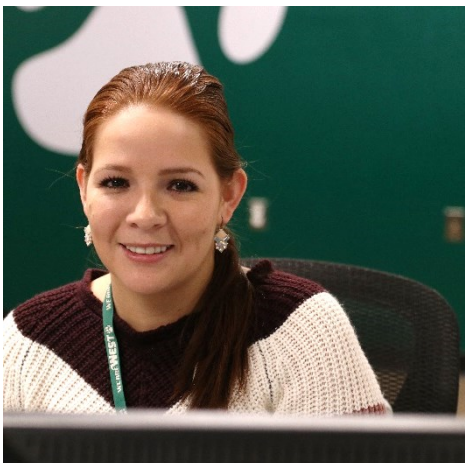




# SIoux CITY COMMUNITY SCHOOL DISTRICT EQUAL EMPLOYMENT OPPORTUNITY/ AFFIRMATIVE ACTION PLAN 2022 – 2024



# CENTRAL ADMINISTRATION

Dr. Paul R. Gausman ..... Superintendent of Schools  
 Dr. Kim Buryanek ..... Associate Superintendent  
 Angela Bemus ..... Director of Curriculum/Assessment/Instruction  
 Patty Blankenship ..... Chief Financial Officer  
 Dr. Brian Burnight ..... Director of Elementary Education  
 Dr. Jennifer Gomez ..... Director of Human Resources  
 Leslie Heying ..... Director of Communications  
 Dr. Dora Jung ..... Director of Student Services and Equity Education  
 Kimberly Neal ..... Director of Learning Supports  
 Tim Paul ..... Director of Operations & Maintenance  
 John Pritchard ..... Director of Technology  
 James Vanderloo ..... Director of Secondary Education

## EDUCATIONAL EQUITY COMMITTEE

Tito Parker, Chairperson  
 Karen Mackey, Vice-Chairperson  
 Perla Alarcon, Board Representative  
 Dr. Juline Albert, Board Representative  
 Monique Scarlett Board Representative

## AFFIRMATIVE ACTION SUBCOMMITTEE

Dr. Jennifer Gomez, Director of Human Resources  
 Dr. Dora Jung, Director of Student Services & Equity Education  
 Stefanie Verros, Assistant Director of Human Resources

Stephanie Alcaraz  
 Norma Azpeitia  
 Kristine Bata  
 Sara Bernston  
 Don Dew  
 Victor Diaz Galindo  
 Lori Gentry  
 Jacob Harlan  
 Dr. Dora Jung  
 Sheri Martin  
 Rhonda Mc Garry  
 Laura Mesz  
 Shana Michalski  
 June Mikkelson  
 Joseph Riker  
 Amber Sackman  
 Joe L. Simmons

The Sioux City Community School District offers career and technical programs in the following areas: Business & Marketing, Family & Consumer Science, Health Science, and Industrial Arts, Technology, & PLTW.

The Sioux City Community School District is an equal opportunity/affirmative action employer and does not discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, genetic information (for employment), national origin, religion, age (for employment), disability, socioeconomic status (for programs), marital status (for programs), or veteran status (for employment) in its educational programs and its employment practices. The District is required by Title IX and 34 CFR Part 106 not to discriminate on the basis of sex in its programs, activities, or employment.

Inquiries or grievances under Section 504 and Title II of the Americans with Disabilities Act may be directed to Dr. Dora Jung, Director of Student Services & Equity Education/Title IX Coordinator at 627 4th Street, Sioux City, IA 51101, (712) 279-6075, jungd@live.siouxcityschools.com. Inquiries about the application of Title IX and its regulations to the District may be referred to the Title IX Coordinator, the Assistant Secretary of the U.S. Department of Education, or both. Please see District Board policies 103 and 504.4 for additional information on available grievance procedures.

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## ADMINISTRATIVE STATEMENT

It is the purpose of this Affirmative Action Plan to advance, monitor, and maintain the Sioux City Community School District's Equal Employment, Recruitment, Selection and Affirmative Action Policy, 401.3 which ensures equal employment opportunities for all employees and applicants in all aspects of employment, including recruitment, hiring, retention, assignment, transfer, promotion, and training. These opportunities will be provided without regard to race, color, creed, religion, sex, age, national origin, ethnicity, marital status, sexual orientation, gender identity or veteran status.

A primary goal of the Affirmative Action Plan is to correct staffing imbalances that currently exist and to ensure that imbalances are addressed through monitoring and implementation of qualitative goals that have been established, as part of this plan.

The Educational Equity Committee and the Affirmative Action Subcommittee have reviewed, commented, and provided recommendations for revising the Plan, especially in the areas of affirmative action goals and objectives. The Educational Equity Committee, which is a diverse representation of community members and some District employees, meets on a monthly basis. A list of current committee members is listed on the inside cover of this Plan. The Affirmative Action Subcommittee membership is also listed. In addition, the Superintendent's cabinet, and other appropriate staff have submitted recommendations.

All employees will be informed annually, at the beginning of the school year, of the District's policies on nondiscrimination and equal employment opportunity/affirmative action through written format and through staff meetings with immediate supervisors. Information about the policies and Affirmative Action Plan will be shared with new hires, as part of the District's employment orientation. A copy of the plan will be made available on the District website.

The Board of Directors has designated a compliance officer. Currently, that employee is Dr. Dora Jung, Director of Student Services and Equity Education. The Director can be contacted at the Equity Office, Educational Service Center, Sioux City Community School District, 627 4<sup>th</sup> Street, Sioux City, Iowa, 51101, 712-279-6075.

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Dr. Paul R. Gausman  
Superintendent of Schools  
Sioux City Community School District

## **Board Policy Document**

**Policy Title: Discrimination and Harassment on the Basis of Race, Creed, Color, Sex, Sexual Orientation, Gender-Identity, Genetic information (for employment), National Origin, Religion, Age (for employment), Disability, Socioeconomic Status (for programs), Marital Status (for programs), or Veteran Status (for employment)**

**Code Number: 103**

The District prohibits discrimination based on race, creed, color, sex, sexual orientation, gender identity, genetic information (for employment), national origin, religion, age (for employment), disability, socioeconomic status (for programs), marital status (for programs), or veteran status (for employment) in its educational programs, activities, and its employment practices.

Equal opportunity in educational programs and activities shall be provided to all students in the District. In order to monitor progress, course enrollment and other relevant data, as required by the Department of Education and the Office of Civil Rights, shall be collected on the basis of designated categories and shall be updated annually.

Further, the District expressly prohibits any form of harassment of students or employees. Harassment or intimidation is defined as annoying, tormenting, teasing, or using derogatory words or statements pertaining to or as a result of one's race, creed, color, sex, sexual orientation, gender identity, genetic information (for employment), national origin, religion, age (for employment), disability, socioeconomic status (for programs), marital status (for programs), and veteran status (for employment), when made by any student, employee, agent of or person under the control or supervision of the District, while on school property or engaged in or attending any school-sponsored activity. Harassment may include, but is not limited to the following:

1. Submission to harassment is made directly or indirectly a term or condition of any individual's employment or education;
2. Harassment interferes with or affects an individual's academic or professional performance or creates an intimidating, hostile, offensive, abusive, employment, or educational environment.

In accordance with Title IX of the Education Amendments Act of 1972 ("Title IX"), the District prohibits sex discrimination, including sexual harassment as defined by the regulations implementing Title IX, 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 Dr.

Dora Jung, Director of Student Services & Equity Education/Title IX Coordinator at 627 4th Street, Sioux City, IA 51101, (712) 279-6075, jungd@live.siouxcityschools.com.

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

No employee, agent, or person under the control or supervision of the District shall tolerate discrimination or harassment of any other individual, including students, or other school personnel, who are on school property or who are engaged in or attending any school-sponsored activity.

There are grievance procedures available for making and investigating complaints of discrimination. AR 103(a) describes the specific process required for complaints under the jurisdiction of Title IX involving sexual harassment. If you have questions or a grievance related to this policy, please contact Dr. Dora Jung, Director of Student Services & Equity Education/Title IX Coordinator, 627 4th Street, Sioux City, IA 51101, (712) 279-6075, jungd@live.siouxcityschools.com or Dr. Jen Gomez, Director of Human Resources, 627 4th Street, Sioux City IA 51101, (712) 279-6692, gomezj2@live.siouxcityschools.com. Any incidents of discrimination or harassment must be reported to an immediate supervisor or to the Director of Student Services and Equity Education/Title IX Coordinator or Director of Human Resources.

