

**DALLAS CENTER-GRIMES
COMMUNITY SCHOOL
DISTRICT**



**AFFIRMATIVE ACTION
PLAN**

August 2016

Table of Contents

| | | |
|-------|--|---------|
| I. | Introduction | Page 3 |
| II. | Purpose | Page 3 |
| III. | Responsibility for Implementation and Maintenance of the Plan | Page 4 |
| IV. | Dissemination of Plan and Policies | Page 4 |
| V. | Analysis of Workforce | Page 5 |
| VI. | Utilization Analysis and Goals by Job Group | Page 7 |
| VI. | Goals and Action Programs to Achieve Goals | Page 8 |
| VIII. | Internal Audit and Reporting | Page 9 |
| IX. | Supportive Systems | Page 9 |
| X. | Reduction in Force | Page 10 |
| | Grievance Procedure | Page 10 |
| | Appendix A/Related Policies | Page 13 |
| | Appendix B/AA contact | Page 16 |
| | Forms | Page 17 |
| | Administrative Statement | Page 18 |

I. INTRODUCTION

It is the policy of the Dallas Center-Grimes Community School District to provide equal employment opportunity for all applicants and staff in all aspects of employment, including recruitment, hiring, retention, assignment, transfer, promotion, and training. Such equal employment opportunity shall be provided without unlawful discrimination based on race, color, creed, religion, age, gender, ethnicity, national origin, veteran status, marital status, sexual orientation, gender identity, or the presence of a sensory, mental, or physical disability.

The District's nondiscrimination and affirmative action policy is set forth in Appendix A. The following Affirmative Action Plan will outline steps to be taken to ensure that District policies and practices do not unlawfully discriminate against an individual on the basis of race, color, creed, religion, age, gender, ethnicity, national origin, veteran status, marital status, sexual orientation, gender identity, or the presence of a sensory, mental, or physical disability. Furthermore, reasonable steps will be taken to actively promote employment opportunities to qualified individuals in protected groups that are underutilized in the workforce.

The Superintendent and Equity Coordinator of the District are assigned responsibility for implementing our Affirmative Action Plan. However, it is emphasized that every employee is expected to comply with and facilitate the ultimate success of the program.

The Equal Employment Opportunity program will be evaluated every other year. The Affirmative Action Officer will report to the Board, as part of its standard reporting procedures, progress in the implementation of the District's Affirmative Action Plan.

Copies of the Affirmative Action Plan will be made available upon request.

II. PURPOSE

It is the purpose of this Affirmative Action Plan of the District to promote, monitor, and maintain the District's affirmative action and equal employment opportunity policies. These policies provide for equal employment opportunities for all employees and applicants for employment without unlawful discrimination on the basis of race, color, creed, religion, age, gender, ethnicity, national origin, veteran status, marital status, sexual orientation, gender identity, or the presence of a sensory, mental, or physical disability, and promote diversity in the District's workforce.

It is also the purpose of this Plan to identify, at all levels of the workforce, areas of underutilization of protected groups and to identify and address, when possible, the factors that may be causing such underutilization. This Plan is designed to promote outreach, recruitment, training and education efforts intended to expand the pool of qualified applicants to promote diversity, consistent with the District's standards of excellence.

This Plan advances equal employment opportunity without preferential treatment on the basis of race, gender, ethnicity, or national origin. This Plan is also designed to ensure that District policies are properly implemented without unlawful discrimination on the basis of race, color, creed, religion, age, gender, national origin, ethnicity, veteran status, marital status, or the presence of a sensory, mental, or physical disability.

