

Urbandale Community School District

Dr. Doug Stilwell, Superintendent of Schools



Mission: Teacher All—Reaching All

Vision: Urbandale will be a district that brings learning to life for everyone.

Affirmative Action Plan

Department of Human Resources
Mark Lane, Director of Human Resources
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Superintendent's Statement

The Urbandale Community School District promotes equal employment and affirmative action to attain a workforce that is representative of the ethnic and gender diversity of our learning community. The Superintendent and Board of Directors intend to provide the resources, support and leadership to ensure that all populations are proportionately represented in our schools to the fullest extent possible. When this is accomplished, all of our students will be better served by having positive role models from our diverse workforce to foster positive attitudes toward the differences and similarities displayed by all persons they will encounter as adults.

To assure implementation of this Equal Employment Opportunity/Affirmative Action Plan, we will see that:

- Persons are recruited, hired, and promoted for all positions without regard to age, race, religion, color, national origin, gender, marital status, disability, creed, sexual orientation, and gender identity. Placement decisions are based solely on applicant qualifications for the position being filled.
- Equal employment opportunity shall apply to all personnel practices and] procedures. All programs and activities are also administered without regard to age, race, religion, color, national origin, gender, marital status, disability, creed, sexual orientation, and gender identity.

The Board of Directors and I all have a strong commitment to equal opportunity and affirmative action. Your continued assistance and support in attaining this objective is expected and appreciated.

Dr. Doug Stilwell, Superintendent of Schools

Introduction

This plan reflects the District's efforts to address existing workforce imbalances and strategies for the realization of our goals. The foundation of the District's commitment to affirmative action is its belief that all students in an educational environment are best served through a diverse workforce. The Urbandale Community School District must provide educational experiences for students and staff that enhance a respect and appreciation for diversity in the learning community.

The Urbandale Community School District has appointed Mark Lane, Director of Human Resources as the Affirmative Action Officer. It will be Mr. Lane's responsibility to complete the E.E.O./A.A. plan and update as required. The School Improvement Advisory Committee will be used to obtain systematic input from its members for the E.E.O./A.A. plan.

I. Policy Statement by Board of Directors

A. General Policy Statement

Equal Employment/ Affirmative Action- Board Policy 426

Selection for Employment and Assignments. The Urbandale Community School District will select for employment qualified applicants for each position without regard to race, color, creed, sex, religion, marital status, actual or potential parental status, sexual orientation, gender identity, national origin, ethnic background, age, genetic information, political party affiliation, or disability. The District shall take affirmative action, consistent with its adopted affirmative action plan, 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.

Employment Conditions. It is the policy of the Urbandale Community School District not to discriminate against any individual with respect to compensation, terms, conditions, or privileges of employment because of such individual's race, creed, color, sex, sexual orientation, gender identity, national origin, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by applicable federal and state laws.

B. Description of Method of Program Dissemination

Equal Employment/ Affirmative Action- Board Policy 426

Notice. In order to effectively communicate and interpret the District's policy to all levels of the administration and to all other employees, applicants, educational agencies and to the public, a statement of the District's policy shall be distributed to all applicants for employment and shall be disseminated annually to employees, students, parents and recruitment sources. District employees involved in the hiring or management of personnel shall be trained on proper equal employment opportunity procedures.

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

C. Complaint Procedure

Equal Employment/ Affirmative Action- Board Policy 426

Complaints of Discrimination. Any applicant or employee alleging discrimination on the basis of race, color, creed, sex, religion, actual or potential parental, family or marital status, sexual orientation, gender identity, national origin, political party affiliation, ethnic background, age, genetic information, or disability may follow the complaint procedures set forth in Policy 425. The complainant may bypass any step of the complaint procedure where the person to whom the complaint is to be lodged is the alleged perpetrator. The complainant may file the initial complaint with the compliance officer, whose decision may be appealed to the Superintendent of Schools. Inquiries or complaints may also be directed to federal and state agencies including the Iowa Civil Rights Commission, the Equal Employment Opportunity Commission, and the Office of Civil Rights of the United States Department of Education. The complainant may be required to complete a complaint form and to turn over copies of evidence of discrimination including, but not limited to, tapes, memoranda, letters and pictures. The investigator shall promptly commence an investigation and proceed to completion. Both the complainant and the alleged perpetrator will be given an opportunity to give a statement. A written investigation report shall be completed, and a summary of the report, including a finding that the complaint was founded, unfounded, or inconclusive will be forwarded to the complainant and to the alleged perpetrator.

II. Program Coordinator Position

A. Board Assignment to a Person

Equal Employment/ Affirmative Action- Board Policy 426

Compliance Officer. The Director of Human Resources shall be designated as the District's compliance officer to insure that applicants and employees are treated in accordance with this policy. In the event the Director of Human Resources is the alleged perpetrator, the Superintendent shall be the alternate compliance officer.