Retaliation against a person who makes a report or complaint under this policy, or who assisted, or participated in any manner in an investigation or resolution of a 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 or Director of Human Resources.

The District will take any and all appropriate action, including any necessary discipline, against any employee, student, agent, or any other person under the control or supervision of the District, who retaliates against any person in violation of this policy.

This policy should not be read to abrogate other District policies prohibiting other forms of unlawful discrimination, inappropriate behavior, and/or hate crimes within this District. It is the intent of the District that all such policies be read consistently to provide the highest level of protection from unlawful discrimination in the provision of educational and employment services and opportunities.

First Adoption: 1993-05-11  
Revision Adoption: February 28, 1995/ September 18, 1999/ November 26, 2002/ March 17, 2008/  
October 10, 2011/ February 9, 2015/ March 14, 2016/ June 25, 2018/ August 24,  
2020  
Reviewed Dates: March 21, 2018/ July 21, 2020  
Legal Reference: 20 U.S.C. §§ 1221 et seq.  
20 U.S.C. §§ 1681 et seq.  
20 U.S.C. §§ 1701 et seq.  
29 U.S.C. § 206 et seq.  
29 U.S.C. §621 et seq.  
29 U.S.C. § 794

42 U.S.C. §§ 2000d, 2000e, and 2000ff

42 U.S.C. §§ 6101 et seq.

42 U.S.C. §§ 12101 et seq.

28 C.F.R. Pt. 35

29 C.F.R. Pt. 1600 et seq.

34 C.F.R. Pts. 100, 104, 106, 110

Iowa Code §§ 19B.11; 216.6, .9; 256.11; 280.3; 281 I.A.C. 12, 95

Cross Reference: AR103(a), AR103(b), AR103(c), 401.3, 504.4, 602.9

## **Board Policy Document**

### **Policy Title: Equal Employment, Recruitment, Selection and Affirmative Action Code Number: 401.3**

Every effort shall be made to recruit the most qualified candidates for all positions within the District. The District also recognizes that diversity is an asset to be valued and will strive to encourage diversity among its workforce. The selection process may vary depending upon the position being filled (i.e. filling a food service position has different requirements than a teaching position) but must include at a minimum reference checking with prior employers (or college advisors and student teaching sponsors where no prior employment exists), in depth interviews, background checks, and appropriate documentation that the employee meets all education, certification and/or licensing requirements for the position.

#### **I. Recruitment**

The oversight of recruitment of District employees shall be the responsibility of the Superintendent, or the Director of Human Resources, as assigned. All candidates for open positions must meet all pre-employment requirements mandated by state and federal law or as deemed necessary by the Superintendent. These include, but are not limited to:

1. Proper certification, licensing and educational transcripts from an accredited college or university as may be required for certain positions.
2. Successful completion of criminal history record check, reference check, and other checks either required by law or deemed appropriate for the position by the Director of Human Resources.
3. Satisfactory completion of any other testing required by statute or regulation.

#### **II. Selection**

##### **A. Selection of Certified Staff**

The administration shall select qualified employees for certified positions, based, at a minimum, on the following criteria:

1. Knowledge of current educational theory and practice.
2. Demonstrated ability to effectively teach all children by using a variety of teaching strategies.
3. Positive recommendations from previous employers including the candidate's immediate supervisor(s).
4. Appropriate education and training for the position.
5. Experience and competence using technology and computerized educational tools.
6. High professional standards.



7. Demonstrated ability to work well with other staff and support a culture where all employees are focused on the children we educate.

#### B. Selection of Non-Certified Staff

The administration shall select qualified employees for non-certified positions based, at a minimum, on the following criteria:

1. Positive recommendations from previous employers, including the candidate's immediate supervisor(s).
2. Appropriate education and training for the position.
3. The ability to meet all physical requirements for the essential functions of the job.
4. High professional standards.
5. Demonstrated ability to work well with other staff and support a culture where all employees are focused on the children we educate.

#### C. Selection of Extra-curricular Sponsors/Coaches

As with other positions, the administration shall seek the best candidate for the position based upon a thorough process of due diligence. At a minimum, this should include a screening for the following criteria:

1. Positive recommendations from previous employers, including the candidate's immediate supervisor(s).
2. Appropriate education, certification and training for the position.
3. The ability to meet all physical requirements for the essential functions of the job.
4. High professional standards.
5. A demonstrated ability to help students develop appropriate skills for the activity, and to create a sense of involvement and team spirit.
6. Demonstrated ability to work with building staff to keep kids on track with their education and involved in the classroom.

#### D. Selection During an Emergency

The Superintendent will have the authority to hire personnel in an emergency until the next regularly scheduled board meeting.

### III. Non-Discrimination/Affirmative Action

In furtherance of its commitment to the goals of equal employment and nondiscrimination, the District will appoint, assign, recruit, select, hire, train, promote, transfer, and apply all other terms, conditions and privileges of employment to employees without regard to race, creed, color, religion, national origin, sex, age, physical or mental disability, gender identity, sexual orientation, genetic information, or veteran status, except to the extent that such action is taken with respect to an underrepresented group pursuant to the District's affirmative action plan. In accordance with the law, the District may give preference in hiring to veterans.

All persons shall have equal access to employment, limited only by their qualifications for, and ability to perform, the duties required for the specific position (with reasonable accommodations for religion or disability, if necessary).

All job openings shall be submitted to the Iowa Department of Education for posting on TeachIowa, the online state job posting system. Additional announcements of the position may occur in a manner which the Superintendent believes will inform potential applicants about the position.

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

The District has designated Dr. Dora Jung, Director of Student Services and Equity Education to receive any inquiries or grievances from job applicants or employees related to the District's compliance with this equal employment/affirmative action policy. The contact information for Dr. Dora Jung, Director of Student Services and Equity Education is 627 4th Street, Sioux City, IA 51101, (712) 279-6075, jungd@live.siouxcityschools.com.

First Adoption: December 20, 1983  
 Reviewed Date: August 22, 2018  
 Revision Adoption: January 24, 1995/January 26, 1999/January 11, 2005/March 17, 2008/  
 December 14, 2009/June 11, 2012/June 13, 2016/September 10, 2018  
 Legal Reference: Maintain all federal references.  
 Iowa Code §§ 19B.11; 35C; 216.6; 216.9; 281 I.A.C. 95.  
 Cross Reference: Board Policy 103, 103(b)

**Board Policy Document**  
**Policy Title: Workplace Bullying**  
**Code Number: 403.5**

The purpose of this policy is to promote a healthy, positive workplace climate so that every individual is able to contribute fully to our educational community. Every person has the right to dignity at work. The rights and responsibilities described in this policy apply to all employees, parents, and all who utilize or visit District facilities.

Bullying is defined as conduct that a reasonable person would find hostile, intimidating, offensive, humiliating or an abuse of authority. It may be verbal, nonverbal, public or private. It is typically behavior repeated across multiple incidents; a single incident is usually not a violation, unless it is a serious incident. It may originate from any employee or from any individual to another. It is also bullying to continue such conduct when the targeted individual requests that it cease.

Bullying can include, but is not limited to:

1. Provocative or dehumanizing name calling
2. Belittling the person
3. Exclusion
4. Physical isolation
5. Rumors or gossip about a person which is libelous, defamatory, obscene, or maliciously false or which is meant to harm a person's reputation
6. Discounting or humiliating people at meetings
7. Deliberate exclusion from job-critical decision-making opportunities
8. Yelling at, or threatening a person, or prohibiting a person from speaking to others
9. Intentional deception about the true purpose of an investigatory or disciplinary meeting
10. Preventing an employee from meeting students' needs.
11. Moving or hiding items required for productive work

For an individual to allege a policy violation, to call it bullying according to this policy's standard, the targeted individual must be able to demonstrate that due to the alleged bullying activity that he/she has experienced negative consequences which are affecting the ability to perform his/her job. It is the intent of this policy that such issues are identified early by the targeted individual, a co-worker or colleague, and the issue is resolved at the earliest possible stage.

This policy supplements but does not replace the District's Discrimination and Harassment Policy (Board Policy 103).

