

Introduction:

This plan is the Affirmative Action Plan for the Monticello Community School District. It is a goal-orientated plan developed to address the need for equality in all area of employment at Monticello Community Schools.

This document contains the board polices that are to guide decisions for employment to assure that all applicants are provided an equal opportunity for employment. By following the policies along with the rules and regulations from the State of Iowa and the Federal Government, Monticello Community Schools will conduct its employment in a non-discriminatory manor.

The ability to achieve the goals will depend upon the diversity of applicants that are received for underrepresented areas. Sections of the plan will be reviewed/revised and/or updated annually to reflect any changes in board policy or procedures.

The Iowa Civil Rights Act prohibits discrimination in employment because of the age, race, creed, color, gender, national origin, religion or disability of an applicant or employee.

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

Iowa law now requires each school district, area education agency and community college to "develop affirmative action standards." This program has been developed to meet the requirements of Iowa Code Section 19B.11 (1993) and Department of Education rules in Iowa Administrative Code 281-Chapter 95.

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

The term "under-representation" will appear frequently in this program. It means "having fewer members of a racial/ethnic group, women, men or persons with disabilities in a particular job category than would be reasonably expected based on their availability in the relevant labor market."

For purposes of affirmative action, the term "disabled" means "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"

If the required analysis done by the school district identifies under-representation in a job category, goals are required in an attempt to eradicate the under-representation. The goals are not to be treated or understood as rigid and inflexible quotas that must be met, but as reasonable aspirations toward correcting imbalance in the workforce. Change can occur only when vacancies occur. In the selection process for filling vacancies in job groups where under-representation exists, race, sex or disability will serve as selection criteria but will not be the sole criteria. Such elements will serve as a "plus" factor for individuals from an under-represented group who are qualified for the position to be filled.

Affirmative Action Policy Statement:

The Monticello Community School District has an established policy of Equal Employment Opportunity with respect to color, sex, race, national origin, religion, creed, age, marital status, sexual orientation, gender identity, pregnancy, or disability. The district has an established policy of taking affirmative action in recruitment, appointment, assignment and advancement of women, minorities, underrepresented groups and persons with disabilities. We expect the administration to know of and fully accept the equal opportunity and affirmative action policies and to make certain that no employee or applicant for employment shall suffer any form of discrimination because of color, sex, race, national origin, religion, creed, age, marital status, sexual orientation, gender identity, pregnancy, or disability. In order to effectively communicate and interpret the district's policies to all levels of the administration and to all other employees, community and educational agencies, and the public in general, the following will be undertaken:

Affirmative Action Dissemination

1. Employees will be reminded annually of the district's written statement of policy by:
 - ✓ Description of policy by publication or reference in all issues or reissues of personnel handbooks.
 - ✓ When appropriate, publicize the EOE policy and such activities through news stories or other articles in district publications.
 - ✓ Detailed discussions at administrative conferences and staff meetings.
2. Employment advertisements will contain assurance of equal opportunity employment
3. All employment and recruiting sources where jobs are listed by the district will be reminded of our policy, both verbally and in writing.
4. Notices will be posted on bulletin boards and in locations where applicants are interviewed. These will inform employees and applicants of their rights under federal and state civil rights laws.

Responsibility for Implementing the Affirmative Action 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.

Recruitment and Promotion

Additional emphasis will be given to seeking and encouraging applicants from minority groups, women's groups, underrepresented groups and persons with disabilities where such applicants with the necessary qualifications are available.

Training

All training and in-service programs supported or sponsored by the district will continue to be equally open to minority, women, underrepresented groups and persons with disabilities employees on the basis of qualifications.

Equal Opportunity

1. 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 employment opportunities of all kinds are called to the specific attention of members of minority groups, women, underrepresented groups and persons with disabilities and that qualified members of such groups should be offered positions on the same basis as all other applicants or employees. To assure achievement of the objectives, the district will periodically review its hiring practices.
2. Compensation. All employees, including women, minority groups, underrepresented groups and employees with disabilities will receive compensation in accordance with the same standards. Opportunities for performing overtime work or otherwise earning increased compensation will be afforded to all qualified employees without discrimination based on color, sex, race, national origin, religion, creed, age, marital status, sexual orientation, gender identity, pregnancy, or disability.

