



COMMUNITY SCHOOL DISTRICT

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EQUAL EMPLOYMENT OPPORTUNITY  
AND AFFIRMATIVE ACTION

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2020

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# TABLE OF CONTENTS

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## Contents

REQUIREMENTS OF AN AFFIRMATIVE ACTION PLAN .....	3
ADMINISTRATIVE STATEMENT OF PURPOSE.....	6
DESIGNATION AND RESPONSIBILITIES OF AFFIRMATIVE ACTION COORDINATOR.....	7
DISTRICT POLICIES GUIDING EEO/AA.....	8
WORKFORCE ANALYSIS.....	25
QUANTITATIVE ANALYSIS AND GOALS .....	27
NUMERICAL GOALS.....	28
QUALITATIVE ANALYSIS .....	29
NOTIFICATION AND DISTRIBUTION .....	31
SUPPORTING DOCUMENTATION .....	32

# REQUIREMENTS OF AN AFFIRMATIVE ACTION PLAN

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## SUMMARY OF EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION REQUIREMENTS IN CHAPTER 19B IOWA CODE AND CHAPTER 95 OF THE IOWA ADMINISTRATIVE CODE (IAC)

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### **DUTIES OF BOARD OF DIRECTORS**

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

### **DEFINITION OF EQUAL EMPLOYMENT OPPORTUNITY**

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

### **DEFINITION OF AFFIRMATIVE ACTION**

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

### **THE RATIONALE FOR EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION**

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

## **EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION PLANS MUST**

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

## **COMPONENTS REQUIRED FOR EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION PLAN**

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

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

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

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

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

Workforce analyses or profile of the current workforce by racial/ethnic group, gender and disability within each major job category.

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

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

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

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

### **NOTIFICATION AND DISTRIBUTION**

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

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

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

## ADMINISTRATIVE STATEMENT OF PURPOSE

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The Johnston Community School District is committed to the concepts of equal opportunity employment and affirmative action. We believe that our educational programming will benefit our diverse student population when our staff members all bring a diverse set of backgrounds and cultures. The Equal Employment Opportunity/ Affirmative Action (EEO/AA) Plan describes the policies, goals, and purposes the district uses to guide the provisions of equal employment opportunities. The District's employment practices will not discriminate on the basis of race, color, national origin, sex, disability, age (for employment), religion, creed, sexual orientation, marital status (for programs), gender identity, and socioeconomic status (for employment) or any other form of discrimination. The EEO/AA Plan is written to meet the requirements of Iowa Code Chapter 19B and the 281 Iowa Administrative Code, Chapter 95.

Implementation of the EEO/AA plan requires a focus on continuous improvement and optimal use of resources by ongoing review of policy and plan dissemination, staff development, and record keeping. It also reviews recruitment, hiring, assignment, and promotion of personnel. It is the belief of the district that students benefit from the District's efforts to develop a diverse workforce that is reflective of the community and state. This allows students opportunities to interact with people who perform various duties and hold differing perspectives.

The Johnston Community School District's equal opportunity and affirmative action message, policies, and procedures will be disseminated to employees annually. The policies will be referred to in all personnel handbooks and on the website when appropriate and will be discussed at administrative and staff meetings.

The Director of Human Resources serves as the Affirmative Action and Equity Coordinator and fulfills the responsibility of monitoring and reporting progress on the district's goals established in the EEO/AA Plan. District-level administrators, directors, and supervisors who participate in hiring and managing staff are charged to support this program. They shall provide leadership in implementing affirmative action goals and initiatives. Existing committees and/or public hearings will be used to obtain systematic input for the EEO/AA plan.

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Superintendent's Signature

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Date

## DESIGNATION AND RESPONSIBILITIES OF AFFIRMATIVE ACTION COORDINATOR

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The district has identified Anthony Spurgetis, Director of Human Resources, as Equity Coordinator and Affirmative Action Coordinator. Mr. Spurgetis will coordinate the following responsibilities:

- Review and update the District's EEO/AA plan every two years
- Review, coordinate and monitor equal employment opportunity and affirmative action efforts
- Provide training to all staff related to the EEO/AA plan.
- Coordinate and administer grievance procedures
- Coordinate and administer equity compliance evaluation
- Coordinate and monitor record keeping systems for equity legislation
- Monitor implementation of the EEO/AA plan
- Disseminate EEO/AA policies and plans annually

Contact information for Affirmative Action Coordinator:

Anthony Spurgetis – MPS, PHR, SHRM-CP  
Director of Human Resources  
Ph: 515-278-0470  
E: [anthony.spurgetis@johnston.k12.ia.us](mailto:anthony.spurgetis@johnston.k12.ia.us)

Johnston Community School District  
6510 NW 62<sup>nd</sup> Ave  
P.O. Box 10  
Johnston, IA, 50131

## DISTRICT POLICIES GUIDING EEO/AA

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### **JOHNSTON COMMUNITY SCHOOL DISTRICT MISSION STATEMENT**

We commit all district resources to guide the learning of all students to graduate as confident learners with character, knowledge and the skills to excel in any endeavor they pursue.

### **JOHNSTON COMMUNITY SCHOOL DISTRICT VISION STATEMENT**

Creating a culture of excellence where students come first.