B. Description of Responsibilities

Equal Employment/ Affirmative Action- Board Policy 426

Compliance Officer. The compliance officer shall also be responsible for coordinating the preparation, implementation, evaluation, and updating of written equal employment opportunity and affirmative action plans, with

systematic input from diverse racial/ethnic groups, women, men and persons with disabilities.

C. Additional Board Policy Information

Equal Employment/ Affirmative Action- Board Policy 426

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

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

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

Date of Revision: February 10, 2014

Legal References: 20 U.S.C. 1681 et seq.; 29 U.S.C. 206 et seq.; 29 U.S.C. 621, et seq.; 29 U.S.C. 701 et seq.; 29 U.S.C. 794; 42 U.S.C. 2000(d) et seq., 42 U.S.C. 2000€ et seq., 42 U.S.C. 12101 et seq.; 29 C.F.R. 1604.11; Chapter 19B, 20.10, Chapter 35C, Chapter 216, Chapter 729, Section 256.10(2), Code of Iowa; 281 I.A.C. Chapter 95; 282 I.A.C. 12.3(3)(a)

URBANDALE COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

Board of Directors Policy 426

Discrimination/Harassment Complaint Form

http://www.urbandaleschools.org.s3.amazonaws.com/wp-content/uploads/2014/05/426_ex_a_redlined_22014_urbandale_csd_00994468x7f7e12.pdf

Board of Directors Policy 426

Discrimination/Harassment Witness Statement Form

http://www.urbandaleschools.org.s3.amazonaws.com/wp-content/uploads/2014/05/426.ExhB_.pdf

Legislative and Administrative Guidelines

In our efforts to achieve Equal Educational Opportunity for all staff and students, 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 seq.
 - 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 or employment opportunities or otherwise adversely affect status an in 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.

- A. Title IX Nondiscrimination in Federally Assisted Education Programs, 20 U.S.C. Section 1681
Prohibits discrimination of the basis of sex against students in educational programs within educational agencies that receive federal funds.

- B. 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.

Chapter 95- Equal Employment Opportunity and Affirmative Action in Educational Agencies

281—95.1(256) Purpose.

It is the purpose of this chapter to implement Iowa Code section 19B.11 by requiring specific steps by school districts, area education agencies, and community colleges to accomplish the goals of equal employment opportunity and affirmative action in the recruitment, appointment, assignment and advancement of personnel.

281—95.2(256) Definitions.

The following definitions shall be applied to the rules in this chapter:

"Affirmative action" means action appropriate to overcome the effects of past or present practices, policies, or other barriers to equal employment opportunity.

"Agency" means a local school district, an area education agency or a community college.

"Availability" means the extent to which members of a racial/ethnic group, women, men or persons with disabilities are present within the relevant labor market.

"Director of education" means the director of the Iowa department of education.

"Equal employment opportunity" means equal access to employment, training and advancement, or employment benefits regardless of race, creed, color, religion, sex, age, national origin and disability.

"Metropolitan statistic area" means a large population nucleus (over 50,000 people) and nearby communities which have a high degree of economic and social integration with that nucleus. Each area consists of one or more entire counties.

"Person with a disability" means any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment or is regarded as having such an impairment, as defined by civil rights commission subrule 161—8.26(1).

"Racial/ethnic minority person" means any person who is African-American, Hispanic, Asian or Pacific Islander, American Indian or Alaskan Native.

"Relevant labor market" means the geographic area in which an agency can reasonably be expected to recruit for a particular job category.

"Underrepresentation" 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 labor market.

"Work force" means an agency's full-time and part-time employees.

281—95.3(256) Equal employment opportunity standards.

Employment policies and practices shall provide equal employment opportunity to all persons. No person shall be denied equal access to agency employment opportunities because of race, creed, color, religion, national origin, gender, age or disability.

Affirmative action programs. A work force analysis shall be performed and affirmative measures be developed and implemented for any major job categories in which a racial/ethnic group, women, men or persons with disabilities are underrepresented.

281—95.4(256) Duties of boards of directors.

Each board of directors shall adopt policy statements and develop plans for implementation of equal employment opportunity standards and affirmative action programs.

95.4(1) Policy statements.

Each board of directors shall adopt policy statements outlining its commitment to the principles of equal employment opportunity and affirmative action. These policy statements shall prescribe procedures for employees and applicants for employment to redress complaints of discrimination.

95.4(2) Written plans.

Each board of directors shall prepare and implement written equal employment opportunity and affirmative action plans by July 1, 1990. The plans shall be evaluated and updated on a biennial basis.

95.4(3) Assignment of responsibility.

Each board of directors shall assign to an employee the responsibility for coordinating the development and ongoing implementation of the plans. This employee may be the same employee who has been assigned to coordinate the agency's efforts to comply with federal laws requiring nondiscrimination in educational programs and employment.

95.4(4) Input.