III. RESPONSIBILITY FOR IMPLEMENTATION AND MAINTENANCE OF THE PLAN

- The Superintendent has the overall responsibility for the development, implementation, coordination, and monitoring of the Affirmative Action Plan, and is responsible for ensuring that administrators and supervisors are fully aware of their role in supporting the Plan. The Superintendent has delegated to the Affirmative Action Officer the authority to represent the Superintendent in these matters. The Affirmative Action Officer is the business manager.
- The Affirmative Action Officer is charged with the responsibility of making known the District's desire and commitment to employ members of protected as well as non-protected groups through regular and frequent contact with community groups and employment agencies and through identifying, to the extent possible, persons with requisite skills and talents for projected openings throughout the District. The Affirmative Action Officer shall ensure that recruitment efforts are reaching protected groups as well as unprotected groups in all categories where underutilization exists.
- The Affirmative Action Officer will advise the Superintendent and/or Board on equal opportunity matters as required. The Officer will monitor and evaluate the Plan's accomplishments and will prepare memoranda addressing proposed action and other issues as required by this Plan.
- The Affirmative Action Officer can be reached at (515)992-3866 or by writing to Affirmative Action Officer, Dallas Center-Grimes Administrative Office, 1414 Walnut St. Suite 200, PO Box 512, Dallas Center, IA 50063
- The Affirmative Action Committee (School Improvement Advisory Committee) will conduct a review of the District's progress toward the goals set forth in this Plan every other year and will report the results of this review to all District administrators and to the School Board.

IV. DISSEMINATION OF PLAN AND POLICIES

It is the responsibility of the Superintendent of the District, or the Superintendent's designee, to inform all applicants for employment, all current employees, all persons responsible for hiring within the District, all employee associations, and all District contractors and subcontractors of the District's commitment to equal employment opportunity.

Communication of the District's Affirmative Action Plan will be accomplished as follows:

1. Internal and External
 - a. Copies of the Affirmative Action Plan will be available to all employees and citizens as posted on First Class and on the School website. Printed copies will be available upon request.
 - b. A statement of the District's equal employment opportunity policy will be placed in District recruitment material, application forms and newspaper advertisements.
 - c. Upon adoption of the District's Affirmative Action Plan, the Affirmative Action Officer will issue a statement and information about the Plan in District publications.
 - d. Announcements of training opportunities that promote the goals of the Plan will be issued to staff through District publications.
 - e. All District contractors, vendors and suppliers will be notified that they must comply with the District's equal employment opportunity policy and this Plan.
 - f. The name, address, and telephone number of the District's Affirmative Action Officer will be published, at least annually, in regular District publications. The Affirmative Action Officer and his/her contact information is also identified.
2. Internal
 - a. Upon employment, each new employee will be informed of our Affirmative Action Plan and policies against discrimination.

V. ANALYSIS OF WORKFORCE

This section of the Affirmative Action Plan reflects a numerical analysis of the Dallas Center-Grimes Community School District workforce demographics.

The tables that follow contain a numerical study of the District's workforce. The term "underutilization" as used in this policy means having fewer members of an affected group in a particular job category than reasonably would be expected based upon their availability.

The use of such geographic areas and statistics is intended only for the purpose of implementing this Plan and facilitating identification of areas of potential underutilization. These statistical comparisons do not have any independent legal or factual significance. The statistics and geographic areas have been selected and used in good faith with respect to this Plan.

Availability Study

To research and prepare information for the District's Plan, an availability analysis was conducted based on state census reports from the 2010 census.

The following chart projects availability for each category for the purpose of determining utilization.

| Facts | Des Moines/WDM MSA | Iowa |
|--|---------------------------|-------------|
| Estimated Labor force (2010) | 286,472 | 1,332,289 |
| Female persons | 50.90% | 50.20% |
| Male persons | 49.10% | 49.80% |
| White persons | 267,867 | 1,286,400 |
| Black or African American persons | 8,784 | 31,261 |
| American Indian and Alaska Native persons | 713 | 4,149 |
| Asian persons | 7,045 | 19,924 |
| Native Hawaiian and Other Pacific Islander | 129 | 644 |
| Persons of Hispanic or Latino origin | 9,799 | 46,641 |
| Multiple/Other Races | 1,934 | 7,911 |
| Total Minority Nonwhite | 6.50% | 4.80% |

| Job Group - Minority | Total Non - Minority | Total Minority | Theoretical Availability | Deviation from TA |
|------------------------------|-----------------------------|-----------------------|---------------------------------|--------------------------|
| Iowa comparison group | | | | |
| Certified Administrators | 11 | 0 | 0.528 | -0.528 |
| Classified Administrators | 3 | 0 | 0.144 | -0.144 |
| Teachers | 214 | 3 | 10.416 | -7.416 |
| Total | 228 | 3 | 11.088 | -8.088 |
| DM/WDM MSA | | | | |
| Custodians | 22 | 1 | 1.495 | -0.495 |
| Teacher Associates | 74 | 3 | 5.005 | -2.005 |
| Office Staff | 16 | 0 | 1.04 | -1.04 |
| Transportation | 26 | 1 | 1.755 | -0.755 |
| Other support staff | 8 | 0 | 0.52 | -0.52 |
| Total | 146 | 5 | 9.815 | -4.815 |