This Affirmative Action Program will be reviewed and updated bi-annually.

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action shall be directed to the

Affirmative Action Coordinator
Superintendent of Schools
Monticello Community School District
711 S Maple St
Monticello, IA 52310

Time Line	Action
September-October	Analysis of Workforce
October –November	Determine relevant labor market area for each staff category
December	Determine the percentage of women, minorities, underrepresented groups and persons with disabilities that are available for each job group by the use of data that show availability of people with requisite skills in the relevant labor market
January-February	Compare demographic composition of current workforce for each job group with that of the labor market. Decide if underrepresentation exists
February	Examine vacancy trends
	Complete qualitative analysis
	Assess goals if underrepresentation exists compared to available labor force
	Prepare recommendations of strategies for implementation of qualitative analysis
March	Present quantitative analysis summer of results of qualitative analysis, goals and strategies as well as other necessary components of Affirmative Action programs for school board review.
April	Submit proposed changes if appropriate to Affirmative Action policy for Board Approval
Ongoing	Affirmative Action Plan implementation
Ongoing	Receive and process complaints (if any are received)
September	Begin new cycle update
November	Present any updates of the Affirmative Action Plan to School Board for approval at the regular board meeting

Monticello Schools Qualitative Analysis

Iowa law uses the student population enrolled in a school district and in another district or state for which tuition is paid by the school district on the first Friday of October each year to determine “basic enrollment.” The term commonly used is “head count.”

The basic enrollment during the 2012-2013 school year for the Monticello Community School District – (EdInsight 2012-13)

School Name	Building Total	Male		Female		Nat Am		Asian		Hispanic		Black		White		Multi		Pac Is	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Carpenter Elementary	263	138	52.47%	125	47.53%	0	0.00%	1	0.38%	5	1.90%	2	0.76%	249	94.68%	6	2.28%	0	0.00%
Shannon Elementary	138	72	52.17%	66	47.83%	0	0.00%	2	1.45%	1	0.72%	1	0.72%	134	97.10%	0	0.00%	0	0.00%
Monticello Middle	312	150	48.08%	162	51.92%	0	0.00%	1	0.32%	6	1.92%	5	1.60%	298	95.51%	2	0.64%	0	0.00%
Monticello High School	356	166	46.63%	190	53.37%	0	0.00%	3	0.84%	10	2.81%	4	1.12%	338	94.94%	1	0.28%	0	0.00%
District Total	1,069	526	49.20	543	50.80	0	0.00	7	0.65%	22	2.06	12	1.12	1,019	95.32	9	0.84	0	0.00

Jones County Comparative Data (<http://quickfacts.census.gov/qfd/states/19/19105.html>)

County	Total Population	Male		Female		Nat Am		Asian		Hispanic		Black		White		Multi		Pac Is	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Jones	20639		52.4		47.6		0.3%		0.4%		1.4%		2.5		96.3	NP	NP	0	0.5%

Monticello Staff Comparative Data (EdInsight 2012-13)

Staff	Total	Male		Female		Nat Am		Asian		Hispanic		Black		White		Multi		Pac Is	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Monticello CSD	159.45	33.45	20.98	126	79.02	0	0%	0	0.0%	2	1.25%	0	0	157.45	98.75	0	0	0	0.5%

The percentage of the students of the Monticello district that are members of minority groups is similar to that of the regional workforce as a whole as well as that of the professional staff of the Monticello Community School

District. The exception to this is the number of male staff to female staff ratio. Female staff is disproportionate to the number of male staff by +58.22%

The Monticello Community School District is located in Jones County. In 2013, Jones' County estimated population was 26,039 of which 96.3% are white and approximately 3.7% are minority. It includes the City of Monticello and the adjacent rural area. There are three other school districts in portions of districts in Jones County.

Relevant Labor Markets (<http://quickfacts.census.gov>)

At the beginning of 2010, the total civilian labor force of Jones County was 10592 of which 47.95% were female. The racial breakdown included 96.5% White % 2.0 Black, .0% American Indian, .3% Asian and .1.2 % Hispanic.

