainant in writing within ten working days, or as soon as reasonably practical. If the Complainant feels that the matter is not satisfactorily resolved, the Complainant may file the complaint and the prior written disposition with the employee's immediate supervisor. If the matter involves a claim of discrimination or harassment, the immediate supervisor shall refer the complaint to the Executive Director of Human Resources who will advise the complainant of the District's more specific anti-bullying/harassment or discrimination complaint policies.

The supervisor or the Executive Director of Human Resources shall meet with the Complainant within ten working days of receipt of the complaint or as soon as reasonably practical and shall indicate the disposition, in writing, within ten working days of the meeting or as soon as reasonably practical.

If the Complainant feels that the matter is not satisfactorily resolved, the Complainant may file the complaint and any prior dispositions with the Associate Superintendent, who shall meet with the Complainant within ten working days of receipt of the complaint or as soon as reasonably practicable and shall indicate the disposition in writing within ten working days of the meeting or as soon as reasonably practical.

If the Complainant feels that the matter is not satisfactorily resolved, the Complainant may file the complaint and any prior dispositions with the Superintendent, who shall meet with the Complainant within ten working days of receipt of the complaint or as soon as reasonably practicable and shall indicate the disposition in writing within ten working days of the meeting or as soon as reasonably practical.

If the Complainant still feels that the matter is not satisfactorily resolved, the Complainant may request a hearing before the Board of Directors by filing the written complaint and any written dispositions with the Board Secretary and ask for a place on the Board Agenda. The Board President, acting on behalf of the Board, may refuse to place the item on any Board Agenda or to take action on the complaint. The Board will only consider whether to address a complaint if it is in writing, signed, and the Complainant has complied with this policy. If the Board decides to hear a complaint, the item shall be placed on the Board Agenda and both the Complainant and administrative staff may discuss the matter with the Board. The Board shall decide the matter as soon as practical, and the Board Secretary shall communicate the Board's decision to the Complainant within ten days of the Board meeting at which the decision is made. If the Board declines to decide the matter, the disposition of the Superintendent shall be final.

If a valid complaint is received by petition as allowed by law, the matter will be placed on the next regular Board Agenda for consideration.

Complaints Regarding Employees

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

Interference: All investigations or processing of any complaint shall be conducted so as to result in minimal interference with school activities.

Policy Title: Public Participation in Board Meetings

Policy ID: 204.82

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

Public Comment During Board Meetings

Citizens wishing to address the Board during public comment must notify the Board Secretary prior to the Board meeting. The Board President will recognize these individuals to make their comments at the appropriate time during public comment. Citizens wishing to present petitions to the Board may also do so at this time, or as otherwise permitted by law. However, the Board will only receive the petitions, and not act upon them or their contents.

The Board has the discretion to limit the amount of time set aside for public participation. Normally, speakers will be limited to 3 minutes with a total allotted time for public participation of 30 minutes. However, the Board President may modify this time limit, if deemed appropriate or necessary. Public comment is a time set aside for community input, but the Board will not discuss or take any action on any matter during public comment.

Public comment shall be limited to regular Board meetings and will not be routinely held during special Board meetings. The Board President, in their discretion, may allow for public comment at special meetings.

Petitions to Place a Topic on the Agenda

Individuals who wish for an item to be placed on the Board agenda may submit a valid petition to the Board. For a petition to be valid, it must be signed by at least 500 eligible electors of the District, or ten percent of the individuals who voted in the last school election, whichever number is lower.

Upon receiving a valid petition to the Board to place a proposal on the next Board agenda for public hearing, the Board will place the proposal identified in the petition on the agenda of the next regular meeting, or a special meeting held within 30 days of receipt of the petition. The Board will provide a sign-up sheet for all individuals who wish to speak on the proposal, and individuals will be called to speak in order of sign-up. The sign-up sheet will require each individual to list their legal name and mailing address. Each speaker will be limited to an amount of time established by the Board President that is reasonable and necessary based on the number of speakers signed up. The same time limit will apply to all speakers on the proposal. Each individual will be limited to one opportunity to speak. The Board maintains absolute discretion on whether or not to discuss or act on the public comments made on the proposal. If a petition is related to curriculum, the District maintains discretion to determine whether to stop teaching that curriculum until the Board holds the public hearing to discuss the curriculum.

Standards of Civility

The Board believes schools should be places where mutual respect is practiced and reinforced. To that end, it is the policy of the Board to promote an environment at its meetings in which all members of the school community treat each other civilly, with courtesy and respect in all contacts, whether direct or indirect.

The District does not intend this policy to deprive any person of his/her First Amendment right to freedom of speech or expression. Rather, it seeks to maintain an environment in which people can feel safe, secure, and mutually respected.

