

**Anamosa Community School
District
AFFIRMATIVE ACTION PLAN
2014-2016**

**Reviewed by
Anamosa Community School District Board of
Education
June 16, 2014**

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EQUAL EMPLOYMENT OPPORTUNITY POLICY

This is to affirm Anamosa Community School District's policy of providing Equal Opportunity to all employees and applicants for employment in accordance with all applicable Equal Employment Opportunity/Affirmative Action laws, directives and regulations of Federal, State and Local governing bodies or agencies thereof.

Our organization will not discriminate against or harass any employee or applicant for employment because of race, color, national origin, religion, gender, age, sexual orientation, gender identity, disability, or marital status.

We will take Affirmative Action to ensure that all employment practices are free of such discrimination. Such employment practices include, but are not limited to, the following: hiring, upgrading, demotion, transfer, recruitment or recruitment advertising, selection, layoff, disciplinary action, termination, rates of pay or other forms of compensation, and selection for training. We will provide reasonable accommodations to applicants and employees with disabilities.

Anamosa Community Schools will evaluate the performance of its management and supervisory personnel on the basis of their involvement in achieving these Affirmative Action objectives as well as other established criteria. In addition, all other employees are expected to perform their job responsibilities in a manner that supports equal employment opportunity for all.

The Anamosa Community School District School Board has appointed Lisa Beames, Superintendent, to coordinate the Equal Employment Opportunity Program. This person's responsibilities will include monitoring all Equal Employment Opportunity activities and reporting the effectiveness of this Affirmative Action Program, as required by Federal, State and Local agencies. I will receive and review reports on the progress of the program. Any employee or applicant may inspect our Affirmative Action Program during normal business hours by contacting Lisa Beames, Superintendent, 200 S. Garnavillo Street, Anamosa, IA, 319-462-4321.

If any employee or applicant for employment believes he or she has been treated in a way that violates this policy, they should contact Lisa Beames, Superintendent, 200 S. Garnavillo Street, Anamosa, IA 52205, (319)-462-4321, or any other representative of administration. Responsible parties will investigate allegations of discrimination or harassment as confidentially and promptly as possible, and we will take appropriate action in response to these investigations.

Lisa Beames, Superintendent of School
Anamosa Community School District

Date

ASSIGNMENT OF RESPONSIBILITY FOR AFFIRMATIVE ACTION PROGRAM

Lisa Beames, Superintendent, is designated as EEO/AA coordinator to monitor all employment activity to ensure that our EEO/AA policies are being carried out. The EEO/AA coordinator will be given the necessary management support and staffing to fulfill the duties of the position. Those duties include, but are not limited to, the following:

1. Develop our EEO/AA policy statement and Affirmative Action Plan/Program, so that it is consistent with our policies, and so that it establishes our affirmative action goals and objectives.
2. Implement the Affirmative Action Plan/Program including internal and external dissemination of our EEO/AA policies and plan.
3. Conduct and/or coordinate EEO/AA training and orientation.
4. Ensure that our principals and supervisors understand it is their responsibility to take action to prevent the harassment of employees and applicants for employment.
5. Ensure that all minority, female, and disabled employees are provided equal opportunity as it relates to organization-sponsored training programs, recreational/social activities, benefit plans, pay and other working conditions.
6. Implement and maintain EEO audit, reporting, and record-keeping systems in order to measure the effectiveness of our Affirmative Action Plan/Program and to determine whether our goals and objectives have been attained.
7. Coordinate the implementation of necessary affirmative action to meet compliance requirements and goals.
8. Serve as liaison between our organization and relevant governmental enforcement agencies.
9. Coordinate the recruitment and employment of women, minorities, and people with disabilities, and coordinate the recruitment and utilization of businesses owned by women, minorities, and people with disabilities.
10. Coordinate employee and school district support of community action programs that may lead to the full employment of women, minorities, and people with disabilities.
11. Receive, investigate, and attempt to resolve all EEO complaints.
12. Keep administration and the Board of Education informed of the latest developments in the area of EEO.