Bullying must not be confused with the non-abusive exercise of management rights to assign tasks, coach, and reprimand or take disciplinary actions against employees. Any administrator, supervisor or individual in a position of leadership to whom a complaint is reported (verbally or in writing) must take appropriate action according to internal procedures. Failure to comply may result in disciplinary action.

Freedom from retaliation is protected under this policy. Retaliation is a separate offense from the original claim of bullying. Protected individuals include complainants, or anyone who testifies, assists, or participates in any manner in an investigation or proceeding, internal or external, pertaining to the allegation of bullying.

Misuse of the policy is a violation of the policy itself.

First Adoption: March 9, 2009  
Reviewed Date: December 16, 2019  
Revision Adoption: February 11, 2013/July 20, 2015/January 27, 2020  
Legal Reference: Iowa Code §§279.8  
Cross Reference: Board Policy 103

**Board Policy Document**  
**Policy Title: Employee Complaints**  
**Code Number: 43 I**

The District encourages its employees to discuss job-related problems, concerns, or issues they have with their immediate supervisor. Supervisors should strive for an open, two-way dialogue with employees. The Employee Handbook sets out a complaint procedure for workplace concerns. For employees covered by a negotiated contract, any applicable provisions related to grievances will govern.

First Adoption: October 11, 1994  
Reviewed Date: December 17, 2018  
Revision Adoption: August 18, 1998/September 28, 1999/August 17, 2004/November 9, 2009  
January 28, 2013/January 28, 2019  
Legal Reference: Iowa Code §§ 20.7, .9; 279.8

**Board Policy Document**  
**Policy Title: Anti-Bullying/Harassment/Hazing (Students)**  
**Code Number: 504.4**

The 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, harassing, and hazing behavior as described below violates both state and district policy as it can seriously disrupt the ability of students to learn and succeed and the ability of school employees to maintain a safe and civil environment.

The District's policies and procedures against the bullying, harassment and hazing of students apply to incidents, including those occurring off school grounds, which have the effect of creating a hostile environment on school grounds or at school-sponsored activities.

It is therefore the policy of the District that school employees, volunteers and students in the District shall not engage in bullying, harassing or hazing of students in school, on school property, or at any school function or school sponsored activity regardless of its location and shall not engage in reprisal, retaliation or false accusation against a victim, witness, or an individual who has reliable information about such behavior.

For purposes of this policy, the following definitions will apply:

**"Bullying" and "Harassment"** shall be construed to mean any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student 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 substantially 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.

**"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.

**"Hazing"** occurs when the person intentionally or recklessly engages in any act or acts involving forced activity which endanger the physical health or safety of a student for the purpose of initiation or admission into, or affiliation with, any organization operating in connection with a District school regardless of the student's willingness to participate in the activity.

**"Trait or characteristic of the student"** includes but is not limited to the student'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.

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

School employees, volunteers, parents or guardians, and students are all expected to assist with the enforcement of this policy, including but not limited to, assisting with educational and preventative measures, reporting, and investigations of bullying, harassment, or hazing.

Violation of this policy shall subject a student, employee, or volunteer to appropriate discipline or other action pursuant to District policies and administrative regulations and authorizes the District to take any other measures that the District believes to be reasonable and appropriate under the circumstances. The Superintendent shall oversee the District’s policies and administrative procedures concerning prevention measures, reporting and investigation, and publication of bullying and harassment data

The District’s procedures for reporting and investigating complaints of bullying, harassment, or hazing are set out in AR504.4. Questions related to this policy or the procedures in AR504.4, can be directed to Dr. Dora Jung, Director of Student Services and Equity Education at 627 4th Street, Sioux City, IA 51101, (712) 279-6075, [jungd@live.siouxcityschools.com](mailto:jungd@live.siouxcityschools.com).

First Adoption: July 17, 2007

Reviewed Date: April 30, 2018

Revision Adoption: February 28, 2011/June 11, 2012/March 14, 2016/June 11, 2018

Legal Reference: Iowa Code §§ 216.2,.9; 280.3, .12,.28; 708.10  
281 I.A.C. 12.3(13)

## **DESIGNATION OF RESPONSIBILITY FOR THE EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION PLAN**

The responsibility for the Equal Employment Opportunity/Affirmative Action Plan's success must include not only the Board of Directors and top-level administrators, but also all employees who have an impact on the employment or retention of personnel.

### A. Board of Directors

The Board of Directors will actively support the District's Equal Employment Opportunity/Affirmative Action Plan. The Board will review the annual progress report as submitted by the Directors of Human Resources and Student Services and Equity Education.

### B. Superintendent

The Superintendent shall annually review the affirmative action efforts of all administrators as submitted by the Director of Student Services and Equity Education in cooperation with the Director of Human Resources, in an annual progress report to the Board of Directors.

### C. School Administrators

Administrators shall adhere to the policy and intent of the Equal Employment/Affirmative Action Plan. Principals and supervisors shall also make a good faith effort to meet realistic goals as provided by the Department of Human Resources, and outlined in the Affirmative Action Plan. A progress report will be provided periodically.

### D. Director of Student Services and Equity Education

The Director of Student Services and Equity Education shall be responsible for working with the Human Resources Department to coordinate, plan and evaluate the effectiveness of the activities that have been outlined within the Equal Employment/Affirmative Action Plan.

In addition, the Director of Student Services and Equity Education will:

- Develop methods and strategies for improving the District's nondiscrimination, equal employment opportunity and affirmative action efforts.
- Prepare information for the Office of Civil Rights data collection.
- Receive, investigate and work to resolve internal complaints of alleged discrimination.
- Serve as a liaison between District departments, as well as between enforcement agencies, groups representing minorities, women, individuals with disabilities, and other community action groups.
- Plan, coordinate, and evaluate training activities related to the Equal Employment Opportunity and Affirmative Action Plan.
- Provide technical assistance to staff regarding policies, procedures and resources available to facilitate the implementation of the plan.

### E. The Human Resources Department

The Director of Human Resources shall be responsible for the following:



The Human Resources Department will develop and maintain a record of hiring practices and employment data for work force composition. This will ensure that ongoing monitoring of affirmative action progress.

The Human Resources Department will ensure that all employment decisions, including the development of job descriptions and skill requirements, interviews, offers of employment and compensation commitments, assignment, training and evaluation, and employee relations are consistent with the District's personnel, nondiscrimination, equal employment opportunity and affirmative action policies.

In addition, the Director of Human Resources will work in cooperation with the Director of Student Services and Equity Education to implement the following activities:

- Disseminate internally and externally the Equal Employment Opportunity and Affirmative Action Plan.
- Develop and present training programs designed to sensitize administrators and supervisors to the issues involved in nondiscrimination, equal employment opportunity and affirmative action.
- Prepare reports to assist the Superintendent and the Board of Directors in monitoring progress and developing policy in the areas of equal employment opportunity and affirmative action.

#### F. Educational Equity Committee

The Educational Equity Committee is a districtwide advisory committee whose members are appointed in accordance with guidelines established by the Board of Directors for the selection of members to districtwide committees. The committee is a diverse representation of community members from key organizations that represent affected groups and District employees. Ex-officio members include one representative of the Board of Directors, the Director of Student Services and Equity Education, and the administrative secretary for the Equity Office. All meeting agendas and minutes are kept on file in the Equity Office. A list of current members is listed on the inside cover of this plan.

## **DISSEMINATION OF EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION PLAN**

### **Internal Communication**

- Administrators and first line supervisors will be fully informed through written communication regarding the Affirmative Action Plan.
- Educational materials and training sessions will be provided to outline the responsibilities of administrators.
- Staff meetings and new hire orientation sessions with immediate supervisors will be held annually at the beginning of the school year to review the Affirmative Action Plan.
- Information will be contained in Employee Handbook for use with new employees.
- The nondiscrimination notification statement will be included on all internal vacancy announcements.

### **External Communication**

- A copy of the Equal Employment Opportunity/Affirmative Action policy will be posted in the Human Resources Department.
- The nondiscrimination notification statement will be included on all internal and external vacancy announcements and application for employment forms.
- The Directors of Student Services and Equity Education and Human Resources will contact, in writing or personally, organizations that serve minorities, women and individuals with disabilities to share hiring goals contained in the Equal Employment Opportunity/Affirmative Action Plan.
- The Equal Employment Opportunity/Affirmative Action Plan report will be made public via the Sioux City Community School District's Board of Directors.
- The nondiscrimination statement is included on all printed pieces for the Sioux City Community School District including all forms and newsletters.
- The Equal Employment Opportunity/Affirmative Action Plan will be posted on the District website.

