

Western Dubuque Community School District



Equal Employment Opportunity & Affirmative Action Plan

This plan is also available on the Western Dubuque Community Schools website at wdbqschools.org or at the office of

Equal Employment Opportunity / Affirmative Action Coordinator

310 4th Street SW
Farley, Iowa 52046
563-744-3885

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Administrative Statement from Chief Administrative Officer

March 2, 2020

TO ALL WESTERN DUBUQUE COMMUNITY SCHOOL DISTRICT STAFF:

The Western Dubuque Community School District (WDCSD) has been and will continue to be an equal opportunity employer. To assure full implementation of this policy, we will assure that:

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

It is our policy to take affirmative action in the employment of qualified underrepresented subgroups (e.g., nonwhite ethnicity, persons with disabilities). This will include all employment practices. Reasonable accommodation will be provided whenever possible in our effort to advance employment opportunities.

This plan will be annually distributed to staff members involved in the hiring and supervision of personnel. The same staff will also be provided periodic professional development on their responsibilities on implementing the plan. This plan will be reviewed annually and progress will be reported to the School Board.

I have a strong commitment to equal opportunity and affirmative action. I expect your continued assistance and support in attaining this objective of equal employment opportunity and achieving our affirmative action goals.

Sincerely,

Rick Colpitts
Superintendent

QUALITATIVE ANALYSIS

- School board policies are in place to encourage and support equal employment opportunities and an affirmative action plan. Board policies are searched and revised every five years. Board policies are also published on the district website.
- All current job postings are published in the employee district newsletter, district website, and the state job posting board at teachiowa.gov. Postings are also advertised in local newspapers, Iowa Workforce Development, and local colleges as needed. For hard-to-fill positions, the District may additionally advertise in newspapers that serve larger communities.
- WDCSD utilizes an online job application available to all candidates on our District website. Paper applications are available to those who do not have computer access. Both applications include an “Equal Opportunity Employer” statement and a “Non-Discrimination Policy Statement”.
- Current employees are eligible to apply for vacancies that occur. Current qualified employees, along with all other qualified applicants who may or may not be District employees, must be considered for all job vacancies. This process is designed to offer an equal opportunity to all persons interested in available job opportunities. Qualified candidates in underrepresented categories will be included for consideration during the selection process with the understanding that the District directive is to hire the best overall candidate, regardless of classification.
- Hiring Managers are reminded regularly of the District’s commitment to equity and are encouraged to seek out qualified minority candidates for open positions in their building/department.
- The Human Resources Director is a member of IASPA (Iowa School Personnel Administrators) and SHRM (Society for Human Resource Management) in an effort to network and maintain up-to-date policies and procedures.

QUALITATIVE GOALS

Western Dubuque Community School District will:	Staff Responsible
<ul style="list-style-type: none"> • Search and revise all applicable school board policies. 	Superintendent's Secretary
<ul style="list-style-type: none"> • Publish all applicable school board policies to all applicants (WDCSD website). 	Superintendent's Secretary
<ul style="list-style-type: none"> • Search locations currently publishing all applicable school board policies. 	Superintendent's Secretary
<ul style="list-style-type: none"> • Re-evaluate current locations publishing job postings each year. 	Human Resources
<ul style="list-style-type: none"> • Publish job postings in newsletters and on district website. 	Human Resources
<ul style="list-style-type: none"> • Maintain electronic candidate tracking system. 	Human Resources
<ul style="list-style-type: none"> • Meet interviewing goals of underrepresented categories. 	Hiring Managers
<ul style="list-style-type: none"> • Meet hiring goals of underrepresented categories. 	Hiring Managers, Superintendent
<ul style="list-style-type: none"> • Schedule hiring staff development for District Administration (reviewing applications, resumes, credentials, letters of reference, interview questions, interview strategies, and reference checks). 	Human Resources, Superintendent
<ul style="list-style-type: none"> • Oversee notification and distribution of Affirmative Action Plan annually. Add to March Board Meeting agenda every two years. 	Human Resources, Superintendent's Secretary
<ul style="list-style-type: none"> • Oversee implementation of Affirmative Action Plan. 	Human Resources, Superintendent

