

***College Community
School District
Affirmative Action Plan***



2024-2026

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It is the policy of the College Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Jeri Moritz, Executive Director of Human Resources and Equity, 401 76th Ave SW, Cedar Rapids, IA 52404 Contact phone: 319-848-5246 or Email: jmoritz@crprairie.org

I. Policy Statements by the Board of Directors

The board must adopt a policy statement that outlines the board's commitment to the principles of equal employment opportunity and affirmative action. These policy statements implement the equal employment opportunity laws and affirmative action plan

Effective board policy may also utilize procedures for employees and applicants for employment to redress complaints of discrimination. 281 I.A.C. 95.4(1).

The College Community Board of Education has approved the following policies and regulations in order to guide efforts and ensure equal employment opportunities and affirmative actions related to the hiring and promotion of personnel:

- Board Policy 101.00: Educational Philosophy of the School District
- Board Policy 102.0: Vision, Mission, Beliefs, and Goals
- Board Policy 103.0: Discrimination and Harassment Based on Sex Prohibited
- Board Policy 104.0: Anti-Bullying/Anti-Harassment
- Board Policy 104-R (1): Anti-Bullying/Anti-Harassment - Investigation Procedures
- Board Policy 104-E (1): Anti-Bullying/Anti-Harassment - Complaint Form
- Board Policy 105.0: Equal Educational Opportunity
 - Regulation 105-R(1): Equal Educational Opportunity - Grievance Procedures
 - Regulation 105-R(2): Equal Educational Opportunity - Annual Notice of Nondiscrimination
- Board Policy 302.01: Superintendent Qualifications, Recruitment, Appointment
- Board Policy 303.02: Administrator Qualifications, Recruitment, Appointment
- Board Policy 401.01: Affirmative Action Compliance and Equal Employment Opportunity
- Board Policy 405.04: Certified Employee Recruiting/Hiring
- Board Policy 411.02: Classified Employee Recruiting/Hiring

Policy 101: Educational Philosophy of the School District

Status: ADOPTED

Original Adopted Date: 10/18/2021 | Last Revised Date: 02/20/2023 | Last Reviewed Date: 02/20/2023

As a school corporation of Iowa, The College Community School District, acting through its Board of Directors, is dedicated to promoting an equal opportunity for a quality public education to its students. The Board's ability may be limited by the school district's ability and willingness to furnish financial support in cooperation with student's parents / legal guardians and school district community. The Board is also dedicated to providing the opportunity to develop a healthy social, intellectual, emotional, and physical self-concept in a learning environment that provides guidance to, and encourages critical thinking in, the students for a lifetime.

The Board endeavors, through the dedication of the school district's resources, to encourage students, who come to the school district from a variety of backgrounds, to look forward to the time when they will have jobs, homes, families, places in the school district community, and attain recognition as individuals. In order to achieve this goal, the Board will seek qualified employees dedicated to development of their professional skills for the betterment of the education program and for the expertise for educational productivity.

Instruction and curriculum are the key elements of a public education. Critical thinking and problem-solving skills that will assist the students' preparation for their postsecondary and career, is instructed as part of a sequentially coordinated curriculum. The school district strives to prepare students for employment, to discover and nurture creative talent and to prepare them to meet and respond to social change in an atmosphere conducive to learning.

The support and involvement of the home and the school district community are essential to achieve educational excellence in the school district. The school district strives to maintain an active relationship with the home and the school district community to create within the students an awareness of dignity and worth of the individual, civic responsibility and respect for authority.

Policy 102.01: Vision, Mission Beliefs and Goals

Status: ADOPTED

Original Adopted Date: 03/05/1990 | Last Revised Date: 02/20/2023 | Last Reviewed Date: 02/20/2023

Vision Statement: Success for All

Mission Statement: The mission of the College Community Schools is to ensure quality learning today for tomorrow

Belief Focus Statements:

- We believe all students can learn at high levels
 - We are committed to creating caring, safe and equitable school environments that meet the social, emotional, academic and overall wellness needs of ALL students. ALL means ALL.
- We believe educators matter
 - We are committed to developing the leadership capacity of all staff in all departments, implementing best practice strategies, and collaborating with others in a positive culture of continuous improvement.
- We believe in preparing all students for postsecondary success
 - We are committed to fully preparing and inspiring all students to use their strengths, communication skills, and critical thinking skills to graduate from high school and complete college or career training.
- We believe in developing community partnerships
 - We are committed to partnering with parents / legal guardians and our larger community to provide support, opportunities, and learning experiences to maximize student success.

It is the responsibility of the Superintendent to utilize the needs assessment process to identify yearly actions and goals aligned with the District vision, mission and beliefs. These district-wide actions and goals shall be published yearly in the District Strategic Plan.

Policy 103: Discrimination and Harassment Based on Sex Prohibited

Status: ADOPTED

Original Adopted Date: 08/17/2020 | Last Revised Date: 02/20/2023 | Last Reviewed Date: 02/20/2023

In accordance with [Title IX of the Education Amendments Act of 1972](#), the College Community School District prohibits sex discrimination, including sexual harassment as defined by the regulations implementing Title IX (34 C.F.R. § 106.30), against any individual participating in any education program or activity of the District. This prohibition on discrimination applies to students, employees, and applicants for employment.

The Board authorizes the Superintendent to adopt procedures for any individual to report sexual harassment to the District's Title IX Coordinator, for the provision of supportive measures to anyone who has been subjected to sexual harassment whether or not they proceed with a formal complaint under those procedures, and for the investigation and resolution of such complaints, as required by Title IX. This Title IX grievance process shall be used to respond to all complaints of sexual harassment that fall within the scope of Title IX. For complaints of sexual harassment that do not fall within the scope of Title IX, the District may still offer supportive measures to the target of such conduct and shall apply any other policy or procedure applicable to the alleged conduct.

Any individual with questions about the District's Title IX policy and procedures, or who would like to make a report or file a formal complaint of sex discrimination or sexual harassment may contact the District's designated Title Coordinator, Laura Medberry, College Community Schools, 401 76th Avenue SW, Cedar Rapids, IA 52404, (319) 848-5200 or via email at lmedberry@crprairie.org.

Retaliation against a person who made a report or complaint of sexual harassment, assisted, or participated in any manner in an investigation or resolution of a sexual harassment report or complaint is strictly prohibited. Retaliation includes threats, coercion, discrimination, intimidation, reprisals, and/or adverse actions related to employment or education. Any individual who believes they have been retaliated against in violation of this Policy should immediately contact the District's Title IX Coordinator.

Policy 104: Anti-Bullying / Anti-Harassment

Status: ADOPTED

Original Adopted Date: 10/19/2015 | **Last Revised Date:** 08/21/2023 | **Last Reviewed Date:** 08/21/2023

Harassment and bullying of students, employees, and volunteers is against federal, state and local policy, and are not tolerated by the Board. The Board 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. To that end, the Board has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment, as well as processes and procedures to address incidents of bullying and harassment. Bullying and harassment of students by other students, by school employees, and by volunteers who have direct contact with students will not be tolerated in the school or school district.

