



BONDURANT-FARRAR
COMMUNITY SCHOOL DISTRICT

Affirmative Action Plan

2019 - 2021

EEO/AA

BONDURANT-FARRAR DISTRICT OFFICE

300 Garfield Street SW • Bondurant, Iowa 50035

 www.bfschools.org

 (515) 967-7819

 @BF_District

BONDURANT-FARRAR COMMUNITY SCHOOL DISTRICT

Affirmative Action Compliance Program

School Board Members:

Chris Freese, President
Garry Lenhart
Tom Looft
Sue Ugolini
Kristin Swift

Administrative Team:

Dr. Rich Powers, Superintendent
Jodi Brogan, Director of Instructional Services
Chad Carlson, Director of Administrative Services
Erik Garnass, High School Principal
Jeremiah Ostrem, High School Assistant Principal
Ryan Sweeney, 7-12 Activity Director
Mike Kramer, Middle School Principal
Shannon Cline, Middle School Dean of Students
Mel Hewitt, Anderson Elementary Principal
Ben Anderson, Morris Elementary Principal
Kevin Vanderlinden, Anderson & Morris Elementary Assistant Principal

Affirmative Action / EEO Coordinator:

Chad Carlson, Director of Administrative Services

Section 504 Coordinator/Americans with Disabilities Compliance Officer

Jodi Brogan, Director of Instructional Services

Educational Equity Officer

Chad Carlson, Director of Administrative Services

District Level 1 Investigator

Chad Carlson, Director of Administrative Services
Jodi Brogan, Director of Instructional Services

INTRODUCTION

The Bondurant-Farrar 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 Bondurant-Farrar Community School District complaint procedure in its entirety is located in the Board of Directors policy manual. Procedures for staff, parents, students, and community members are referred to in Board policies. Copies of the Affirmative Action Plan are located in the District Office, the Director of Administrative Services office and on the District's website, www.bfschools.org.

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ANTI-BULLYING/ANTI-HARASSMENT POLICY

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

DEFINITIONS

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

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

FILING A COMPLAINT

A Complainant who wishes to avail himself/herself of this procedure may do so by filing a complaint with the superintendent or superintendent’s designee. An alternate will be designated in the event it is claimed that the superintendent or 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 Building Principal or Director of Administrative Services (hereinafter “Investigator”) will be responsible for handling all complaints alleging bullying or harassment. The Investigator shall consider the totality of circumstances presented in determining whether conduct objectively constitutes bullying or harassment. The superintendent or the superintendent’s designee shall be responsible for developing procedures regarding this policy.

Administrative procedures regarding this policy include:

- Developing procedures for reporting acts of bullying and harassing behavior;
- 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.

DECISION

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

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

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

PUBLICATION OF POLICY

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

- Inclusion in the student handbook,
- Inclusion in the employee handbook
- Inclusion in the registration materials
- Inclusion on the school or school district’s website, and a copy shall be made to any person at the District Office located at 300 Garfield Street SW, Bondurant, IA 50035.

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)

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

Adopted: 08/13/2007

Reviewed: 07/09/2007; 11/12/2007; 03/12/2012; 01/27/2014; 2/27/2017

Revised: 12/10/2007; 04/09/2012; 01/27/2014; 2/27/2017

ANTI-BULLYING/HARASSMENT INVESTIGATION PROCEDURES

Individuals who feel that they have been harassed should:

- Communicate to the harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual wants assistance communicating with the harasser, the individual should ask a teacher, counselor or principal to help.
- If the harassment does not stop, or the individual does not feel comfortable confronting the harasser, the individual should:
 - tell a teacher, counselor or principal; and
 - write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including;
 - ❖ what, when and where it happened;
 - ❖ who was involved;
 - ❖ exactly what was said or what the harasser did;
 - ❖ witnesses to the harassment;
 - ❖ what the student said or did, either at the time or later;
 - ❖ how the student felt; and
 - ❖ how the harasser responded.