| Job Group – Gender Iowa Comparison | Total Employed | | Theoretical Availability | | Deviation from TA | |
|---------------------------------------|----------------|-----------|-----------------------------|----------------|-------------------|----------------|
| | Female | Male | Female | Male | Female | Male |
| Certified Administrators | 6 | 5 | 5.522 | 5.401 | 0.478 | -0.401 |
| Classified Administrators | 0 | 3 | 1.506 | 1.473 | -1.506 | 1.527 |
| Teachers | 163 | 51 | 107.428 | 106.572 | 55.572 | -55.572 |
| Total | 169 | 59 | 114.456 | 113.544 | 54.544 | -54.544 |
| DM/WDM MSA Comparison | | | | | | |
| Custodians | 7 | 16 | 11.707 | 11.293 | -4.707 | 4.707 |
| Teacher Associates | 69 | 8 | 39.193 | 37.807 | 29.807 | -29.807 |
| Office Staff | 16 | 0 | 8.144 | 7.856 | 7.856 | -7.856 |
| Transportation | 8 | 19 | 13.743 | 13.257 | -5.743 | 5.743 |
| Other support staff | 3 | 5 | 4.072 | 3.928 | -1.072 | 1.072 |
| Total | 103 | 48 | 76.859 | 74.141 | 26.141 | -26.141 |

| Group | Gender | | | | Minority | | | |
|---------------------------|-------------|------|------------|------|----------------|------------|----------------|------------|
| | Last Report | | Current | | Last Report | | Current | |
| | Date: 2014 | | Date: 2016 | | Date: 2014 | | Date: 2016 | |
| | Female | Male | Female | Male | Non-Minority # | Minority # | Non-Minority # | Minority # |
| Certified Administrators | 7 | 4 | 6 | 5 | 11 | 0 | 11 | 0 |
| Classified Administrators | 0 | 3 | 0 | 3 | 3 | 0 | 3 | 0 |
| Teachers | 153 | 41 | 163 | 51 | 193 | 1 | 214 | 3 |
| Custodians | 4 | 18 | 7 | 16 | 22 | 0 | 22 | 1 |
| Teacher Associates | 61 | 5 | 69 | 8 | 65 | 1 | 74 | 3 |
| Office Staff | 15 | 0 | 16 | 0 | 15 | 0 | 16 | 0 |
| Transportation | 9 | 12 | 8 | 19 | 21 | 1 | 26 | 1 |
| Other support staff | 1 | 6 | 3 | 5 | 6 | 0 | 8 | 0 |
| Total | 250 | 89 | 272 | 107 | 336 | 3 | 374 | 8 |

VI. UTILIZATION ANALYSIS & GOALS BY JOB GROUP

Certified Administrators: This job category includes principals, assistant principals, superintendent, Directors of Teaching and Learning and Student Services, Activities Director and Business Manager. Regarding gender balance, this group is fairly balanced and little deviation with minority availability. 2016: Three openings occurred in the previous two years. Males and minorities were recruited and males were interviewed. The best fit included two males and one female. One or more vacancies are anticipated in the next two years. Minorities and males will continue to be recruited.

Classified Administrators: This job category includes the transportation and operations directors and technology director. The data indicates a shortage of minority and female representation. But with the small numbers and differences there is not a statistical variance. Minority hiring should be encouraged to provide representation. A vacancy is anticipated in the next two years. If a vacancy occurs, minorities and females will be recruited.

Teachers: The data indicates a significant shortage of minority and male representation. Minority and male hiring should have preferential hiring with other factors being equal or near equal. The district's goal will be to employ at least one minority and two males at the elementary level (where the greatest discrepancy is) within the next two years. 2016: Six males were hired across the district, including several at the elementary level and two minorities were hired. The goal of hiring one minority teacher at each building in the district will continue.

Custodians: The data indicates a shortage of minority and female representation. Female hiring should have preferential hiring with other factors being equal or near equal. The district's goal will be to employ at least one minority in this sub-group within the next two years. 2016: A minority and three females were hired was hired in the previous two years. The gender balance continues to be more skewed to the males. The district's goal will be to employ more females in this area with all other factors being equal or near equal.