This policy is in effect while students, employees, and volunteers are on school grounds, school district property, or on property within the jurisdiction of the school district; while on school-owned and/or school-operated buses, vehicles or chartered buses; while engaged in school activities; and while away from school grounds if the misconduct materially interferes with the good order, efficient management and welfare of the school district.

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 or 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.

“Volunteer” means an individual who has regular, significant contact with students.

For purposes of this policy, harassment and bullying mean any electronic, written, verbal, or physical act or conduct toward an individual which is based on any actual or perceived trait or characteristic of the individual and which creates an objectively hostile school environment that meets one or more of the following conditions:

- Places the individual in reasonable fear of harm to the individual's person or property;
- Has a substantially detrimental effect on the individual's physical or mental health;
- Has the effect of substantially interfering with the individual's academic or career performance; or
- 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.

“Electronic” means any communication involving the transmission of information by wire, radio, optical cable, electromagnetic, or other similar means. “Electronic” includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, electronic text messaging or similar technologies.

The Board prohibits harassment, bullying, hazing, or any other victimization of students, based on any of the

following, including, but is not limited to, actual or perceived traits or characteristics, including but 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. Harassment against employees based upon the employee's 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 is also prohibited.

Workplace bullying / harassment refers to unreasonable conduct by an individual (or a group) directed towards an employee (or group of employees), which is intended to intimidate, degrade, humiliate, or undermine; or which creates a risk to the health or safety of the employee(s).

Workplace bullying often involves an abuse or misuse of power. Bullying behavior creates feelings of defenselessness and injustice in the target and undermines an individual's right to dignity at work.

"Tough" or "demanding" bosses are not necessarily bullies as long as they are respectful and fair and their primary motivation is to obtain the best performance by setting high yet reasonable expectations for working safely. Workplace bullying can be investigated by the employee's immediate supervisor, Executive Director of Human Resources and Equity or his / her designated investigator.

Employees who believe they have suffered harassment may file a complaint with the Superintendent, Executive Director of Human Resources and Equity (or, if both the Superintendent and Executive Director of Human Resources and Equity are a party to the complaint, then a complaint may be filed with the CFO). The Superintendent or designee, is responsible for implementation of this policy and all accompanying procedures. Complaints shall be investigated and remain confidential to the extent reasonably possible. Within 24 hours of receiving a report that a student may have been the victim of conduct that constitutes bullying and / or harassment, the district will notify the parent or legal guardian of the student. The district will take action to halt any harassment and will take other appropriate corrective actions to remedy all violations of this policy.

If, as a result of viewing surveillance system data or based on a report from a school district employee, the district determines that a student has suffered bullying or harassment by another student enrolled in the district; a parent or legal guardian of the student may enroll the student in another attendance center within the district that offers classes at the student's grade level, subject to the requirements and limitations established in Iowa law related to this topic.

Any person who promptly, reasonably, and in good faith reports an incident of bullying or harassment under this policy to a school official, shall be immune from civil or criminal liability relating to such report and to the person's participation in any administrative, judicial, or other proceeding relating to the report. Individuals who knowingly file a false complaint may be subject to appropriate disciplinary action.

The school or school district will promptly and reasonably investigate allegations of bullying or harassment.

Retaliation against any person, because the person has filed a bullying or harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. Individuals who knowingly file false harassment complaints and any person who gives false statements in an investigation shall 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. It is the responsibility of the Superintendent or designee, in conjunction with the investigator(s) and principals, to develop procedures regarding this policy. The Superintendent or designee and district administrative staff are responsible for organizing training programs for students, school officials, faculty, staff, and volunteers who have direct contact with students. The training will include how to recognize harassment and what to do in case a student is harassed. It will also include proven effective harassment prevention strategies. The Superintendent or designee and district administrative staff will also develop a process for evaluating the effectiveness of the policy in reducing bullying and harassment in the school district.

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,

A copy shall be made to any person at the central administrative office at 401 76th Ave SW, Cedar Rapids, Iowa.

Legal References:

Morse v. Frederick, 127 S.Ct. 2618 (2007)

Regulation 104-R(1): Anti-Bullying / Anti-Harassment - Investigation Procedures

Status: ADOPTED

Original Adopted Date: 07/28/2020 | **Last Revised Date:** 08/21/2023 | **Last Reviewed Date:** 08/21/2023

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 [HERE](#). 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 as soon as possible following the event giving rise to the complaint or from the date the Complainant could reasonably become aware of such an occurrence. The complainant will state the nature of the complaint and the remedy requested. The complainant shall receive assistance as needed. If the complainant is a school employee, after filing the complaint with the Superintendent or the Superintendent's designee, the employee may separately notify the parent or legal guardian alleged to have been harassed or bullied.

The District has separate procedures for reports or complaints of sexual harassment governed by Title IX of the Education Amendments Act of 1972, which will be utilized in complaints arising under Title IX.

Investigation

The school district will promptly and reasonably investigate allegations of bullying or harassment upon receipt of a written complaint. The building principal or designee (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 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 / designee if the investigation involves 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.

Decision

The investigator, building principal, Superintendent or designee, 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.

Exhibit 104-E(1): Anti-Bullying/Anti-Harassment - Complaint Form

Status: ADOPTED

Original Adopted Date: 07/26/2020 | Last Revised Date: 02/20/2023 | Last Reviewed Date: 02/20/2023



Code No. 500.10E(1)

COLLEGE COMMUNITY SCHOOL DISTRICT

ANTI-HARASSMENT/BULLYING COMPLAINT FORM

Please fill out this form briefly, a district employee will review this document and contact you via phone regarding this complaint form. At that time, the investigator will seek more detailed information.

Name of complainant: _____

Alleged person being harassed or bullied: _____

Date of complaint: _____

Name of alleged harasser or bully: _____

Date and place of incident(s): _____

Name of witness(es): _____

Evidence of harassment or bullying (i.e. letters, photos, etc): _____

Any other pertinent information: _____

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

Signature: _____

Date: _____

Policy 105: Equal Educational Opportunity

Status: ADOPTED

Original Adopted Date: 10/19/2015 | **Last Revised Date:** 02/20/2023 | **Last Reviewed Date:** 02/20/2023

It is the goal of the Board to develop a healthy social, intellectual, emotional, and physical self-concept in the students enrolled in the school district. Each student attending school will have the opportunity to use its education program and services as a means for self-improvement and individual growth. In so doing, the students are expected to conduct themselves in a manner that assures each student the same educational opportunity.

The District does not discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. The belief in equal educational opportunity serves as a guide for the Board and employees in making decisions relating to school district facilities, employment, selection of educational materials, equipment, curriculum, and regulations affecting students. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Jeri Moritz, Executive Director of Human Resources and Equity, 401 76th Avenue SW, Cedar Rapids, Iowa 52404, (319) 848-5200, jmoritz@crprairie.org.