COMPLAINT PROCEDURE

An individual who believes that the individual has been harassed or bullied will notify the building principal, the designated investigator. The alternate investigator is the Director of Instructional Services. The investigator may request that the individual complete the Harassment/Bullying Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. The complainant shall be given a copy of the completed complaint form. Information received during the investigation is kept confidential to the extent possible.

The investigator, with the approval of the principal, or the principal has the authority to initiate an investigation in the absence of a written complaint.

INVESTIGATION PROCEDURE

The investigator will reasonably and promptly commence the investigation upon receipt of the complaint. The investigator will interview the complainant and the alleged harasser. The alleged harasser may file a written statement in response to the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator will make written findings and conclusions as to each allegation of harassment and report the findings and conclusions to the principal. The investigator will provide a copy of the findings of the investigation to the principal.

RESOLUTION OF THE COMPLAINT

Following receipt of the investigator's report, the principal may investigate further, if deemed necessary, and make a determination of any appropriate additional steps which may include discipline.

Prior to the determination of the appropriate remedial action, the principal may, at the principal's discretion, interview the complainant and the alleged harasser. The principal will file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The complainant, the alleged harasser and the investigator will receive notice as to the conclusion of the investigation. The Director of Instructional Services will maintain a log of information necessary to comply with Iowa Department of Education reporting procedures.

POINTS TO REMEMBER IN THE INVESTIGATION

- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process.
- Retaliators will be disciplined up to and including suspension and expulsion.

CONFLICTS

If the investigator is a witness to the incident, the alternate investigator shall investigate.

Adopted: 08/13/2007

Reviewed: 07/09/2007; 11/12/2007; 03/12/2012

Revised: 12/10/2007; 04/09/2012; 01/27/2014

ANTI-BULLYING/HARASSMENT COMPLAINT FORM

Name of complainant: _____

Position of complainant: _____

Name of student or employee target: _____

Date of complaint: _____

Name of alleged harasser or bully: _____

Date and place of incident or incidents: _____

Nature of Discrimination or Harassment 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 misconduct: _____

Name of witnesses (if any): _____

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

Any other information: _____

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

Signature: _____

Date: ____/____/____

Adopted: 08/13/2007
Reviewed: 11/12/2007; 03/12/2012
Revised: 12/10/2007; 03/12/2012; 01/27/2014

ANTI-BULLYING/HARASSMENT WITNESS DISCLOSURE FORM

Name of witness: _____

Position of witness: _____

Date of testimony, interview: _____

Description of incident witnessed:

Any other information:

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

Signature: _____

Date: ____/____/____

Adopted: 08/12/2007
Reviewed: 11/12/2007; 03/12/2012
Revised: 12/10/2007; 04/09/2012; 01/27/2014

EQUAL EMPLOYMENT OPPORTUNITY

The Bondurant-Farrar 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 age, race, color, creed, religion, gender, gender identity, sexual orientation, marital status, national/ethnic origin, socio economic status, 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 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. If the candidate is a teacher who has an initial license from the BOEE, then the requirement for a background check is waived.

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

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, will be directed to the Affirmative Action Coordinator by writing to the Affirmative Action Coordinator, Bondurant-Farrar Community School District, 300 Garfield Street SW, Bondurant, Iowa 50035; or by telephoning [515] 967-7819.

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 Commission, 500 W. Madison St., Suite 2000, Chicago, IL, 60661, (800) 669-4000 or TTY (800) 669-6820. <http://www.eeoc.gov/field/chicago/> 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.iowa.gov/government/crc/>. 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. §§ 2000e et seq. (2012).
42 U.S.C. §§ 12101 et seq. (2012).
Iowa Code §§ 19B; 20; 35C; 73; 216; 279.8 (2013).
281 I.A.C. 12.4; 14.1; 95.