Each board of directors shall obtain systematic input from diverse racial/ethnic groups, women, men and persons with disabilities into the development and implementation of the plans. School districts may use existing advisory committees or public hearing procedures developed to receive similar input regarding the development and implementation of multicultural, nonsexist education plans.

95.4(5) Staff development.

Each board of directors shall provide periodic training for all staff who hire or supervise personnel on the principles of equal employment opportunity and the implementation of its affirmative action plan.

95.4(6) Record keeping.

Each board of directors shall keep the necessary records to document its affirmative action progress. Employment data shall be reported to the department of education by racial/ethnic category, gender and disability. This report shall be part of the department of education's basic educational data collection system.

281—95.5(256) Plan components.

In addition to the board policy statement, each equal employment opportunity and affirmative action plan shall include, but not be limited to, the following components:

95.5(1) Identification of coordinator.

The name, job title, address and phone number of the employee responsible for coordinating the development and implementation of the equal employment opportunity and affirmative action plans.

95.5(2) Administrative statement.

An administrative statement on how the agency's equal employment opportunity and affirmative action policies and plans are to be implemented, including the internal system for auditing and reporting progress. The administrative statement shall be signed and dated by the chief executive officer of the agency.

95.5(3) Work force analysis.

A work force analysis that shall show the numerical and percentage breakdown of the agency's full-time and part-time employees within each major job category by racial/ethnic group, gender, and disability. Major job categories shall be consistent with the E.E.O. 5 and E.E.O. 6 occupational categories reported to the United States Equal Employment Opportunity Commission. For the purpose of confidentiality, disability data may be based on total agency figures, rather than those of major job categories.

95.5(4) Quantitative analysis.

A quantitative analysis that shall compare work force analysis figures with the availability of qualified or qualifiable members of racial/ethnic groups, women, men and persons with disabilities within the relevant labor market.

95.5(5) Qualitative analysis.

When underrepresentation is identified in one or more major job category, a qualitative analysis shall be implemented and included in the agency's affirmative action plan. The qualitative analysis is a review of employment policies and practices to determine if and where those policies and practices tend to exclude, disadvantage, restrict or result in adverse impact on the basis of racial/ethnic origin, gender, or disability. The analysis may include, but is not limited to the review of:

- a. Recruitment practices and policies;
- b. A demographic study of the applicant pool and flow;
- c. The rate and composition of turnover in major job categories;
- d. Trends in enrollment which will affect the size of the work force;
- e. Application and application screening policies and practices;
- f. Interview, selection, and placement policies and practices;
- g. Transfer and promotion policies and practices;
- h. Discipline, demotion, termination and reduction in force policies and practices;
- i. Employee assistance, training selection and mentoring policies and practices;

- j. The impact of the collective bargaining agreement on equal employment opportunity and the affirmative action process;
- k. Law, policies or practices external to the agency that may hinder success in equal employment opportunity and affirmative action.

95.5(6) Goals.

Numerical goals and timetables for reduction of underrepresentation in each major job category where it has been identified shall be developed. These goals shall not be treated as rigid and inflexible quotas that must be met, but as reasonable aspirations toward correcting imbalance in the agency's work force. The goal shall not cause any group of applicants to be excluded from the hiring process. When setting numerical goals agencies shall take into consideration the following:

- a. The numbers and percentages from the work force analysis conducted pursuant to subrule 95.5(3);
- b. The number of short- and long-term projected vacancies in the job category, considering turnover, layoffs, lateral transfers, new job openings, and retirements;
- c. The availability of qualified or qualifiable persons from underrepresented racial/ethnic, gender and disability categories within the relevant labor market;
- d. The makeup of the student population served by racial/ethnic origin, gender and disability;
- e. The makeup of the population served by racial/ethnic origin, gender and disability;
- f. The makeup of the population of the metropolitan statistic area, when applicable, by racial/ethnic origin, gender, and disability.

95.5(7) Absence of minority base.

Agencies with no minority students enrolled or no minority employees shall develop goals and timetables for recruiting and hiring persons of minority racial/ethnic origin when those persons are available within the relevant labor market.

95.5(8) Consolidation.

An agency may consolidate racial/ethnic minorities and job categories into broader groupings in conducting its analysis under subrules 95.5(3), 95.5(4) and 95.5(6) when its size or number of employees makes more specific categories impractical.

95.5(9) **Qualitative goals.**

Qualitative goals, activities and timetables which specify the appropriate actions and time frames in which problem areas identified during the qualitative analysis are targeted and remedied. In setting qualitative goals and planning actions the agency may consider, but need not be limited to, the following:

- a. Broadening or targeting recruitment efforts;
- b. Evaluating and validating criteria and instruments used in selecting applicants for interviews, employment, and promotion;
- c. Providing equal employment opportunity, affirmative action, and intergroup relations training for employees of the agency;
- d. Developing a system of accountability for implementing the agency's plan;
- e. Developing and implementing an employee assistance and mentoring program;
- f. Establishing a work climate which is sensitive to diverse racial/ethnic groups, both women and men and persons with disabilities;
- g. Negotiating the revision of collective bargaining agreements to facilitate equal employment opportunity and affirmative action;
- h. Considering a person's racial/ethnic origin, gender, or disability as a relevant factor when selecting applicants for interview, employment and promotion in job categories where underrepresentation exists.