DISSEMINATION OF AFFIRMATIVE ACTION POLICY AND PLAN

A. Internal Dissemination

1. Our policy statement and non-discrimination posters will be permanently posted and conspicuously displayed in building offices and staff lounges/work rooms.
2. Our EEO/AA policy statement will be communicated to our employees during pre-service days of school in August of each school year.
3. Our EEO/AA policies will be included in our policy manual or employee handbook.
4. Our policy will be made available to all employees including part-time, temporary or seasonal employees.
5. We will review our EEO/AA policies at least annually with the administrative cabinet and the Board of Education.

B. External Dissemination

1. As needed, we will notify all subcontractors, vendors, and suppliers of our EEO/AA policy and project goals, requiring supportive action on their part.
2. We will notify all recruitment sources of our EEO/AA policies, and we will encourage them to assist us in achieving our affirmative action objectives by actively recruiting and referring women, minorities, and people with disabilities.
3. We will include the statement "Equal Opportunity Employer" or "Affirmative Action Employer" on advertisements recruiting employees, on employment applications, and on our school district's website, if we post job opportunities on our website.

QUANTITATIVE WORKFORCE ANALYSIS

Anamosa Community School District had 199 employees on its payroll during the 2013-2014 school year. The composite of Anamosa Community Schools' employees according to job group was as follows:

<u>Job Group</u>	<u>Males</u>	<u>Females</u>	<u>Total</u>
Administration	2	3	5
Certified Staff	27	80	107
Supervisors	3	3	6
Associates	2	49	51
Custodians	4	5	9
Bus Drivers	11	6	17
Cooks	0	13	13
Clerical	0	9	9
Non-Teaching Coaches/Sponsors	18	6	24
TOTAL	67	174	241
PERCENT	28%	72%	

Of the 241 employees, all were white with the exception of three employees (2 licensed and 1 unlicensed with 2 multiracial and 1 Hispanic). Seventy-two percent of the employees at Anamosa Community School District are female.

Relevant Labor Market

Relevant labor market was determined by using both Iowa Workforce Development's Labor Market Information Services and United States Census Bureau's QuickFacts. In regards to gender, administration and certified staff were compared to Iowa percentages and all other categories were compared to Jones County percentages.

Gender

The chart below compares Anamosa Community School's District gender percentages to the percent of female and male workers presented in the 2010 US Census. Also included on the chart is whether each specific job groups were determined to be under represented (more than a 10% difference) between the gender make-up of the job group in Anamosa Community School District and Iowa (administration and certified staff) or Jones County (all other groups)

Relevant Labor Market - Gender – 2013-2014 School Year

<u>Job Group</u>	<u>Gender</u>	<u>Number</u>	<u>% of Total</u>	<u>% Available</u>	<u>Under Represented</u>
Administration	Male	2	40%	45%	NO
	Female	3	60%	55%	NO
Certified Staff	Male	27	25%	28%	NO
	Female	80	75%	75%	NO
Supervisors	Male	3	50%	49%	NO
	Female	3	50%	51%	NO
Associates	Male	2	4%	39%	YES
	Female	49	96%	61%	NO
Custodians	Male	4	44%	39%	NO
	Female	5	56%	61%	NO
Bus Drivers	Male	7	70%	39%	NO
	Female	3	30%	61%	YES
Cooks	Male	0	0%	39%	YES
	Female	13	100%	61%	NO
Clerical	Male	0	0%	39%	YES
	Female	9	100%	61%	NO
Non-Teaching Support Coaches/Sponsors	Male	18	75%	39%	NO
	Female	6	25%	61%	YES

Minority Groups

During the 2013-2014 school year, only three of Anamosa Community School District's employees are of minority status. According to latest information obtained from the United States Census Bureau (2010), 1.7% of Jones County and 7.2% of the State of Iowa consists of people of minority status. The composition of student population of the Anamosa Community School District shows 6.9% (97 out of 1411) being non-white as reported by our BEDS enrollment on October 1, 2013.

Identification of Problem Areas

All job groups are underrepresented in regards to minority employees. An appropriate target of minority representation in Anamosa Community School District's job groups would be between four employees (Jones County composition) and 17 employees (Anamosa Community School District's student population).

In regards to gender, when all job groups are totaled together males are underrepresented according Jones County data from Iowa Workforce Development (2011). Jones County labor force has a 52% representation of males while Anamosa Community School District has only 28% of its job force composition made up of males.