WORKFORCE ANALYSIS

2017-2018 JOB CATEGORIES AND DEMOGRAPHIC SUMMARY

Ethnicity / Male/Female / Disability

Classification:	Black/ African- American		Asian- American		Hispanic/ Latino		Native American/ American Indian/ Alaskan		Hawaiian/ Pacific Islander		White	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	<i>Disability</i>		<i>Disability</i>		<i>Disability</i>		<i>Disability</i>		<i>Disability</i>		<i>Disability</i>	
Administrators/ Supervisors	0	0	0	0	0	0	0	0	0	0	13	5
	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
Counselors	0	0	0	0	0	0	0	0	0	0	1	7
	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
Teachers	1	0	0	0	0	1	0	1	0	0	67	199
	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>3</i>
Nurses	0	0	0	0	0	0	0	0	0	0	0	5
	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
Paraprofessionals	0	0	0	0	1	3	0	1	0	0	6	125
	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
Building & Grounds	0	0	0	0	0	0	0	0	0	0	5	0
	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
Food Service	0	0	0	0	0	1	0	0	0	0	0	38
	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
Transportation (Drivers & Mechanics)	0	0	0	0	0	0	0	0	0	0	36	11
	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0</i>
Activities (Non-teaching Staff)	0	0	0	0	0	0	0	0	0	0	26	14
	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
Custodians	0	0	0	0	0	0	0	0	0	0	14	8
	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
Secretarial	0	0	0	0	0	0	0	0	0	0	0	17
	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
Other	0	0	0	0	1	3	0	0	0	0	4	6
	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
Sub-Total	1	0	0	0	2	8	0	2	0	0	172	435
	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>3</i>

Total: 620

QUANTITATIVE ANALYSIS

2019-2020 JOB CATEGORIES AND DEMOGRAPHIC SUMMARY

Male/Female / Ethnicity / Disability

Classification:	WD Total Workforce	WD Workforce Demographics							
		Males		Females		Minority		Disability	
		#	%	#	%	#	%	#	%
Administrators/ Supervisors	18	13	72.2	5	29.4	0	0	0	0
Counselors	8	1	12.5	7	87.5	0	0	0	0
Teachers	269	68	25.3	190	73.6	3	1.1	3	1.2
Nurses	5	0	0	5	100	0	0	0	0
Paraprofessionals	136	7	5.1	113	98.3	5	3.7	0	0
Building & Grounds	5	5	100	0	0	0	0	0	0
Food Service	39	0	0	40	100	0	0	0	0
Transportation (Drivers & Mechanics)	47	36	76.6	11	23.4	0	0	1	2.1
Activities (Non-teaching Staff)	40	26	65	15	35.7	0	0	0	0
Custodians	22	14	63.6	9	40.9	0	0	0	0
Secretarial	17	0	0	17	100	0	0	0	0
Other	14	5	35.7	7	53.8	4	28.6	0	0
Sub-Total	620	175	28.2	419	71.3	13	2.1	4	.6

Classification:	Dubuque County Total Workforce	Dubuque County Workforce Demographics			
		Males		Females	
		#	%	#	%
Population 20 to 64 years	44,412	23,654	53.3	20,758	46.7

Classification:	Dubuque County Total Workforce	Dubuque County Workforce Demographics			
		Minority		Disability	
		#	%	#	%
Population 16 years and over	51,158	3,210	6.3	2,329	4.6

** U.S. Census Bureau, 2018 American Community Survey

QUANTITATIVE ANALYSIS cont'd

The information below is a comparison of the current “2019-2020 Job Categories and Demographic Summary” with the “2017-2018 Job Categories and Demographic Summary”.

