



EQUAL EMPLOYMENT OPPORTUNITY
AND AFFIRMATIVE ACTION

2022

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REQUIREMENTS OF AN AFFIRMATIVE ACTION PLAN

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

DUTIES OF BOARD OF DIRECTORS

Boards of directors of school districts, area education agencies, and community colleges shall adopt policy statements and develop plans for 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 Superintendent of Schools, 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

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.

Superintendent's Signature

Date

DESIGNATION AND RESPONSIBILITIES OF AFFIRMATIVE ACTION COORDINATOR

The district has identified Nate Zittergruen, Director of Human Resources, as Equity Coordinator and Affirmative Action Coordinator. Dr. Zittergruen 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:

Dr. Nate Zittergruen
Director of Human Resources
Ph: 515-278-0470
E: nate.zittergruen@johnston.k12.ia.us

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

DISTRICT POLICIES GUIDING EEO/AA

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.E4	Discrimination Complaint Form
Series 100 – No. 102.E5	Witness Disclosure Form
Series 100 – No. 102.E6	Disposition of Complaint Form
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/Anti-Harassment 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 goal of the board to develop a healthy social, intellectual, emotional, and physical self concept in the students enrolled in the school district. Each student attending school will have the opportunity to use its education program and services as a means for self-improvement and individual growth. In so doing, the students are expected to conduct themselves in a manner that assures each student the same educational opportunity.

The Johnston Community School District does not discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. The belief in equal educational opportunity serves as a guide for the board and employees in making decisions relating to school district facilities, employment, selection of educational materials, equipment, curriculum, and regulations affecting students. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Dr. Nikki Roorda, Associate Superintendent, 6510 NW 62nd Ave., Johnston, IA 50131 or via phone at 515-278-0470, or by email at nikki.roorda@johnston.k12.ia.us.

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

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.

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, are directed to the Affirmative Action Coordinator by writing to the Affirmative Action Coordinator, Johnston Community School District, Johnston Iowa, 50131; or by telephoning 515-278-0470.

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Director of the Region VII office of Civil Rights, U.S. Department of Education, John C. Kluczynski Federal Building, 230 S. Dearborn St., 37th Floor, Chicago, IL, 60604 (312) 730-1560, fax (312) 730-1576 OCR.Chicago@ed.gov, the Iowa Civil Rights Commissioner, <https://icrc.iowa.gov>, (515) 281-4121 or the Iowa Dept. of Education, Grimes State Office Bldg., Des Moines, IA 50319. (515) 281-5294. This inquiry or complaint to the federal or

state office may be done instead of, or in addition to, an inquiry or complaint at the local level.

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: January 11, 2021
Last Date Revised: January 11, 2021

EDUCATIONAL PHILOSOPHY

Series 100

EXHIBIT 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, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Dr. Nikki Roorda, Associate Superintendent, 6510 NW 62nd Ave., Johnston, IA 50131 or via phone at 515-278-0470, or by email at nikki.roorda@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: November 9, 2020

Last Date Revised: November 9, 2020

EDUCATIONAL PHILOSOPHY

Series 100

EXHIBIT 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, age (for employment) marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Dr. Nikki Roorda, Associate Superintendent, 6510 NW 62nd Ave., Johnston, IA 50131 or via phone at 515-278-0470, or by email at nikki.roorda@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: November 9, 2020

EDUCATIONAL PHILOSOPHY

Series 100

EXHIBIT 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, age (for employment), marital status, (for programs) sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact, Adam Busch, Student Services Coordinator, 6510 NW 62nd Ave, Johnston, IA 50131 or via phone at 515-278-0470, or by email at adam.busch@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: November 9, 2020

Last Date Revised: November 18, 2022

EDUCATIONAL PHILOSOPHY

Series 100

EXHIBIT DISCRIMINATION COMPLAINT FORM No. 102.E4

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

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

<input type="checkbox"/>	Color	<input type="checkbox"/>	Race
<input type="checkbox"/>	Creed	<input type="checkbox"/>	Religion
<input type="checkbox"/>	Disability	<input type="checkbox"/>	Sex
<input type="checkbox"/>	Gender Identity	<input type="checkbox"/>	Sexual Orientation
<input type="checkbox"/>	Marital Status	<input type="checkbox"/>	Socio-economic Status
<input type="checkbox"/>	National Origin	<input type="checkbox"/>	Other – Please Specify:
<input type="checkbox"/>	Age	<input type="checkbox"/>	

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.