When Anamosa Community School District's job groups are analyzed separately, females are underrepresented in the Bus Driver job group. Males are underrepresented in the following job groups: Cooks, Associates, Clerical, and Non-Teaching Support Coaches/Sponsors.

Action Steps to Increase Minority and Gender Representation in Identified Job Groups

It will be the goal of Anamosa Community School District to increase the representation of minorities and males in the identified underrepresented job groups.

Long Range Numerical Goals

The following long range goals have been established by Anamosa Community School District as positions become available:

1. Increase the number of minority employees by at least one so Anamosa Community School District's minority composition matches the minority composition of Jones County as determined by 2011 Jones County Workforces Development Data
2. Continue to actively pursue and consider qualified male candidates for teaching and associate positions in order to increase the number of male elementary and middle school teachers and the number of male associates in each of the buildings.

QUALITATIVE WORKFORCE ANALYSIS

The following questions provided by the Iowa Association of School Boards provided the means by which Anamosa Community School District determined if it had any policies or practices that were causing the under representation of minority or females. The administrative cabinet analyzed current practices and policies using the following categories of questions:

Recruitment

1. Is word of mouth recruitment the only method used for some or all positions?
2. Is a record maintained of advertisements used for the various types of positions?
3. Do advertisements include an equal opportunity statement?
4. Are referral sources, such as placement officers of educational institutions and employment agencies, notified of the equal opportunity and affirmative action policies?
5. Do applicants receive a copy of the affirmative action policy statement?
6. Do organizations that assist in recruitment have policies or practices that will form a barrier to equal opportunity for their clients?
7. Have vacancies been listed with appropriate agencies, placement office and news media?
8. Do job descriptions exist for all major job classifications?
9. Are job descriptions supplied to applicants?

Recruitment Summary:

Job descriptions do exist for all major job groups but need to be updated and utilized during any job searches.

Recruitment Goal: Job descriptions for all job groups will be updated by the end of the 2014-2015 school year.

Hiring and Selection Criteria and Practices

1. Are applicants notified of the equal employment opportunity and affirmative action policies?
2. Are application forms used?
3. Do all applicants complete an application form?
4. Do these application forms include a statement of equal opportunity?
5. Are the application forms free of illegal inquiries?
6. Are job description criteria considered during hiring?
7. Are the job descriptions accurate, explaining the actual functions and duties?
8. Are the job descriptions gender-neutral?
9. Is the interview process free of illegal inquiries?
10. Is the interview process structured to guarantee fairness to all applicants?
11. Do all individuals who are involved in conducting interviews receive training on appropriate inquiries?
12. Are interview questions restricted to job-related information?
13. In a salary step system does the decision as to initial placement on the "step" have an impermissible relationship to race, sex, or disability, as shown by actual placement over time?
14. Is the affirmative action plan considered each time when dealing with a job category where under representation exists?
15. Are there written criteria for determining which applicants will be interviewed established before recruitment begins?

Hiring and Selection Criteria and Practices Summary:

Since the affirmative action plan has not been updated for several years it has not been considered or utilized when dealing with a job group where under representation exists.

Hiring and Selection Criteria and Practices Goal: The affirmative action plan will be considered each time in the hiring process beginning with the 2014-2015 school year.

Promotion, Transfer and Collective Bargaining Agreement

1. Are notices posted for all positions when vacancies occur?
2. Are impermissible factors such as race, color, national origin, religion, gender, age, sexual orientation, gender identity, disability or marital status considered in promotion or transfer decisions?
3. Are personnel who are involved in recruiting, selection, promotion, evaluation and related processes selected and trained to ensure elimination of bias in personnel actions?
4. Is there a special effort to include women and minorities in the group being considered for promotion or transfer?
5. Is there a mentoring of staff assistance process in use?
6. Have efforts been made to use mixed criteria consistent with any bargaining agreements rather than straight seniority in promotions, transfers and staff reductions?

Promotion, Transfer and Collective Bargaining Agreement Summary:

No issues of concern were identified in terms of promotion, transfer and collective bargaining agreement.