*ADOPTED BY THE JOHNSTON BOARD OF EDUCATION ON OCTOBER 9, 1995  
REVISED: JUNE, 2000; JULY, 2005; JULY, 2013; JUNE 2020*

### **THE JOHNSTON BOARD OF EDUCATION HAS APPROVED THE FOLLOWING POLICIES TO GUIDE EFFORTS AND ENSURE EQUAL EMPLOYMENT OPPORTUNITIES AND AFFIRMATIVE ACTIONS RELATED TO HIRING AND PROMOTION OF PERSONNEL:**

- Series 100 – No. 102      Equal Educational Opportunity
- Series 100 – No. 102.E1    Annual Notice of Nondiscrimination
- Series 100 – No. 102.E2    Continuous Notice of Nondiscrimination
- Series 100 – No. 102.E3    Notice of Section 504 Student and Parental Rights
- Series 100 – No. 102.R1    Administrative Regulation Grievance Procedure
- Series 100 – No. 104      Anti-Bullying/Anti-Harassment
- Series 100 – No. 104.R1    Administrative Regulation Anti-Bullying/AntiHarassment Procedures Series
  
- 100 – No. 104.E1          Anti-Bullying/Anti-Harassment Complaint Form
- Series 100 – No. 104.E2    Anti-Bullying/Anti-Harassment Witness Disclosure Form
- Series 400 – No. 401.1    Equal Opportunity Employment



**EDUCATIONAL PHILOSOPHY**

**Series 100**

**POLICY TITLE EQUAL EDUCATIONAL OPPORTUNITY**

**No. 102**

It is the policy of the Johnston Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, marital status, sexual orientation, gender identity and socioeconomic status in its educational programs. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Dr. Bruce Amendt, Associate Superintendent of Student Services, 5608 Merle Hay Road, Johnston, IA 50131 or via phone at 515-278-0470, or by email at bamendt@johnston.k12.ia.us.

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

Discriminatory behavior, including harassment, prohibited by this policy may include, but is not limited to, verbal or written comments or physical conduct directed at an individual that intentionally demeans a legally protected trait of the individual and/or creates an intimidating, hostile, or demeaning environment for education. All complaints of discrimination against students, including discriminatory harassment, shall be processed pursuant to the grievance procedures for this policy. Complaints of other harassment and bullying against students shall be processed pursuant to Policy 104. In addition, if there is a more specific procedure relating to a complaint, such as those for disability grievances, then the complaint shall be processed under such procedure. Inquiries regarding compliance with equal educational opportunity, including but not limited to complaints of discrimination, may also be directed in writing to the Iowa Civil Rights Commission and/or the Office of Civil Rights of the U.S. Department of Education. This inquiry or complaint to the state and/or federal agencies may be done instead of, or in addition to, an inquiry or complaint at the local level.

Legal Reference:           20 U.S.C. §§ 1221 *et seq.*  
                                  20 U.S.C. §§ 1681 *et seq.*  
                                  20 U.S.C. §§ 1701 *et seq.*  
                                  29 U.S.C. § 206 *et seq.*  
                                  29 U.S.C. § 794  
                                  42 U.S.C. §§ 2000d and 2000e.  
                                  42 U.S.C. §§ 12101 *et seq.*  
                                  34 C.F.R. Pt. 100.  
                                  34 C.F.R. Pt. 104.  
                                  Iowa Code §§ 216.6; 216.9; 256.11; 280.3.  
                                  281 I.A.C. 12.

Cross Reference:       101       Educational Philosophy of the School District  
                                  401.1    Equal Employment Opportunity  
                                  500       Objectives for Equal Educational Opportunities for Students  
                                  506.1    Student Records

Date Approved: October 23, 1995

Last Date Reviewed: September 25, 2017;

Last Date Revised: October 9, 2017

**EDUCATIONAL PHILOSOPHY**

**Series 100**

**POLICY TITLE ANNUAL NOTICE OF NONDISCRIMINATION No. 102.E1**

The Johnston Community School District offers career and technical programs in the following service areas:

Agriculture, Food, and Natural Resources

Applied Sciences, Technology, Engineering, and Manufacturing

Business, Finance, Marketing and Management

Health Sciences

Human Services

Information Solutions

It is the policy of the Johnston Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, marital status, sexual orientation, gender identity and socioeconomic status in its educational programs. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Dr. Bruce Amendt, Associate Superintendent of Student Services, 5608 Merle Hay Road, Johnston, IA 50131 or via phone at 515-278-0470, or by email at [bamendt@johnston.k12.ia.us](mailto:bamendt@johnston.k12.ia.us). Inquiries regarding compliance with equal educational opportunity, including but not limited to complaints of discrimination, may also be directed in writing to the Iowa Civil Rights Commission and/or the Office of Civil Rights of the U.S. Department of Education. This inquiry or complaint to the state and/or federal agencies may be done instead of, or in addition to, an inquiry or complaint at the local level.

Date Approved: June 27, 2016

Last Date Reviewed: February 5, 2018

Last Date Revised: August 27, 2018

## **EDUCATIONAL PHILOSOPHY**

### **Series 100**

#### **POLICY TITLE CONTINUOUS NOTICE OF NONDISCRIMINATION No.102.E2**

It is the policy of the Johnston Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, marital status, sexual orientation, gender identity and socioeconomic status in its educational programs. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Dr. Bruce Amendt, Associate Superintendent of Student Services, 5608 Merle Hay Road, Johnston, IA 50131 or via phone at 515-278-0470, or by email at bamendt@johnston.k12.ia.us.