## WORK FORCE ANALYSIS

Iowa Administrative Code Chapter 95.5 (3)

The work force analysis identifies the composition of the District's work force according to job categories as reported to the Equal Employment Opportunity Commission (EEOC) on EE0-5 forms and EEO-6 occupational categories reported to the United States Equal Employment Opportunity Commission. This numerical breakdown of full-time and part-time employees within each major job category by racial/ethnic group and gender is a first step for determining where under representation exists and for establishing numerical goals. In an effort to maintain confidentiality, disability data may be based on total district workforce figures, rather than major job categories.

Table A matches the Sioux City Community School District positions to the EE0-5 job titles.

Table B is the Workforce Data Summary (October 2021).

Table C is the Workforce Data Summary as percentages (October 2021).

Table D shows the Labor Force Data (November 2021).

Table E shows the Unemployment Rate (U.S. Census 2020).

Table F shows total population by Race/Ethnicity (U.S. Census 2019).

Table G shows Level of Educational Attainment (U.S. Census 2020).

Table H shows Educational Attainment by Race/Ethnicity (U.S. Census 2019).

Tables I and J show Sioux City Community School District student demographics and diversity (October 2021).

Tables K and L show the Education Pathway Student Course Enrollment by Gender and Race/Ethnicity for the 2020-2021 and 2021-2022 school years.

The relevant labor market is the geographic area in which the school district can reasonably be expected to recruit for a particular job group. The comparison of work force analysis figures with the availability of qualified persons of racial/ethnic groups, women, men and persons with disabilities within the relevant labor market is referred to as a quantitative analysis. Therefore, the quantitative analysis produces the information needed to determine whether under representation exists in the District work force. (Source: 2010 U.S. Census)

**Table A--EEO-5 Job Titles and Sioux City School Positions**

Each of the Sioux City Community Schools positions were matched with one of the standard EEO-5 job titles. The positions were also placed in one of five job groups, which correlate and are commensurate with the educational requirements and the labor market from which the perspective employee is recruited.

<b>EEO-5#</b>	<b>EEO-5 Titles</b>	<b>SCCSD Positions</b>
1	Officials, Administrators, Managers	Superintendent, Directors, Supervisors
2	Principals	Secondary, Elementary
3	Assistant Principal, Teaching	N.A.
4	Assistant Principals, Non- teaching	K-12
5	Elementary Classroom Teachers	K-5
6	Secondary Classroom Teachers	6-12
7	Other Classroom Teachers	Title I, Instructional Coaches
8	Guidance	K-12 Counselors
9	Psychological	N.A.
10	Librarian/Audio Visual Staff	Media Specialists
11	Consultants & Supervisors of Instruction	Teacher Leaders
12	Other Professional Staff	Associate and ESSP
13	Teacher Aides	Instructional Assistants/Para- professional
14	Technicians	Technicians
15	Administrative Support Workers	ESC, Building Level
16	Service Workers	Food Service Building Services Technicians
17	Skilled Crafts	Operations/Maintenance
18	Laborers and Helpers	Operations/Maintenance

**Table B--Workforce Data Summary  
EEO-5 Form October 2021**

2021 EEO-5															
Row Labels	Female						Female Total	Male						Male Total	Grand Total
	Hispanic or Latino	White	Black or African American	Asian	American Indian or Alaskan Native	Two or more races		Hispanic or Latino	White	Black or African American	Asian	American Indian or Alaskan Native	Two or more races		
1 Officials, Administrators, Managers	2	6					8		5					5	13
2 Principals	1	11					12		8	1				9	21
4 Non-Teaching Assistant Principals		8					8		14					14	22
5 Elementary Teachers	23	405	2	3	1		434	4	40	2	1			47	481
6 Secondary Teachers	9	269	1			2	281	6	166	2			3	177	458
7 Other Classroom Teachers		10					10		2					2	12
8 Guidance		22			2		24	1	11	1				13	37
10 Librarians/Audiovisual Staff	1	19					20								20
11 Consultants and Supervisors of Instruction	1	49	1	1	1	1	54	1	9					10	64
12 Other Professional Staff	3	47	4				54	2	17	5			1	25	79
13 Teacher Aides	38	236	4	4	3		285	4	22	3				29	314
14 Technicians		6					6		10					10	16
15 Administrative Support Workers	23	84	2	1		1	111		2					2	113
16 Service Workers	7	61			1		69	5	72	3		1		81	150
17 Skilled Crafts									21					21	21
18 Laborers and Helpers									13					13	13
<b>Grand Total</b>	<b>108</b>	<b>1233</b>	<b>14</b>	<b>9</b>	<b>8</b>	<b>4</b>	<b>1376</b>	<b>23</b>	<b>412</b>	<b>17</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>458</b>	<b>1834</b>

Table B is the Workforce Data summary. Most of the Sioux City Community School District workforce is white, female employees, followed by white male employees, and then Hispanic females.

**Table C--Workforce Data Summary as Percentages**

2021 EEO-5															
Row Labels	Female						Female Total	Male						Male Total	Grand Total
	Hispanic or Latino	White	Black or African American	Asian	American Indian or Alaskan Native	Two or more races		Hispanic or Latino	White	Black or African American	Asian	American Indian or Alaskan Native	Two or more races		
1 Officials, Administrators, Managers	0.11%	0.33%	0.00%	0.00%	0.00%	0.00%	0.44%	0.00%	0.27%	0.00%	0.00%	0.00%	0.00%	0.27%	0.71%
2 Principals	0.05%	0.60%	0.00%	0.00%	0.00%	0.00%	0.65%	0.00%	0.44%	0.05%	0.00%	0.00%	0.00%	0.49%	1.15%
4 Non-Teaching Assistant Principals	0.00%	0.44%	0.00%	0.00%	0.00%	0.00%	0.44%	0.00%	0.76%	0.00%	0.00%	0.00%	0.00%	0.76%	1.20%
5 Elementary Teachers	1.25%	22.08%	0.11%	0.16%	0.05%	0.00%	23.66%	0.22%	2.18%	0.11%	0.05%	0.00%	0.00%	2.56%	26.23%
6 Secondary Teachers	0.49%	14.67%	0.05%	0.00%	0.00%	0.11%	15.32%	0.33%	9.05%	0.11%	0.00%	0.00%	0.16%	9.65%	24.97%
7 Other Classroom Teachers	0.00%	0.55%	0.00%	0.00%	0.00%	0.00%	0.55%	0.00%	0.11%	0.00%	0.00%	0.00%	0.00%	0.11%	0.65%
8 Guidance	0.00%	1.20%	0.00%	0.00%	0.11%	0.00%	1.31%	0.05%	0.60%	0.05%	0.00%	0.00%	0.00%	0.71%	2.02%
10 Librarians/Audiovisual Staff	0.05%	1.04%	0.00%	0.00%	0.00%	0.00%	1.09%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.09%
11 Consultants and Supervisors of Instruction	0.05%	2.67%	0.05%	0.05%	0.05%	0.05%	2.94%	0.05%	0.49%	0.00%	0.00%	0.00%	0.00%	0.55%	3.49%
12 Other Professional Staff	0.16%	2.56%	0.22%	0.00%	0.00%	0.00%	2.94%	0.11%	0.93%	0.27%	0.00%	0.00%	0.05%	1.36%	4.31%
13 Teacher Aides	2.07%	12.87%	0.22%	0.22%	0.16%	0.00%	15.54%	0.22%	1.20%	0.16%	0.00%	0.00%	0.00%	1.58%	17.12%
14 Technicians	0.00%	0.33%	0.00%	0.00%	0.00%	0.00%	0.33%	0.00%	0.55%	0.00%	0.00%	0.00%	0.00%	0.55%	0.87%
15 Administrative Support Workers	1.25%	4.58%	0.11%	0.05%	0.00%	0.05%	6.05%	0.00%	0.11%	0.00%	0.00%	0.00%	0.00%	0.11%	6.16%
16 Service Workers	0.38%	3.33%	0.00%	0.00%	0.05%	0.00%	3.76%	0.27%	3.93%	0.16%	0.00%	0.05%	0.00%	4.42%	8.18%
17 Skilled Crafts	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.15%	0.00%	0.00%	0.00%	0.00%	1.15%	1.15%
18 Laborers and Helpers	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.71%	0.00%	0.00%	0.00%	0.00%	0.71%	0.71%
<b>Grand Total</b>	<b>5.89%</b>	<b>67.23%</b>	<b>0.76%</b>	<b>0.49%</b>	<b>0.44%</b>	<b>0.22%</b>	<b>75.03%</b>	<b>1.25%</b>	<b>22.46%</b>	<b>0.93%</b>	<b>0.05%</b>	<b>0.05%</b>	<b>0.22%</b>	<b>24.97%</b>	<b>100.00%</b>

Table C is the Workforce Data Summary by percent. Seventy-five percent of the District employees are white females.