Demotions, Terminations, Layoffs, and Recall Criteria and Practices

1. Are objective criteria used in making demotion, termination or layoff decisions?
2. Are the evaluation records of employees reviewed when these types of decisions are made?

Demotions, Terminations, Layoffs, and Recall Criteria and Practices Summary:

The negotiated master contracts provide the objective criteria used for termination and layoff decisions.

Working Conditions and Compensation

1. Is there an employee evaluation system?
2. Is the temporary disability related to pregnancy treated the same, in practice, as other temporary disabilities?
3. Does the application of the salary schedule/pay scale result in discrimination on the basis of race, color, national origin, religion, gender, age, sexual orientation, gender identity, disability or marital status?
4. Is the board policy on affirmative action distributed to employees annually?
5. Is the cost to the employees for insurance and insurance coverage the same for male and female employees?
6. Are the costs to the employees and benefits of pension plans equitable for men and women?
7. Have steps been taken to ensure that harassment of employees based upon gender, race, national origin, religion, age, sexual orientation, gender identity or disability does not occur?
8. Are assignments of staff members to supplemental and extracurricular duties made on an equitable basis?
9. Are exit interviews held?

Working Conditions and Compensation Summary:

Anamosa Community School District Board of Education has policy to insure that harassment does not occur for any protected class. A copy of this policy is included in the plan. Exit interviews sometimes occur informally and the administrative cabinet will discuss the need of formalizing the process which could result in a future goal statement.

Complaint Procedures

1. Does the affirmative action policy contain a complaint process?
2. Are employees notified of their right to seek redress from government agencies such as the Iowa Civil Rights Commission?
3. Are discrimination complaint records kept?

Complaint Procedures Summary:

Anamosa Community School District Board of Education has adopted a grievance procedure. The grievance procedure is included in the plan. The grievance procedure does notify employees of their rights to seek assistance from state and federal Civil Rights Commission

INTERNAL MONITORING AND REPORTING

The Superintendent has the responsibility for developing and preparing the formal documents of the Affirmative Action Plan. The Superintendent is responsible for the effective implementation of the Affirmative Action Plan; however, responsibility is likewise vested with each building principal and supervisors. Anamosa Community School District's compliance process is designed to:

- Monitor the effectiveness of the AAP/EEO program;
- Monitor records of all personnel activities, including referrals, placements, transfers, promotions, terminations and compensation at all levels;
- Identify problem areas where remedial action is needed; and
- Determine the degree to which AAP goals and objectives have been obtained;
- Review results with all building principals and supervisors;
- Advise the Board of Education of program effectiveness and submit recommendations for improvement.

The following documents will be maintained as a component of Anamosa Community School District's internal audit process:

1. An applicant flow log showing the name, race, gender, date of application, job title, interview status and the action taken for all individuals applying for job opportunities;
2. Summary data of external hires, promotion, resignation, and terminations by job group and by gender and minority group identification;
3. Summary data of applicant flow by identifying, at least, total applications, total minority applicants, and total female applicants for each position;
4. Maintenance of employment applications (not to exceed two years); and
5. Records pertaining to Anamosa Community School District's compensation system.

ANAMOSA COMMUNITY SCHOOL DISTRICT AFFIRMATIVE ACTION GOALS

SHORT TERM GOALS

The following short term goals have been established by Anamosa Community School District to be accomplished before the next revision of the affirmative action plan:

1. Job descriptions for all job groups will be updated by the end of the 2015-2016 school year. People Responsible – Superintendent and Building Principals
2. The affirmative action plan will be considered each time in the hiring process beginning with the 2014-2015 school year. People Responsible – Superintendent and Building Principals
3. The administrative team will discuss the need of formalizing the process dealing with exit interviews to determine if they are a necessity. People Responsible – Superintendent and Building Principals

LONG TERM GOALS

The following long range goals have been established by Anamosa Community Schools as positions become available:

1. Increase the number of minority employees by at least one so Anamosa Community School District's minority composition matches the minority composition of Jones County as determined by the 2011 Iowa Workforce Development Data
2. Continue to actively pursue and consider qualified male candidates for teaching and associate positions in order to increase the number of male elementary and middle school teachers and the number of male associates in each of the buildings.