Inquiries regarding compliance with equal educational opportunity, including but not limited to complaints of discrimination, may also be directed in writing to the Iowa Civil Rights Commission and/or the Office of Civil Rights of the U.S. Department of Education. This inquiry or complaint to the state and/or federal agencies may be done instead of, or in addition to, an inquiry or complaint at the local level.

## **EDUCATIONAL PHILOSOPHY**

### **Series 100**

#### **POLICY TITLE NOTICE OF SECTION 504 STUDENT AND PARENTAL RIGHTS No. 102.E3**

The Johnston 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; and
- 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.

It is the policy of the Johnston Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, marital status, sexual orientation, gender identity and socioeconomic status in its educational programs. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact, Joy Wiebers, Director of Student Support and Equity, 6510 NW 62nd Ave, Johnston, IA 50131 or via phone at 515-278-0470, or by email at [joy.wiebers@johnston.k12.ia.us](mailto:joy.wiebers@johnston.k12.ia.us).

Inquiries regarding compliance with equal educational opportunity, including but not limited to complaints of discrimination, may also be directed in writing to the Iowa Civil Rights Commission and/or the Office of Civil Rights of the U.S. Department of Education. This inquiry or complaint to the state and/or federal agencies may be done instead of, or in addition to, an inquiry or complaint at the local level.

Date Approved: November 8, 2010

Last Date Reviewed: September 25, 2017

Last Date Revised: August 28, 2019

## EDUCATIONAL PHILOSOPHY

### Series 100

#### POLICY TITLE GRIEVANCE PROCEDURE

#### No. 102. R1

It is the policy of the Johnston Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, marital status, sexual orientation, gender identity and socioeconomic status in its educational programs. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Dr. Bruce Amendt, Associate Superintendent of Student Services, 5608 Merle Hay Road, Johnston, IA 50131 or via phone at 515-278-0470, or by email at bamendt@johnston.k12.ia.us.

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

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

#### Filing a Complaint

A Complainant who wishes to avail himself/herself of this grievance procedure may do so by filing a complaint with the equity coordinator(s). An alternate will be designated in the event it is claimed that the equity coordinator or superintendent committed the alleged discrimination or some other conflict of interest exists. Complaints shall be filed within 180 days of the event giving rise to the complaint or from the date the Complainant could reasonably become aware of such occurrence. The Complainant will state the nature of the complaint and the remedy requested. The equity coordinator(s) shall assist the Complainant as needed.

#### Investigation

Within 15 working days, the equity coordinator will begin the investigation of the complaint or appoint a qualified person to undertake the investigation (hereinafter "equity coordinator"). If the Complainant is under 18 years of age, the equity coordinator shall notify his or her parent(s)/guardian(s) that they may attend investigatory meetings in which the Complainant is involved. The complaint and identity of the Complainant, Respondent, or witnesses will only be disclosed as reasonably necessary in connection with the investigation or as required by law or policy. The investigation may include, but is not limited to the following:

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

Within 60 working days, the equity coordinator shall complete the investigation and issue a report with respect to the findings.

The equity coordinator shall notify the Complainant and Respondent of the decision within 5 working days of completing the written report. Notification shall be by U.S. mail, first class.

#### Decision and Appeal

The complaint is closed after the equity coordinator has issued the report, unless within 10 working days after receiving the decision, either party appeals the decision to the superintendent by making a written request detailing why he/she believes the decision should be reconsidered. The equity coordinator shall promptly forward all materials relative to the complaint and appeal to the superintendent. Within 30 working days, the superintendent shall affirm, reverse, amend the decision, or direct the equity coordinator to gather additional information. The superintendent shall notify the Complainant, Respondent, and the equity coordinator of the decision within 5 working days of the decision. Notification shall be by U.S. mail, first class.

The decision of the superintendent shall be final.

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

This policy and procedures are to be used for complaints of discrimination, in lieu of any other general complaint policies or

procedures that may be available.

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

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

The Associate Superintendent of Student Services will make a determination on the complaint based on a preponderance of the evidence. Persons found to have engaged in impermissible discrimination shall be subject to discipline, up to and including expulsion from school or termination of employment, or other appropriate measures. As necessary, the district will take steps to prevent the recurrence of discrimination and to correct its discriminatory effects on the grievant and others.

Date Approved: June 27, 2016

Last Date Reviewed: September 25, 2017

Last Date Revised: September 10, 2018

## **EDUCATIONAL PHILOSOPHY**

### **Series 100**

#### **POLICY TITLE ANTI-BULLYING/ANTI-HARASSMENT POLICY No. 104**

The Johnston Community School District is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. Bullying and/or harassment of or by students, staff, and volunteers is against federal, state, and local policy and is not tolerated by the board. Bullying and/or harassing behavior can seriously disrupt the ability of school employees to maintain a safe and civil environment, and the ability of students to learn and succeed. Therefore, it is the policy of the state and the school district that school employees, volunteers, and students shall not engage in bullying or harassing behavior in school, on school property, or at any school function or school-sponsored activity.