**Table D--Labor Force Data**

<b>Sioux City MSA Labor Force Data</b>		
	November 2020	November 2021
Civilian Labor Force	89,000	89,500
Employed	85,500	87,400
Unemployed	3,400	2,100
Unemployment Rate – Sioux City MSA (Unadjusted)	3.8%	2.4%
Unemployment Rate – Iowa	3.9% (Seasonally Adjusted)	3.7% (Seasonally Adjusted)
Unemployment Rate – South Dakota	3.6% (Seasonally Adjusted)	2.7% (Seasonally Adjusted)
Unemployment Rate – Nebraska	3.4% (Seasonally Adjusted)	1.8% (Seasonally Adjusted)
Unemployment Rate – U.S.	6.7% (Seasonally Adjusted)	4.2% (Seasonally Adjusted)
Source: Iowa Workforce Development, South Dakota Dept. of Labor & Regulation, Nebraska Dept. of Labor, Bureau of Labor Statistics		

Table D displays the Labor Force Data in the Sioux City Metropolitan Statistical Area. In November 2021, the unemployment rate was 2.4%.

**Table E—Employment Rate**

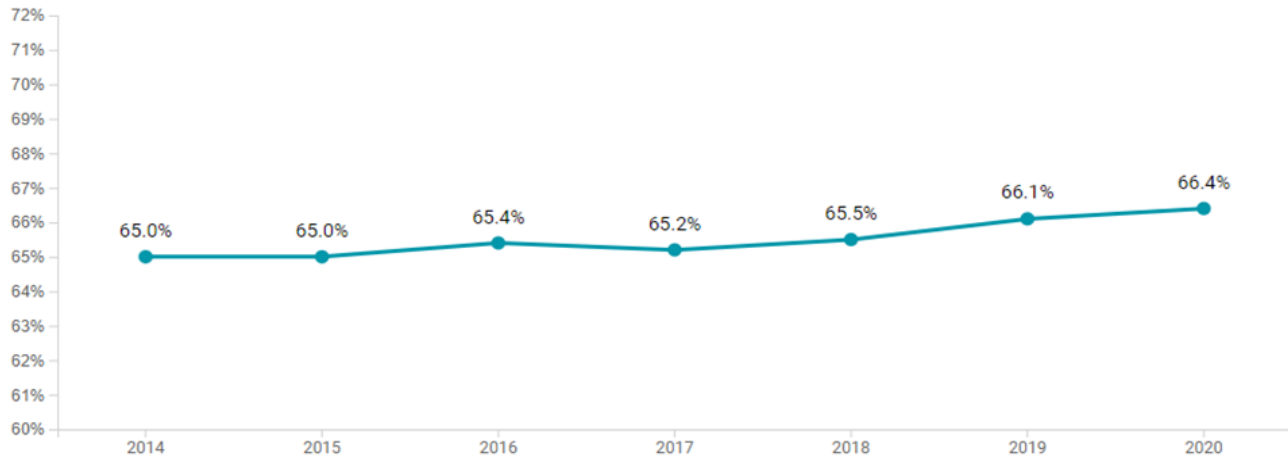
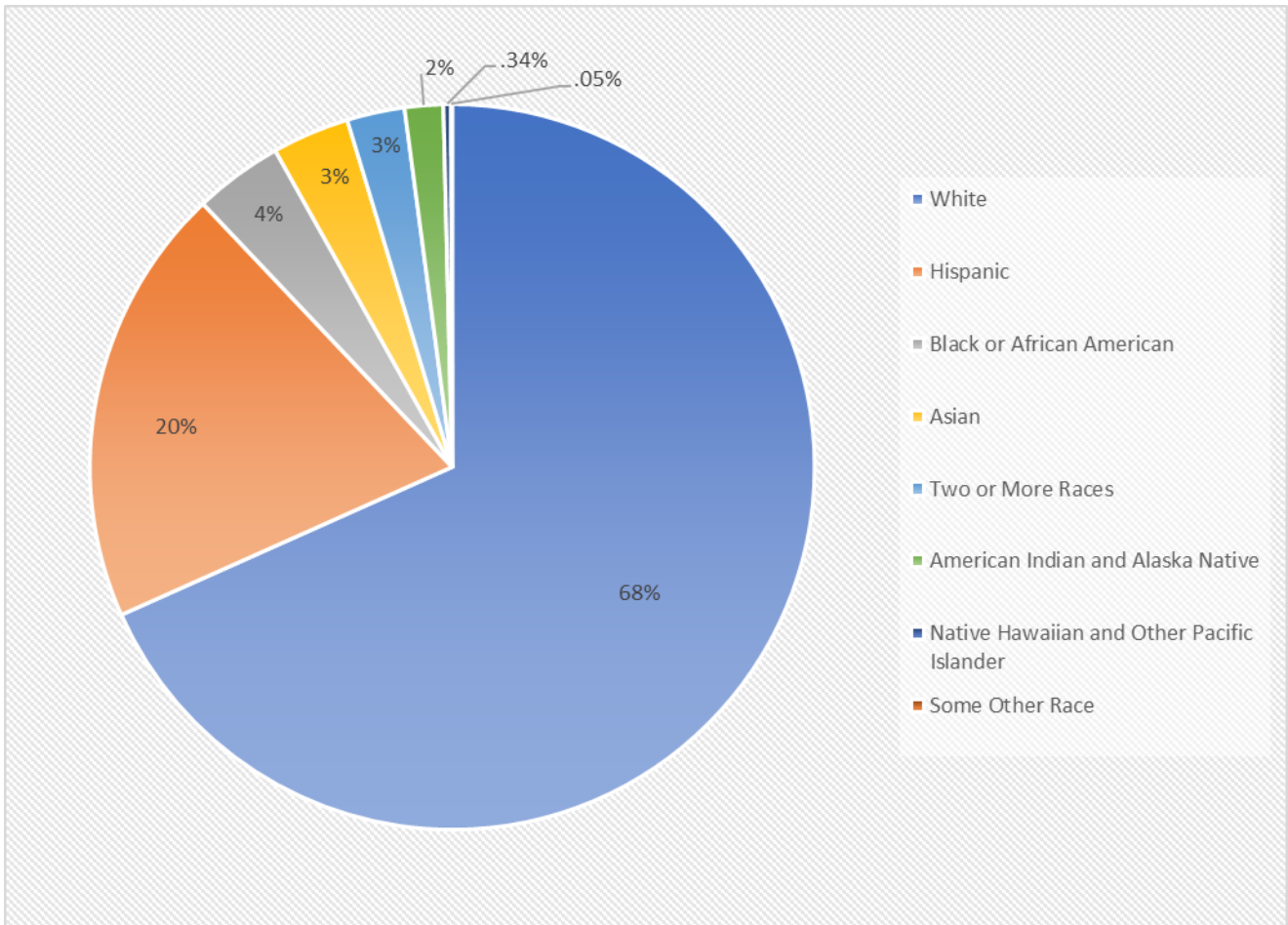


Chart Survey/Program: 2020 ACS 5-Year Estimates Data Profiles

Table E shows the Employment Rate from 2014-2020 in Sioux City, Iowa.

### Table F—Total Population by Race/Ethnicity

Sioux City Population by Race



US Census 2019 ACS 5-Year Survey

Table F indicates the total population by race. In Sioux City, over 68% are White followed by 20% Hispanic.