Teachers Associates: The data indicates that the minority representation is slightly below the surrounding population although there is a significant shortage of male representation. Male hiring should have preferential hiring with other factors being equal or near equal. The district's goal will be to employ at least one more male in this sub-group within the next two years. 2016: Two male associates and three minorities were added in the last two years. The district's goal will continue to be to employ at least one more male in this sub-group within the next two years.

Office Staff: The data indicates a significant shortage of minority and male representation. Minority and male hiring should have preferential hiring with other factors being equal or near equal. 2016: One opening occurred and no males or minorities applied. If a vacancy occurs, the district's goal will be to employ at least one minority or male in this sub-group.

Bus Drivers: The data indicates a very slight shortage of minority representation and a greater female shortage in the representation. Minority and female hiring should have preferential hiring with other factors being equal or near equal. The district's goal will be to employ at least one additional female in this sub-group within the next two years. 2016: Seven openings occurred in the past two years. Females and minorities were recruited and one female was hired. The district will continue to recruit females and minorities. If a vacancy occurs, the district's goal will be to employ at least one female in this sub-group within the next two years.

Other Support Staff: This job category includes media specialists, technology support, and other support staff. This group is fairly gender balanced and indicates a shortage in minority representation. The

district's goal will be to employ at least one minority in this sub-group within the next two years. (Group Defined in 2016 as media and technology support and non-general education or special education teachers.)

VII. GOALS & ACTION PROGRAMS TO ACHIEVE GOALS

JOB ANALYSIS, RECRUITMENT AND SELECTION. The District's goal is to purposely and actively seek to employ the best person for the job or position. At the same time, it is important to have a diverse pool of qualified applicants from all groups for certified and classified positions at all levels to ensure an increased opportunity for members of underrepresented groups to be considered for employment by the District.

Action plan for job analysis, recruitment and selection

- Job descriptions and the hiring process have been and as changes may occur, to make sure that qualification requirements and screening criteria are based on specific job functions and do not have the effect of screening out protected group applicants who have the ability to perform District jobs.
- The state of Iowa has created a standard place (TeachIowa) for ALL positions in education to be posted. Starting with the 13-14 school year, all openings are posted on this site that is advertised and available to all candidates.
- Consider flextime and job sharing options as a means of enhancing positions for protected groups and other applicants.
- Increase the awareness of equal employment opportunity among all personnel involved in hiring, and have the Superintendent and Affirmative Action Officer monitor all hiring.
- Ensure that accurate information is maintained regarding the demographic make-up of the District's workforce. This is being facilitated with the addition of staff on Infinite Campus which makes the information more readily available.

EDUCATION AND TRAINING: The District's goal is to promote a culture of respect and diversity in the workplace, and to ensure that members of the District community are aware of the Affirmative Action Plan and their roles and responsibilities in enforcing the District's policies concerning equal employment opportunity.

Action plan for education and training

- Continue an emphasis to increase gender equity and multi-cultural opportunities in both the instructional and activities programs. Each staff member has responsibility for carrying out the equal employment strategies as outlined in the Affirmative Action Plan adopted by the District.
- Provide multi-cultural training for personnel at the elementary, middle school, and high school levels, in conjunction with incorporating multi-cultural and gender equity concepts, awareness, and information into the curriculum.
- Provide regular training and emphasis on providing a working environment free from unlawful discrimination.
- Other means of promotion and information dissemination will be utilized as necessary to ensure that the community and District staff are informed of the goals and objectives of equal employment opportunity.

PREVENTING EMPLOYMENT DISCRIMINATION BASED ON GENDER: We include this goal and the following objectives to ensure that the District does not discriminate against any person on the basis of gender in employment, recruitment, and promotion or advancement.

Action plan for preventing employment discrimination based on gender

- Maintain credential requirements for all personnel.
- Make no differentiation in pay scale on the basis of gender.
- Make no differentiation in the assignment of school duties on the basis of gender, except where there is a compelling need for such qualification based on the nature of the duties; e.g. an assignment that involves supervising students in areas or situations where persons might be disrobed.
- Provide the same opportunities for advancement without regard to gender.
- Make no difference in conditions of employment including, but not limited to, hiring practices, leaves of absence, hours of employment and assignment of, or pay for, instructional and non-instructional duties on the basis of gender.