The District has separate procedures for reports or complaints of sexual harassment governed by Title IX of the Education Amendments Act of 1972. These procedures are available at 6510 NW 62nd Ave., Johnston, IA 50131. For reports or complaints of sexual harassment outside of the District's Title IX jurisdiction, the District may follow any other applicable policy or procedure to respond to such a report or complaint

#### **Definitions**

For the purposes of this policy, the defined words shall have the following meaning:

- “Electronic” means any communication involving the transmission of information by wire, radio, optic cable, electromagnetic, or other similar means. “Electronic” includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, and electronic text messaging.
- “Harassment” and “bullying” shall mean any electronic, written, verbal, or physical act or conduct toward a student based on the individual’s actual or perceived age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status, and which creates an objectively hostile school environment that meets one or more of the following conditions:
  - (1) Places the student in reasonable fear of harm to the student’s person or property.
  - (2) Has a substantial detrimental effect on the student’s physical or mental health.
  - (3) Has the effect of substantially interfering with a student’s academic performance.
  - (4) Has the effect of substantially interfering with the student’s ability to participate in or benefit from the services, activities, or privileges provided by a school.
- “Trait or characteristic of the student” includes but is not limited to age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.
- “Volunteer” means an individual who has regular, significant contact with students.

#### **Filing a Complaint**

A Complainant who wishes to avail himself/herself of this procedure may do so by filing a complaint with the associate superintendent or associate superintendent’s designee. An alternate will be designated in the event it is claimed that the associate superintendent or associate superintendent’s designee committed the alleged discrimination or some other conflict of interest exists. Complaints shall be filed within 180 days of the event giving rise to the complaint or from the date the Complainant could reasonably become aware of such occurrence. The Complainant will state the nature of the complaint and the remedy requested. The Complainant shall receive assistance as needed.

School employees, volunteers, and students shall not engage in reprisal, retaliation, or false accusation against a victim, witness, or an individual who has reliable information about an act of bullying or harassment.

#### **Investigation**

The school district will promptly and reasonably investigate allegations of bullying or harassment. The principal of the building or designee (hereinafter “Investigator”) will be responsible for handling all complaints alleging bullying or harassment. The

Investigator shall consider the totality of circumstances presented in determining whether conduct objectively constitutes bullying or harassment. The superintendent or the superintendent's designee shall also be responsible for developing procedures regarding this policy.

### **Decision**

If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures, which may include suspension and expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, which may include termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures, which may include exclusion from school grounds.

A school employee, volunteer, or student, or a student's parent or guardian who promptly, reasonably, and in good faith reports an incident of bullying or harassment, in compliance with the procedures in the policy adopted pursuant to this section, to the appropriate school official designated by the school district, shall be immune from civil or criminal liability relating to such report and to participation in any administrative or judicial proceeding resulting from or relating to the report.

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

### **Publication of Policy**

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

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

All complaints of harassment and bullying against students, except discriminatory harassment, shall be processed pursuant to the complaint procedures for this policy. Complaints of discrimination against students (including discriminatory harassment) shall be processed pursuant to Policy 102. In addition, if there is a more specific procedure relating to a complaint, such as those for disability grievances, then the complaint shall be processed under such procedure.

Legal References: 20 U.S.C. §§ 1221-1234i.

29 U.S.C. § 794.

42 U.S.C. §§ 2000d-2000d-7.

42 U.S.C. §§ 12101 2et. seq.

Iowa Code §§ 216.9; 280.28; 280.3.

281 I.A.C. 12.3(6).

Morse v. Frederick, 551 U.S. 393 (2007)

Date Approved: August 27, 2007

Last Date Reviewed: August 17, 2020

Last Date Revised: August 17, 2020



## **EDUCATIONAL PHILOSOPHY**

### **Series 100**

#### **POLICY TITLE ANTI-BULLYING/ANTI-HARASSMENT PROCEDURES No. 104.R1**

The Johnston Community School District is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. Bullying and/or harassment of or by students, staff, and volunteers is against federal, state, and local policy and is not tolerated by the board. Bullying and/or harassing behavior can seriously disrupt the ability of school employees to maintain a safe and civil environment, and the ability of students to learn and succeed. Therefore, it is the policy of the state and the school district that school employees, volunteers, and students shall not engage in bullying or harassing behavior in school, on school property, or at any school function or school-sponsored activity.

#### **Definitions**

For the purposes of this policy, the defined words shall have the following meaning:

- “Electronic” means any communication involving the transmission of information by wire, radio, optic cable, electromagnetic, or other similar means. “Electronic” includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, and electronic text messaging.
- “Harassment” and “bullying” shall mean any electronic, written, verbal, or physical act or conduct toward a student based on the individual’s actual or perceived age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status, and which creates an objectively hostile school environment that meets one or more of the following conditions:
  - 1) Places the student in reasonable fear of harm to the student’s person or property.
  - 2) Has a substantial detrimental effect on the student’s physical or mental health.
  - 3) Has the effect of substantially interfering with a student’s academic performance.
  - 4) Has the effect of substantially interfering with the student’s ability to participate in or benefit from the services, activities, or privileges provided by a school.
- “Trait or characteristic of the student” includes but is not limited to age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.
- “Volunteer” means an individual who has regular, significant contact with students.

#### **Filing a Complaint**

A Complainant who wishes to avail himself/herself of this procedure may do so by filing a complaint with the associate superintendent or associate superintendent’s designee. An alternate will be designated in the event it is claimed that the associate superintendent or associate superintendent’s designee committed the alleged discrimination or some other conflict of interest exists. Complaints shall be filed within 180 days of the event giving rise to the complaint or from the date the Complainant could reasonably become aware of such occurrence. The Complainant will state the nature of the complaint and the remedy requested. The Complainant shall receive assistance as needed.