Cross Reference: 102 Equal Educational Opportunity
104 Bullying/Harassment
405.2 Licensed Employee Qualifications, Recruitment, Selection
411.2 Classified Employee Qualifications, Recruitment, Selection

Adopted: 03/15/1999
Reviewed: 03/11/2002; 10/11/2004; 09/29/2008; 01/27/2014; 02/27/2017
Revised: 04/08/2002; 12/13/2004; 10/13/2008; 01/27/2014; 02/27/2017

BONDURANT-FARRAR COMMUNITY SCHOOL DISTRICT

PARENT/GUARDIAN NOTICE

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. In order to fulfill obligations under Section 504, the Bondurant-Farrar Community School District has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the programs and practices of the school system.

The Bondurant-Farrar Community School District has the responsibilities under Section 504, which included the obligations to identify, evaluate, and, if the student is determined to be eligible under Section 504, to afford access to appropriate educational services.

If the parent/guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to file a grievance and to a hearing with an impartial hearing officer.

The Family Educational Rights and Privacy Act (FERPA) also specifies rights related to educational records. This Act gives the parent or guardian the right to:

- 1) Inspect and review his/her child's educational records;
- 2) Make copies of these records;
- 3) Receive a list of the individuals having access to those records;
- 4) Ask for an explanation of any item in the records;
- 5) Ask for an amendment to any report on the grounds that it is inaccurate, misleading, or violates the child's rights; and
- 6) A hearing on the issue if the school refuses to make the amendment.

If there are questions, please feel free to contact the Director of Instructional Services, Section 504 Coordinator for the Bondurant-Farrar Community School District, 300 Garfield Street SW, Bondurant, IA 50035, (515) 967-7819.

Adopted: 01/09/1995

Reviewed: 03/01/1999; 03/11/2002; 10/11/2004; 09/29/2008; 01/27/2014; 05/14/2018

Revised: 03/15/1999; 04/08/2002; 12/13/2004; 01/27/2014; 05/14/2018

BONDURANT-FARRAR COMMUNITY SCHOOL DISTRICT

SECTION 504 GRIEVANCE PROCEDURES

1. An alleged grievance under Section 504/ADA must be filed in writing fully setting out the circumstances giving rise to such grievance.
2. Such claims must be made in writing and filed with the Director of Instructional Services, Bondurant-Farrar Community School District, 300 Garfield Street SW, Bondurant, IA, 50035, (515) 967-7819.
3. A hearing will be conducted according to the procedures outlined in the regulations implementing the Family Educational Rights and Privacy Act (FERPA).
4. The Section 504/ADA Coordinator - the Director of Instructional Services will appoint a hearing officer who will conduct the hearing within a reasonable time after the request was received.
5. The Section 504/ADA Coordinator will give the parent/guardian, student, employee, applicant, or patron full and fair opportunity to present evidence relevant to the issue(s) raised. The grievant may, at their expense, be assisted or represented by individuals of his/her choice including an attorney.
6. The local school will make its decision in writing within fifteen (15) days after the hearing.
7. The decision must be based solely on the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision.

Adopted: 01/09/1995

Reviewed: 03/01/1999; 03/11/2002; 10/11/2004; 09/29/2008; 09/16/2014; 05/14/2018

Revised: 03/15/1999; 04/08/2002; 12/13/2004; 10/13/2008; 09/16/2014; 05/14/2018

I. ADMINISTRATIVE STATEMENT

The Bondurant-Farrar Community School District has been, and will continue to be, an equal opportunity employer. This Affirmative Action Program has been adopted in an effort to increase the participation of women, minorities and persons with disabilities in positions in which those groups are underrepresented. To help ensure full implementation of this policy, we will provide that:

1. Persons are recruited, hired and promoted for all jobs without regard to age, race, color, creed, religion, gender, gender identity, sexual orientation, marital status, national/ethnic origin, socio economic status, genetic information or disability. Placement decisions are based solely on an individual’s qualifications for the position being filled.
2. Other personnel actions such as compensation, benefits, transfers, layoffs, return from layoffs, and district sponsored programs and activities are administered without regard to age, race, color, creed, religion, gender, gender identity, sexual orientation, marital status, national/ethnic origin, socio economic status, genetic information or disability.