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

Signed

_____Dated_____

Submit to: Associate Superintendent

Date Approved: June 27, 2016

Last Date Reviewed: March 8, 2021

Last Date Revised: March 8, 2021

EDUCATIONAL PHILOSOPHY

Series 100

EXHIBIT WITNESS DISCLOSURE FORM No. 102.E5

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):

<input type="checkbox"/>	Color	<input type="checkbox"/>	Race
<input type="checkbox"/>	Creed	<input type="checkbox"/>	Religion
<input type="checkbox"/>	Disability	<input type="checkbox"/>	Sex
<input type="checkbox"/>	Gender Identity	<input type="checkbox"/>	Sexual Orientation
<input type="checkbox"/>	Marital Status	<input type="checkbox"/>	Socio-economic Status
<input type="checkbox"/>	National Origin	<input type="checkbox"/>	Other – Please Specify:
<input type="checkbox"/>	Age	<input type="checkbox"/>	

Description of incident witnessed:

Additional information:

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

Signature: _____ Date: _____

Submit to: Associate Superintendent

Date Approved: June 27, 2016

Last Date Reviewed: March 8, 2021

Last Date Revised: March 8, 2021

EDUCATIONAL PHILOSOPHY

Series 100

EXHIBIT DISPOSITION OF COMPLAINT FORM

No. 102.E6

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

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

<input type="checkbox"/>	Color	<input type="checkbox"/>	Race
<input type="checkbox"/>	Creed	<input type="checkbox"/>	Religion
<input type="checkbox"/>	Disability	<input type="checkbox"/>	Sex
<input type="checkbox"/>	Gender Identity	<input type="checkbox"/>	Sexual Orientation
<input type="checkbox"/>	Marital Status	<input type="checkbox"/>	Socio-economic Status
<input type="checkbox"/>	National Origin	<input type="checkbox"/>	Other – Please Specify:
<input type="checkbox"/>	Age	<input type="checkbox"/>	

Summary of Investigation: _____

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

Signature: _____ Date: _____

Submit to: Associate Superintendent

Date Approved: June 27, 2016

Last Date Reviewed: March 8, 2021

Last Date Revised: March 8, 2021

EDUCATIONAL PHILOSOPHY

Series 100

ADMINISTRATIVE REGULATION 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, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Dr. Nikki Roorda, Associate Superintendent, 6510 NW 62nd Ave., Johnston, IA 50131 or via phone at 515-278-0470, or by email at nikki.roorda@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 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 time frames cannot be met by the district, the district will notify the parties and pursue completion as promptly as possible.

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

The Associate Superintendent 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: November 9, 2020

Last Date Revised: November 9, 2020

EDUCATIONAL PHILOSOPHY

Series 100

POLICY TITLE ANTI-BULLYING/ANTI-HARASSMENT POLICY

No. 104

The Johnston Community School District is committed to providing all students, employees and volunteers 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 while on school property, while on school-owned or school-operated vehicles, while attending or participating in school-sponsored or sanctioned activities, and while away from school grounds if the conduct materially interferes with the orderly operation of the educational environment or is likely to do so.

Complaints may be filed with the superintendent or superintendent's designee pursuant to the regulation accompanying this policy. Complaints will be investigated within a reasonable time frame.

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 regulation, 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.

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.

Retaliation Prohibited

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.

Any student found to have violated or retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion.

Any school employee found to have violated or retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have violated or retaliated in violation of this policy shall be subject to measures up to, and including, removal from service and exclusion from school grounds.

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:
 - Places the student in reasonable fear of harm to the student’s person or property
 - Has a substantial detrimental effect on the student’s physical or mental health
 - Has the effect of substantially interfering with a student’s academic performance
 - 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.

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 website.