Expected Behavior

The Board has a significant interest in maintaining the decorum of its meetings, and it is expected that members of the public and the Board will address each other in a courteous, respectful manner. The Board recognizes that differences of opinion may occur, and members of the school community remain free to express their views at appropriate times. However, the orderly process of the Board meeting will not be interfered with or disrupted by public comment or other actions of the public. Only individuals recognized by the Board President will be allowed to speak. Comments by others are out of order. If disruptive or unacceptable behavior occurs as outlined in this policy or determined by the Board President, the individual causing disruption may be asked to leave the Board meeting. Defamatory comments may be subject to legal action.

Disruptive or unacceptable behavior may include, but is not limited to, using profane or threatening words towards employees, Board members, students or visitors; engaging in verbally or physically harassing or overtly intimidating behavior, or damaging or destroying District property.

Any person who exhibits disruptive or unacceptable behavior may be directed to leave the premises and if they are uncooperative and refuse to do so, they may be subject to removal and law enforcement may be contacted. In addition, the person's future ability to be on the property of the District may be withdrawn or restricted.

Policy Title: Statement of Guiding Principles

Policy ID: 400

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

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

1. All employment positions will be created or abolished with the approval of the Board.
2. The Board recognizes its duty to bargain collectively with any certified bargaining unit.

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

The 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 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.

Individuals who file an application with the District will be given consideration for employment if they meet or exceed the qualifications set by the Board, Administration, and Iowa Department of Education for the position for which they apply. In employing individuals, the Board will consider the qualifications, credentials, and records of the applicants without regard to race, color, national origin, gender, disability, religion, creed, age, marital status, genetic information, sexual orientation, gender identity, and socioeconomic status. In keeping with the law, the Board will consider the veteran status of applicants.

Prior to a final offer of employment the District will perform the background checks required by law. Based upon the results of the background checks, the District will determine whether an offer will be extended. If the candidate is a teacher who has an initial license from the BOEE, then the requirement for a background check is waived. The District will perform repeat background checks on applicable employees as required by law.

Advertisements and notices for vacancies within the District will contain the following statement: "The Waukee Community School District is an EEO/AA employer." The statement will also appear on application forms.

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, will be directed to the Affirmative Action Coordinator by writing to the Affirmative Action Coordinator, Waukee Community School District, 560 SE University Avenue, Waukee, Iowa 50263; or by telephoning 515-987-5161.

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Equal Employment Opportunity Commissions, Milwaukee Area Office, Reuss Federal Plaza, 310 West Wisconsin Ave., Suite 800, Milwaukee, WI., 53203-2292, (800) 669-4000 or TTY (800) 669-6820, <http://www.eeoc.gov/field/milwaukee/index.cfm> or the Iowa Civil Rights Commission, 400 E. 14th Street, Des Moines, Iowa, 50319-1004, (515) 281-4121 or 1-800-457-4416, <http://www.state.ia.us/government/crc/index.html>. This inquiry or complaint to the federal office may be done instead of, or in addition to, an inquiry or complaint at the local level.

Further information and procedures for filing a complaint are provided in Board Policy 101-R(1).

Policy Title: Grievance Procedure Employee Complaints

Policy ID: 405.52

If an employee claims a Board policy or administrative rule has been violated, the individual shall submit a written complaint and the direct supervisor shall discuss the complaint with the employee within five days of the alleged violation. If the complaint is unresolved at the supervisory level, the employee shall submit a written complaint to the Executive Director of Human Resources within five days. If the complaint is still not resolved in a reasonable amount of time the employee shall submit the complaint to the Superintendent. If the complaint continues five working days following the discussion with the Superintendent the employee may ask to have the item placed on the agenda for the next meeting of the Board of Education. The Board President has discretion whether to consider or take action on any complaint. If the Board does not act, the decision of the Superintendent shall be final. The purpose of this procedure is to resolve all complaints at the lowest possible administrative level. This policy is intended for general employee complaints. Employees with a complaint on a topic with a more specialized procedure such as master contract grievances, discrimination, bullying or harassment, should follow the specific process for that topic. Questions regarding the appropriate policy for grievances may be directed to the Executive Director of Human Resources.

Policy Title: Abuse of Students by School District Employees

Policy ID: 413.4

Physical or sexual abuse of students, including inappropriate and intentional sexual behavior, by employees will not be tolerated. The definition of employees for the purpose of this policy includes not only those who work for pay but also those who are volunteers of the District.

Employees found in violation of this policy will be subject to disciplinary action up to and including discharge.

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

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

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

Policy Title: Anti-Retaliation

Policy ID: 414.1

The District is committed to maintaining a work environment that is free of harassment, intimidation, discrimination and retaliation for engaging in protected activity such as reporting violations or participating in an investigation pertaining to alleged violations of laws, code, policies, or procedures. Crucial to these objectives is promoting an atmosphere where employees and others feel safe to engage in frank, honest communication – raising questions or concerns at any time without fear of retaliation.

The District strictly prohibits any form of retaliatory action against employees who raise issues or ask questions, make reports, participate in an investigation, refuse to participate in suspected improper or wrongful activity, or exercise workplace rights protected by law.