- Underrepresented male categories:
(Counselor, Teacher, Nurse, Paraprofessional, Food Service, Secretary)
 - Total Teacher* staff count increased by 11, male count remained the same.
 - Total Paraprofessional* staff count increased by 21, male count increased by 5.
 - Total Food Service* staff count decreased by 1, male count remained at 0.
 - Total Counselor, Nurse, and Secretary staff counts remained the same.
- Underrepresented female categories:
(Administrator/Supervisor, Building & Grounds, Transportation, Custodian, Activities Non-Teaching)
 - Total Administrator/Supervisor staff count increased by 1, female count remained the same.
 - Total Transportation** staff count remained the same.
 - Total Custodian** staff count remained the same with 1 additional male and 1 less female.
 - Total Building & Grounds staff count increased by 1, female count remained at 0.
 - Total Activities Non-Teaching** staff count decreased by 2 with 1 less male and 1 less female.
- Minority Demographics:
 - Minority staff count increased by .7%.
 - Dubuque County census data shows a decrease of .8%.
- Disability Demographics:
 - No change in Disability staff count.
 - Dubuque County census data shows a decrease of .3%.

Quantitative Analysis Summary

- Male and female categories that were underrepresented two years ago continue to be underrepresented. Although both males and females were hired the past two years in underrepresented categories, these new hires did not always result in an overall increase due to retirements and resignations. There were new male hires for three of the male underrepresented categories* with the male staff count increasing by 5 for the Paraprofessional category. There were new female hires for three of the under-represented female categories** but there were no overall female staff count increases in these categories. We need to continue our interviewing and hiring goals for the male and female underrepresented categories.
- Based on the information that our new hires provide when completing their online application form and optional employee emergency contact and affirmative action form, our minority staff count increased by 5 and our disabled staff count decreased by 1. Based on the Dubuque County census information, our minority staff and disabled staff remain underrepresented and therefore we need to continue our interviewing and hiring goals for minority and disabled staff.

QUANTITATIVE GOALS

Interview & Hiring Goals

(Subject to availability of positions, qualified applicants, and applicant/employee information*.)

Western Dubuque Community School District will attempt to:	Department/Staff Responsible
<ul style="list-style-type: none"> Interview at least one qualified minority for each job posting.* 	Hiring Manager
<ul style="list-style-type: none"> Interview at least one qualified male in the following position postings: Counselor, Teacher, Nurse, Paraprofessional, Food Service, and Secretary. 	Hiring Manager
<ul style="list-style-type: none"> Interview at least one qualified female in the following position postings: Administrator/Supervisor, Building & Grounds, Transportation, Custodian, and Activities Non-Teaching. 	Hiring Manager
<ul style="list-style-type: none"> Interview at least one qualified applicant with a disability for each job posting.* 	Hiring Manager
<ul style="list-style-type: none"> Hire at least one minority in 2020-2021.* Hire at least one minority in 2021-2022.* 	Hiring Manager, Superintendent
<ul style="list-style-type: none"> Hire at least one male in the following categories: Counselor, Teacher, Nurse, Paraprofessional, Food Service, and Secretary in 2020-2021. Hire at least one male in the following categories: Counselor, Teacher, Nurse, Paraprofessional, Food Service, and Secretary in 2021-2022. 	Hiring Manager, Superintendent
<ul style="list-style-type: none"> Hire at least one female in the following categories: Administrator/Supervisor, Building & Grounds, Transportation, Custodian, and Activities Non-Teaching in 2020-2021. Hire at least one female in the following categories: Administrator/Supervisor, Building & Grounds, Transportation, Custodian, and Activities Non-Teaching in 2021-2022. 	Hiring Manager, Superintendent
<ul style="list-style-type: none"> Hire at least one person with a disability in 2020-2021.* Hire at least one person with a disability in 2021-2022.* 	Hiring Manager, Superintendent

* The equal employment opportunity questions and reasonable accommodation question on the employment application are optional and therefore this information is only available if applicants choose to answer these questions. Our employee emergency contact and affirmative action form is also optional and therefore, once again, this information is only available if employees choose to answer the questions.