SUPPORTING POLICIES AND PROCEDURES:

Code No.: 100.0

EDUCATIONAL PHILOSOPHY

Purpose: The Anamosa Community School District shall provide the best administrative, instructional, service staffs and physical facilities it can within the limitations of the community's ability and willingness to furnish financial support.

Policy: The Anamosa Community School District shall provide educational programs for students as needed on the basis of individual interests, values, abilities and potential. There shall be no discrimination against any student because of gender, race, national origin, creed, age, marital status, sexual orientation, or disability in the District educational programs, activities, or employment practices or as otherwise prohibited by statute or regulation.

The Anamosa Community School District shall be in full compliance with the letter and spirit of all state and federal laws prohibiting discrimination in educational programs and activities.

The curriculum content and instructional materials utilized shall reflect the cultural, ethnic and racial diversity present in the United States. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of gender, race, national origin, creed, age, marital status, sexual orientation, or disability. The curriculum shall foster respect and appreciation for the cultural diversity in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural, nonsexist society.

The Board of Directors recognizes the importance of enhancing student programs through partnering with area colleges and that duplication of programs should be avoided.

Approved _____
Reviewed 11/20/00
Revised 3/18/91
Reviewed 11/7/05
Revised 1/18/10
Reviewed 2/4/13

EQUAL EDUCATIONAL OPPORTUNITY

The Board of Directors will not discriminate in its educational programs and/or activities on the basis of race, color, creed, age (except for permitting/prohibiting students to engage in certain activities), gender identity, socioeconomic status, national origin, religion, gender, disability, sexual orientation, marital status or genetic information.

The Board requires all persons, agencies, vendors, contractors, and other 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.

The Board is committed to the policy that no otherwise qualified person will be excluded from educational activities on the basis of race, color, creed, age (except for permitting/prohibiting students to engage in certain activities), gender identity, socioeconomic status, national origin, religion, gender, disability, sexual orientation, marital status or genetic information. Further, the Board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm, and harassment.

Harassment or discriminatory behavior that denies civil rights or access to equal educational opportunities includes comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that intentionally demeans the race, color, creed, age, gender identity, socioeconomic status, national origin, religion, gender, disability, sexual orientation, marital status or genetic information of the individual or individuals or creates an intimidating, hostile, or demeaning environment for education.

Inquiries regarding compliance with equal education opportunity shall be directed to the Superintendent. A Board hearing may be requested to address any concerns.

Inquiries or grievances related to this policy may be directed to the Director of the Iowa Civil Rights Commission, 400 East 14th Street, Des Moines, IA 50319-1004, 1-800-457-4416; to the Office for the Civil Rights Chicago Office, United States Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-4544, (312)730-1560; or to the Equal Employment Opportunity Commission Chicago Office, 500 W. Madison Street, Suite 2000, Chicago, IL 60661, 1-800-669-4000. Inquiries may also be directed to the Director, Iowa Department of Education, Grimes State Office Building, 400 E. 14th Street, Des Moines, IA 50319-0146.

Approved 6/3/02
Revised 5/2/05
Reviewed 11/5/05
Revised 7/6/10
Revised 3/7/11
Revised 7/16/12
Reviewed 2/4/13

SECTION 504 NOTICE OF NON-DISCRIMINATION

Students, parents, employees, and others doing business with or performing services for the Anamosa Community School District are hereby notified that this school district does not discriminate on the basis of race, color, creed, age, gender identity, religion, socioeconomic status, national origin, gender, marital status, sexual orientation, or disability in admission or access to, or treatment in, its programs and activities. Any person having inquiries concerning the school districts compliance with the regulations implementing Title VI, Title VII, Title IX, or the Americans with Disabilities Act (ADA), 504 is directed to contact:

Superintendent
Anamosa Community School District
319-462-4321

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

Approved 6/3/02
Revised 5/2/05
Reviewed 11/7/05
Revised 7/6/10
Revised 3/7/11
Reviewed 2/4/13

EQUAL EDUCATIONAL OPPORTUNITY GRIEVANCE PROCEDURE

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

Level One – Principal or Immediate Supervisor (Informal and Optional – may be bypassed by the grievant)

Employees with a complaint of discrimination based upon their gender, race, color, creed, gender identity, national origin, religion, age, sexual orientation, or disability are encouraged to first discuss it with their immediate supervisor, with the objective of resolving the matter informally.