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

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

Inquiries regarding compliance with equal educational opportunity laws and policies and affirmative action laws and policies, including, but not limited to complaints of discrimination, shall be directed to Jeri Moritz, Executive Director of Human Resources and Equity, College Community School District, 401 76th Avenue SW, Cedar Rapids, Iowa 52404, (319) 848-5200, jmoritz@crprairie.org. Inquiries or complaints may also be directed to appropriate federal or state agencies, including, but not limited to, the Office for Civil Rights, U.S. Department of Education, John C. Kluczynski Federal Building, 230 S. Dearborn Street, 37th Floor, Chicago, IL 60604, (312) 730-1560; the Iowa Department of Education, Grimes State Office Building, 400 E. 14th Street, Des Moines, IA, 50309, (515) 281-5294; and/or the Iowa Civil Rights Commission, Grimes State Office Building, 400 E. 14th Street, Des Moines, IA 50319, 515-281-4121. This inquiry or complaint to the federal or state office may be done instead of, or in addition to, an inquiry or complaint at the local level.

Regulation 105-R(1): Equal Educational Opportunity - Grievance Procedure

Status: ADOPTED

Original Adopted Date: 10/19/2015 | **Last Revised Date:** 02/20/2023 | **Last Reviewed Date:** 02/20/2023

It is the policy of the College Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Jeri Moritz, Executive Director of Human Resources and Equity 401 76th Ave SW, Cedar Rapids, IA 52404 Contact phone: 319-848-5246

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 30 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"). The District may appoint a third-party neutral investigator with expertise in the field of equity as the "Equity Coordinator" for any complaint. If the Complainant is under 18 years of age, the Equity Coordinator shall notify his or her parent(s)/guardian(s) that they may attend investigatory meetings in which the Complainant is involved. The complaint and identity of the Complainant, Respondent, or witnesses will only be disclosed as reasonably necessary in connection with the investigation or as required by law or policy. The investigation may include, but is not limited to the following:

- A request for the Complainant to provide a written statement regarding the nature of the complaint;

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

Within 40 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 or certified first class.

Decision and Appeal

The complaint is closed after the Equity Coordinator has issued the report, unless within 10 working days after the decision has been sent, 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 20 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 or certified first class.

The decision of the Superintendent shall be final.

If the district hires a third party neutral investigator with expertise in the field of equity, the complaint is closed and final with the findings of this professional. An appeal process is open to any complaints conducted internally using district staff as the Equity Coordinator/Investigator.

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

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

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

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

**Regulation 105-R(2): Equal Educational Opportunity - Annual Notice of
Nondiscrimination**

Status: ADOPTED

Original Adopted Date: 10/19/2015 | Last Revised Date: 02/20/2023 | Last Reviewed Date: 02/20/2023

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

- Industrial Technology
- Business
- Family and Consumer Science

It is the policy of the College Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the Executive Director of Human Resources and Equity 401 76th Ave SW, Cedar Rapids, IA 52404 Contact phone: 319-848-5246

Policy 302.01: Superintendent Qualifications, Recruitment, Appointment

Status: ADOPTED

Original Adopted Date: 02/16/1982 | Last Revised Date: 05/15/2023 | Last Reviewed Date: 05/15/2023

The Board will employ a Superintendent to serve as the Chief Executive Officer of the Board, to conduct the daily operations of the school district, and to implement Board policy with the power and duties prescribed by the Board and the law.

The Board will consider applicants that meet or exceed the standards set by the Iowa Department of Education and the qualifications established in the job description for the Superintendent position. In employing a Superintendent, the Board will consider the qualifications, credentials and records of the applicants without regard to race, color, creed, religion, sex, national origin, age, sexual orientation, gender identity or disability. In keeping with the law, however, the Board will consider the veteran status of the applicants. The Board will look closely at the training, experience, skill and demonstrated competence of qualified applicants in making its final decision.

In choosing a Superintendent, the Board will also consider the school district's educational philosophy, financial situation, organizational structure, education programs, and other factors deemed relevant by the Board.

The Board may contract for assistance in the search for a Superintendent.

Policy 303.02: Administrator Qualifications, Recruitment, Appointment

Status: ADOPTED

Original Adopted Date: 11/08/2021 | **Last Revised Date:** 05/15/2023 | **Last Reviewed Date:** 05/15/2023

The Board will employ building principals and other administrators, in addition to the Superintendent, to assist in the daily operations of the school district.

The Board will consider applicants who meet or exceed the standards set by the Iowa Department of Education and the qualifications established in the job description for the position. In employing an administrator, the Board will consider the qualifications, credentials and records of the applicants without regard to race, color, creed, religion, sex, national origin, age, sexual orientation, gender identity or disability. In keeping with the law, however, the Board will consider the veteran status of the applicants. The Board will look closely at the training, experience, skill and demonstrated competence of qualified applicants in making its final decision.

In choosing an administrator, the Board will also consider the school district's educational philosophy, financial condition, organizational structure, education programs, and other factors deemed relevant by the Board.

It is the responsibility of the Superintendent to make a recommendation to the Board for filling an administrative position, based on the requirements stated in this policy. The Board will act only on the Superintendent's recommendation.

The Board may contract for assistance in the search for administrators.

Policy 401.01: Affirmative Action Compliance And Equal Employment Opportunity

Status: ADOPTED

Original Adopted Date: 08/13/1990 | Last Revised Date: 12/18/2023 | Last Reviewed Date: 12/18/2023

The College 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, BIPOC (black, indigenous, and other people of color) and persons with disabilities are underrepresented. Employees will support and comply with the district's established equal employment opportunity and affirmative action policies. Employees will be given notice of this policy annually.

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

Individuals who file an application with the school district will be given consideration for employment if they meet or exceed the qualifications set by the Board, administration, and Iowa Department of Education for the position for which they apply. In employing individuals, the Board will consider the qualifications, credentials, and records of the applicants without regard to race, color, creed, sex, national origin, religion, age, sexual orientation, gender identity or disability. In keeping with the law, the Board will consider the veteran status of applicants.

Prior to a final offer of employment for any teaching position, the school district will perform the background checks required by law. The District has determined all potential employees and those volunteering with children will submit to a background check. 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. The district will perform repeat background checks on applicable employees as required by law.

Advertisements and notices for vacancies within the district will contain the following statement: "The College 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, Jeri Moritz, College Community School District, 401 76th Ave. SW, Cedar Rapids, Iowa 52404; or by telephoning (319) 848-5200.

EQUAL EMPLOYMENT OPPORTUNITY

It is the policy of the College Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact Jeri Moritz, Executive Director of Human Resources and Equity, 401 76th Ave SW, Cedar Rapids, IA 52404. Contact phone: 319-848-5246 jmoritz@crprairie.org. The Board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

Inquiries by 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, 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 made 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.

Executive Director of Human Resources and Equity
Jeri Moritz
401 76th Ave. SW
Cedar Rapids, IA 52404
(319) 848-5200
jmoritz@crprairie.org

DISSEMINATION OF POLICY

Dissemination of Policy

- Employees will be reminded annually of written statement of policy by:
 - Description of policy by publication or reference in all issues or re-issues of personnel handbooks.
 - When appropriate, publicize the EEO policy and such activities through news stories or other articles in the district.
 - Detailed discussions at administrative conferences and staff meetings.
 - The affirmative action plan will be posted on the web.
- Employment advertisements will contain assurance of equal employment opportunity.
- All employment and recruiting sources where jobs are listed by the district will be reminded of our policy, both verbally and in writing.