School employees, volunteers, and students shall not engage in reprisal, retaliation, or false accusation against a victim, witness, or an individual who has reliable information about an act of bullying or harassment.

#### **Investigation**

The school district will promptly and reasonably investigate allegations of bullying or harassment. The principal of the building or designee (hereinafter “Investigator”) will be responsible for handling all complaints alleging bullying or harassment.

If the Complainant is under 18 years of age, the Investigator shall notify his or her parent(s)/guardian(s) that they may attend investigatory meetings in which the Complainant is involved. The complaint and identity of the Complainant, Respondent, or witnesses will only be disclosed as reasonably necessary in connection with the investigation or as required by law or policy. The investigation may include, but is not limited to the following:

- A request for the Complainant to provide a written statement regarding the nature of the complaint;
- A request for the individual named in the complaint (hereinafter "Respondent") to provide a written statement;
- A request for witnesses identified during the course of the investigation to provide a written statement; and
- Review and collection of documentation or information deemed relevant to the investigation.

The Investigator shall consider the totality of circumstances presented in determining whether conduct objectively constitutes bullying or harassment. Upon completion of the investigation, the Investigator shall issue a report with respect to the findings.

### **Decision**

If, after an investigation, a student is found to be in violation of the policy, the student shall be disciplined by appropriate measures, which may include suspension and expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, which may include termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures, which may include exclusion from school grounds.

A school employee, volunteer, or student, or a student's parent or guardian who promptly, reasonably, and in good faith reports an incident of bullying or harassment, in compliance with the procedures in the policy adopted pursuant to this section, to the appropriate school official designated by the school district, shall be immune from civil or criminal liability relating to such report and to participation in any administrative or judicial proceeding resulting from or relating to the report.

Individuals who knowingly file false bullying and/or harassment complaints and any person who gives false statements in an investigation may be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

Date Approved: June 27, 2016

Last Date Reviewed: September 25, 2017

Last Date Revised: September 10, 2018

**EDUCATIONAL PHILOSOPHY**

**Series 100**

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

**No. 104.E1**

Date of complaint:	_____
Name of Complainant:	_____
Are you filling out this form for yourself or someone else (please identify the individual if you are submitting on behalf of someone else):	_____ _____
Who or what entity do you believe discriminated against, harassed, or bullied you (or someone else)?	_____
Date and place of alleged incident(s):	_____ _____ _____
Names of any witnesses (if any):	_____

Nature of discrimination, harassment, or bullying alleged (check all that apply):

Age (actual or perceived)	Marital Status	Race
Ancestry	National Origin	Religion
Color	Physical Attributes	Sex
Creed	Physical/Mental Ability or Disability	Sexual Orientation

	Familial Status		Political Belief		Socio-economic Status
	Gender Identity		Political Party Preference		Other – Please Specify:

In the space below, please describe what happened and why you believe that you or someone else has been discriminated against, harassed, or bullied. Please be as specific as possible and attach additional pages if necessary.

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

Signed \_\_\_\_\_ Dated \_\_\_\_\_

Submit to: Building Principal

Date Approved: June 27, 2016 Last

Date Reviewed: September 25, 2017

Last Date Revised: August 27, 2018

**EDUCATIONAL PHILOSOPHY**

**Series 100**

**POLICY TITLE WITNESS DISCLOSURE FORM**

**No. 104.E2**

Name of Witness:	_____
Date of interview:	_____
Date of initial complaint:	_____
Name of Complainant (include whether the Complainant is a student or employee):	_____ _____
Date and place of alleged incident(s):	_____ _____ _____

Nature of discrimination, harassment, or bullying alleged (check all that apply):

Age (actual or perceived)	Marital Status	Race
Ancestry	National Origin	Religion
Color	Physical Attribute	Sex
Creed	Physical/Mental Ability or Disability	Sexual Orientation
Familial Status	Political Belief	Socio-economic Status
Gender Identity	Political Party Preference	Other – Please Specify:

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

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Additional information: \_\_\_\_\_

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

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

Submit to: Building Principal

Date Approved: June 27, 2016 Last

Date Reviewed: September 25, 2017

Last Date Revised: August 27, 2018

## STAFF PERSONNEL

### Series 400

#### POLICY TITLE EQUAL OPPORTUNITY EMPLOYMENT No. 401.1

The Johnston Community School District will provide equal opportunity to employees and applicants for employment in accordance with applicable equal employment opportunity and affirmative action laws, directives and regulations of federal, state and local governing bodies. Opportunity to all employees and applicants for employment includes hiring, placement, promotion, transfer or demotion, recruitment, advertising or solicitation for employment, treatment during employment, rates of pay or other forms of compensation, and layoff or termination. The school district will take affirmative action in major job categories where women, men, minorities and persons with disabilities are underrepresented. Employees will support and comply with the district's established equal employment opportunity and affirmative action policies. Employees will be given notice of this policy annually.

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

Individuals who file an application with the school 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, sex, national origin, religion, age, sexual orientation, gender identity, genetic information or disability. In keeping with the law, the board will consider the veteran status of applicants.