An applicant for employment with a complaint of discrimination based upon their gender, race, national origin, gender identity, color, creed, sexual orientation, religion, age or disability are encouraged to first discuss it with the personnel contact person.

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

Level Two – Compliance Officer

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

Level Three - Superintendent/Administrator

If the complaint is not resolved at level two, the grievant may appeal it to level three by presenting a written appeal to the superintendent within five (5) working days after the grievant receives the report from the Compliance Officer. The grievant may request a meeting with the Superintendent. The Superintendent may request a meeting with the grievant to discuss the appeal. A decision will be rendered by the Superintendent within a reasonable time after the receipt of the written appeal. If, in cases of disability grievances at the elementary and secondary level, the issue is not resolved through the grievance process, rather, the parents have a right to an impartial hearing to resolve the issue.

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

Level Four – Appeal to Board

If the grievant is not satisfied with the Superintendent's decision, the grievant can file an appeal with the Board of Directors within five (5) working days of the decision. It is within the discretion of the Board to determine whether it will hear the appeal.

The Compliance Officer is:

Name: Linda Vaughn

Physical Address: 410 Old Dubuque Street, Anamosa, Iowa 52205

Mailing Address: 200 S. Garnavillo Street, Anamosa, IA 52205

Phone Number: 319-462-3553

Office Hours: 7:30 a.m. – 4:00 p.m.

Approved 6/3/02

Revised 5/2/05

Reviewed 11/7/05

Revised 3/19/07

Revised 3/7/11

Revised 2/4/13

SECTION 504 STUDENT AND PARENTAL RIGHTS

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

Participation of your child in school district programs and activities, including extracurricular programs and activities, to the maximum extent appropriate, free of discrimination based upon the student's disability and at the same level as students without disabilities;

Receipt of free educational services to the extent they are provided students without disabilities;

Receipt of information about your child and your child's educational programs and activities in your native language;

Notice of identification of your child as having a qualifying disability for which accommodations may need to be made and notice prior to evaluation and placement of your child and right to periodically request a re-evaluation of your child;

Inspect and review your child's educational records including a right to copy those records for a reasonable fee; you also have a right to ask the school district to amend your child's educational records if you feel the information in the records is misleading or inaccurate; should the school district refuse to amend the records, you have a right to a hearing and to place an explanatory letter in your child's file explaining why you feel the records are misleading or inaccurate;

Hearing before an impartial hearing officer if you disagree with your child's evaluation or placement; you have a right to counsel at the hearing and have the decision of the impartial hearing officer reviewed.

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

Superintendent
Anamosa Community Schools
319-462-4321

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

Approved 6/3/02

Revised 11/21/05

Revised 3/7/11

Revised 2/4/13

HARASSMENT

Purpose: To provide guidelines for the elimination and prevention of harassment in the District.

Policy: Harassment shall not be tolerated in the District. The school District prohibits harassment, bullying, or any other victimization based on real or perceived age, race, gender, gender identity, creed, color, national origin, religion, marital status, disability, sexual orientation, physical attributes, and/or personality characteristic, physical or mental ability, ancestry, political party preference, political belief, socioeconomic status or familial status.

Harassment in these areas means conduct of a verbal or physical nature that is designed to unreasonably embarrass, distress, agitate, disturb or trouble others. Examples of such harassment may include, but not limited to: jokes, stares, pictures, or objects that are intended to cause fear, anxiety, shame, or embarrassment. Such behaviors become harassment when they are unwelcome, pervasive, severe, and interfere with a person's performance and when such conduct has the purpose or effect of unreasonably creating an intimidating, offensive, or hostile environment.

Harassment by Board members, administrators, employees, parents, students, vendors, and others doing business with the District is prohibited. Employees whose behavior is found to be in violation of this policy shall be subject to the investigation procedure which may result in discipline, up to and including, discharge or other appropriate action. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the Superintendent or Board.