281—95.6(256) **Dissemination.**

Each agency shall have an internal and external system for disseminating its equal employment opportunity and affirmative action policies and plans.

95.6(1) **Plan distribution.**

The policies and plans shall be annually distributed to agency employees involved in the hiring or management of personnel and shall be made available to other agency employees, the public and the director of education upon request.

95.6(2) **Policy statement distribution.**

The policy statement shall be distributed to all applicants for employment and shall be disseminated annually to employees, students, parents and recruitment sources.

281—95.7(256) Reports.

Each education agency shall submit an annual progress report on equal employment opportunity and affirmative action to its local board of directors. An annual progress report shall be submitted to the department of education by December 31 of each year. The report shall be part of the basic educational data collection system administered by the department of education.

These rules are intended to implement Iowa Code section 19B.11.

[Filed 10/26/89, Notice 5/17/89—published 11/15/89, effective 12/20/89]

[Filed 4/15/94, Notice 3/2/94—published 5/11/94, effective 6/15/94]

Chapter 19B- Equal Opportunity and Affirmative Action

19B.1 Definitions.

As used in this chapter unless the context otherwise requires:

1. “*Affirmative action*” means action appropriate to overcome the effects of past or present practices, policies, or other barriers to equal employment opportunity.
2. “*State agency*” means an office, bureau, division, department, board, or commission in the executive branch of state government.

86 Acts, ch 1245, §220

19B.2 Equal opportunity in state employment — affirmative action.

It is the policy of this state to provide equal opportunity in state employment to all persons. An individual shall not be denied equal access to state employment opportunities because of race, creed, color, religion, national origin, sex, age, or physical or mental disability. It also is the policy of this state to apply affirmative action measures to correct deficiencies in the state employment system where those remedies are appropriate. This policy shall be construed broadly to effectuate its purposes.

It is the policy of this state to permit special appointments by bypassing the usual testing procedures for any applicant for whom the division of vocational rehabilitation services of the department of education or the department for the blind has certified the applicant’s disability and competence to perform the job. The department of administrative services, in cooperation with the department for the blind and the division of vocational rehabilitation services, shall develop appropriate certification procedures. This paragraph should not be interpreted to bar promotional opportunities for persons who are blind or persons with physical or mental disabilities. If this paragraph conflicts with any other provisions of this chapter, the provisions of this paragraph govern.

86 Acts, ch 1245, §221; 94 Acts, ch 1109, §1; 96 Acts, ch 1129, §12;
2003 Acts, ch 145, §286

19B.3 Administrative responsibilities of department of administrative services and board of regents.

1. The department of administrative services is responsible for the administration and promotion of equal opportunity and affirmative action efforts

in the recruitment, appointment, assignment, and advancement of personnel by all state agencies except the state board of regents and the institutions under its jurisdiction. In carrying out this responsibility the department shall do all of the following with respect to state agencies other than the state board of regents and its institutions:

- a. Designate a position as the state affirmative action administrator.
 - b. Propose affirmative action standards applicable to each state agency based on the population of the community in which the agency functions, the population served by the agency, or the persons that can be reasonably recruited.
 - c. Gather data necessary to maintain an ongoing assessment of affirmative action efforts in state agencies.
 - d. Monitor accomplishments with respect to affirmative action remedies identified in affirmative action plans of state agencies.
 - e. Conduct studies of pre-employment and postemployment processes in order to evaluate employment practices and develop improved methods of dealing with all employment issues related to equal employment opportunity and affirmative action.
 - f. Establish a state recruitment coordinating committee to assist in addressing affirmative action recruitment needs, with members appointed by the director of the department of administrative services.
 - g. Address equal opportunity and affirmative action training needs of all state agencies by:
 - 1) Providing appropriate training for managers and supervisors.
 - 2) Insuring that all state agencies make training available for all staff members whose duties relate to personnel administration.
 - 3) Investigating means for training in the area of career development.
 - h. Coordinate and develop equal employment opportunity reports, including the initiation of the processes necessary for the completion of the annual EEO-4 report required by the federal equal employment opportunity commission.
 - i. Address equal opportunity and affirmative action policies with respect to employee benefits and leaves of absence.
 - j. Adopt equal employment opportunity and affirmative action rules in accordance with chapter 17A.
2. The state board of regents is responsible for the administration and promotion of equal opportunity and affirmative action efforts in the recruitment, appointment, assignment, and advancement of personnel by the board and the

institutions under its jurisdiction. In carrying out this responsibility the board shall do all of the following with respect to the board and its institutions:

- a. Designate a position as the regents' affirmative action coordinator.
- b. Propose affirmative action standards applicable to the board and each institution under its jurisdiction.
- c. Gather data necessary to maintain an ongoing assessment of affirmative action efforts.
- d. Monitor accomplishments with respect to affirmative action remedies identified in affirmative action plans.
- e. Conduct studies of pre-employment and postemployment processes in order to evaluate employment practices and develop improved methods of dealing with all employment issues related to equal employment opportunity and affirmative action.
- f. Establish an equal employment committee to assist in addressing affirmative action needs, including recruitment.
- g. Address equal opportunity and affirmative action training needs by:
 - 1) Providing appropriate training for managers and supervisors.
 - 2) Insuring that the board and its institutions make training available for all staff members whose duties relate to personnel administration.
 - 3) Investigating means for training in the area of career development.
- h. Require development of equal employment opportunity reports, including the initiation of the processes necessary for the completion of reports required by the federal equal employment opportunity commission.
- i. Address equal opportunity and affirmative action policies with respect to employee benefits and leaves of absence.
- j. Adopt equal employment opportunity and affirmative action rules in accordance with chapter 17A.

86 Acts, ch 1245, §222; 2000 Acts, ch 1095, §1; 2003 Acts, ch 145, §286

19B.4 State agency affirmative action plans — programs.

1. Each state agency, including the state board of regents and its institutions, shall annually prepare an affirmative action plan. State agencies other than the state board of regents and its institutions shall submit their plans to the

department of administrative services by July 31 each year. Institutions under the jurisdiction of the state board of regents shall submit their plans to that board between December 15 and December 31 each year. Each plan shall contain a clear and unambiguous written program containing goals and time specifications related to personnel administration.

2. Each state agency, including the state board of regents and its institutions, shall conduct programs of job orientation and provide organizational structure and training for upward mobility of employees. Emphasis shall be placed upon fair practices in employment.

86 Acts, ch 1245, §223; 90 Acts, ch 1075, §1; 2003 Acts, ch 145, §286

19B.5 Annual reports.

1. The head of each state agency other than the state board of regents and its institutions is personally responsible for submitting by July 31 an annual report of the affirmative action accomplishments of that agency to the department of administrative services.

2. The department of administrative services shall submit a report on the condition of affirmative action, diversity, and multicultural programs in state agencies covered by subsection 1 by September 30 of each year to the governor and the general assembly.

3. The state board of regents shall submit an annual report of the affirmative action, diversity, and multicultural accomplishments of the board and its institutions by January 31 of each year to the general assembly. The report shall include information identifying funding sources and itemized costs, including administrative costs, for these programs.

86 Acts, ch 1245, §224; 90 Acts, ch 1075, §2; 95 Acts, ch 162, §8; 2001 Acts, ch 147, §3; 2003 Acts, ch 145, §142, 286

19B.6 Responsibilities of department of administrative services and department of management — affirmative action.

The department of administrative services shall oversee the implementation of sections 19B.1 through 19B.5 and shall work with the governor to ensure compliance with those sections, including the attainment of affirmative action goals and timetables, by all state agencies, excluding the state board of regents and its institutions. The department of management shall oversee the implementation of sections 19B.1 through 19B.5 and shall work with the governor to ensure compliance with those sections, including the attainment of

affirmative action goals and timetables, by the state board of regents and its institutions.

86 Acts, ch 1245, §225; 2001 Acts, ch 147, §4; 2003 Acts, ch 145, §286

19B.7 State contracts and services — state-assisted programs — responsibilities of department of management — regents.

1. Except as otherwise provided in subsection 2, the department of management is responsible for the administration and promotion of equal opportunity in all state contracts and services and the prohibition of discriminatory and unfair practices within any program receiving or benefiting from state financial assistance in whole or in part. In carrying out these responsibilities the department of management shall:

- a. Establish for all state agencies a contract compliance policy, applicable to state contracts and services and to programs receiving or benefiting from state financial assistance, to assure:
 - 1) The equitable provision of services within state programs.
 - 2) The utilization of minority, women's, and disadvantaged business enterprises as sources of supplies, equipment, construction, and services.
 - 3) Nondiscrimination in employment by state contractors and subcontractors.
- b. Adopt administrative rules in accordance with chapter 17A to implement the contract compliance policy.
- c. Monitor the actions of state agencies to ensure compliance.
- d. Report results under the contract compliance policy to the governor and the general assembly on an annual basis. Any information reported by the department of administrative services to the department of economic development pursuant to section 15.108 shall not be required to be part of the report under this paragraph. The report shall detail specific efforts to promote equal opportunity through state contracts and services and efforts to promote, develop, and stimulate the utilization of minority, women's, and disadvantaged business enterprises in programs receiving or benefiting from state financial assistance.
- e. Do other acts necessary to carry out the contract compliance policy described in this section.