It is our policy to take affirmative action in the employment of qualified minorities, females/males, handicapped individuals and veterans as provided by Iowa Code Chapter 70. Reasonable accommodation will be provided whenever possible in our efforts to advance employment opportunities for handicapped individuals and disabled veterans.

The School Board and the administration are committed to equal opportunity and affirmative action. We expect all members of the staff to assist and support us in attaining these objectives of equal employment opportunity and affirmative action.

School Board President

Superintendent

Date

Date

II. LEGAL BASIS AND COMPLIANCE REQUIREMENTS

State and federal laws prohibit discrimination in employment based on race, color, creed, religion, gender, gender identity, sexual orientation, marital status, national/ethnic origin, socio economic status, genetic information or disability. Those laws apply to all aspects of the employer-employee relationship. Those laws are directed toward conduct, which are those laws that regulate what may not be done.

Iowa law now requires each school district, area education agency and merged area school to “develop affirmative action standards.” This program has been developed to meet the requirement of Iowa Code Section 19B.11 (1989) and Department of Education rules in Iowa Administrative Code 281-Chapter 95.

“Affirmative Action” is defined as “action appropriate to overcome the effects of past or present practices, policies, or other barriers to equal employment opportunity.” Thus, anti discrimination law regulates what will not be done and affirmative action law specifies what will be done. The Iowa affirmative action law and rules apply to “recruitment, appointment, assignment, and advancement of personnel.”

The term “underrepresentation” means having fewer members of a racial/ethnic group, women, men or persons with disabilities in a particular job category than would be reasonably expected based on their availability in the relevant labor market.

For purposes of affirmative action, the terms “disabled” and “person with a disability” mean “any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment or is regarded as having such impairment.”

If the analysis that is required to be done by the school district identifies underrepresentation in a job category, objectives are required in an attempt to eradicate the underrepresentation. The objectives are not to be treated or understood as rigid and inflexible quotas that must be met, but as reasonable aspirations toward correcting imbalance in the workforce. Change can occur only when vacancies in job groups where underrepresentation exists, race, sex or disability will serve as selection criteria but will not be the sole criteria; such elements will serve as a “plus” factor for individuals from an underrepresented group who are equally qualified for the position to be filled.

III. LEGISLATIVE AND ADMINISTRATIVE GUIDELINES

In an effort to achieve Equal Employment Opportunity for all, the Bondurant-Farrar Community School District will be guided by the intent and mandate of relevant laws and regulations, including but not limited to the following:

- A. Civil Right Act of 1964 As Amended, 42 U.S.C. Section 2000e et. seq.

Title VII, Section 703: It shall be unlawful employment practice for an employer

- 1. To fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of such individual’s race, color, religion, sex, or national origin;