ANNUAL NOTICE OF NONDISCRIMINATION

The Western Dubuque Community School District offers career and technical programs in the following areas of study:

- Agriculture
- Business
- Automotive
- Construction
- Engineering
- Manufacturing
- Family Consumer Science

Pursuant to Title IX and other applicable state and federal laws, it is the policy of the Western Dubuque County 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 activities and its employment practices, including applicants for employment.

The District has grievance procedures for processing and resolving discrimination complaints, including formal and informal Title IX sex discrimination and sexual harassment complaints, and will respond to complaints accordingly. Discrimination employment grievances that do not fall under Title IX should be directed to Rick Colpitts, Equity Coordinator, 310 4th Street SW, Farley, Iowa 52046, 563-744-3885 x 6004, rick.colpitts@wdbqschools.org. Grievances related to this policy for employment matters that fall under Title IX and grievances for any program/student matters should be directed to Vicky Coyle, Title IX and Equity Coordinator, 310 4th Street SW, Farley, Iowa 52046, 563-744-3885 x 6040, vicky.coyle@wdbqschools.org. If you have any questions related to this policy, please contact Vicky Coyle. Title IX inquiries may also be referred to the U.S. Department of Education, attn. Assistant Secretary, Office for Civil Rights, 400 Maryland Avenue SW, Washington, DC 20202, 800-421-3481, OCR@ed.gov.

Approved: April 14, 2003

Reviewed:

Revised: August 11, 2008; June 1, 2009; February 10, 2014; December 14, 2015; January 14, 2019; November 9, 2020

GRIEVANCE PROCEDURE

Pursuant to Title IX and other applicable state and federal laws, it is the policy of the Western Dubuque County 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 activities and its employment practices, including applicants for employment.

The District has grievance procedures for processing and resolving discrimination complaints, including formal and informal Title IX sex discrimination and sexual harassment complaints, and will respond to complaints accordingly. Discrimination employment grievances that do not fall under Title IX should be directed to Rick Colpitts, Equity Coordinator, 310 4th Street SW, Farley, Iowa 52046, 563-744-3885 x 6004, rick.colpitts@wdbqschools.org. Grievances related to this policy for employment matters that fall under Title IX and grievances for any program/student matters should be directed to Vicky Coyle, Title IX and Equity Coordinator, 310 4th Street SW, Farley, Iowa 52046, 563-744-3885 x 6040, vicky.coyle@wdbqschools.org. If you have any questions related to this policy, please contact Vicky Coyle. Title IX inquiries may also be referred to the U.S. Department of Education, attn. Assistant Secretary, Office for Civil Rights, 400 Maryland Avenue SW, Washington, DC 20202, 800-421-3481, OCR@ed.gov.

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.

GRIEVANCE PROCEDURE

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

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

Decision and Appeal

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

The decision of the superintendent shall be final.

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

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

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

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

Approved: April 14, 2003

Reviewed:

Revised: August 11, 2008; June 1, 2009; February 10, 2014; March 14, 2016; January 14, 2019;
November 9, 2020

ANTI-BULLYING/ANTI-HARASSMENT POLICY

The Western Dubuque 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 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.

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.

Accordingly, 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 the 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.

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" mean any repeated or potentially repeated electronic, written, verbal, or physical act or other ongoing conduct toward an individual based on any trait or characteristics of the individual which creates an objectively hostile school environment that meets one or more of the following conditions:
 - 1) Places the individual in reasonable fear of harm to the individual's person or property.
 - 2) Has a substantial detrimental effect on the individual's physical or mental health.
 - 3) Has the effect of substantially interfering with the individual's academic or career performance. Has the effect of substantially interfering with the individual's ability to participate in or benefit from the services, activities, or privileges provided by a school.

- “Trait or characteristic of the individual” 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.

The District has separate procedures for reports or complaints of sex discrimination and sexual harassment governed by Title IX of the Education Amendments Act of 1972. The policy governing such instances is Policy No. 106: Discrimination and Harassment Based on Sex Prohibited. 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. If you have questions or a grievance related to Title IX please contact the District’s Title IX Coordinator, Vicky Coyle, 310 4th Street SW, Farley, Iowa 52046, 563-744-3885 x 6040, vicky.coyle@wdbqschools.org. Title IX inquiries may also be referred to the U.S. Department of Education, Attn: Assistant Secretary, Office for Civil Rights, 400 Maryland Avenue SW, Washington, DC 20202, 800-421-3481, OCR@ed.gov.