- Notices will be posted on bulletin boards and in locations where Applicants are interviewed. These will inform employees and applicants their rights under federal and state civil rights laws.

Responsibility for Implementing the Affirmative Action Plan and Program

- Responsibility is assigned to the Affirmative Action Coordinator, who will render full assistance and support for those seeking help and assistance in taking affirmative action.

Recruiting

- Additional emphasis will be given to seeking and encouraging applicants from BIPOC groups, women's groups and the disabled where such applicants with the necessary qualifications or potentials are available.

Training

- All training and in-service programs supported or sponsored by the district will continue to be equally open to BIPOC, female and disabled employees on the basis of qualifications.

Hiring, Placement, Transfer, Lay-Off and Recall

- The district recognizes that to accomplish the long-range objectives of its Equal Employment Opportunity policy, continued affirmative action must be taken to ensure that job opportunities of all kinds are called to the specific attention of members of BIPOC groups, women, and the disabled, and that qualified members of such groups should be offered positions on the same basis as all other applicants of employees.
- To assure achievement of the objectives, the district will periodically review its practices of hiring job applicants.

Compensation

- All employees 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, gender, sexual orientation, gender identity, marital status, socioeconomic status, disability, race, national origin, color, religion, genetic information and creed.

Policy 405.04: Certified Employee Recruiting / Hiring

Status: ADOPTED

Original Adopted Date: 10/24/1967 | **Last Revised Date:** 07/15/2019 | **Last Reviewed Date:** 07/15/2019

The district can secure the kind of employees and other Certified employees it wants by an effective recruiting program based on alertness to good candidates, initiative that results in prompt action, and good personnel practices in dealing with applicants.

Recruitment of Certified employees is the responsibility of the Superintendent of Schools. In the discharge of this responsibility, the Superintendent will make use of other administrative and supervisory employees, as he/she may consider practical and effective.

Selection of personnel will be based on the merits of the candidate without regard to age, race, religion, socioeconomic status, color, creed, gender, sexual orientation, gender identity, national origin, marital status, genetic information or disability of the applicant.

Executive Director of Human Resources and Equity

Jeri Moritz
401 76th Avenue SW
Cedar Rapids, Iowa 52404
(319) 848-5200
jmoritz@crprairie.org

Policy 411.02: Classified Employees Recruiting / Hiring

Status: ADOPTED

Original Adopted Date: 10/01/1979 | Last Revised Date: 07/15/2019 | Last Reviewed Date: 07/15/2019

The District can secure the kind of classified employee it wants by an effective recruiting program based on alertness to good candidates, initiative that results in prompt action, and good personnel practices in dealing with applicants.

Recruitment of classified employees is the responsibility of the administration. The Superintendent has the authority to delegate recruiting and hiring responsibilities to other employees. Recommended individuals will be presented at the ensuing Board meeting for approval.

Selection of classified employees will be based on the merits of the candidate and in compliance with Equal Employment Opportunities and Equal Educational Opportunities.

Qualifications of Classified Employee Candidates

Selection will be based on the following factors:

- Training, experience and skill

- Personality and compatibility

- Demonstrated competence

- Suitability for the position

- Ability to qualify for a state license, if this is required by law for the position.

II. Administrative Statement

The College Community School District has developed and maintained a written Affirmative Action Program (AAP). The purpose of this affirmative action plan is to reaffirm College Communities commitment to equal employment opportunity and affirmative action. The College Community School District views staff diversity as an asset with many benefits in the classroom. The AAP was developed to assist the agency's efforts to:

1. Hire the best and most qualified candidates for all positions within the qualifying labor market.
2. Identify job position categories where there is underrepresentation in racial ethnic groups, women, men and/or persons with disabilities.
3. Actively work to overcome the effects of past or present practices, policies, or other barriers to equal employment opportunity.

The Affirmative Action Coordinator, Jeri Moritz, Executive Director of HR and Equity, supports the affirmative action program and urges each staff member to commit to carrying out the intent of the adopted policies. The Affirmative Action Coordinator is responsible for implementing this plan. This includes but is not limited to, annually distributing the plan to employees in the hiring or management of personnel, making the plan available to other employees and the public upon request, planning for the staff development of all staff who hire or supervise personnel on the principles of equal employment opportunity and the implementation of this plan.

The College Community School District oversees the affirmative action plan development, modification, implementation, effectiveness, reporting requirements and conducts management updates. The coordinator is an active member of the District Policy committee in order to ensure that policy statements for Board consideration and approval support and are aligned to the affirmative action plan. The coordinator documents affirmative action progress, submitting annual progress reports to that Board and the Iowa Department of Education, and advising the Board on changes to the plan.

In addition, the affirmative action coordinator assist the College Community School District in the following:

1. *Assists in the identification of AAP/EEO problem areas.*
2. *Assists in the determination and implementation of effective solutions to AAP/EEO issues.*
3. *Design and implementation of an internal reporting system that measures the effectiveness of the plan, determines the degree to which the plan's goals and objectives are met and identifies the need for remedial action.*
4. *Keeping the Board informed of progress and reporting potential problem areas.*
5. *Reviewing the AAP with educational personnel to ensure that the policy and plan is understood and followed.*

Superintendent's Signature

Date

III. Affirmative Action Coordinator Position

The College Community School District has identified Jeri Moritz, Executive Director of Human Resources and Equity, as the affirmative action coordinator. The affirmative coordinator can be contacted at 401 76th Street SW, Cedar Rapids, IA 52404 or via phone at (319) 848-5246.

IV. Quantitative Analysis

A quantitative analysis is an observable analysis that provides an agency with data they need to determine if under representation exists in staffing. The analysis does this by comparing the relevant labor market to the staffing demographics provided in the workforce analysis. Disparities are identified where staffing demographics do not accurately reflect the relevant labor market. With this data, the agency can determine numerical goals for future hiring.

The workforce analysis shows the racial and gender composition of the District’s staff. The workforce analysis is a necessary first step for determining where underrepresentation exists and for establishing numerical goals.

Cedar Rapids Metro Area Labor Statistics 5-Year Estimate:

The College Community School District utilized the Iowa Workforce American Community Survey Data Tool to examine and compare the makeup of the potential workforce. The community area for comparison is the Cedar Rapids metro area with a population of 220,828.

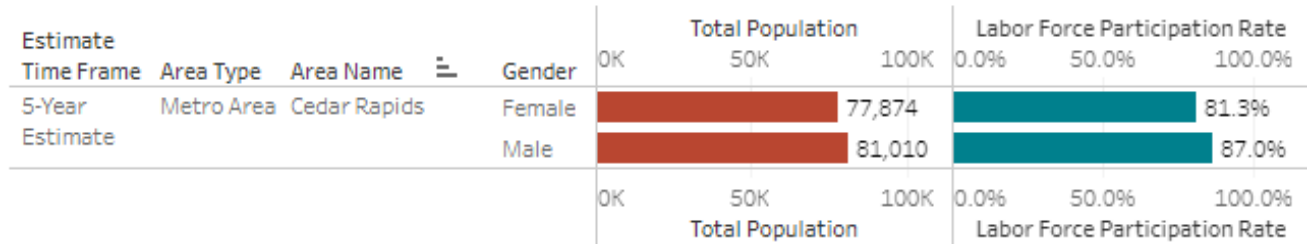
The BIPOC population in the Cedar Rapids metro area is 11%, compared to 9% of district employees.