VIII. INTERNAL AUDIT AND REPORTING

The District's Human Resources Department will maintain a confidential employee and applicant tracking system—separate from the pre-employment application process— which records the gender, race, ethnicity, age and disability and veteran status of applicants. This is being done through our on-line application system (Applitrack). Monitoring of this data will help ensure that all applicants are receiving equal treatment in the hiring process and that the District's recruiting efforts are reaching all groups. The pre-employment application forms used for both certified and classified personnel, however, will exclude inquiries that unnecessarily elicit the race, gender, or membership of the applicant in other protected groups. Annual reviews of the District's progress toward the goals set in this plan will be conducted by the District's Affirmative Action Officer and reported to all District administrators and to the School Board..

IX. SUPPORTIVE SYSTEMS

Recruitment and Employment

Staff responsible for employing staff will consider all applicants and employees on the basis of job-related qualifications. The District selects employees as needed on the basis of merit, training and experience with no unlawful discrimination against any employee or applicant because of race, color, creed, religion, age, gender, ethnicity, national origin, veteran status, marital status, sexual orientation, gender identity, or the presence of a sensory, mental, or physical disability.

A continuing review of hiring criteria is made to ensure the relevance of the job qualifications to the tasks to be performed and the needs of the position. In addition, the District promotes continued relationships with organizations that are a recruitment source for individuals from protected groups, including those groups that currently may be underutilized in the workforce. These organizations include such agencies as the state job service agencies and college and university placement offices.

Job announcements are distributed to each building in the District. Jobs will be posted on the district's website and the TeachIowa website and may be advertised in newspapers, and/or posted in local businesses.

Specific emphasis will be placed on the outreach and recruitment of members of protected groups along with the efforts made to reach non-protected groups. Consistent with the District's equal employment opportunity policy, and in addition to other measures described in this Plan:

- Publicity for job openings may include, without limitation, informing professional groups and organizations with memberships that include both protected and non-protected groups, visiting

areas to promote a diverse population of qualified applicants, and listing job openings, including minimum qualifications, on bulletin boards in all district buildings.

- All staff will be encouraged to facilitate recruitment of a diverse pool of qualified applicants, including individuals from underrepresented protected groups.
- All subcontractors, vendors, and suppliers will be notified in writing of the District's equal employment policy.

Training

The District recognizes the importance of on-going training for employees both to assist in upgrading skills and to assist in personal growth. The District will continue to develop and provide career counseling to staff to assist personnel in moving to levels of greater responsibility.

X. REDUCTION IN FORCE

The District's reduction in force (RIF) procedures for bargaining unit positions are established by collective bargaining agreements. Seniority within the appropriate job group is the principal factor determining retention. Affirmative action is not currently a factor in negotiated RIF procedures. RIF procedures for administrative and other exempt positions are established by School Board policy and do not explicitly address Affirmative Action. If a RIF is necessary, consistent with its legal and contractual obligations, the District will make reductions in force bearing in mind its commitment to equal employment opportunity.

DISTRICT GRIEVANCE PROCEDURE

Students, parents of students, employees, and applicants for employment in the school district will have the right to file a formal complaint alleging discrimination under federal or state regulations requiring non-discrimination in programs and employment.

Level One - Principal, Immediate Supervisor or Personnel Contact Person

(Informal and Optional - may be bypassed by the grievant)

Employees with a complaint of discrimination based upon their gender, race, national origin, religion, age, marital status, sexual orientation, gender identity, or disability are encouraged to first discuss it with their immediate supervisor, with the objective of resolving the matter informally. An applicant for employment with a complaint of discrimination based upon their gender, race, national origin, religion, age, marital status, sexual orientation, gender identity, or disability is encouraged to first discuss it with the personnel contact person.

A student, or a parent of a student, with a complaint of discrimination based upon their gender, race, national origin, religion, marital status, sexual orientation, gender identity, or disability are encouraged to discuss it with the instructor, counselor, supervisor, building administrator, program administrator, or personnel contact person directly involved.