### Table G—Educational Attainment

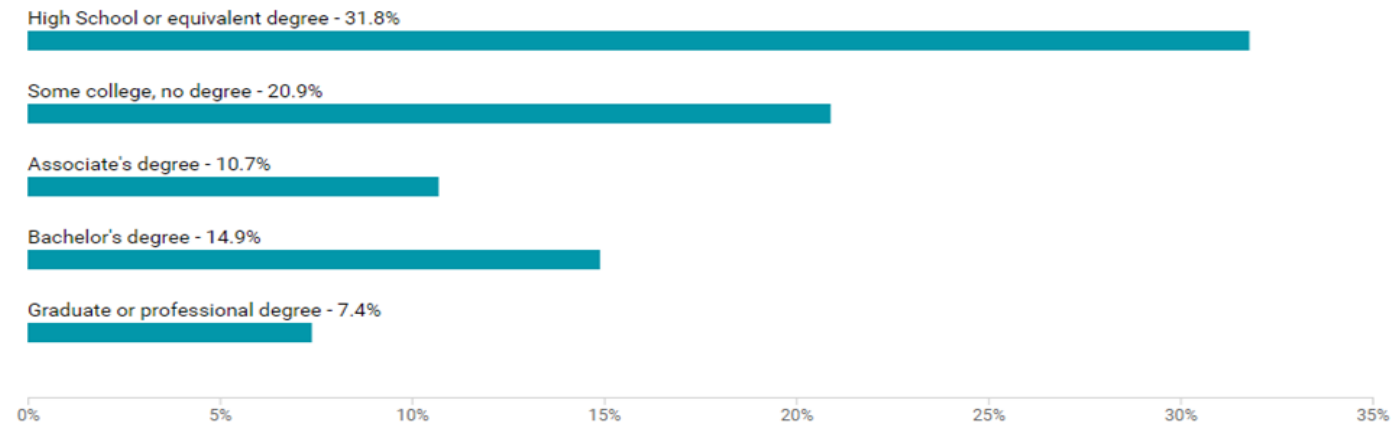
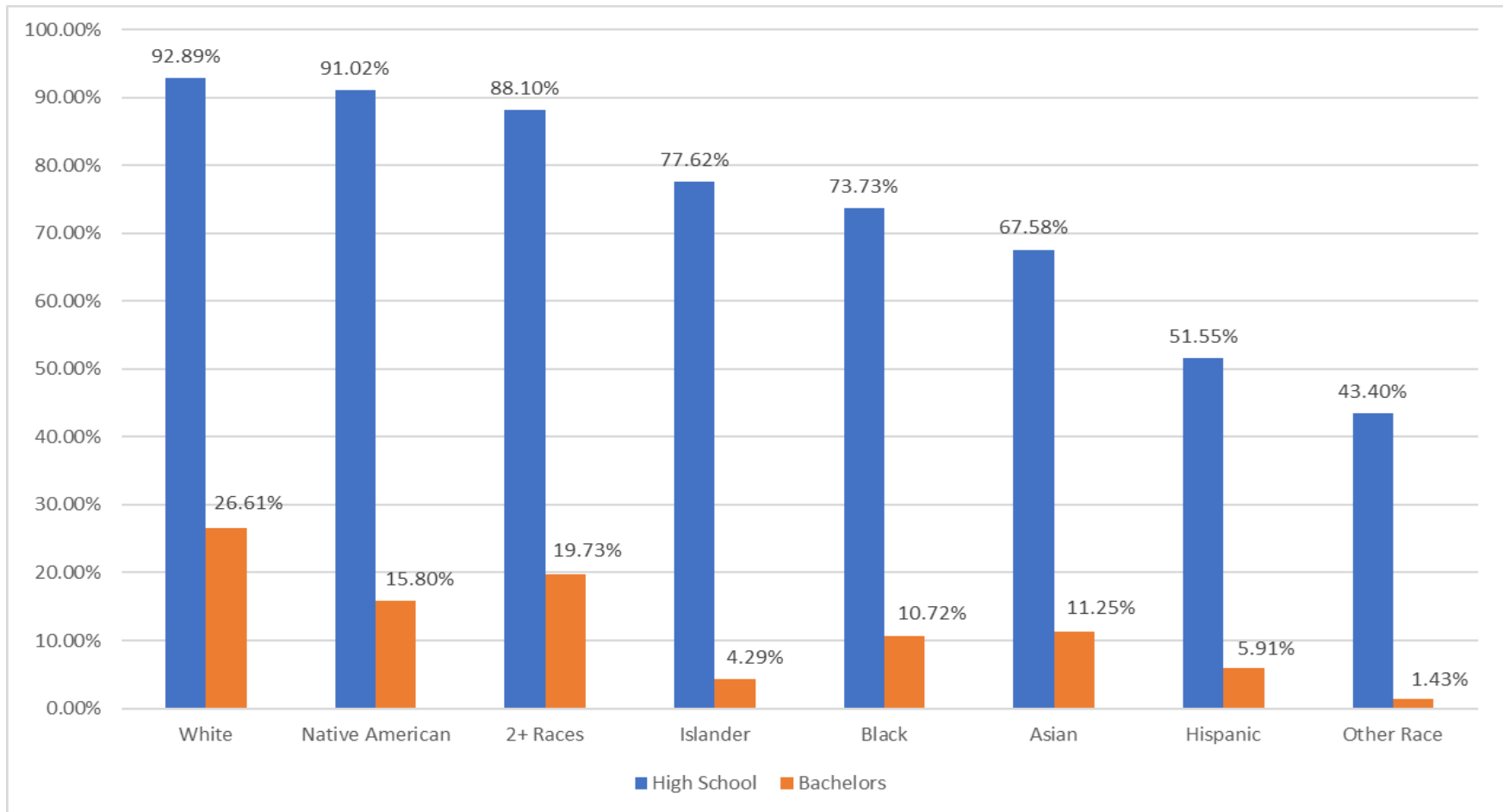


Chart Survey/Program: 2020 ACS 5-Year Estimates Data Profiles

Table G shows the Education Attainment for persons 25 years and older in Sioux City, IA.



**Table H—Educational Attainment by Race/Ethnicity**

US Census 2019 ACS 5-Year Survey

Table H shows the Education Attainment by race/ethnicity in Sioux City, IA.

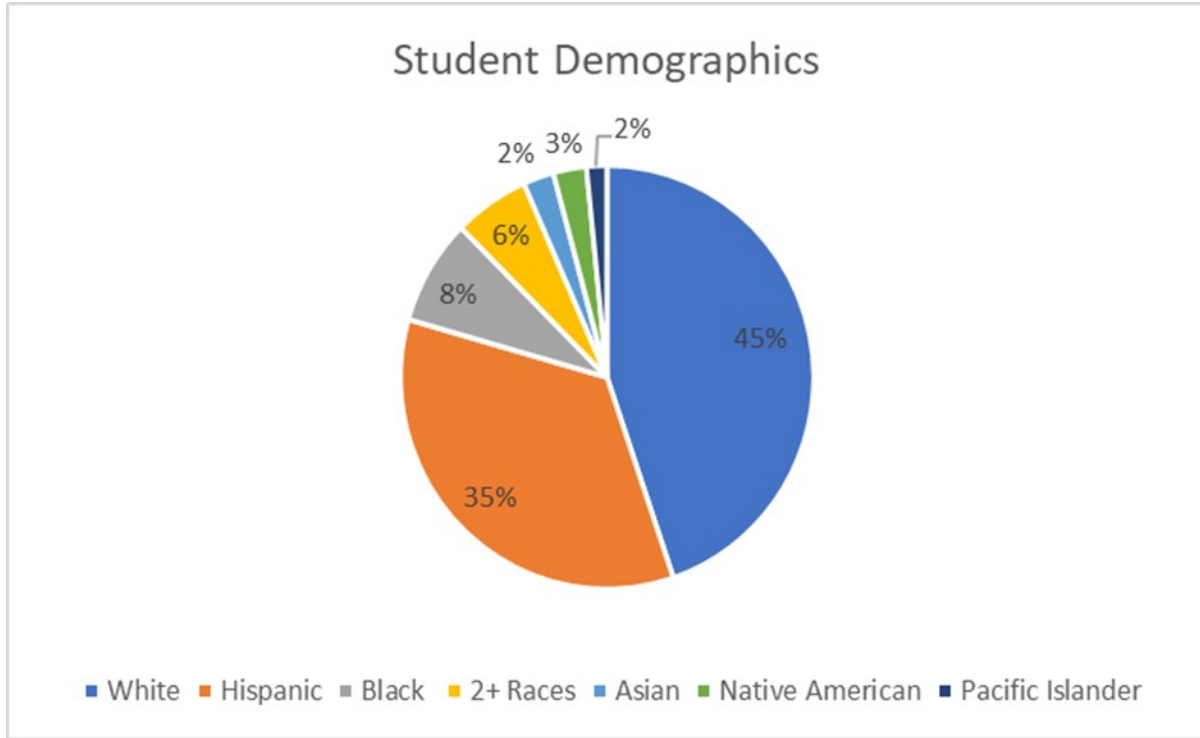
**Table I—SCCSD 2021-2022 Student Enrollment by Gender & Race/Ethnicity**