2. The state board of regents is responsible for administering the provisions of this section for the institutions under its jurisdiction.

86 Acts, ch 1245, §226; 2007 Acts, ch 207, §9, 18

19B.8 Sanctions.

The department of management may impose appropriate sanctions on individual state agencies, including the state board of regents and its institutions, and upon a community college, area education agency, or school district, in order to ensure compliance with state programs emphasizing equal opportunity through affirmative action, contract compliance policies, and requirements for procurement goals for targeted small businesses.

86 Acts, ch 1245, §227; 92 Acts, ch 1212, §1

19B.9 and 19B.10 Reserved.

19B.11 School districts, area education agencies, and community colleges — duties of director of department of education.

1. It is the policy of this state to provide equal opportunity in school district, area education agency, and community college employment to all persons. An individual shall not be denied equal access to school district, area education agency, or community college employment opportunities because of race, creed, color, religion, national origin, sex, age, or physical or mental disability. It also is the policy of this state to apply affirmative action measures to correct deficiencies in school district, area education agency, and community college employment systems where those remedies are appropriate. This policy shall be construed broadly to effectuate its purposes.

2. The director of the department of education shall actively promote fair employment practices for all school district, area education agency, and community college employees and the state board of education shall adopt rules requiring specific steps by school districts, area education agencies, and community colleges to accomplish the goals of equal employment opportunity and affirmative action in the recruitment, appointment, assignment, and advancement of personnel. Each school district, area education agency, and community college shall be required to develop affirmative action standards which are based on the population of the community in which it functions, the student population served, or the persons who can be reasonably recruited. The director of education shall consult with the department of administrative services in the performance of duties under this section.

3. Each school district, area education agency, and community college in the state shall submit to the director of the department of education an annual report of the accomplishments and programs of the district, agency, or community college in carrying out its duties under this section. The report shall be submitted between December 15 and December 31 each year. The director shall prescribe the form and content of the report.

4. The director of the department of education shall prepare a compilation of the reports required by subsection 3 and shall submit this compilation, together with a report of the director's accomplishments and programs pursuant to this section, to the department of management by January 31 of each year.

86 Acts, ch 1245, §228; 88 Acts, ch 1284, §42; 90 Acts, ch 1253, §121; 2003 Acts, ch 145, §286

19B.12 Sexual harassment prohibited.

A state employee shall not sexually harass another state employee, a person in the care or custody of the state employee or a state institution, or a person attending a state educational institution. This section applies to full-time, part-time, or temporary employees, to inpatients and outpatients, and to full-time or part-time students.

1. An employee in a supervisory position shall not threaten or insinuate, explicitly or implicitly, that another employee's refusal to submit to sexual advances will adversely affect the employee's employment, evaluation, salary advancement, job assignments, or other terms, conditions, or privileges of employment.

2. An employee shall not discriminate against another state employee, a person in the care or custody of the employee or a state institution, or a person attending a state educational institution based on sex or create an intimidating, hostile, or offensive working environment in a state work, educational, or correctional situation.

- a. As used in this section, "*sexual harassment*" means persistent, repetitive, or highly egregious conduct directed at a specific individual or group of individuals that a reasonable person would interpret as intentional harassment of a sexual nature, taking into consideration the full context in which the conduct occurs, which conduct threatens to impair the ability of a person to perform the duties of employment, or otherwise function normally within an institution responsible for the person's care, rehabilitation, education, or training.

- b. *“Sexual harassment”* may include, but is not limited to, the following:
- 1) Unsolicited sexual advances by a person toward another person who has clearly communicated the other person’s desire not to be the subject of those advances.
 - 2) Sexual advances or propositions made by a person having superior authority toward another person within the workplace or institution.
 - 3) Instances of offensive sexual remarks or speech or graphic sexual displays directed at a person in the workplace or institution, who has clearly communicated the person’s objection to that conduct, and where the person is not free to avoid that conduct due to the requirements of the employment or the confines or operations of the institution.
 - 4) Dress requirements that bear no relation to the person’s employment responsibilities or institutional status.

3. The department of administrative services for all state agencies, and the state board of regents for its institutions, shall adopt rules and appropriate internal, confidential grievance procedures to implement this section, and shall adopt procedures for determining violations of this section and for ordering appropriate dispositions that may include, but are not limited to, discharge, suspension, or reduction in rank or grade as defined in section 8A.413, subsection 18.

4. The department of administrative services shall develop for all state agencies, and all state agencies shall distribute at the time of hiring or orientation, a guide for employees that describes the applicable sexual harassment prohibitions and grievance, violation, and disposition procedures.

5. The state board of regents shall develop, and direct the institutions under its control to distribute at the time of hiring, registration, admission, or orientation, a guide for employees, students, and patients that describes the applicable sexual harassment prohibitions and grievance, violation, and disposition procedures.