2. To limit, segregate, or classify his employees or applicants for employment in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his status as an employee, because of such individual's race, color, religion, sex, or national origin.
 3. It shall be an unlawful employment practice for an employment agency to fail or refuse to refer for employment, or otherwise to discriminate against, any individual because of his race, color, religion, sex, or national origin, or to classify or refer for employment any individual on the basis of his race, color, religion, sex, or national origin.
- B. Title IX Non-Discrimination in Federally Assisted Education Programs, 20 U.S.C. Section 1981.
1. Prohibits discrimination on the basis of sex against students in educational programs within educational agencies that receive federal funds.
- C. Fourteenth Amendment to the U.S. Constitution
1. Section 1 declares that all persons born or naturalized in the United States, and subject to the jurisdiction thereof are citizens of the United States and of the state wherein they reside and that no state shall make or enforce any law which shall abridge the privileges and immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property without due process of law; nor deny persons within its jurisdiction the equal protection of the laws.
- D. The Vocational Rehabilitation Act of 1973, 29 U.S.C. Section 794 et. seq.
1. Section 504. Prohibits discrimination based on handicap for both employment and the provision of services.
- E. Age Discrimination in Employment Act of 1967, 29 U.S.C. Section 621 et, seq.
1. Seeks to prevent employment discrimination because of age against persons over the age of 40.
- F. The Equal Pay Act of 1963, 29 U.S.C. Section 206d
1. The Equal Pay Act was the first federal law specifically aimed at correcting discrimination in employment. Basically, it mandates "Equal pay for equal work" regardless of sex. The law's three benchmark for a job are skill, effort, and responsibility.
- G. Pregnancy Discrimination Act of 1978, 42 U.S.C. Section 2000e(k)
1. The Pregnancy Discrimination Act of 1978 requires employers to provide the health and disability benefits to pregnant employees as would be provided to any other employee with a disability.

H. Equal Employment Opportunity Commission (*EEOC*) Guidelines 29 CFR, paragraph 1608.1b (1985).

1. The EEOC has issued guidelines that encourage employers to voluntarily undertake programs which, "Improve Opportunities for minorities and women." The United States Supreme Court has generally deferred to EEOC interpretation of Title VII and the guidelines, which support that agency's position.

I. Iowa Code Chapter 601A (1989)

1. The Iowa Civil Rights Act was adopted in 1965. The Act, as amended, prescribes the powers and duties of the Civil Rights Commission and the definitions of unfair practices related to employment, accommodations or services, housing education and credit. The Chapter contains the procedures for processing complaints of discrimination. Pursuant to the Act, it is unfair practice to discriminate in employment against any applicant for employment or any employee because of age, race, creed, color, national origin, religion or disability of such applicant or employee, unless based upon the nature of the occupation.

J. Iowa Code, Section 198.11 (1989)

1. This section of the Iowa Code requires equal employment opportunity and affirmative action in school districts, area education agencies, and community colleges. The State Board of Education adopted rules to implement Section 19B.11, codified as Iowa Administrative Code 281-95 through 281-95.7. The rules require specific steps to accomplish the goals of affirmative action in the recruitment, appointment, assignment, and advancement of personnel.

K. Americans with Disabilities Act of 1990

1. This Act, as it relates to employment, became effective July 26, 1992. It provides that no employer shall discriminate against a qualified individual with a disability because of the disability of such individual with regard to job application procedures, hiring advancement, or discharge of employees, employee compensations, job training, and other terms, conditions, and privileges of employment.

IV. AFFIRMATIVE ACTION COMPLIANCE PROGRAM

The Bondurant-Farrar Community School District has an established policy of Equal Employment Opportunity with respect to age, race, color, creed, religion, gender, gender identity, sexual orientation, marital status, national/ethnic origin, socio economic status, genetic information or disability. The district has an established policy of taking affirmative action in recruitment, appointment, assignment and advancement of women, minorities and persons with disabilities. In order to effectively communicate and interpret the district's policies to all levels of the administration and all other employees, community and educational agencies, and the public in general, the following will be undertaken:

A. Dissemination of Policy: Employees will be reminded annually of the districts written

statement of policy through the student handbook, teacher handbook, school calendar, and all employment applications.

- B. Employment advertisements will contain assurance of equal employment opportunity.
- C. All employment and recruiting sources where jobs are listed by the district will be reminded of our policy, both orally and in writing.
- D. All employees, including women, minority groups and employees with disabilities will receive compensation in accordance with the same standards. Opportunities for performing overtime work or otherwise earning increased compensation will be afforded to all qualified employees without discrimination based on age, race, color, creed, religion, gender, gender identity, sexual orientation, marital status, national/ethnic origin, socio economic status, genetic information or disability.