Attendance Center Enrollments - Building Profile																			
School Name	Building Total	Male		Female		Nat Am		Asian		Hisp		Black		White		Multi		Pac Is	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Bryant Elementary School (6039-0418)	533	265	49.72%	268	50.28%	15	2.81%	21	3.94%	191	35.83%	92	17.26%	170	31.89%	33	6.19%	11	2.06%
East High School (6039-0118)	1469	753	51.26%	716	48.74%	25	1.70%	24	1.63%	348	23.69%	78	5.31%	919	62.56%	49	3.34%	26	1.77%
East Middle School (6039-0209)	1092	557	51.01%	535	48.99%	9	0.82%	17	1.56%	278	25.46%	64	5.86%	643	58.88%	58	5.31%	23	2.11%
Hunt Elementary School (6039-0517)	261	129	49.43%	132	50.57%	15	5.75%	7	2.68%	148	56.70%	39	14.94%	35	13.41%	10	3.83%	7	2.68%
Irving Elementary School (6039-0526)	691	346	50.07%	345	49.93%	22	3.18%	4	0.58%	563	81.48%	51	7.38%	25	3.62%	14	2.03%	12	1.74%
Leeds Elementary School (6039-0539)	623	316	50.72%	307	49.28%	15	2.41%	15	2.41%	184	29.53%	58	9.31%	300	48.15%	45	7.22%	6	0.96%
Liberty Elementary School (6039-0542)	595	310	52.10%	285	47.90%	50	8.40%	15	2.52%	289	48.57%	77	12.94%	81	13.61%	51	8.57%	32	5.38%
Loess Hills Elementary (6039-0547)	561	273	48.66%	288	51.34%	32	5.70%	14	2.50%	228	40.64%	30	5.35%	190	33.87%	57	10.16%	10	1.78%
Morningside Elementary (6039-0572)	598	302	50.50%	296	49.50%	9	1.51%	6	1.00%	146	24.41%	59	9.87%	315	52.68%	43	7.19%	20	3.34%
Nodland Elementary School (6039-0573)	249	145	58.23%	104	41.77%	4	1.61%	6	2.41%	24	9.64%	9	3.61%	181	72.69%	23	9.24%	2	0.80%
North High School (6039-0136)	1580	822	52.03%	758	47.97%	38	2.41%	73	4.62%	638	40.38%	155	9.81%	605	38.29%	52	3.29%	19	1.20%
North Middle School (6039-0220)	1206	601	49.83%	605	50.17%	29	2.40%	54	4.48%	518	42.95%	102	8.46%	428	35.49%	62	5.14%	13	1.08%
Perry Creek Elementary School (6039-0472)	645	338	52.40%	307	47.60%	17	2.64%	15	2.33%	122	18.91%	51	7.91%	378	58.60%	53	8.22%	9	1.40%
Riverside Elementary	233	122	52.36%	111	47.64%	5	2.15%	1	0.43%	65	27.90%	6	2.58%	135	57.94%	19	8.15%	2	0.86%
Spalding Park Elementary (6039-0601)	627	321	51.20%	306	48.80%	14	2.23%	3	0.48%	197	31.42%	71	11.32%	278	44.34%	42	6.70%	22	3.51%
Sunnyside Elementary School (6039-0607)	246	137	55.69%	109	44.31%	4	1.63%	9	3.66%	24	9.76%	10	4.07%	178	72.36%	18	7.32%	3	1.22%
Unity Elementary School (6039-0612)	455	243	53.41%	212	46.59%	10	2.20%	9	1.98%	170	37.36%	23	5.05%	200	43.96%	41	9.01%	2	0.44%
V.I.B.E. Academy (Virtual Institute for Brighter Education) (6039-0131)	490	220	44.90%	270	55.10%	11	2.24%	15	3.06%	174	35.51%	36	7.35%	219	44.69%	31	6.33%	4	0.82%
West High School (6039-0145)	1286	654	50.86%	632	49.14%	49	3.81%	45	3.50%	516	40.12%	98	7.62%	491	38.18%	75	5.83%	12	0.93%
West Middle School (6039-0227)	882	466	52.83%	416	47.17%	37	4.20%	18	2.04%	342	38.78%	67	7.60%	314	35.60%	89	10.09%	15	1.70%

Table H displays each attendance center enrollment by gender and race.

### Table J—Diversity within Student Population

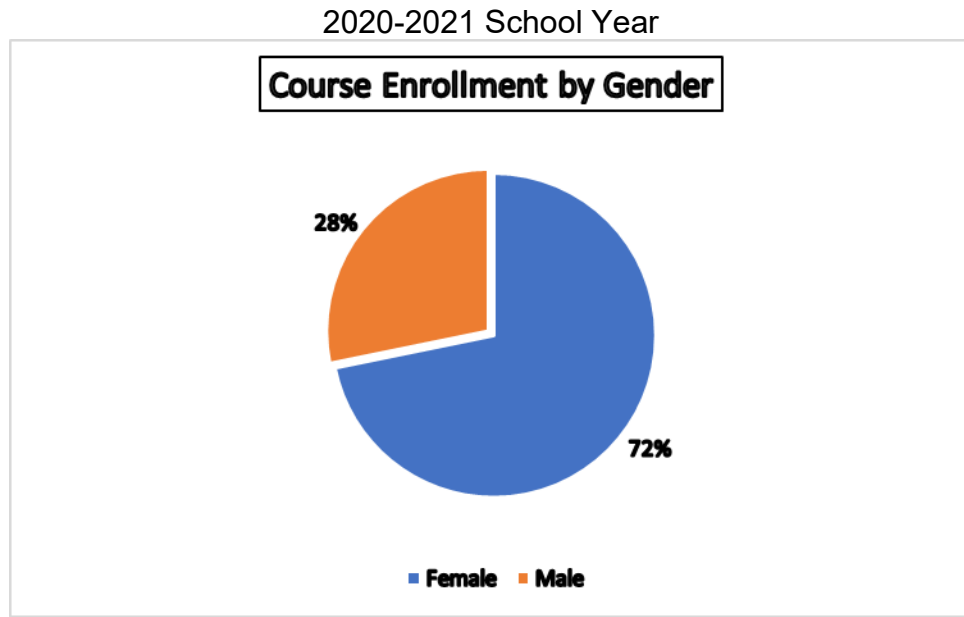
2021-2022 School Year



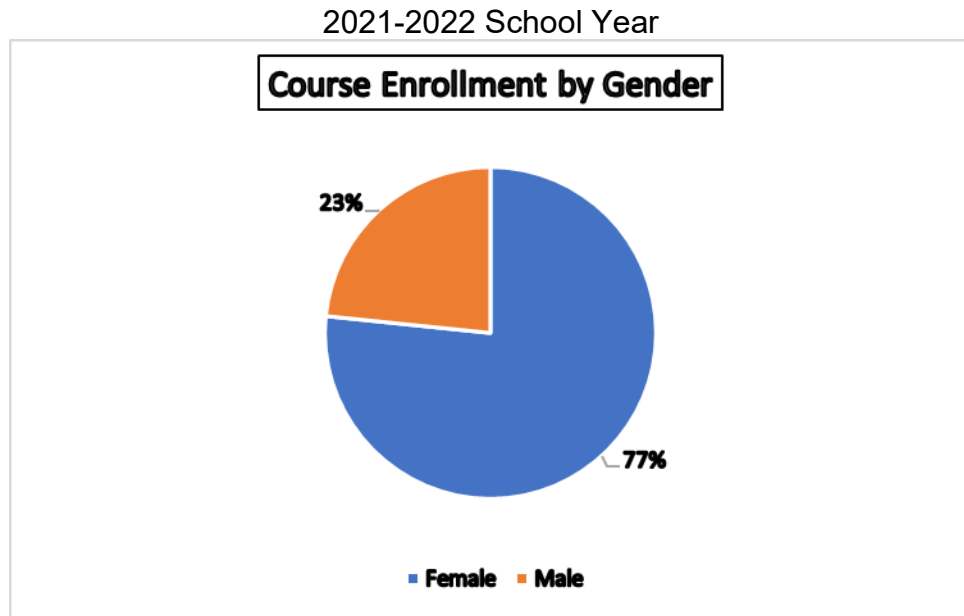
Data retrieved from Infinite Campus Tableau

Table I displays the student demographics by race. The largest student group is white, followed by Hispanic. The District is a minority majority with 55% minority and 45% white.