Level Two - Compliance Officer

If the grievance is not resolved at Level One and the grievant wishes to pursue the grievance, the grievant may formalize it by filing a complaint in writing on a Grievance Filing Form, which may be obtained from the Compliance Officer. The complaint will state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at Level Two must be within 15 working days from the date of the event, giving rise to the grievance, or from the date the grievant could reasonably become aware of such occurrence. The grievant may request that a meeting concerning the complaint be held with the Compliance Officer. A minor student may be accompanied at that meeting by a parent or guardian. The Compliance Officer will investigate the complaint and attempt to resolve it. A written report from the Compliance Officer regarding action taken will be sent to the involved parties within a reasonable time after receipt of the complaint.

Level Three - Superintendent/Administrator

If the complaint is not resolved at Level Two, the grievant may appeal it to Level Three by presenting a written appeal to the superintendent within five working days after the grievant receives the report from the Compliance Officer. The grievant may request a meeting with the Superintendent. The superintendent may request a meeting with the grievant to discuss the appeal. The superintendent will render a decision within a reasonable time after the receipt of the written appeal. If, in cases of disability grievances at the elementary and secondary level, the issue is not resolved through the grievance process, rather, the parents have a right to an impartial hearing to resolve the issue.

This procedure in no way denies the right of the grievant to file formal complaints with the Iowa Civil Rights Commission, the U.S. Department of Education Office for Civil Rights or Office of Special Education Programs, the Equal Employment Opportunity Commission, or the Iowa Department of Education for mediation or rectification of civil rights grievances, or to seek private counsel for complaints alleging discrimination.

Level Four - Appeal to Board

If the grievant is not satisfied with the superintendent's decision, the grievant can file an appeal with the board within five working days of the decision. It is within the discretion of the board to determine whether it will hear the appeal.

The Compliance Officer is:
Michelle Wearmouth
1414 Walnut, Suite 200
Dallas Center, Iowa 50063
Telephone: 515-992-3866
Monday-Friday: 8:00 AM – 4:30 PM

**GRIEVANCE FORM FOR COMPLAINTS OF DISCRIMINATION OR NON-COMPLIANCE
WITH FEDERAL OR STATE REGULATIONS REQUIRING NON-DISCRIMINATION**

I, _____, am filing this grievance because

(Attach additional sheets if necessary)

Describe incident or occurrence as accurately as possible:

(Attach additional sheets if necessary)

Signature

Address

Phone Number

If student, name

Grade Level

Attendance center

APPENDIX A

All board policies in the is appendix will be superseded by any policies that have an updated adoption date listed.

Policy Title EQUAL OPPORTUNITY EMPLOYMENT/AFFIRMATIVE Code 401.2
 ACTION

The Dallas Center-Grimes Community School District will provide equal opportunity to employees and applicants for employment in accordance with applicable equal employment opportunity and affirmative action laws, directives and regulations of federal, state and local governing bodies. Opportunity to all employees and applicants for employment includes hiring, placement, promotion, transfer or demotion, recruitment, advertising or solicitation for employment, treatment during employment, rates of pay or other forms of compensation, and layoff or termination. The 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, creed, religion, gender, national origin, sexual orientation, gender identity, disability or age. In keeping with the law, the board will consider the veteran status of applicants.

Prior to a final offer of employment for any position, the District will perform the background checks as required by law. Work related job functional assessment will also be required for some positions. Based upon the results of the background checks and functional work assessment, the District will determine whether an offer will be extended.

In addition, the District will perform a background check on all employees at minimum of every five years, as required by law.

Volunteers that have unsupervised one on one contact with students will also be required to have a background check performed at the district expense.

The District may determine on a case-by-case basis that, based on the duties, other positions within the District will also require background checks.

Advertisements and notices for vacancies within the District will contain the following statement: "The Dallas Center-Grimes 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, Dallas Center-Grimes Community School District, P.O. Box 512, 1414 Walnut Street, Dallas Center, Iowa; or by telephoning 515-992-3866.

EQUAL EMPLOYMENT OPPORTUNITY

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 Director of the Region VII office of Civil Rights, U.S. Department of Education, 310 W. Wisconsin Ave., Ste. 800, Milwaukee, Wisconsin, 53203-2292, (414) 291-1111 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 copies of the procedures for filing a complaint are available in the District's central administrative office and the administrative office in each attendance center.

Legal Reference: 29 U.S.C. §§ 621-634 (2004).
42 U.S.C. §§ 2000e et seq. (2004).
42 U.S.C. §§ 12101 et seq. (2004).
Iowa Code §§ 19B; 20; 35C; 73; 216; 279.8; 692.2; 692.2A; 692.2C(5);
235A.15; 235A.6e(9) (2007).
281 I.A.C. 12.4; 95.
281 I.A.C. 14.1; 2000.