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action shall be directed to Chad Carlson – Director of Administrative Services, Bondurant-Farrar Community School District, 300 Garfield Street SW, Bondurant, IA 50035-9203.

Inquiries may also be directed, in writing, to the Office for Civil Rights, U.S. Department of Health and Human Services, 601 East 12th Street, Room 353, Kansas City, MO 64106-or the Iowa Civil Rights Commission, 400 E. 14th Street, Des Moines, Iowa, 50319-1004, (515) 281-4121 or 1-800-457-4416. Such inquiry or complaint to the state or federal office may be done instead of, or in addition to, an inquiry or complaint at the local level.

Affirmative action program will be reviewed and updated every two years.

V. As of October 2018

QUANTITATIVE WORKFORCE ANALYSIS

	Hispanic or Latino		MALE STAFF						FEMALE STAFF						TOTALS
	M	F	White	Black/African American	Asian	Native Hawaiian/Other Pacific Islander	American Indian/Alaskan Native	Two or More Races	White	Black/African American	Asian	Native Hawaiian/Other Pacific Islander	American Indian/Alaskan Native	Two or More Races	
Officials, Administrators, Managers	0	0	5	0	0	0	0	0	3	0	0	0	0	0	8
Principals	0	0	4	0	0	0	0	0	0	0	0	0	0	0	4
Assistant Principals, Non-teaching	0	0	4	0	0	0	0	0	0	0	0	0	0	0	4
Elementary Classroom Teachers	0	0	8	0	0	0	0	0	66	0	0	0	0	0	74
Secondary Classroom Teachers	0	0	30	0	0	0	0	0	45	0	1	0	0	0	76
Other Classroom Staff	0	0	1	0	0	0	0	0	2	0	0	0	0	0	3
Guidance	0	0	0	0	0	0	0	0	6	0	0	0	0	0	6
Other Professional Staff	0	0	0	0	0	0	0	0	4	0	0	0	0	0	4
Teachers Aids	0	3	2	0	0	0	0	0	62	0	1	0	0	0	68
Technicians	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Clerical/ Secretarial Staff	0	0	0	0	0	0	0	0	13	0	0	0	0	0	13
Service Workers	0	0	23	0	0	0	0	0	26	1	0	1	0	0	51
Laborers,	1	0	1	0	0	0	0	0	0	0	0	0	0	0	2

Unskilled															
TOTAL	1	3	79	0	0	0	0	0	227	1	2	1	0	0	314

VI. QUANTITATIVE ANALYSIS

Areas of underrepresentation were determined by the percentage of men, women and minorities in the Bondurant-Farrar Community School District compared to percentage of men, women and minority staff members.

Bondurant-Farrar Community School District

Staff		FEMALES				MINORITIES			
		Representation		Goal	Yes/No	Representation		Goal	Yes/No
Job Group	Total	Number	%	%	Under Representation	Number	%	%	Under Representation
Officials, Administrators, Managers	8	3	37.5%	50.0%	YES	0	0.0%	5.0%	YES
Principals	4	0	0.0%	25.0%	YES	0	0.0%	5.0%	YES
Assistant Principals, Non-teaching	4	0	0.0%	25.0%	YES	0	0.0%	5.0%	YES
Elementary Teachers	74	66	89.2%	50.0%	NO	0	0.0%	5.0%	YES
Secondary Teachers	76	46	60.5%	50.0%	NO	1	1.3%	5.0%	YES
Other Classroom Teachers	3	2	66.7%	50.0%	NO	0	0.0%	5.0%	YES
Guidance	6	6	100.0%	50.0%	NO	0	0.0%	5.0%	YES
Other Professional Staff	4	4	100.0%	50.0%	NO	0	0.0%	5.0%	YES
Teachers Aids	68	63	92.6%	50.0%	NO	1	1.5%	5.0%	YES
Technicians	1	0	0.0%	50.0%	YES	0	0.0%	5.0%	YES
Clerical/Secretarial Staff	13	13	100.0%	50.0%	NO	0	0.0%	5.0%	YES
Service Workers	51	28	54.9%	50.0%	NO	2	3.9%	5.0%	YES
Laborers, Unskilled	2	0	0.0%	50.0%	YES	0	0.0%	5.0%	YES
TOTALS	314	231	73.6%	50.0%	NO	4	1.3%	5.0%	YES