Race (16 years and over): Cedar Rapids

Estimate Time Frame	Area Type	Area Name	Race	Total Population				Labor Force Participation Rate		
				0K	100K	200K	300K	0.0%	50.0%	100.0%
5-Year Estimate	Metro Area	Cedar Rapids	American Indian and Alaska Native alone	349				77.9%		
			Asian alone	4,418				68.5%		
			Black or African American alone	9,617				72.4%		
			White alone		196,494			67.7%		
			Some other race alone	1,966				65.2%		
			Two or more races	7,768				67.9%		
			Native Hawaiian and Other Pacific Islan..	216				85.2%		
				0K	100K	200K	300K	0.0%	50.0%	100.0%
				Total Population				Labor Force Participation Rate		

There is a 50/50 gender breakdown in the Cedar Rapids metro area, whereas 75% of staff district wide are females and are overwhelmingly represented in almost all job categories with the exception of the operations and transportation departments.

Gender (20 to 64 years): Cedar Rapids



CCSD Applicant Demographic Analysis:

2023	-- No Value --	15.85%
2023	2 selected	2.44%
2023	3 selected	0.27%
2023	American Indian or Alaska Native	0.14%
2023	Asian	1.36%
2023	Black/African-American	7.66%
2023	ChoseNoResponse	1.76%
2023	Hispanic	0.07%
2023	Native Hawaiian or Other Pacific Islander	0.07%
2023	White	70.39%
2024	-- No Value --	12.09%
2024	2 selected	2.42%
2024	American Indian or Alaska Native	0.44%
2024	Asian	0.88%
2024	Black/African-American	3.08%
2024	ChoseNoResponse	1.98%
2024	White	79.12%

College Community School District EEO5 Report

The following two images are from the 2022 EEO5 Report submitted to the Equal Employment Opportunity Commission. This data is collected and submitted on a biennial basis.

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION ELEMENTARY-SECONDARY STAFF INFORMATION REPORT (EEO-5) Public Elementary and Secondary School Systems and Districts Reporting Year: 2022

Part II. Staff Statistics as of 10/14/2022

School System or District Name: COLLEGE COMM SCHOOL DISTRICT

OE Number: 1907860

Activity Assignment Classification	Race/Ethnicity												Row Total		
	Hispanic or Latino		Not Hispanic or Latino												
			Male					Female							
	Male	Female	White	Black or African American	Asian	Native Hawaiian or Other Pacific Islander	American Indian or Alaska Native	Two or More Races	White	Black or African American	Asian	Native Hawaiian or Other Pacific Islander		American Indian or Alaska Native	Two or More Races
A. FULL-TIME STAFF															
1. Officials, Administrators, Managers			3	1					8					12	
2. Principals			4						6				1	11	
3. Assistant Principals, Teaching														0	
4. Assistant Principals, Non-Teaching			3		1				2					6	
5. Elementary Classroom Teachers			19						122				1	142	
6. Secondary Classroom Teachers			29						37		1			68	
7. Other Classroom Teachers		1	53	2				1	135				2	194	
8. Guidance			3						10					13	
9. Psychological														0	
10. Librarians/ Audiovisual Staff									8					8	
11. Consultants and Supervisors of Instruction														0	
12. Other Professional Staff	1		5						14	1				21	
13. Teacher Aides		1	4	1					95	4	1			110	
14. Technicians			3						7					10	
15. Administrative Support Workers			1						48					49	
16. Service Workers		2	27	2				1	35	1				68	
17. Skilled Crafts			8						1					9	
18. Laborers and Helpers			4						1					5	
19. TOTALS (1-18)	1	4	168	6	1	0	0	2	529	6	2	0	0	9	728
B. PART-TIME STAFF															
20. Professional Instructional		1	30		1			1	29					1	63
21. All Other	1	5	70	8				3	257	11				8	363
22. TOTALS (20-21)	1	6	100	8	1	0	0	4	286	11	0	0	0	9	426
C. FULL-TIME NEW HIRES (JULY 1 THROUGH SEPTEMBER 30 OF THE REPORTING YEAR)															
23. Officials, Administrators, Managers															0
24. Principals/Assistant Principals			2						3					1	6
25. Classroom Teachers		1	30						52					1	84
26. Other Professional Staff			1						4						5
27. Nonprofessional Staff		2	1	1					32	4					40
28. TOTALS (23-27)	0	3	34	1	0	0	0	0	91	4	0	0	0	2	135

CERTIFICATION: I certify that the information given in this report is correct and true to the best of my knowledge and was prepared in accordance with accompanying instructions. Willfully false statements on this report are punishable by law, US Code, Title 18, Section 1001.

Certified Date: 10/14/2022
 Typed Name of Certifying Official: Jeri Moritz
 Email: jmoritz@crprairie.org

Title: Executive Director of HR and Equity
 Phone: 319-848-5246

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION		OMB Control No. 3046-0003 Expiration: 01/31/2025 EEOC FORM 168A			
ELEMENTARY-SECONDARY STAFF INFORMATION REPORT (EEO-5) Public Elementary and Secondary School Systems and Districts					
OE Number: 1907860 Reporting Year: 2022					
PART I. IDENTIFICATION					
A. TYPE OF AGENCY WHICH OPERATES THE REPORTING SCHOOL SYSTEM OR DISTRICT					
<input checked="" type="checkbox"/> Local Public School	<input type="checkbox"/> Special Regional Agency	<input type="checkbox"/> State Education Agency	<input type="checkbox"/> Other (Specify):		
B. SCHOOL SYSTEM OR DISTRICT IDENTIFICATION					
NAME OF SCHOOL SYSTEM OR DISTRICT COLLEGE COMM SCHOOL DISTRICT					
STREET ADDRESS OR POST OFFICE 401 76TH AVE SW		CITY CEDAR RAPIDS	COUNTY Linn	STATE IA	ZIP CODE 52404
C. GENERAL STATISTICS					
TOTAL NUMBER OF SCHOOLS OPERATED 10	TOTAL NUMBER OF ANNEXES OPERATED 1		TOTAL ENROLLMENT AS OF OCTOBER 1ST OF REPORTING YEAR 5484		
D. REMARKS					
We had a larger number of staff members resigning due to covid related personnel reasons over the past two (2) years. This included being able to move closer to family, taking earlier retirement to avoid exposures, additional stress of caring for family members due to illness, and changes in careers.					

Student to Teacher Diversity Comparison

There is a significant mismatch between the percentage of BIPOC students and teachers in every school in the District. Overall, only 2% of teachers identify as BIPOC compared to 32% of CCSD students.