6. This section does not supersede a provision of a collective bargaining agreement negotiated under chapter 20, or the grievance procedures provisions of chapter 20.

7. This section does not supersede the remedies provided under chapter 216.

92 Acts, ch 1086, §3; 2003 Acts, ch 145, §143, 286; 2008 Acts, ch 1031, §98

Workforce Analysis

2013-2014 Demographic Information

Demographic Information	Student Body	Certified Staff	Classified Staff
Total	3977	387	351
Male	51%	27%	20%
Female	49%	73%	80%
Hispanic	8.39%	0.78%	1.71%
Native American	0.001%	0%	1.14%
Asian	3.67%	1.03%	1.14%
African American/Black	6.33%	1.03%	3.7%
White	77.44%	98%	94.02%
Pacific Islander	0.001%	0%	0%
Multi Racial	4.17%	0%	0%

Polk County Affirmative Action Data

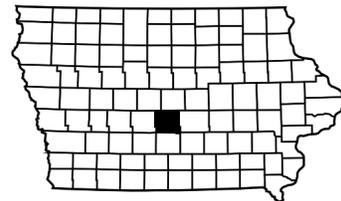
County data source:

http://iwin.iwd.state.ia.us/iowa/ArticleReader?itemid=00003926&segmentid=0004&tour=0&p_date=1

POLK COUNTY

TABLE 1 - Population by Gender and Minority Status (2010 Census)

	Total	%	Female	%
Total	430,640	100.0%	219,469	51.0%
White and not Hispanic	347,710	80.7%	178,763	41.5%
White and Hispanic	17,185	4.0%	8,218	1.9%
Non White Hispanic	15,462	3.6%	7,298	1.7%
Black	25,853	6.0%	12,760	3.0%
American Indian or Alaska Native	1,384	0.3%	699	0.2%
Asian	15,220	3.5%	7,759	1.8%
Native Hawaiian/Pacific Islander	254	0.1%	132	0.0%
Other Races	12,629	2.9%	5,917	1.4%
Multiple Race Categories Reported	10,405	2.4%	5,221	1.2%
Minority Race or Hispanic	82,930	19.3%	40,706	9.5%



Source: Census Bureau, U.S. Department of Commerce; State Data Center of Iowa
 Minority Race or Hispanic does not include the Non White Hispanic group to prevent a double count

TABLE 3 - Labor Force Status by Gender and Minority Group for 2011

	Labor Force	%	Employed	%	Unemployed	%	Unemployment Rate (%)
Total Both Genders	237,600	100.0%	223,090	100.0%	14,510	100.0%	6.1%
White and not Hispanic	201,520	84.8%	191,110	85.7%	10,410	71.7%	5.2%
White and Hispanic	7,560	3.2%	6,760	3.0%	810	5.5%	10.6%
Non White Hispanic	6,500	2.7%	5,940	2.7%	570	3.9%	8.7%
Black	11,200	4.7%	9,450	4.2%	1,740	12.0%	15.6%
American Indian or Alaska Native	480	0.2%	390	0.2%	90	0.6%	19.5%
Asian	8,460	3.6%	7,770	3.5%	690	4.8%	8.2%
Native Hawaiian/Pacific Islander	90	0.0%	90	0.0%	0	0.0%	*
Other Races	5,690	2.4%	5,150	2.3%	540	3.7%	9.4%
Multiple Race Categories Reported	2,600	1.1%	2,360	1.1%	240	1.6%	9.0%
Minority Race or Hispanic	36,080	15.2%	31,980	14.3%	4,100	28.3%	11.4%
Total Female	114,640	48.2%	108,060	48.4%	6,580	45.3%	5.7%
White and not Hispanic	98,530	85.9%	94,020	87.0%	4,510	68.6%	4.6%
White and Hispanic	3,260	2.8%	2,940	2.7%	320	4.9%	9.8%
Non White Hispanic	2,240	2.0%	1,980	1.8%	260	4.0%	11.7%
Black	5,580	4.9%	4,770	4.4%	820	12.4%	14.6%
American Indian or Alaska Native	170	0.1%	130	0.1%	30	0.5%	19.8%
Asian	3,930	3.4%	3,470	3.2%	460	7.0%	11.7%
Native Hawaiian/Pacific Islander	50	0.0%	50	0.0%	0	0.0%	*
Other Races	1,910	1.7%	1,630	1.5%	280	4.2%	14.5%
Multiple Race Categories Reported	1,210	1.1%	1,050	1.0%	160	2.4%	13.3%
Minority Race or Hispanic	16,110	14.0%	14,040	13.0%	2,070	31.4%	12.8%

*Note: May not sum due to rounding. Rates and percentages computed using unrounded data. * Not Computable
 Minority Race or Hispanic does not include the Non White Hispanic group to prevent a double count
 Source: American Community Survey data applied to Local Area Unemployment Statistics data.*