Prior to a final offer of employment and periodically during employment, the school district will perform background checks for all employees as required by law.

Advertisements, notices and applications, will contain a statement of the school district's equal employment opportunity and affirmative action policies.

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 Anthony Spurgetis, Director of Human Resources, the district's Affirmative Action Coordinator by writing to the Affirmative Action Coordinator, Johnston Community School District, 6510 NW 62nd Ave., Johnston, Iowa 50131; or by telephoning 515-278-0470.

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Equal Employment Opportunity Commissions, Milwaukee Area Office, Reuss Federal Plaza, 310 West Wisconsin Ave., Suite 800, Milwaukee, WI., 53203-2292, (800) 669-4000 or TTY (800) 669- 6820. <http://www.eeoc.gov/field/milwaukee/index.cfm> or the Iowa Civil Rights Commission, 400 E. 14th Street, Des Moines, Iowa, 50319-1004, (515) 281-4121 or (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 school district's central administrative office and the administrative office in each attendance center.

The District has separate procedures for reports or complaints of sexual harassment governed by Title IX of the Education Amendments Act of 1972. These procedures are available at 6510 NW 62nd Ave., Johnston,

IA 50131. For reports or complaints of sexual harassment outside of the District's Title IX jurisdiction, the District may follow any other applicable policy or procedure to respond to such a report or complaint.

Legal Reference: 29 U.S.C. §§ 621-634.

42 U.S.C. §§ 2000e et seq.

42 U.S.C. §§ 12101 et seq.

Iowa Code §§ 19B; 20; 35C; 73; 216; 279.8.

281 I.A.C. 12.4; 95.

Cross Reference: 102 Equal Educational Opportunity

104 Bullying/Harassment

405.2 Licensed Employee Qualifications, Recruitment, Selection

411.2 Classified Employee Qualifications, Recruitment, Selection

Date Approved: August 27, 2007

Last Date Reviewed: August 17, 2020

Last Date Revised: August 17, 2020



# WORKFORCE ANALYSIS

Johnston Community School District  
Workforce Analysis – Chart A  
(As of June 2020)

Activity Assignment Classification	Overall Totals	MALE							FEMALE					
		White (not Hispanic of Origin)	Black (not Hispanic of Origin)	Hispanic	Asian or Pacific Islander	American Indian or Alaskan Native	Two or More Races	White (not Hispanic of Origin)	Black (not Hispanic of Origin)	Hispanic	Asian or Pacific Islander	American Indian or Alaskan Native	Two or More Races	
<b>A. Full-Time Staff</b>														
1. Officials, Adm., Mgrs.	13	5	0	0	0	0	0	0	0	0	0	0	0	0
2. Principals	8	5	0	0	0	0	0	0	3	0	0	0	0	0
3. Asst. Principals Teaching	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4. Asst. Principals Non-teaching	4	3	0	0	0	0	0	0	1	0	0	0	0	0
5. Elem. Classroom Teachers	200	20	0	1	0	0	0	178	0	1	0	0	0	0
6. Secondary Classroom Teachers	204	79	1	0	0	0	0	119	1	0	0	1	0	0
7. Other Classroom Teachers	10	0	0	0	0	0	0	9	0	0	1	0	0	0
8. Guidance	13	1	0	0	0	0	0	12	0	0	0	0	0	0
9. Psychological	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10. Library/AV Staff	7	0	0	0	0	0	0	7	0	0	0	0	0	0
11. Consultants/Supervisors of Instruction	24	6	0	0	0	0	0	18	0	0	0	0	0	0
12. Other Professional Staff	31	9	1	0	0	0	0	20	0	1	0	0	0	0
13. Teacher Aides	199	13	4	2	0	0	0	165	6	1	7	0	1	0
14. Technicians	8	5	0	0	0	0	0	2	0	0	1	0	0	0
15. Clerical/Secretarial Staff	31	5	0	0	0	0	0	31	0	0	0	0	0	0
16. Service Workers	17	5	0	0	0	0	0	10	1	1	0	0	0	0
17. Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18. Laborers/Unskilled	72	33	3	1	1	0	1	27	0	3	3	0	0	0
19. Total (1-18)	841	184	9	4	4	0	1	610	8	7	12	1	1	1
<b>B. Part-Time Staff</b>														
20. Professional Instruction	9	0	0	0	0	0	0	9	0	0	0	0	0	0
21. All Others	53	7	1	1	0	0	0	37	1	2	3	0	1	0
22. Total (20-21)	62	7	1	1	0	0	0	46	1	2	3	0	1	0
<b>TOTAL</b>	<b>903</b>	<b>191</b>	<b>10</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>656</b>	<b>9</b>	<b>9</b>	<b>15</b>	<b>1</b>	<b>2</b>	<b>1</b>