Student Demographics - Count:

Race	Student Count
American Indian or Alaskan Native	59
Asian	176
Black/African American	1,289
Hispanic	449
Native Hawaiian or Pacific Islander	65
White	4,290

Student Demographics - Percentage of:

Race	% of District
American Indian or Alaskan Native	0.93%
Asian	2.78%
Black/African American	20.37%
Hispanic	7.09%
Native Hawaiian or Pacific Islander	1.03%
White	67.80%

V. Numerical Goals

Job Group	Demographics % based upon EEO Report	Under Representation of Metro Area (11% BIPOC)	Projected Vacancies based upon average over past 2 years	2024-2026 Numerical Goals
Officials, Administrators, and Managers	Total = 14 Asian = 1 Black = 1 White = 12 Male = 6 Female = 8	BIPOC 14% = Met Under Represented <ul style="list-style-type: none"> Men 	Total = 5 2 Year Average = 2.5	Continue to meet the staffing goal of a minimum of 11% BIPOC. Focus on increasing the hiring of qualified male applicants to bring the staff representation to 50% male and 50% female.
Principals	Total = 12 Two or More = 1 White = 11 Male = 6 Female = 6	BIPOC 8% = Not Met Under Represented <ul style="list-style-type: none"> BIPOC 	Total = 2 2 Year Average = 1	Focus on increasing the hiring of qualified applicants who represent the BIPOC population of the Cedar Rapids area to bring the staff representation to a minimum of 11% BIPOC. Focus on increasing the hiring of qualified male applicants to bring the staff representation to 50% male and 50% female.

Job Group	Demographics % based upon EEO Report	Under Representation of Metro Area (11% BIPOC)	Projected Vacancies based upon average over past 2 years	2024-2026 Numerical Goals
Assistant Principals <i>(Including Deans of Students)</i>	Total = 5 Black = 1 White = 4 Male = 2 Female = 3	BIPOC 20% = Met Under Represented	Total = 8 2 Year Average = 4	Continue to meet the staffing goal of a minimum of 11% BIPOC and 50% male/female.
Elementary Classroom Teachers	Total = 151 Hispanic = 1 Two or More = 1 White = 149 Male = 18 Female = 133	BIPOC Total 1% = Not Met Under Represented <ul style="list-style-type: none"> ● BIPOC ● Males 	Total = 72 2 Year Average = 36	Focus on increasing the hiring of qualified applicants who represent the BIPOC population of the Cedar Rapids area to bring the staff representation to a minimum of 11% BIPOC. Focus on increasing the hiring of qualified male applicants to bring the staff representation to 50% male and 50% female.

Job Group	Demographics % based upon EEO Report	Under Representation of Metro Area (11% BIPOC)	Projected Vacancies based upon average over past 2 years	2024-2026 Numerical Goals
Secondary Classroom Teachers	Total = 83 Asian = 1 Hispanic = 1 Two or More = 2 White = 79 Male = 41 Female = 42	BIPOC Total 5% = Not Met Under Represented <ul style="list-style-type: none"> ● BIPOC 	Total = 72 2 Year Average = 36	Focus on increasing the hiring of qualified applicants who represent the BIPOC population of the Cedar Rapids area to bring the staff representation to a minimum of 11% BIPOC. Continue to meet the staffing goal of 50% male and 50% female.
Other Classroom Teacher Categories (Special Education Teachers, World Language Teachers, and Building Based TLS Full Release Teachers)	Total = 166 Black = 1 Two or More = 2 White = 163 Male = 48 Female = 118	BIPOC Total 2% = Not Met Under Represented <ul style="list-style-type: none"> ● BIPOC ● Males 	Total = 80 2 Year Average = 40	Focus on increasing the hiring of qualified applicants who represent the BIPOC population of the Cedar Rapids area to bring the staff representation to a minimum of 11% BIPOC. Focus on increasing the hiring of qualified male applicants to bring the staff representation to 50% male and 50% female.

Job Group	Demographics % based upon EEO Report	Under Representation of Metro Area (11% BIPOC)	Projected Vacancies based upon average over past 2 years	2024-2026 Numerical Goals
Librarian/Audio Visual Staff	Total = 8 White = 8 Male = 0 Female = 8	BIPOC Total 0% = Not Met Under Represented <ul style="list-style-type: none"> ● BIPOC ● Males 	Total = 2 2 Year Average = 1	Focus on increasing the hiring of qualified applicants who represent the BIPOC population of the Cedar Rapids area to bring the staff representation to a minimum of 11% BIPOC. Focus on increasing the hiring of qualified male applicants to bring the staff representation to 50% male and 50% female.
Guidance	Total = 12 White = 12 Male = 4 Female = 8	BIPOC Total 0% = Not Met Under Represented <ul style="list-style-type: none"> ● BIPOC ● Males 	Total = 6 2 Year Average = 3	Focus on increasing the hiring of qualified applicants who represent the BIPOC population of the Cedar Rapids area to bring the staff representation to a minimum of 11% BIPOC. Focus on increasing the hiring of qualified male applicants to bring the staff representation to 50% male and 50% female.

Job Group	Demographics % based upon EEO Report	Under Representation of Metro Area (11% BIPOC)	Projected Vacancies based upon average over past 2 years	2024-2026 Numerical Goals
Other Professionals <i>(Business Office Manager, Directors, District wide full Time TLS, Health Supervisor, Nurses, HR Generalist & Recruiter, Payroll and Benefits Specialist, School Engagement Specialists, Special Education Behavior Specialist and Coordinators, Technology leads)</i>	Total = 47 Black = 3 Hispanic = 2 Two or More = 1 White = 41 Male = 21 Female = 26	BIPOC Total 13% = Met Under Represented <ul style="list-style-type: none"> • None 	Total 23 2 Year Average = 11.5	Continue to meet the staffing goal of a minimum of 11% BIPOC. Continue to meet the staffing goal of 50% male and 50% female.
Teacher Aides <i>(Paraprofessionals & ECC Daycare)</i>	Total = 325 Asian = 1 Black = 23 Hispanic = 7 Two or More = 17 White = 277 Male = 26 Female = 299	BIPOC Total 15% = Met Under Represented <ul style="list-style-type: none"> • Males 	Total = 156 2 Year Average = 78	Continue to meet the staffing goal of a minimum of 11% BIPOC. Focus on increasing the hiring of qualified male applicants to bring the representation to 50% male and 50% female.

Job Group	Demographics % based upon EEO Report	Under Representation of Metro Area (11% BIPOC)	Projected Vacancies based upon average over past 2 years	2024-2026 Numerical Goals
Technicians	Total = 13 White = 13 Male = 4 Female = 9	BIPOC Total 0% = Not Met Under Represented <ul style="list-style-type: none"> ● BIPOC ● Males 	Total = 2 2 Year Average = 1	Focus on increasing the hiring of qualified applicants who represent the BIPOC population of the Cedar Rapids area to bring the staff representation to a minimum of 11% BIPOC. Focus on increasing the hiring of qualified male applicants to bring the staff representation to 50% male and 50% female.
Clerical & Secretarial Staff	Total = 59 Hispanic = 1 White = 58 Male = 1 Female = 58	BIPOC 2% = Not Met Under Represented <ul style="list-style-type: none"> ● BIPOC ● Males 	Total = 21 2 Year Average = 10.5	Focus on increasing the hiring of qualified applicants who represent the BIPOC population of the Cedar Rapids area to bring the staff representation to a minimum of 11% BIPOC Focus on increasing the hiring of qualified male applicants to bring the staff representation to 50% male and 50% female.