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 *et. seq.*
 Iowa Code §§ 216.9; 280.28; 280.3.
 281 I.A.C. 12.3(6).
 Morse v. Frederick, 551 U.S. 393 (2007)

Cross References: 102 Equal Educational Opportunity
 502 Student Rights and Responsibilities
 503 Student Discipline
 506 Student Records

Approved: August 13, 2007

Reviewed: January 14, 2019

Revised: June 9, 2008; June 1, 2009; February 10, 2014; March 14, 2016; April 6, 2020;
 November 9, 2020

COMPLAINT FORM
(Discrimination, Anti-Bullying, and Anti-Harassment)

Date of complaint: _____

Name of complainant: _____

Are you filling out this form for yourself or someone else? (please identify the individual if you are submitting on behalf of someone else): _____

Who or what entity do you believe discriminated against, harassed, or bullied you (or someone else)? _____

Date and place of alleged incident(s): _____

Names of any witnesses (if any): _____

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

- Age, Disability, Familial Status, Gender Identity, Marital Status, National Origin/Ethnic Background/Ancestry, Physical Attribute, Physical/Mental Ability, Political Belief, Political Party Preference, Race/Color, Religion/Creed, Sex, Sexual Orientation, Socio-economic Background, 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.

COMPLAINT FORM
(Discrimination, Anti-Bullying, and Anti-Harassment)

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

Signature: _____

Date: _____

Approved: August 13, 2007

Reviewed: January 14, 2019

Revised: June 9, 2008; June 1, 2009; February 10, 2014; December 14, 2015

WITNESS DISCLOSURE FORM

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

Approved: December 14, 2015

Reviewed: January 14, 2019

Revised:

DISPOSITION OF COMPLAINT FORM

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"/> Age | <input type="checkbox"/> Physical Attributes | <input type="checkbox"/> Religion/Creed |
| <input type="checkbox"/> Disability | <input type="checkbox"/> Physical/Mental Ability | <input type="checkbox"/> Sex |
| <input type="checkbox"/> Familial Status | <input type="checkbox"/> Political Belief | <input type="checkbox"/> Sexual Orientation |
| <input type="checkbox"/> Gender Identity | <input type="checkbox"/> Political Party Preference | <input type="checkbox"/> Socio-economic Background |
| <input type="checkbox"/> Marital Status | <input type="checkbox"/> Race/Color | <input type="checkbox"/> Other – please specify:
_____ |
| <input type="checkbox"/> National Origin/Ethnic Background/Ancestry | | |

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: _____

Approved: June 9, 2008

Reviewed: January 14, 2019

Revised: June 1, 2009; February 10, 2014; December 14, 2015

ANTI-BULLYING/ANTI-HARASSMENT INVESTIGATION PROCEDURES

Filing a Complaint

An individual who believes that the individual has been harassed or bullied may file a complaint with the superintendent or superintendent's designee. The complaint form is available on the District website www.wdbqschools.org. An alternate investigator will be designated in the event it is claimed that the superintendent or superintendent's designee committed the alleged bullying or harassment 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.

Investigation

The school district will promptly and reasonably investigate allegations of bullying or harassment upon receipt of a written complaint. The superintendent or the superintendent's designee or district equity coordinator (hereinafter "Investigator") will be responsible for handling all complaints alleging bullying or harassment.

The investigation may include, but is not limited to the following:

- *Interviews with the Complainant and the individual named in the complaint ("Respondent");*
- *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;*
- *Interviews with witnesses identified during the course of the investigation;*
- *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 as defined in Board policy. Upon completion of the investigation, the Investigator shall issue a report with respect to the findings and provide a copy of the report to the appropriate building principal or Superintendent if the investigation involved the building principal.