VII. Numeric Goals

Bondurant-Farrar Community School District Numeric Goals

Job Group	Total	Females	Males	Minority
Officials, Administrators, Managers	8	1	0	1
Principals	4	1	0	1
Assistant Principals, Non-Teaching	4	1	0	1
Elementary Classroom Teachers	74	0	5	3
Secondary Classroom Teachers	76	0	0	3
Other Classroom Teachers	3	0	0	1
Guidance	6	0	1	1
Other Professional Staff	4	0	1	1
Teachers Aids	68	0	10	3
Technicians	1	1	0	1
Clerical/Secretarial Staff	13	0	1	1
Service Workers	51	0	0	3
Laborers, Unskilled	2	1	0	1
TOTALS	314	6	68	20

VII. QUALITATIVE STRATEGIES

	<u>Responsibility</u>	<u>Target Date</u>
Review all hiring materials, applications and other personnel documentation	Director of Administrative Services	On-going Annually – each July
Review evaluation process, job descriptions and evaluation instruments	Board of Education Administrative Team Director of Administrative Services	On-going Annually – each July
Recruit minority employees in all employment areas	Board of Education Director of Administrative Services/AA Coordinator	On-going
Advertise for all positions utilizing a variety of resources	Director of Administrative Services/AA Coordinator	On-going
Conduct cautious exit interviews	Director of Administrative Services/AA Coordinator	On-going

IX. MONITORING

Continue to maintain a record of staff enrollment and employee mobility of staff.

Analyze past applicant pool if necessary.

Continue to maintain a record of exits. Develop trends in resignations and provide projections yearly.

Maintain an accumulative list of referral sources.

Analyze data to determine what sources are beneficial to the district in regards to recruitment efforts.

Analyze data to assist in recruitment efforts for a continuous growing district.

X. PROGRESS

Due to demographics in and around the area, with regards to recruitment of minorities, the district may struggle; however, every opportunity will be conducted to continue our efforts to diversity.

Additionally, a survey will be distributed to staff requesting self-disclosure of information regarding ethnicity, race, or disability which is not normally captured during the hiring process. This will allow more accurate reporting.

XI. GRIEVANCE PROCEDURE

Students, parents/guardians of students, employees and applicants for employment in the Bondurant-Farrar Community School District shall have the right to file a formal complaint alleging discrimination on programs and employment.