Cross Reference: Equal Educational Opportunity
Bullying/Harassment
Licensed Employee Qualifications, Recruitment, Selection Classified
Employee Qualifications, Recruitment, Selection

Approved: March 1989

Reviewed: August 2014

Revised: September 2014

The Board of Directors believes all people should have an opportunity to apply and qualify for certified staff positions in the District without regard to race, color, creed, national origin, religion, age, sex, disability, sexual orientation, gender identity, or marital status. Therefore, all job applicants will be considered for certified positions on the basis of the following:

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

It shall be the responsibility of the Superintendent of schools to develop procedures for the hiring of certified staff personnel. The Superintendent may delegate the recruitment and selection of certified staff personnel for recommendation to the Board to his/her staff. Whenever possible, the preliminary screening of applicants shall be conducted by the District employee who will be directly supervising and overseeing the person being hired.

The Board of Directors has the authority to officially employ all certified staff personnel after receiving a recommendation for action from the Superintendent. However, the Superintendent may employ a certified staff member on a temporary basis until a formal recommendation can be made and formal action can be taken by the Board of Directors on the position.

Legal References: Iowa Code Chapters 20, 70, 601A

Approved: March 1989

Reviewed: November 2011

Revised: Nov 2010

EDUCATIONAL PROGRAMS AND ACTIVITIES

Student And Parental Rights

The Dallas Center-Grimes Community School District does not discriminate in its educational programs and activities on the basis of a student's disability. If it has been determined that your child has a qualifying disability for which accommodations may need to be made to meet his or her individual needs as adequately as the needs of other students, as a parent, you have the right to the following:

- participation of your child in school district programs and activities, including extracurricular programs and activities, to the maximum extent appropriate, free of discrimination based upon the student's disability and at the same level as students without disabilities;
- receipt of free educational services to the extent they are provided students without disabilities;
- receipt of information about your child and your child's educational programs and activities in your native language;
- notice of identification of your child as having a qualifying disability for which accommodations may need to be made and notice prior to evaluation and placement of your child and right to periodically request a re-evaluation of your child;
- inspection and review of your child's educational records, including a right to copy those records for a reasonable fee. You also have a right to ask the school district to amend your child's educational records if you feel the information in the records is misleading or inaccurate. Should the school district refuse to amend the records, you have a right to a hearing and to place an explanatory letter in your child's file explaining why you feel the records are misleading or inaccurate;
- hearing before an impartial hearing officer if you disagree with your child's evaluation or placement. You have a right to counsel at the hearing and have the decision of the impartial hearing officer reviewed.

Inquiries concerning the school district's compliance with the regulations implementing Title VI, Title IX, the Americans with Disabilities Act (ADA), § 504 or Iowa Code § 280.3 should be directed to:

Angela Dvorak
1414 Walnut St. Suite 200
PO Box 512
Dallas Center, Iowa 50063
Telephone: 515-992-3866

who has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title IX, the ADA, § 504 and Iowa Code 280.3.

STUDENT AND PARENTAL RIGHTS

The Dallas Center-Grimes Community School District does not discriminate in its educational programs and activities on the basis of a student's disability. It has been determined that your child has a qualifying disability for which accommodations may need to be made to meet his or her individual needs as adequately as the needs of other students. As a parent, you have the right to the following:

- participation of your child in school district programs and activities, including extracurricular programs and activities, to the maximum extent appropriate, free of discrimination based upon the student's disability and at the same level as students without disabilities;
- receipt of free educational services to the extent they are provided students without disabilities;

- receipt of information about your child and your child's educational programs and activities in your native language;
- notice of identification of your child as having a qualifying disability for which accommodations may need to be made and notice prior to evaluation and placement of your child and right to periodically request a re-evaluation of your child;
- inspect and review your child's educational records including a right to copy those records for a reasonable fee; you also have a right to ask the school district to amend your child's educational records if you feel the information in the records is misleading or inaccurate; should the school district refuse to amend the records, you have a right to a hearing and to place an explanatory letter in your child's file explaining why you feel the records are misleading or inaccurate;
- hearing before an impartial hearing officer if you disagree with your child's evaluation or placement; you have a right to counsel at the hearing and have the decision of the impartial hearing officer reviewed.