Region 11

The counties in this region include:
 Boone, Dallas, Jasper, Madison, Marion, Polk, Story, and Warren

Occupations of Workforce Development Center Applicants Active During the 1st Quarter 2012 Ending 03/31/2012 by EEO-1 Category

Occupational Group	Total	Female	Percent Female	Minority	Percent Minority
Total	9,072	4,370	48.2%	3,305	36.4%
Officials and Managers	495	233	47.1%	184	37.2%
Professionals	1276	703	55.1%	449	35.2%
Technicians	215	125	58.1%	80	37.2%
Sales Workers	686	362	52.8%	218	31.8%
Administrative Support Workers	1996	1516	76.0%	683	34.2%
Craft Workers	742	29	3.9%	305	41.1%
Operatives	1931	520	26.9%	779	40.3%
Laborers and Helpers	425	67	15.8%	170	40.0%
Service Workers	1306	815	62.4%	437	33.5%

Source: Labor Force and Occupational Analysis Bureau, Iowa Workforce Development

Quantitative Goals for 2015-2016 and 2016-2017 School Year

Job Categories	Under-represented Groups	Goals
Administrators	Persons of Color	No stated goal at this time
Elementary Teachers	Persons of Color	No stated goal at this time
Middle School Teachers	Persons of Color	No stated goal at this time
High School Teachers	Persons of Color	No stated goal at this time
Paraeducators	None	No stated goal at this time
Clerical	Persons of Color	No stated goal at this time
Service/Custodial/Maintenance	None	No stated goal at this time

Proposed Strategies

Continue to work with IASPA (Iowa Association of School Personnel Administrators) to analyze recruitment and hiring practices related to a diverse workforce.

Annually participate in multiple university and college education job fairs.

Consider periodic involvement in a National Minority Teacher Recruitment Fair

Work with the Urbandale High School counseling department and School-to-Work Coordinator to develop a purposeful "grow our own" process.

Establish annual communication with HBCU (Historically Black Colleges and Universities) and HACU (Hispanic Association of Colleges and Universities) seeking opportunities for placement of student teachers.

Staff Development

Develop and provide training for administrative staff with hiring responsibilities focused on ethical hiring practices promoting equal employment opportunity.

Policy Dissemination

The Equal Employment Opportunity/Affirmative Action (EEO/AA) Officer will coordinate the internal and external dissemination of the policies covered by this plan in the following manner:

Internal Dissemination

1. The policies are included in the Urbandale Community School District Plan available at the District Website.
2. A policy statement will be provided to all new employees explaining the District's policy and grievance procedures at the time of initial hire.
3. The administrative statement regarding Equal Employment Opportunity and
4. Affirmative Action will be posted on the bulletin boards of all school district facilities.
5. The negotiated master agreements with all collective bargaining units will contain the District's relevant policy statements.

External Dissemination

1. All position vacancy announcements will include the District's EEO statement and all external sources of recruiting/advertising print materials will include the same.
2. The EEO/AA statement shall be incorporated into all print materials of the District which are released to the public.

Recruitment, Selection and Training

The plan for recruitment includes internal and external dissemination of position vacancies, along with actively seeking personnel to implement an affirmative action program. An effort will be made to contact training institutions to inform them of the needs of the Urbandale Community School District and to express our concerns to meet our affirmative action goals. It is our intention to contact training institutions by letter and by personal visit when feasible.

Selection of new hires will be made using the District selection process in which hiring bench marks will be applied consistently to all applicants. With affirmative action goals in mind, members of underrepresented groups will be given first consideration, if equally qualified.

The Urbandale Community School District is committed to staff training for all new personnel. In addition, all supervisory personnel will participate in training

designed to familiarize each supervisor with the intent and procedures of the affirmative action plan, Educational Equity and issues such as harassment in the workplace. The training will be required and will take place annually.

Complaint Process/Grievance Procedure

A. Pre-employment Complaints from Applicants

Complaints which occur prior to a person's employment or during the period of application, interview screening or selection should be referred to the District's Affirmative Action Officer. This does not preclude the filing with any of the agencies listed below:

1. Iowa Civil Rights Commission
2. Office of the United States Equal Employment Opportunity Commission
3. Office of Civil Rights within the United States Department of Education
4. Department of Education, Des Moines, Iowa

B. Employee Complaints

The employee should first discuss his/her complaint with the immediate supervisor. If the complaint remains unresolved, the employee should follow the employee complaint policy. This does not preclude the filing with any of the agencies listed above, nor the use of the collective bargaining grievance procedure, if applicable.

Conclusion:

The policies and procedures described in this document were developed to address workforce representation issues and concerns. It is the intent of the Urbandale Community School District to continually monitor and improve employment practices.

Members of the School Improvement Advisory Committee will provide advisory guidance on a biannual basis for our organization as the effects of our practices are examined. Questions or requests for information related to this plan may be directed to the Superintendent or the Director of Human Resources.