Protection from Retaliation

Any District employee who engages in protected activity will be shielded from retaliation. Retaliation occurs when an employer takes an adverse action against an employee because she/he engaged in a protected activity. Adverse action includes, but is not limited to:

- Demotion;
- Suspension;
- Termination;
- Failing to hire or consider for hire or promotion;
- Failing to give equal consideration in making employment decisions or to make impartial employment recommendations;
- Adversely impacting working conditions or otherwise denying any employment benefit to an employee;
- Creating a hostile or intimidating work environment.

The District prohibits retaliation even if the concerns raised are not confirmed following an investigation. However, an employee may be subject to adverse action if the employee

knowingly made a false allegation, provided false or misleading information in the course of an investigation, or otherwise acted in bad faith.

This anti-retaliation policy does not exempt employees from the consequences of their own misconduct or inadequate performance, and self-reporting such issues is not protected activity. The policy also does not prevent the District from managing employee performance and addressing conduct issues after an employee has engaged in protected activity, so long as protected activity is not the reason for the performance management.

Obligation to Raise Concerns

The District depends on its employees to raise questions or concerns so that the District can take appropriate action. All employees are required to report any suspicion of improper or wrongful activity. Reports of suspected improper or wrongful activity will be treated confidentially to the extent reasonably possible. Employees who believe they have either witnessed retaliation or been personally retaliated against or that any other violation of this policy has occurred, or who have questions concerning this policy, must immediately notify the Human Resources Department. The District will make every reasonable effort to stop retaliation immediately, to conduct a complete and thorough investigation of alleged acts of retaliation in a timely manner, and to sanction the perpetrators of retaliation as appropriate.

Consequences for Policy Violation

Any District employee who retaliates against an employee engaged in a protected activity or who otherwise violates this policy is subject to disciplinary action, up to and including termination of employment.

Policy Title: Complaints and Grievances - Students

Policy ID: 502.9

Creating an environment where students feel comfortable addressing their concerns in a meaningful manner is vital to the learning process. Student complaints and grievances regarding Board policy or administrative regulation violations and other matters should be addressed to the student's teacher or another licensed employee, other than the administration, for resolution of the complaint. It is the goal of the Board to resolve student complaints at the lowest organizational level.

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

If the matter is not satisfactorily resolved by the Superintendent, the student may ask to have the matter placed on the Board agenda for a regularly scheduled Board meeting in compliance with Board policy. The Board President retains discretion as to whether to consider or take action on any complaint. If the Board does not act, the decision of the Superintendent shall be final.

Complaints pertaining to topics for which there is a more specific Board policy shall follow the complaint procedures relevant to those topics.

The District is committed to ensuring that the content on its website is accessible to everyone, including those with disabilities and users of assistive technology. Our goal is to accommodate parents, students, employees, the media, and members of the community by adopting and conforming to Web Content Accessibility Guidelines (WCAG).

WCAG 2.0 is a principles-based accessibility system. In other words, even though a site may be compliant, it may not be useful. With that in mind, our goal is to make our site useful to all patrons by adopting the four WCAG principles: perceivable, operable, understandable and robust.

1. Perceivable - Users must be able to perceive the information being presented (it can't be invisible to all of their senses).
2. Operable - Users must be able to operate the interface (the interface cannot require interaction that a user cannot perform).
3. Understandable – Users must be able to understand the information as well as the interface operation (the content or operation cannot be beyond their understanding).
4. Robust – Users must be able to access the content as technologies advances (as technologies and user agents evolve, the content should remain accessible).

Report an Accessibility Issue

Our goal is to ensure that any individual can access information on our website. If a building level web editor learns of content that an end-user finds inaccessible, please contact the District webmaster (web@waukeeschools.org) so that we can assist in providing an accessible alternative.

Training

The District will annually train all web editors in the District on the philosophies of web accessibility as well as the web editor practices to ensure accessibility of content on the site.

Grievances related to Section 504, Title II or other formal grievances can be filed with the District using the procedure outlined in Board policy 101-R(1) Grievance Procedure - Discrimination Complaints.

SOURCES

In addition to the legal authority listed above, the resources listed below were also referenced or utilized in the development of the Equal Employment / Affirmative Action Plan.

United States Census Bureau, *Quick Facts* (<https://www.census.gov/>).

- Census 2020 Demographic Profile: United States
- Census 2020 Demographic Profile: State of Iowa
- Census 2020 Demographic Profile: Dallas County
- Census 2020 Demographic Profile: City of Waukee
- Census 2020 Demographic Profile: City of West Des Moines
- Census 2020 Demographic Profile: City of Urbandale
- Census 2020 Demographic Profile: City of Clive

Iowa School District Affirmative Action Plans:

- Ankeny Community School District Affirmative Action Plan 2021-2023
- Des Moines Public Schools Affirmative Action Plan 2021
- West Des Moines Community School District Equal Employment Opportunity and Affirmative Action Plan 2022-24

2021-2023

Iowa Association of School Boards 2009 sample Affirmative Action Plan.

Title II: Higher Education Act (<https://title2.ed.gov/Public/Home.aspx>):
Iowa Data 2020-21