**Table K—Education Pathway Student Enrollment by Gender**



Total Enrollment=78

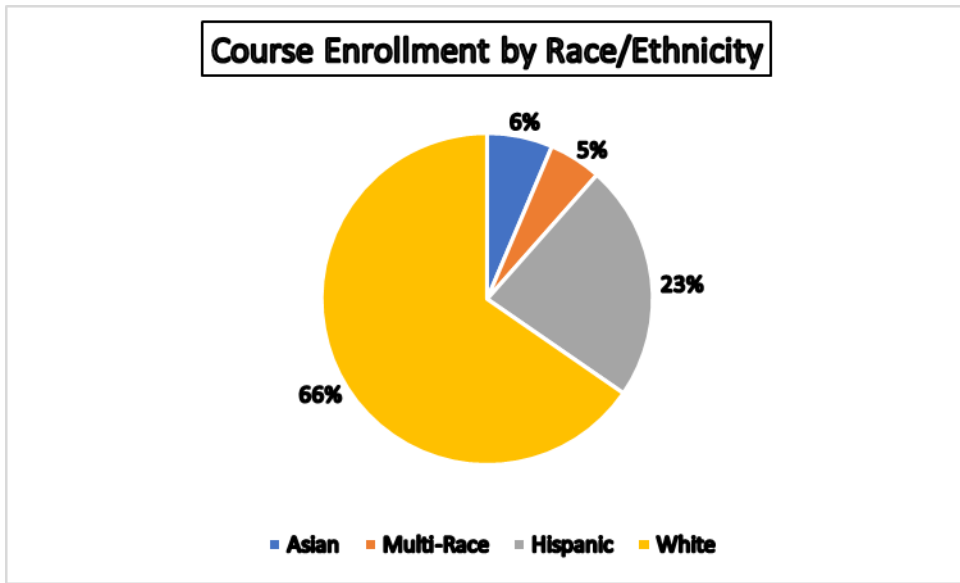


Total Enrollment=154

The percentage of male students enrolling in the education pathway courses increased slightly from the 2020-2021 school year to the 2021-2022 school year.

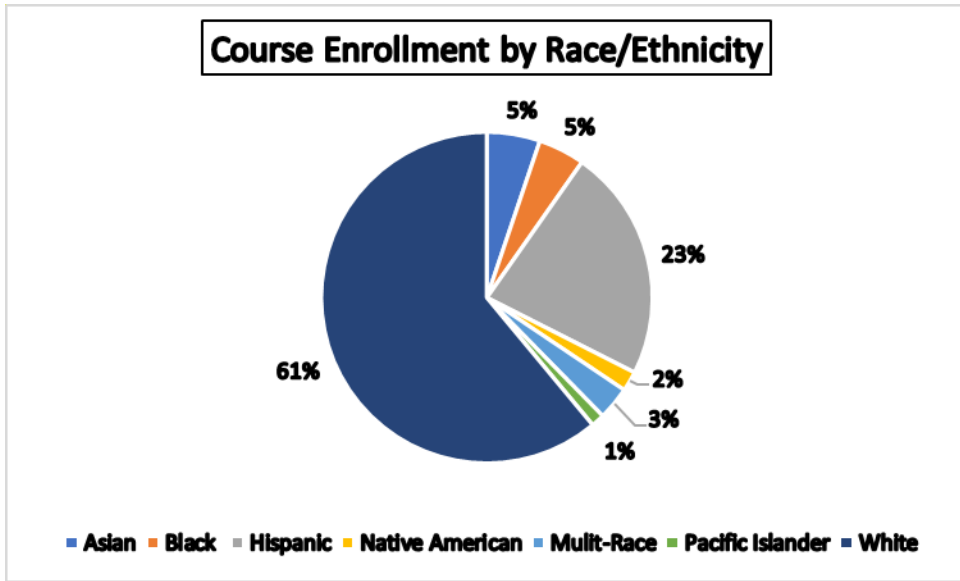
**Table L—Education Pathway Student Enrollment by Race/Ethnicity**

2020-2021 School Year



Total Enrollment=78

2021-2022 School Year



Total Enrollment=154

The percentage of students of color enrolling in the education pathway courses increased slightly from the 2020-2021 school year to the 2021-2022 school year.

## **QUANTITATIVE ANALYSIS**

### **PROGRESS MADE IN REACHING GOALS**

The following progress has been made after the 2019 EEO-5 report to the 2021 EEO-5 report, with respect to the assignment classifications:

- Increased the number of minority elementary classroom teachers from 29 to 59.
- Increased the number of minority administrators from one to four.
- Increased the number of minority guidance counselors from three to four.
- Increased the number of minority consultants from two to six.
- Increased the number of instructional assistants from 53 to 56.
- Increased the number of minority other professionals from 12 to 15.
- Increased the number of minority service workers from 12 to 17.
- Increased the number of minority clerical staff from 16 to 27.
- Increased the number of minority students from 34% to 39% enrolling in the Career Academy education pathway courses.

### **QUANTITATIVE GOALS**

The following quantitative goals were derived from the quantitative analysis and meetings with the Affirmative Action Subcommittee. The designated persons responsible for implementation are the Director of Student Services and Equity Education and the Director of Human Resources. The target dates are ongoing.

- There is a need to create more diversity among staff to be reflective of student population.
- There is an overall need to hire additional minority teaching staff at both the elementary and secondary levels.
- There is an overall need to hire additional minority and male librarians at both the elementary and secondary levels.
- There is a need to recruit and hire more male elementary teachers when vacancies occur.
- There is a need to recruit minority students into the Career Academy education pathway courses.

## QUALITATIVE ANALYSIS

### PROGRESS IN REACHING GOALS

The following progress has been made over the past two years:

- Continuing to provide EEO/AA information to new employees.
- Continuing to publish the non-discrimination statement on all printed pieces for the Sioux City Community School District including all forms and newsletters.
- Supporting professional development activities related to diversity, equity, and inclusivity.
- Providing training/assistance with the hiring process.
- Supporting multiple committees and teams devoted to diversity, equity, and inclusivity.
- Attending in-person and virtual career fairs.
- Establishing relationships with HBCUs.
- Enhancing recruitment marketing campaign targeting specific geographic and demographic audiences and including traditional, digital, and social media advertising, email acquisition and internal communication strategies.

### QUALITATIVE GOALS

The following qualitative goals were derived from the qualitative analysis and meetings with the Affirmative Action Subcommittee. The designated persons responsible for implementation are the Director of Student Services and Equity Education and the Director of Human Resources. The target dates are ongoing.

- Continue to review employment, recruitment and selection policies and practices. (Director of Human Resources)
- Identify vacancies by job groups, building, and job. (Director of Human Resources)
- Develop a system for training all persons who have responsibility for hiring or supervision of others concerning the Equal Employment Opportunity and Affirmative Action Plan. (Director of Student Services and Equity Education and Director of Human Resources)
- Encourage diverse representation on screening and interview committees. (Director of Human Resources)
- Interview minority applicants for the positions in which they are qualified based on credentials, academic training and evaluations. (Interview Teams)
- Contact area higher education institutions for the purpose of establishing cohorts of minority students who would agree to complete student teaching in the Sioux City Community School District. (Director of Human Resources)
- Advertise on TEACH Iowa website and other websites to attract diverse candidates. (Director of Human Resources)
- Attract higher number of dual language teachers. (Director of Human Resources, Directors of Elementary and Secondary Education)