Job Group	Demographics % based upon EEO Report	Under Representation of Metro Area (11% BIPOC)	Projected Vacancies based upon average over past 2 years	2024-2026 Numerical Goals
Service Workers (Bus Drivers, Bus Aides, Foods & Nutrition, and Custodians)	Total = 193 Black = 14 Hispanic = 6 Two or More = 3 White = 170 Male = 70 Female = 123	BIPOC 12% = Met Under Represented <ul style="list-style-type: none"> • Males 	Total = 77 2 Year Average = 38.5	Continue to meet the staffing goal of a minimum of 11% BIPOC. Focus on increasing the hiring of qualified male applicants to bring the representation to 50% male and 50% female.
Skilled Crafts	Total = 5 White = 5 Male = 5 Female = 0	BIPOC 0% = Not Met Under Represented <ul style="list-style-type: none"> • BIPOC • Females 	Total = 13 2 Year Average = 6.5	Focus on increasing the hiring of qualified applicants who represent the BIPOC population of the Cedar Rapids area to bring the staff representation to a minimum of 11% BIPOC. Focus on increasing the hiring of qualified female applicants to bring the staff representation to 50% male and 50% female.

Job Group	Demographics % based upon EEO Report	Under Representation of Metro Area (11% BIPOC)	Projected Vacancies based upon average over past 2 years	2024-2026 Numerical Goals
Laborers, Unskilled	Total = 3 White = 3 Male = 2 Female = 1	BIPOC 0% = Not Met Under Represented <ul style="list-style-type: none"> ● BIPOC 	Total = 3 2 Year Average = 1.5	Focus on increasing the hiring of qualified applicants who represent the BIPOC population of the Cedar Rapids area to bring the staff representation to a minimum of 11% BIPOC. Continue to meet the staffing goal of 50% male and 50% female.
Part-Time Professional Instructional	Total = 19 Black = 1 Hispanic = 1 White = 17 Male = 2 Female = 17	BIPOC 11% = Met Under Represented <ul style="list-style-type: none"> ● Males 	Total = 12 2 Year Average = 6	Continue to meet the staffing goal of a minimum 11% BIPOC. Focus on increasing the hiring of qualified male applicants to bring the representation to 50% male and 50% female.

Job Group	Demographics % based upon EEO Report	Under Representation of Metro Area (11% BIPOC)	Projected Vacancies based upon average over past 2 years	2024-2026 Numerical Goals
Part-Time All Other	Total = 34 Black = 2 Two or More = 1 White = 31 Male = 20 Female = 14	BIPOC 9% = Not Met Under Represented <ul style="list-style-type: none"> ● BIPOC ● Female 	Total = 34 2 Year Average = 17 postings	Focus on increasing the hiring of qualified applicants who represent the BIPOC population of the Cedar Rapids area to bring the staff representation to a minimum of 11% BIPOC. Focus on increasing the hiring of qualified female applicants to bring the staff representation to 50% male and 50% female.

VI. Qualitative Analysis

A qualitative analysis was conducted to determine if and where those policies and practices tend to exclude, disadvantage, restrict, or result in adverse impact based on racial/ethnic origin, gender, or disability.

The qualitative analysis an evaluation of the following documents:

- Request to Post Forms
- Bus Driver Application Form
- Job Description for Paraprofessionals
- Certified Staff Disclosure Form
- Interview Protocols for Interview Team Facilitators
- The *Do's and Don'ts During an Interview* for Interview Team Members
- Special Education Teacher Interview Questions
- Administrative Assistant To Human Resources Interview Questions
- Intermediate Level Teacher Interview Questions

Questions considered when **reviewing recruitment practices**:

- To what extent is word-of-mouth recruitment used?
 - *This is unknown at this time and will be added as an option within the online application.*
- Is a record maintained of advertisements used for job openings?
 - *Yes, both within Frontline Recruitment and Hire and within Human Resources*
- Do advertisements include a non-discrimination statement?
 - *Yes, this is on our employment website, on all job postings, and job descriptions.*
- Are advertisements free of racist, sexist, or ableist stereotypes or language?
 - *Yes*
- Is the agency advertising in areas accessible to underrepresented groups?
 - *Yes, with the move to job postings on the Iowa Workforce employment site and active job fair participation at the Iowa Workforce Cedar Rapids location, we have expanded the exposure and advertising to areas that are accessible to the communities underrepresented groups.*
- Do search firms and other agencies that assist in recruitment have policies or practices that address underrepresentation?
 - *Search firms have only been utilized for Executive level positions and most recently for the HS Principal position.*

- Have vacancies been listed with Iowa Workforce, CCSD employment website, print, and social media?
 - *Yes, we also list postings with college and university websites.*
- Do job descriptions exist for all major job classifications?
 - *Yes with the exception of Activities and Athletics. This is a goal area within the 2024-2026 Affirmative Action Plan.*
- Are job descriptions supplied to applicants?
 - *Yes, job descriptions are added to all job postings with the exception of Activity and Athletic positions.*

Questions considered when reviewing **hiring and selection criteria and principles:**

- Are applicants notified of the nondiscrimination statement?
 - *Yes, this is on the application and all job descriptions.*
- Are application forms used?
 - *Yes*
- Do all applicants complete an application form?
 - *Yes, this is a requirement for consideration.*
- Are the application forms free of illegal inquiries?
 - *Yes*
- Are job description criteria considered during hiring?
 - *Yes*
- Does the job description accurately explain the essential functions of the job?
 - *This is in progress as we are currently reviewing and updating job descriptions for all work groups.*
- Is the job description free of bias?
 - *Yes*
- Is the interview process free of illegal inquiries?
 - *Yes, all interview committees are required to review the document that outlines the “Do’s and Don’ts during an interview”.*
- Is the interview process structured to guarantee fairness to all applicants?
 - *Yes, all interview committees are required to review the document that outlines the “Do’s and Don’ts during an interview”.*

- Do all individuals who are involved in conducting interviews receive training on questions to avoid inappropriate inquiries?
 - *Yes, all interview committees are required to review the document that outlines the “Do’s and Don’ts during an interview”.*
- Are interview questions restricted to job-related information?
 - *Yes*
- Is the affirmative action plan considered when there are vacancies?
 - *Yes*
- Are there written criteria established before recruitment begins to determine which applicants will be interviewed?
 - *This is in progress. For administrative positions and the HR department positions, criteria matrixes based upon the job description have been utilized to determine which candidates will be interviewed. We are working to develop a decision matrix for all work groups.*

Questions considered when reviewing **promotion and transfer** qualitative data:

- Are notices posted for all positions when vacancies occur?
 - *Yes, all open vacancies are posted internally for five (5) days*
- Are impermissible factors such as sex, race, national origin, age or disability considered in promotion or transfer decisions?
 - *No*
- Are personnel who are involved in recruiting, selection, promotion, evaluation and related processes trained to ensure elimination of bias in all personnel actions?
 - *Yes, this is reviewed with administrators on a yearly basis.*
 - *Interview teams review the “Interview Do’s and Don’ts document before every interview.*
- Is there a special effort to include women and the BIPOC population in the group being considered for promotion or transfer?
 - *No*
- Is there a mentoring or staff assistance process in use?
 - *Yes. All new to the profession teaching staff are provided a mentor for a minimum of two years.*
 - *Our district has an EAP service that is free to ALL staff members and their immediate family.*

Questions considered when reviewing working conditions and compensation qualitative data:

- Is there an employee evaluation system?
 - o *Yes, this is posted on the District Website under Human Resources.*
- Does the application of the compensation model result in discriminatory impact based on race, sex, age or disability?
 - o *No*
- Is the board policy on affirmative action distributed to employees annually?
 - o *Yes, it is a part of the District Staff Handbooks.*
 - o *Beginning in the Fall of 2024, it is a part of the District Policies that ALL staff must review and sign acknowledgement of receiving.*
- Have steps been taken to ensure that harassment of employees based on protected class does not occur, and that employees are aware of processes for filing complaints?
 - o *Yes - District wide professional development through the Vector Training Platform.*
- Are there robust resolution procedures for resolving and remediating harassment and discrimination?
 - o *Yes - Title IX processes are outlined and followed.*
- Are assignments of staff members to supplemental and extracurricular duties made on an equitable basis?
 - o *Yes, all supplemental and extracurricular staff members are required to apply and interview for the positions.*
- Are exit interviews held?
 - o *Yes, an exit survey is sent to all staff who resign, retire, or are terminated.*
- Are employees notified of their right to seek redress from government agencies such as the Iowa Civil Rights Commission?
 - o *Yes, this is a part of the Board Policy*
- Are discrimination complaint records kept?
 - o *Yes, these are kept with the Title IX Coordinator if it is a Title IX complaint and the Executive Director of HR for all other complaints.*

VII. Qualitative Goals

The law requires that any issues identified through qualitative analysis must be addressed through goals. This is done by establishing qualitative goals, activities, and timetables. These tools must describe appropriate actions and time frames for targeting and remedying employment practices or conditions that contribute to less than equitable access and treatment within the agency. 281 I.A.C. 95.5(9).

The College Community School District qualitative goals for the next two years are:

Task	Person(s) Responsible	Timelines
Review advertisement strategies. Update to include strategies to target underrepresented groups.	HR Generalist and Recruiter & the Director of Community Relations	July of 2024-June of 2026
Review job descriptions for accuracy and racist, sexist, and/or ableist language.	Executive Director of HR and Equity & the HR Generalist and Recruiter	July of 2024-June of 2026
Develop job descriptions for Athletic Coach and Activity Sponsor positions.	Executive Director of HR and Equity & the HR Generalist and Recruiter Activities Director Assistant Activities Director	July of 2024-June of 2026
Review application forms and the hiring process to ensure equitable language and practices are in place.	Executive Director of HR and Equity & the HR Generalist and Recruiter	July of 2024-June of 2026
Review and create decision matrices based upon the job description to determine candidates who qualify for an interview based upon their submitted application.	Executive Director of HR and Equity & the HR Generalist and Recruiter with further review by department supervisors and administrators	July of 2024-June of 2026

VIII. Implementing the Affirmative Action Plan

Dissemination

Internal Dissemination

- The AAP will be printed and physically distributed by hand to administrators and supervisors.
- A copy of the AAP will be made physically available on the College Community School District Human Resources website at:
<https://www.crprairie.org/departments/human-resources/equal-employment-opportunity/>
- Meetings will be held at the beginning of the school year to review the AAP and answer any questions surrounding the AAP.
- New hire orientations will be held to inform/educate the new hires about the AAP.
- Make the AAP available in the Employee Handbook.
- Nondiscrimination Statements included in all internal vacancy announcements.

External Dissemination

- The AAP will be made available on the main page of the College Community Human Resource website as a part of the *Ensuring Equity* sub page at:
<https://www.crprairie.org/departments/human-resources/equal-employment-opportunity/>
- Nondiscrimination Statements included in all external vacancy announcements and employment applications.
- Nondiscrimination Statements included in regularly distributed materials such as newsletters and student/parent handbooks.

Reports and Record Keeping

Records must be kept for reporting purposes. The board of directors must keep necessary records in order to document their affirmative action progress. This is the employment data that will be reported to the Department of Education. 281 I.A.C. 95.4(6). The board should maintain records that may include but are not limited to:

- When a person is hired or promoted and other applicants who were considered;
- When a person is transferred;
- Requests for promotions/transfers;
- Applicants who were offered positions but declined;
- Resignations and reasons for the resignation;
- Retirements.

Staff Development

The board must provide training on the principles of equal employment opportunity and implementation of the agency's AAP to all staff who hire or supervise personnel. 281 I.A.C. 95.4(5). These trainings can be part of regular staff development programs.

Staff Development via the Vector Training Platform offered, but not limited to:

- ADA Title II Evaluation and Transition Plans
- Americans with Disabilities Act Overview
- Conducting Job Interviews
- Discrimination: Avoiding Discriminatory Practices
- Discrimination Awareness in the Workplace
- Diversity, Equity and Inclusion (DEI) Practices: Staff to Staff
- Diversity, Equity and Inclusion (DEI) Practices: Staff to Student
- General Ethics in the Workplace
- Sexual Harassment: Policy and Prevention
- Title IX Compliance Overview
- Title IX Overview
- Workplace Bullying: Awareness and Prevention

IX. Definitions 281 IAC 95.2(256)

CCSD Key Definitions:

Diversity - Recognizing and valuing the uniqueness of an individual's race, ethnicity, socioeconomic status, abilities, identities, beliefs, and experiences.

Equity - Creating opportunities, distributing resources, and reducing barriers to increase equal access and outcomes.

Inclusion - The intentional planning for and provision of equitable access to opportunities and necessary resources for ALL.

Belonging - A culture where all stakeholders feel welcome and connected through relationships, experiences, and environments.

Stakeholder- An individual with an interest or concern in the College Community School District that can either affect or be affected by the decisions and success of the District.

IASB Provided Definitions

Affirmative Action — Action appropriate to overcome the effects of past or present practices, policies, or other barriers to equal employment opportunity.

Agency— A local school district, area education agency or community college.

Availability—The extent to which members of a racial/ethnic group, women, men or persons with disabilities are present within the relevant labor market.

Director of Education—The director of the Iowa Department of Education.

Equal Employment Opportunity—Equal access to employment, training and advancement, or employment benefits regardless of race, creed, color, religion, sex, age, national origin and disability.

Metropolitan statistical area — A large population nucleus (over 50,000 people) and nearby communities which have a high degree of economic and social integration with that nucleus. Each area consists of one or more entire counties.

Person with a disability —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 an impairment, as defined by civil rights commission subrule 161—8.26(1).

BIPOC —Any person who is African American, Hispanic, Asian, or Pacific Islander, American Indian or Alaskan Native.

Relevant labor market — The geographic area in which an agency can reasonably be expected to recruit for a particular job category.

Underrepresentation— 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.

Work force — An agency’s full-time and part time employees.