**Johnston Community School District  
Representation/Availability – Chart B  
(As of September 2020)**

Job Group	Overall Totals	Females				Minorities						
		Representation Number	%	Availability Number	%	Number Under Representation	Representation Number	%	Availability Number	%	Number Under Representation	
<b>Full-Time Staff</b>												
Management (1-4)	26	13	50%	53% <sup>1</sup>	Yes	0	0%	4% <sup>1</sup>	4%	Yes		
Elementary Classroom (5)	210	189	90%	52.1% <sup>1</sup>	No	2	1%	8.4% <sup>1</sup>	8.4%	Yes		
Secondary Classroom (6)	227	137	58.3%	52.1% <sup>1</sup>	No	7	3%	8.4% <sup>1</sup>	8.4%	Yes		
Other Classroom Teachers (7)	11	10	90.9%	52.1% <sup>1</sup>	No	1	9%	8.4% <sup>1</sup>	8.4%	No		
Guidance, Psychological, Media, Consultants & Other Professional (8-12)	76	60	78.9%	52.1% <sup>1</sup>	No	2	2.6%	8.4% <sup>1</sup>	8.4%	Yes		
Teacher's Aides (13)	207	187	90.3%	63.1% <sup>2</sup>	No	24	11.5%	11.3% <sup>2</sup>	11.3%	Yes		
Technicians (14)	8	3	37.5%	63.1% <sup>2</sup>	Yes	1	12.5%	11.3% <sup>2</sup>	11.3%	No		
Clerical/Secretarial Staff	31	31	100%	72% <sup>2</sup>	No	0	0%	16.9% <sup>2</sup>	16.9%	Yes		
Service Workers	17	12	70.5%	61.3% <sup>2</sup>	No	2	11.7%	24.7% <sup>2</sup>	24.7%	Yes		
SKILLED Crafts/Laborers (17-18)	72	33	45.8%	9.7% <sup>2</sup>	No	12	16.6%	15.1% <sup>2</sup>	15.1%	No		
<b>TOTAL FULL-TIME</b>	<b>885</b>	<b>675</b>	<b>76.2%</b>			<b>52</b>	<b>5.8%</b>					
<b>Part-Time Staff</b>												
Professional Instruction (20)	13	13	100%			0	0%					
All Others	56	47	83.9%			10	17.8%					
Total Part-Time	69	60	86.9%			10	14.4%					
<b>All Staff</b>	<b>954</b>	<b>735</b>	<b>77%</b>			<b>61</b>	<b>6.3%</b>					

1 Iowa Workforce Development, Iowa Affirmative Action Data 2004; Iowa  
2 Iowa Workforce Development, Iowa Affirmative Action Data 2004; Des Moines MSA

**AVAILABILITY OF REPRESENTATION/UNDERREPRESENTATION**

## QUANTITATIVE ANALYSIS AND GOALS

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### WORKFORCE ANALYSIS

The workforce analysis (Chart A) illustrates the composition of the overall workforce by department or organizational unit as well as by sex and by race. The workforce analysis is a necessary first step in gathering data to determine where underrepresentation exists and for establishing numerical goals.

### AVAILABILITY

The term “Availability” (Chart B) is utilized in deciding whether a specific sub-group is underrepresented, and if so, by what margin (from a numerical perspective). Availability translates to those workers that have specific skill sets that are unemployed and ready to work.

While this methodology does not guarantee that each sub-set of workers has the needed skills for each employment classification, it does reflect a benchmark against which the demographic composition of the incumbent workforce can be compared in order to determine if barriers exist within particular job groups. Availability is an estimate of the number of qualified minorities or qualified persons available for employment in the job category. The availability data only examines external availability.

To examine and compare the potential workforce, the district utilized the most recent demographic data available; U.S. Census Bureau; State of Iowa population by Gender and Minority Status/ State of Iowa Workforce Development Center Applicants data of 2004; Labor Force Status by Gender and Minority Group, Des Moines Metropolitan Statistical Area (Dallas, Polk, and Warren Counties). These forms are available in the Director of Human Resources’ Office.

### QUANTITATIVE GOALS

For each job category where underrepresentation exists, numerical hiring goals must be established. The goals will be considered reasonable aspirations and not rigid or inflexible quotas that could cause a group of applicants to be excluded from the hiring process when filling vacancies where underrepresentation exists. There are many factors to consider when establishing goals such as; the number of projected vacancies within the job categories; the availability of qualified applicants from underrepresented groups within the relevant job market; and the diversity of the Johnston Community School student population, District and surrounding Des Moines MSA. Unfortunately, the most recent set of workforce availability data we could find was from 2004. It is our hope that with 2020 being a census year, there will be a more up-to-date availability report available the next time we update this plan.

### VACANCY ANALYSIS/PROJECTIONS

In order to project vacancies within the job categories for the purpose of this plan the Director of Human Resources used available data from the District’s payroll/EHR software and applicant tracking system and projected vacancies based on the amount of new-hires in each category for the last two years.

## NUMERICAL GOALS

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	<b>Job Group</b>	<b>Under Representation</b>	<b>Projected Vacancies *based on average over past 2 years</b>	<b>2020-2022 Numerical Goals</b>
1 2 3 4	Officials, Adm., Mgrs., Principals, Asst. Principals	Females, Minorities	7	Meet one or more under represented category
5 6 7 8 9 10 11 12	Elementary, Secondary and Other Classroom Teachers, Guidance, Psychological, Library/AV, Consultants, Other Professionals	Minorities (except Other Classroom Teachers)	73	Meet under represented category in one or more job groups
13	Teacher Aides	Minorities	62	Meet under represented category
14	Technicians	Females	0	Meet underrepre sented in
15	Clerical/Secretarial	Minorities	3	Meet under represented category
16	Service Workers	Minorities	8	Meet under represented category
17 18	Skilled Crafts, Laborers	None	12	Continue to meet goal.