Sexual harassment shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- * submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or a student's education or benefits;
- * submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or is used as the basis for academic decisions regarding the student; or
- * such conduct has the purpose or effect of unreasonably interfering with an individual's work performance; creating an intimidating, hostile, or offensive working environment; or interferes with a student's academic performance by creating an intimidating, hostile, or offensive educational environment.

Other types of harassment may include, but not be limited to, jokes, stories, pictures or objects that are offensive, tend to alarm, annoy, abuse or demean certain protected individuals and groups.

Students who believe they have suffered harassment shall report such matters to the Principal, who shall be the investigator for harassment complaints. Students who believe they have suffered harassment by the Principal shall report such matters to the Superintendent, who shall be the investigator for harassment complaints. Employees who believe they have suffered harassment shall report such matters to the Superintendent, who shall investigate the harassment complaint. If the alleged harasser is the Superintendent the Board president shall investigate the complaint.

Retaliation against a complainant or others involved in the investigation shall be prohibited. Appropriate action, including discharge, shall be taken against those who retaliate.

Confidentiality shall be maintained throughout the investigation process to the extent possible.

Approved 2/15/93
Reviewed 7/26/99
Revised 4/17/95
Reviewed 12/19/02
Revised 5/2/05
Revised 3/7/11
Revised 2/6/12

HARASSMENT COMPLAINT FORM

Name of complainant:_____

Position of complainant:_____

Date of complaint:_____

Name of alleged harasser:_____

Date and place of incident or incidents:_____

Description of misconduct:_____

Name of witnesses (if any):_____

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

Any other information:_____

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

Signature:_____

Date:_____

WITNESS DISCLOSURE FORM

Name of witness:_____

Position of witness:_____

Date of testimony, interview:_____

Description of instance witnessed:_____

Any other information:_____

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

Signature:_____

Date:_____

Approved 2/15/93
Reviewed 7/26/99
Reviewed 12/19/02
Reviewed 3/7/11

HARASSMENT INVESTIGATION PROCEDURES

COMPLAINT PROCEDURE

An employee or student who believes that they have been harassed shall notify the designated investigator. The investigator may request that the employee or student complete the Harassment Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. Information received during the investigation shall be kept confidential to the extent possible.

INVESTIGATION PROCEDURE

The investigator shall reasonably and promptly commence the investigation upon receipt of the complaint. The investigator shall interview the complainant and the alleged harasser. The alleged harasser may file a written statement refuting or explaining the behavior outlined in the complaint. The investigator may also interview witnesses as deemed appropriate.

RESOLUTION OF THE COMPLAINT

The Superintendent shall file a written report closing the case. The complainant, the alleged harasser and the investigator shall receive notice as to the conclusion of the investigation.

Approved 2/15/93

Reviewed 7/26/99

Reviewed 12/19/02

Reviewed 3/7/11

GUIDING PRINCIPLES FOR PERSONNEL

Purpose: To provide the best possible educational program by recruiting and retaining the highest caliber of personnel available to the District.

Policy: The Board shall appoint all personnel at its discretion, following the recommendation of the Superintendent.

All employment positions shall be created with the approval of the Board. Before a new position is created, the Superintendent shall present a job description, including qualifications, responsibilities, supervision and evaluation, to the Board.

A position may remain unfilled or vacant for a period of time, but only the Board has the authority to abolish a position.

The Board recognizes its duty to bargain collectively with any duly certified employee organization.

Approved _____
Reviewed 7/26/99
Reviewed 12/19/02
Revised 3/7/11
Reviewed 2/3/14

EQUAL EMPLOYMENT OPPORTUNITY

Purpose: To extend equal opportunities to all employees and applicants for employment

Policy: The Anamosa 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 or disability. In keeping with the law, the board will consider the veteran status of applicants.

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

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, will be directed to the Affirmative Action Coordinator by writing to the Affirmative Action Coordinator, Anamosa Community School District, 200 S. Garnavillo Street, Anamosa, Iowa 52205; or by telephoning 319-462-4321.

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Equal Employment Opportunity Commissions, Milwaukee Area Office, Reuss Federal Plaza, 310 West Wisconsin Ave., Suite 800, Milwaukee, WI., 53203-2292, (800) 669-4000 or TTY (800) 669-6820.