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. Similarly, evidence uncovered in the investigation shall be kept confidential to the extent reasonably possible.

Additional suggestions for administrative procedures regarding this policy include:

- *Organizing training programs for students, school employees, and volunteers regarding how to recognize bullying and harassing behavior and what to do if this behavior is witnessed; and*
- *Developing a process for evaluating the effectiveness of this policy in reducing bullying and harassing behavior.*

ANTI-BULLYING/ANTI-HARASSMENT INVESTIGATION PROCEDURES

Decision

The investigator, building principal or superintendent, depending on the individuals involved, shall inform the Complainant and the accused about the outcome of the investigation. 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.

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.

The District has separate procedures for reports or complaints of sex discrimination and sexual harassment governed by Title IX of the Education Amendments Act of 1972. The policy governing such instances is Policy No. 106: Discrimination and Harassment Based on Sex Prohibited. 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. If you have questions or a grievance related to Title IX, please contact the District's Title IX Coordinator, Vicky Coyle, 310 4th Street SW, Farley, Iowa 52046, 563-744-3885 x 6040, vicky.coyle@wdbqschools.org. Title IX inquiries may also be referred to the U.S. Department of Education, Attn: Assistant Secretary, Office for Civil Rights, 400 Maryland Avenue SW, Washington, DC 20202, 800-421-3481, OCR@ed.gov.

Approved: August 13, 2007

Reviewed: January 14, 2019

Revised: June 9, 2008; May 12, 2014; March 14, 2016; April 6, 2020; November 9, 2020

ROLE OF AND GUIDING PRINCIPLES FOR EMPLOYEES

This series of the board policy manual is devoted to the board's goals and objectives for employees in the performance of their jobs. Employees provide a variety of important services for the children of the school district community. They may be teaching or assisting in the classroom, working in the office, maintaining the facilities, driving or repairing the school buses, or cooking lunches. Each employee plays a vital role in providing an equal opportunity for a quality education for students commensurate with the students' individual needs. While the teachers have the most direct impact on the formal instruction of students, all employees have an impact on the school environment by their dedication to their work and their actions. As role models for the students, employees will promote a cooperative, enthusiastic, and supportive learning environment for the students.

In striving to achieve a quality education program, the board's goal is to obtain and retain qualified and effective employees. The board will have complete discretion to determine the number, the qualifications, and the duties of the positions and the school district's standards of acceptable performance. It shall be the responsibility of the superintendent to make recommendations to the board in these areas prior to board action. The board recognizes its duty to bargain collectively with duly certified collective bargaining units. To the extent a group of employees has a recognized collective bargaining unit, the provisions of the master contract regarding such topics shall prevail.

Board policies in this series relating to general employees will apply to employees regardless of their position as a licensed employee, classified employee, substitute or administrator. Board policies relating to licensed employees will apply to positions that require a teaching license or administrator's certificate or other professional license, certificate or endorsement, unless administrative positions are specifically excluded from the policy or a more specific policy is in the 300 series, Administration. Classified employees' policies included in this series will apply to positions that do not fall within the definition of licensed employee.

Approved: April 8, 1996

Reviewed: December 8, 2014

Revised: April 12, 2004; January 11, 2010; March 6, 2018; April 6, 2020

EQUAL EMPLOYMENT OPPORTUNITY

The Western Dubuque County 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, national origin, , sex, disability, age, religion, creed, sexual orientation, or gender identity. In keeping with the law, the board will consider the veteran status of applicants.

Prior to a final offer of employment for any position the school district will perform the background checks required by law. Based upon the results of the background checks, the school district will determine whether an offer will be extended. Follow-up background checks will be conducted as required by law.

Advertisements and notices for vacancies within the district will contain the following statement: "The Western Dubuque County Community School District is an equal employment opportunity/affirmative action 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, Western Dubuque County Community School District, Box 68, Farley, Iowa 52046; or by telephoning 563-744-3885.