## QUALITATIVE ANALYSIS

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Johnston Community School District has 954 full and part time regular employees on its payroll in September of 2020. This total does not include substitutes or temporary part-time employees. Of the 954 employees, 735 are female and 219 are male; with a minority population of 6%. Our staff minority population increased 1% since the 2018 plan report.

As of fall 2019-2020 BEDS Enrollment Report, the student body is made up of 7,536 students and is approximately 70.25% white and 29.74% minority. The minority population is 0.16% American Indian or Pacific Islander, 8.19 % Asian, 9.26% Black or African American, 6.98% Hispanic/Latino, and 5.12% representing multiple races.

Based on the information provided by the District's last Affirmative Action Plan, Student demographic data for the 2017-2018 academic year indicated a student body composition of 74.1% white and 25.9% minority. The increase of minority students in the District further indicates the need for an increase in minorities in the certified and classified staff.

### POLICIES AND PRACTICES REVIEW

The recruitment of classified and certified staff is accomplished by advertisement guidelines provided in the respective master agreements. All vacant positions are posed via the Iowa Department of Education's Teach Iowa's website, and the district's various social media platforms. The Director of Human Resources and other Human Resources staff members participate in numerous job fairs with Iowa colleges and other employment groups. When necessary, certified and classified positions are also advertised in local and regional newspapers. Job descriptions are reviewed and updated on a regular basis to ensure accuracy.

Board policies, employee handbooks, and collective bargaining agreements govern demotion, terminations, layoffs and recall criteria and practices for certified and classified. These provisions do not seem to conflict with AA provisions.

The District's policies on non-discrimination, affirmative action, and harassment are disseminated to all employees, students, parents, and applicants for employment on an on-going basis via the Johnston community School District website, online job applications site, new employee orientation sessions, and the Employee Handbook.

Since the last Affirmative Action Plan was developed the District has made some progress toward the established goals:

- A female administrator was promoted to Superintendent;
- The Superintendent's Cabinet is 80% female;
- Hired a female in the role of Assistant Activities Director;
- The district's overall minority staff population increased from 5% to 6%;
- No longer under-represented in the category of skilled crafts/laborers;
- Reviewed and revised all Board Policies to ensure compliance with specific equity related content;
- A new employee handbook complete with several EEO related policies was published.

## GOALS FOR THE 2020-2022 SCHOOL YEARS

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THE FOLLOWING GOALS HAVE BEEN ESTABLISHED FOR THE FUTURE RELATED TO EQUAL EMPLOYMENT OPPORTUNITIES AND AFFIRMATIVE ACTION

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### **CONTINUE ONGOING RECRUITING ACTIVITIES FOR CERTIFIED STAFF FROM UNDERREPRESENTED GROUPS**

- Continue partnerships with universities serving underrepresented groups
- Expand advertising to websites serving underrepresented groups
- Continue to work with university placement offices and student teaching coordinators to identify high quality under represented candidates
- Continue implementation of a dual course class for juniors and seniors interested in exploring education as a profession

### **CONTINUE ONGOING RECRUITING ACTIVITIES FOR SUPPORT STAFF FROM UNDERREPRESENTED GROUPS**

- Continue relationships with organizations serving underrepresented groups
- Target advertising for positions to reach candidates from underrepresented groups

### **CONTINUE TO PROVIDE STAFF DEVELOPMENT ON THE EEO/AA PLAN**

- Provide administrators and supervisors with awareness of updates in the EEO/AA plan
- Provide administrators and supervisors training in appropriate hiring and employment practices.

### **REVIEW APPLICATION FORMS AND THE HIRING PROCESS IN ORDER TO IDENTIFY AREAS NEEDING IMPROVEMENT**

- Monitor the hiring process for appropriate hiring practices

## NOTIFICATION AND DISTRIBUTION

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TO SUCCESSFULLY IMPLEMENT THE EEO/AA PLAN, THE GOALS AND STRATEGIES DESCRIBED MUST BE INTEGRATED WITH ALL ASPECTS OF THE EMPLOYEE-EMPLOYER RELATIONSHIP. THREE MAIN AREAS WILL BE ADDRESSED:

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### **DISSEMINATION OF THE EEO/AA PLAN AND POLICIES**

All policies are available online on the district web site. The plan will be emphasized with all administrators and supervisors in future administrative meetings.

### **STAFF DEVELOPMENT**

All administrators and supervisors will be trained in recognition of EEO/AA expectations in order to eliminate grievances and promote affirmative action practices.

### **RECRUITMENT, HIRING, AND ASSIGNMENT**

All administrators and supervisors will be informed of the underrepresented groups in order to focus efforts in the recruitment, hiring, and assignment of personnel to these groups.

## SUPPORTING DOCUMENTATION

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THE FOLLOWING DATA SOURCES WERE USED TO PREPARE THE  
JOHNSTON EEO/AAPLAN:

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- EEO 5 Report (chart on page 25)
- Iowa Workforce Development, Iowa Affirmative Action Data, 2004: Iowa
- Iowa Workforce Development, Iowa Affirmative Action Data, 2004: Des Moines MSA
- 2019-2020 student BEDS report

Both the Iowa Workforce Development, Iowa Affirmative Action Data, 2004: Iowa and the Iowa Workforce Development, Iowa Affirmative Action Data, 2004: Des Moines MSA are attached. The other sources of information are available in the Human Resources Department of the Johnston Community School District.