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: March 8, 2021

Last Date Revised: March 8, 2021

EDUCATIONAL PHILOSOPHY

Series 100

ADMINISTRATIVE REGULATION ANTI-BULLYING/ANTI-HARASSMENT INVESTIGATION PROCEDURES No. 104.R1

The Johnston Community School District is committed to providing all students, employees and volunteers 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 while on school property, while on school-owned or school-operated vehicles, while attending or participating in school-sponsored or sanctioned activities, and while away from school grounds if the conduct materially interferes with the orderly operation of the educational environment or is likely to do so.

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: March 8, 2021

Last Date Revised: March 8, 2021

EDUCATIONAL PHILOSOPHY

Series 100

EXHIBIT DISCRIMINATION, ANTI-BULLYING AND ANTI-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):

<input type="checkbox"/>	Age (actual or perceived)	<input type="checkbox"/>	Marital Status	<input type="checkbox"/>	Race
<input type="checkbox"/>	Ancestry	<input type="checkbox"/>	National Origin	<input type="checkbox"/>	Religion
<input type="checkbox"/>	Color	<input type="checkbox"/>	Physical Attributes	<input type="checkbox"/>	Sex
<input type="checkbox"/>	Creed	<input type="checkbox"/>	Physical/Mental Ability or Disability	<input type="checkbox"/>	Sexual Orientation
<input type="checkbox"/>	Familial Status	<input type="checkbox"/>	Political Belief	<input type="checkbox"/>	Socio-economic Status
<input type="checkbox"/>	Gender Identity	<input type="checkbox"/>	Political Party Preference	<input type="checkbox"/>	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.

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

Signed

_____ Dated _____

Submit to: Associate Superintendent

Date Approved: June 27, 2016

Last Date Reviewed: March 8, 2021

Last Date Revised: March 8, 2021

EDUCATIONAL PHILOSOPHY

Series 100

EXHIBIT 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):

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

Description of incident witnessed: _____

Additional information: _____

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

Signature: _____ Date: _____

Submit to: Associate Superintendent

Date Approved: June 27, 2016

Last Date Reviewed: March 8, 2021

Last Date Revised: March 8, 2021

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 Dr. Nate Zittergruen, 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 October 1, 2022)

Activity Assignment Classification	Overall Totals	White (not of Hispanic Origin)	Black (not of Hispanic Origin)	MALE				White (not of Hispanic Origin)	Black (not of Hispanic Origin)	FEMALE			
				Hispanic	Asian or Pacific Islander	American Indian or Alaskan Native	Two or More Races			Hispanic	Asian or Pacific Islander	American Indian or Alaskan Native	Two or More Races
A. Full-Time Staff													
1. Officials, Adm., Mgrs.	13	6	0	0	0	0	0	7	0	0	0	0	0
2. Principals	8	3	0	0	0	0	0	4	1	0	0	0	0
3. Asst. Principals Teaching	0	0	0	0	0	0	0	0	0	0	0	0	0
4. Asst. Principals Non-teaching	4	4	0	0	0	0	0	0	0	0	0	0	0
5. Elem. Classroom Teachers	215	18	0	1	0	0	0	187	2	2	2	0	3
6. Secondary Classroom Teachers	229	84	0	0	2	0	1	138	1	0	0	1	2
7. Other Classroom Teachers	13	0	0	0	0	0	0	12	0	0	1	0	0
8. Guidance	14	1	0	0	0	0	0	13	0	0	0	0	0
9. Psychological	0	0	0	0	0	0	0	0	0	0	0	0	0
10. Librarians/AV Staff	7	0	0	0	0	0	0	7	0	0	0	0	0
11. Consultants/Supervisors of Instruction	35	8	0	0	0	0	0	27	0	0	0	0	0
12. Other Professional Staff	27	4	0	0	0	0	0	22	1	0	0	0	0
13. Teacher Aides	239	17	4	2	1	0	0	195	10	3	7	0	0
14. Technicians	8	5	0	0	0	0	0	2	0	0	1	0	0
15. Administrative Support Workers	30	0	0	0	0	0	0	30	0	0	0	0	0
16. Service Workers	20	5	0	0	0	0	0	12	2	1	0	0	0
17. Skilled Crafts	0	0	0	0	0	0	0	0	0	0	0	0	0
18. Laborers and Helpers	77	36	0	3	1	0	0	31	0	3	3	0	0
19. Total (1-18)	939	191	4	6	4	0	1	687	17	9	14	1	5
B. Part-Time Staff													
20. Professional Instruction	7	1	0	0	0	0	0	6	0	0	0	0	0
21. All Other	72	12	1	0	0	0	0	49	3	2	3	0	2
22. Total (20-21)	79	13	1	0	0	0	0	55	3	2	3	0	2
TOTAL	1018	204	5	6	4	0	1	742	20	11	17	1	7