Inquiries concerning the school district's compliance with the regulations implementing Title VI, Title IX, the Americans with Disabilities Act (ADA), § 504 or Iowa Code § 280.3 should be directed to: Angela Dvorak, 1414 Walnut St. Suite 200, Dallas Center, Iowa 50063, telephone: 515-992-3866, who has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title IX, the ADA, § 504 and Iowa Code 280.3.

Nondiscrimination Statement

Students, parents, employees and others doing business with or performing services for the Dallas Center-Grimes Community School District are hereby notified that this school district does not discriminate on the basis of race, color, creed, religion, gender, national origin, sexual orientation, gender identity, disability, age (for employment), marital status (for programs), or socioeconomic status (for programs) in admission or access to, or treatment in, its programs and activities or hiring and employment practices. Any person having inquiries concerning the school district's compliance with the regulations implementing Title VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), § 504 or Iowa Code § 280.3 is directed to contact: Angela Dvorak, 1414 Walnut St. Suite 200, Dallas Center, Iowa 50063, telephone: 515-992-3866, who has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the ADA, § 504 and Iowa Code 280.3.

APPENDIX B

Dallas Center-Grimes Community School District Affirmative Action Officer

| | |
|-------------------|--|
| Name: | Michelle Wearmouth, Business Manager |
| Address: | 1414 Walnut, Suite 200, Dallas Center, Iowa 50063 |
| Telephone Number: | (515) 992-3866 |
| Email: | mwearmouth@dc-grimes.k12.ia.us |
| Fax Number: | (515) 992-3079 |

Dallas Center-Grimes Community School Affirmative Action Application Information

This information is collected through Applitrack. Will be given to applicants that do not apply through the online system.

Completion of this form is optional. However, we would appreciate it if you would supply the requested information. In order to comply with regulations established by the U.S. Equal Opportunity Commission, the Office of Civil Rights in the U.S. Department of Education, Iowa Code § 19B.11, and I.A.C. 281-ch.95, the District must report statistical summaries of the information requested. The information is used for this purpose and other affirmative action purposes only.

Section I

A. Are you Hispanic/Latino?

_____ No, not Hispanic/Latino
_____ Yes, Hispanic/Latino

B. What is your race? (Choose one or more)

_____ American Indian or Alaskan Native
_____ Asian
_____ Black or African American
_____ Native Hawaiian or Other Pacific Islander
_____ White

Section II

_____ Male
_____ Female
_____ Age
Yes No Handicapped (Please circle one)
Yes No Disabled Veteran (any era) (Please circle one)
Yes No Vietnam Era Veteran (1964-1975) (Please circle one)

Section III

Please check the source from which you learned of this position.

_____ Advertisement in newspaper (Name _____)
_____ Professional journal (Name _____)
_____ Newsletter or job registry, including Job Service of Iowa
(Name of the service _____)
_____ Position announcement at school
_____ Personal contacts by district
_____ All other. Please specify
(_____)

Name: _____ Date: _____

Position Sought: _____

Dallas Center-Grimes Community School Administrative Statement

The Dallas Center-Grimes Community School has been, and will continue to be, an equal opportunity employer. To assure full implementation of this policy, we will assure that:

- A. Persons are recruited, hired, and promoted for all jobs without regard to race, color, creed, national origin, religion, age, sex, disability, sexual orientation, gender identity, or marital status. Placement decisions are based solely on an individual's qualifications for the position being filled.
- B. Other personnel actions such as compensation, benefits, transfers, layoffs, return from layoffs and district-sponsored programs and activities are administered without regard to race, color, creed, national origin, religion, age, sex, disability, sexual orientation, gender identity, or marital status.
- C. The Dallas Center-Grimes Community School District will not discriminate against any individual because of a physical or mental handicap.

It is our policy to take affirmative action in the employment of qualified minorities, handicapped individuals, and working toward gender balance in the various categories. This will include all employment practices. Reasonable accommodation will be provided whenever possible in our effort to advance employment opportunities for handicapped individuals.

This district has a strong commitment to equal opportunity and affirmative action. Continued assistance and support by the entire staff is expected and appreciated in attaining our objective of equal employment opportunity and achieving our affirmative action goals.

Superintendent, Dallas Center-Grimes Community School