- A. LEVEL ONE – PRINCIPAL or IMMEDIATE SUPERVISOR (this person shall notify the Director of Human Resources)** Employees with a complaint of discrimination based upon their age, race, color, creed, religion, gender, gender identity, sexual orientation, marital status, national/ethnic origin, socio economic status, genetic information or disability are encouraged to first discuss it with their principal or immediate supervisor, with the objective of resolving the matter informally. A student, a parent/guardian of a student or an applicant for employment with a complaint of discrimination based upon their age, race, color, creed, religion, gender, gender identity, sexual orientation, marital status, national/ethnic origin, socio economic status, genetic information or disability are encouraged to discuss it with the instructor, counselor, supervisor, building administrator, program administrator or personnel contact person directly involved.
- B. LEVEL TWO - EQUITY COORDINATOR** If the grievance is not resolved at level one and the grievants wish to pursue the grievance, they may formalize it by filing a complaint in writing on a Grievance Filing Form, which may be obtained from the Educational Equity Coordinator. The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal/written complaint at level two must be within fifteen (15) working days from the date of the event giving rise to the grievance, or from the date the grievants could reasonably become aware of such occurrence. The grievants may request that a meeting concerning the complaint be held with the Educational Equity Coordinator. A minor student may be accompanied at that meeting by a parent or guardian. The Equity Coordinator shall investigate the complaint and attempt to resolve it. A written report from the Equity Coordinator regarding action taken will be sent to the involved parties within fifteen (15) working days after receipt of the complaint.
- C. LEVEL THREE - THE GRIEVANCE COMMITTEE** If the grievance is not resolved at level two, the grievants may appeal it at level three by presenting a written appeal to the Grievance Committee within ten (10) working days after the grievants receive the report from the Equity Coordinator. The Grievance Committee shall include five persons, including one administrator, one instruction/teacher/consultant, one classified/non-certified employee, one student, and one parent/guardian/community representative. At least two members of the grievance committee shall be selected from the current Multi-cultural, Gender Fair Education Grievance Committee. It shall include both men and women and reflect racial/ethnic diversity and persons with disabilities when possible.
- D. LEVEL FOUR - SUPERINTENDENT/ADMINISTRATOR** If the complaint is not resolved at level three, the grievants may appeal it to level four by presenting a written appeal to the Superintendent/Administrator within ten (10) working days after the grievant receives the report from the Grievance committee. The grievants may request a meeting with the Superintendent/Administrator or his/her designee. The Superintendent/Administrator may request a meeting with the grievant to discuss the appeal. A decision will be rendered by the Superintendent/Administrator or his/her designee within ten (10) working days after the receipt of the written appeal.

This procedure in no way denies the right of the grievants to file formal complaints with the Iowa Civil Rights Commission, or the Iowa Department of Education for mediation or rectification of civil right grievances, or to seek private counsel for complaints alleging discrimination.

If in cases of a disability grievance, the issue is not resolved through the grievance process, students/ parents/guardians have a right to a hearing with a third party outside of the school district to resolve the issue.

EDUCATIONAL EQUITY COORDINATOR

Name: Mr. Chad Carlson
Director of Administrative Services

Office Address: 300 Garfield Street SW, Bondurant, IA 50035-9203

Phone Number: (515) 967-7819

Office Hours: 8:00 a.m. - 4:00 p.m.

Designation of Affirmative Action Coordinator

The Bondurant-Farrar Community School District has identified Chad Carlson as Affirmative Action Coordinator. Chad Carlson is currently Director of Administrative Services for the Bondurant-Farrar School District and will coordinate the following responsibilities:

- Oversee development, adoption and implementation of EEO/AA
- Monitor implementation of plans
- Maintain communication with administrative staff, recruitment agencies, students and clients
- Obtain full knowledge of grievance procedure and employment policies

XII. RECRUITMENT INFORMATION

Teach Iowa

www.Teachiowa.gov

Central College

<http://www.central.edu/>

Des Moines Area Community College

<https://go.dmacc.edu/hr/pages/welcome.aspx>

Grand View University

<http://www.grandview.edu/>

Iowa Department of Education

<http://educateiowa.gov/>

Iowa State University (ISU)

<http://www.career.iastate.edu/>

Simpson College

<http://simpson.edu/>

University of Northern Iowa

<http://www.uni.edu/>

Drake University

www.drake.edu/career/

University of Iowa

www.uiowa.edu/

The above websites are used in recruiting certified and classified staff. Teach Iowa website will be used according to the legislative requirements. All open positions are also advertised on the district's website at <http://www.bfschools.org/>

The Altoona Herald-Mitchellville Index and the Ankeny Press Citizen are used to advertise for non-certified staff. The Des Moines Register is used to advertise for some certified staff positions.

Job descriptions are revised and updated on a continual basis to accurately reflect the qualification and needs of the position. All advertisements and application forms reflect Bondurant-Farrar Community School District is an EEO/AA employer.