AVAILABILITY OF REPRESENTATION/UNDERREPRESENTATION

**Johnston Community School District
Workforce Analysis – Chart B (As of October 1, 2022)**

Job Group	Overall Totals	FEMALE				MINORITIES			
		Representation of JCSD		Market Availability	Comparison	Representation of JCSD		Market Availability	Comparison
		Number	%	%	Under Representation	Number	%	%	Under Representation
A. Full-Time Staff									
1-4. Management	25	12	48.00%	53.21% 1	Yes	0	0.00%	6.95% 1	Yes
5. Elem. Classroom Teachers	215	196	91.16%	53.21% 1	No	10	4.65%	6.95% 1	Yes
6. Secondary Classroom Teachers	229	142	62.00%	53.21% 1	No	7	3.06%	6.95% 1	Yes
7. Other Classroom Teachers	13	13	100.00%	53.21% 1	No	1	7.67%	6.95% 1	No
8-12. Guidance, Psychological, Media, Consultants & Other	83	70	84.34%	53.21% 1	No	1	1.20%	6.95% 1	Yes
13. Teacher Aides	239	215	89.96%	51.57% 2	No	27	11.30%	10.65% 2	No
14. Technicians	8	3	37.50%	51.57% 2	Yes	1	12.50%	10.65% 2	No
15. Clerical/Secretarial Staff	30	30	100.00%	51.57% 2	No	0	0.00%	10.65% 2	Yes
16. Service Workers	20	15	75.00%	51.57% 2	No	3	15.00%	10.65% 2	No
17-18. Skilled Crafts and Laborers	77	37	48.05%	51.57% 2	Yes	10	12.99%	10.65% 2	No
19. Total (1-18)	939	733	78.06%			60	6.39%		
B. Part-Time Staff									
20. Professional Instruction	7	6	85.71%	53.21% 1	No	0	0.00%	6.95% 1	Yes
21. All Other	72	59	81.94%	51.57% 2	No	11	15.28%	10.65% 2	No
22. Total (20-21)	79	65	82.28%			11	13.92%		
TOTAL	1018	798	78.39%			71	6.97%		

1 State of Iowa, Iowa Population 25 Years and Over by Sex, Race and Educational Attainment 2021 (ACS 5-Year Estimate), Bachelor's Degree or Higher

2 State of Iowa, Iowa Population 18 Years and Over by Sex, Race and Educational Attainment 2021 (ACS 5-Year Estimate), high school diploma/equivalent or higher, Polk County, Iowa

QUANTITATIVE ANALYSIS AND GOALS

WORKFORCE ANALYSIS

The workforce analysis (Chart A) shows 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 subset 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; Labor Force Status by Gender and Minority Group, Polk County. 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.

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 projected vacancies based on the amount of new-hires in each category for the last two years. There has been an increasing trend of vacancies and new full-time hires for the past three years (total full-time new hires in JCSD 2020-40, 2021-79, 2022-108). The ongoing patterns of employment and vacancy analysis over time will determine an indication of new patterns of employment vacancies.

NUMERICAL GOALS

	Job Group	Under Representation	2022-2024 Full-Time Projected Vacancies	2022-2024 Numerical Goals
1 2 3 4	Officials, Adm., Mgrs., Principals, Asst. Principals	Females, Minorities	11	Meet one or more underrepresented categories
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)	119	Meet underrepresented categories in one or more job groups
13	Teacher Aides	None	124	Continue to meet goal
14	Technicians	Females	1	Meet underrepresented category
15	Clerical/Secretarial	Minorities	10	Meet underrepresented category
16	Service Workers	None	14	Continue to meet goal
17 18	Skilled Crafts, Laborers	Females	26	Meet underrepresented category

QUALITATIVE ANALYSIS

Johnston Community School District has 1,018 full and part time regular employees on its payroll in October of 2022. This total does not include substitutes or temporary part-time employees. Of the 1,018 employees, 798 are female and 220 are male; with a minority population of 7.07%. Our staff minority population increased 1.07% since the 2020 plan report.