EQUAL EMPLOYMENT OPPORTUNITY

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Equal Employment Opportunity Commissions, Milwaukee Area Office, Reuss Federal Plaza, 310 W. Wisconsin Ave., Ste. 800, Milwaukee, Wisconsin, 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 central administrative office and the administrative office in each attendance center.

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

42 U.S.C. §§ 12101 et seq. (2012).

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

281 I.A.C. 12.4; 95.

281 I.A.C. 14.1; 2000.

Cross Reference:

102 Equal Educational Opportunity

104 Bullying/Harassment

405.2 Licensed Employee Qualifications, Recruitment, Selection

411.2 Classified Employee Qualifications, Recruitment, Selection

Approved: April 9, 1990

Reviewed: February 14, 1994; April 8, 1996; April 12, 2004; December 8, 2014

Revised: June 1, 2009; January 11, 2010; February 10, 2014

LICENSED EMPLOYEE QUALIFICATIONS, RECRUITMENT, SELECTION

Persons interested in a licensed position, other than administrative positions which will be employed in accordance with board policies in Series 300, "Administration," will have an opportunity to apply and qualify for licensed positions in the school district in accordance with applicable laws and school district policies regarding equal employment. Job applicants for licensed positions will be considered on the basis of the following:

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

All job openings shall be submitted to the Iowa Department of Education for posting on TeachIowa, the online state job posting system. Additional announcements of the position may occur in a manner which the superintendent believes will inform potential applicants about the position. Whenever possible, the preliminary screening of applicants will be conducted by the administrator who will be directly supervising and overseeing the person being hired.

The board will employ licensed employees after receiving a recommendation from the superintendent. The superintendent, however, will have the authority to employ a licensed employee on a temporary basis until a recommendation can be made and action can be taken by the board on the position.

The requirements stated in the Master Contract between employees in the certified collective bargaining unit and the board regarding qualifications, recruitment and selections of such employees will be followed.

Legal Reference: 29 U.S.C. §§ 621-634 (2006).
 42 U.S.C. §§ 2000e et seq. (2006).
 Iowa Code §§ 20; 35C; 216; 279.13 (2009).
 281 I.A.C. 12.
 282 I.A.C. 14.
 1980 Op. Att'y Gen. 367.

Cross Reference: 401.1 Equal Employment Opportunity
 405 Licensed Employees - General
 410.1 Substitute Teachers

Approved January 8, 1973

Reviewed October 3, 1977; January 12, 1987; February 14, 1994; April 8, 1996; May 12, 2014;
 January 12, 2015; October 12, 2020

Revised April 12, 2004; May 10, 2010; March 14, 2016; March 6, 2018

CLASSIFIED EMPLOYEE - QUALIFICATIONS, RECRUITMENT, SELECTION

Persons interested in a classified employee position will have an opportunity to apply and qualify for classified employee positions in the school district in accordance with applicable laws and school district policies regarding equal employment. Job applicants for classified employee positions will be considered on the basis of the following:

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

All job openings shall be submitted to the Iowa Department of Education for posting on TeachIowa, the online state job posting system. Additional announcements of the position may occur through means the superintendent believes will inform potential applicants about the position. Whenever possible, the preliminary screening of applicants will be conducted by the administrator/supervisor who directly supervises and oversees the position.

The superintendent has the authority to hire and sign support personnel employment contracts, without board approval, for bus drivers, custodians, paraprofessionals, interpreters, mechanics, maintenance staff, clerical personnel, and food service workers.

Legal Reference: 29 U.S.C. §§ 621-634
42 U.S.C. §§ 2000e et seq.
42 U.S.C. §§ 12101 et seq.
Iowa Code §§ 20; 35C; 216; 279.8; 279.20

Cross Reference:
401.1 Equal Employment Opportunity
411 Classified Employees - General

Approved January 8, 1973

Reviewed February 9, 1987; March 14, 1994; April 8, 1996; April 12, 2004; May 12, 2014; May 11, 2015; October 12, 2020

Revised January 16, 1978; August 10, 1998; May 10, 2010; June 12, 2017