<http://www.eeoc.gov/field/milwaukee/index.cfm>

or the Iowa Civil Rights Commission, 400 E. 14th Street, Des Moines, Iowa, 50319-1004, (515) 281-4121 or 1-800-457-4416, <http://www.state.ia.us/government/crc/index.html>. This inquiry or complaint to the federal office may be done instead of, or in addition to, an inquiry or complaint at the local level.

Further information and copies of the procedures for filing a complaint are available in the school district's administrative office and the administrative office in each attendance center.

This notification must be included in major annual or general publications including but not limited to:

Student Handbooks	School Newsletters
Teacher Handbooks	Local Newspapers
Employee (Staff handbooks)	Employment Application Forms
Registration Handbook	Program Brochures & Publications
District Website	

Agreement forms with labor organizations and businesses, which hold professional agreements with the school or agency.

Legal Reference: 29 U.S.C. §§ 621-634 (2012).

42 U.S.C. §§ 2000e et seq. (2012).

42 U.S.C. §§ 12101 et seq. (2012).

Iowa Code §§ 19B; 20; 35C; 73; 216; 279.8 (2013).
281 I.A.C. 12.4; 14.1; 95.

Approved April 16, 1990
Reviewed 7/26/99
Reviewed 12/19/02
Revised 5/2/05
Revised 3/7/11
Revised 2/3/14

GOALS AND OBJECTIVES OF THE EDUCATION PROGRAM

Purpose: To provide goals and objectives of the education program.

Policy: In providing the education program of the Anamosa Community School District, the Board of Directors shall strive to meet its overall goal of providing a learning environment that fosters the development of the functional skills of acquiring, analyzing and disseminating knowledge.

The District has high expectations that students will be able to adapt to and cope with a changing world because they will have attained mastery of basic skills and higher-order thinking skills and will value lifelong learning. Students will possess communication skills and current technical skills needed to acquire, analyze and disseminate knowledge. Attention to developing interpersonal relationships, self-esteem, and an appreciation of gender, racial, religious and cultural differences will better equip students for future success in a global society. Students will be expected to have ownership of their learning by setting personal goals and making decisions that will lead to meeting these goals. The program will address a continuing need to provide cultural opportunities, attend to health concerns, and improve the use of leisure time. Early identification of and programming for at-risk students will be critical.

Financial and facility issues shall continue to be priority concerns if the District is to realize its preferred vision. Finances to support and buildings to house a variety of expanded programs require maximizing the use of resources, both human and fiscal, and necessitate increased public support and confidence in the District.

This preferred future will best be realized in a climate that fosters risk-taking, communication, encourages public involvement and parent participation, and celebrates learning.

Approved _____
Reviewed 11/20/00
Revised 3/18/91
Reviewed 11/7/05
Revised 8/3/09
Reviewed 2/4/13

MULTICULTURAL AND GENDER FAIR EDUCATION

Students will have an equal opportunity for a quality education without discrimination, regardless of their race, color, creed, age (except for permitting/prohibiting students to engage in certain activities), gender identity, socioeconomic status, national origin, religion, gender, disability, sexual orientation, marital status or genetic information.

The education program is free of discrimination and provides equal opportunity for all students. The education program will foster knowledge of and respect and appreciation for the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. It will also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes.

Inquiries regarding compliance with Multicultural and Gender Fair Education shall be directed to the Superintendent. A Board hearing may be requested to address any concerns.

Inquiries or grievances related to this policy may be directed to the Director of the Iowa Civil Rights Commission, 400 East 14th Street, Des Moines, IA 50319-1004, 1-800-457-4416; to the Office for the Civil Rights Chicago Office, United States Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-4544, (312)730-1560; or to the Equal Employment Opportunity Commission Chicago Office, 500 W. Madison Street, Suite 2000, Chicago, IL 60661, 1-800-669-4000. Inquiries may also be directed to the Director, Iowa Department of Education, Grimes State Office Building, 400 E. 14th Street, Des Moines, IA 50319-0146.

Approved 6/19/89
Reviewed 11/15/99
Revised 6/3/02
Revised 3/01/04
Revised 5/2/05
Revised 2/7/06
Reviewed 1/5/09
Revised 7/16/12