As of fall 2022, Demographics Dashboard K-12, the student body is made up of 7,275 students and is approximately 67.70% white and 32.29% minority. The minority population is 0.18% American Indian or Pacific Islander, 8.76 % Asian, 10.41% Black or African American, 7.56% Hispanic/Latino, and 5.39% representing multiple races.

Based on the information provided by the District's last Affirmative Action Plan, Student demographic data for the 2019-2020 academic year indicated a student body composition of 70.25% white and 29.74% minority. The increase of minority students in the District further indicates the continued 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 posted via the Iowa Department of Education's Teach Iowa 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/universities and other employment groups. Certified and classified positions are also advertised in local and regional publications, and recruitment campaigns through mobile targeting, cinema and radio are utilized. 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:

- Hired a female in the role of Secondary Teaching and Learning Coordinator;
- Hired two female elementary principals;
- Hired a minority female middle school principal;
- Hired a minority female in the role of Director of Communications;

- Hired a female in the role of Director of Business Services;
- Created a Director of Social Emotional Behavioral Mental Health administrative position, and promoted a female into this position;
- Hired an individual with a physical disability;
- Retained a female administrator in the role of Superintendent;
- Retained a female in the role of Assistant Activities Director;
- The district's overall minority staff population increased from 6% to 7.07%;
- The district is no longer under-represented in the categories of service workers and teacher aides;
- Continued review and revision of Board Policies to ensure compliance with specific equity related content;
- Continued advertising and recruiting in the Equal Opportunity Employment & Education periodical;
- Established committees for greater in depth study of district priorities including equity, academics and post-secondary readiness, and social emotional behavior mental health (SEBMH) focus within the School Improvement Advisory Council (SIAC). SIAC is made of staff members, parents, and community members;
- Continued offering of dual course class for juniors and seniors interested in exploring education as a profession;
- Received a Teacher Paraeducator Registered Apprenticeship grant to create a pipeline for teacher certificated and paraeducator candidates from within the district.

GOALS FOR THE 2022-2024 SCHOOL YEARS

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

CONTINUE ONGOING RECRUITING ACTIVITIES FOR CERTIFIED STAFF FROM UNDERREPRESENTED GROUPS

- Continue partnerships with colleges/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 underrepresented candidates
- Continue implementation of a dual course class for juniors and seniors interested in exploring education as a profession
- Utilize the Teacher Paraeducator Registered Apprenticeship (TPRA) grant as a pipeline for certificated teacher candidates from within the district.
- Explore stay interviews to note top reasons we retain certified staff, especially those in underrepresented groups.

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.
- Utilize the Teacher Paraeducator Registered Apprenticeship grant as a pipeline for paraeducator candidates from within the district.
- Explore stay interviews to note top reasons we retain support staff, especially those in 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.

**CONTINUE TO REVIEW JOB POSTINGS, APPLICATION FORMS AND THE HIRING PROCESS
IN ORDER TO IDENTIFY AREAS NEEDING IMPROVEMENT**

- Monitor the hiring process to maintain appropriate hiring practices.
- Review interview questions through a recruitment lens of underrepresented groups.
- Use the electronic applicant system to monitor candidates within underrepresented groups.
- Continued website accessibility provided, including the Human Resources page.

NOTIFICATION AND DISTRIBUTION

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:

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.

Online training with accountability for review and understanding will occur at least annually.

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.

A comprehensive flowchart and compliance protocols will be developed for focus on equitable hiring 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

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

- EEO 5 Report (chart on page 32)
- State of Iowa, Iowa Population 25 Years and Over by Sex, Race, and Educational Attainment 2021 (ACS 5-Year Estimate), Bachelor's Degree or Higher
- State of Iowa, Iowa Population 25 Years and Over by Sex, Race, and Educational Attainment 2021 (ACS 5-Year Estimate), High School Diploma or Higher
- Johnston Community School District Demographics Dashboard K-12, Fall 2022

The other sources of information are available in the Human Resources Department of the Johnston Community School District.