The total minority workforce make-up is 4.5% including those indicating multiple race categories. In the past few years there has been an increase in minority participation in the Iowa labor force.

A crucial step in developing an Affirmative Action Plan is determination of an appropriate “relevant labor market” which is defined as the area in which it is reasonable to recruit persons who are qualified for a particular position

It is recommended that the ‘relevant labor market areas’ for job groups be as listed below. Availability percentages are based on these “relevant labor market areas.”

Position	Labor Market
Central Office	Iowa and surrounding states
Principals, & Assistance Principals	Iowa and surrounding states
Classroom Teachers and Other Professional Staff	Iowa
Educational Assistants, Office staff, custodial staff, computer and media technicians, Maintenance workers	Jones County

Work Force Analysis “Availability”

Comparable information about people who are available for specific positions is not easily available. However, a reasonable indicator for certified staff in Central Office administrative positions is the participation rate on the basis of gender and race as employed by all Iowa public schools in 2012-13 and reported in the Annual Condition of Education Report issued by the Iowa Department of Education.

Table 3-1

Characteristics of Iowa Full-Time Teachers 2000-2001, 2011-2012 and 2012-2013						
Characteristics	Public			Nonpublic		
	2000-2001	2011-2012	2012-2013	2000-2001	2011-2012	2012-2013
Average Age	42.2	41.8	41.5	40.3	43.0	42.6
Percent Female	70.5%	74.9%	75.1%	80.3%	82.0%	82.2%
Percent Minority	1.8%	2.2%	2.2%	0.9%	1.4%	1.7%
Percent Advanced Degree	27.0%	33.0%	32.9%	13.1%	15.0%	15.4%
Average Total Experience	15.1	14.4	14.1	12.3	15.6	15.3
Average District/AEA Experience	11.9	11.0	10.8	8.8	11.4	11.4

Table 3-20

Characteristics of Iowa Full-Time Principals, 2000-2001, 2011-2012 and 2012-2013						
Characteristics	Public			Nonpublic		
	2000-2001	2011-2012	2012-2013	2000-2001	2011-2012	2012-2013
Average Age	47.8	46.4	46.0	49.0	50.0	49.7
Percent Female	30.6%	40.7%	41.1%	50.5%	47.8%	45.5%
Percent Minority	3.5%	2.3%	2.4%	1.0%	1.5%	1.5%
Percent Advanced Degree	96.0%	86.2%	84.1%	90.5%	91.8%	93.2%
Average Total Experience	22.4	20.6	19.8	23.3	24.5	24.7
Average District/AEA Experience	11.8	9.6	9.4	8.7	10.1	11.1
Number of Principals	1,124	1,163	1,156	105	134	132

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: Figures for public school principals include AEA principals.

Table 3-2

Characteristics of Iowa Beginning Full-Time Teachers 2000-2001, 2011-2012 and 2012-2013						
Characteristics	Public			Nonpublic		
	2000-2001	2011-2012	2012-2013	2000-2001	2011-2012	2012-2013
Average Age	28.5	26.9	27.3	28.5	25.4	26.4
Percent Female	71.6%	74.8%	75.4%	83.5%	74.5%	79.5%
Percent Minority	2.8%	2.8%	2.5%	1.5%	2.0%	7.4%
Percent Advanced Degree	5.9%	11.5%	9.3%	2.9%	4.9%	4.9%
Number of Teachers	1,660	1,161	1,559	206	102	122

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey, Staff files.

Note: State total 'Number of Teachers' includes AEA teachers.

The next step in the process is to determine the demographic composition of the relevant labor market.

For support staff availability, the percentage of all job applicants for all job categories in Jones County was used. This was done because there are no certification requirements and there is a wide disparity in the qualifications of persons who are eligible for support staff positions. The same percentages were used for service workers, media and information technologists, and custodial and maintenance employees.

The availability percentages for the administrative group and classroom teachers were based on the percentage of persons employed as teachers and building principals in Iowa public schools as reported in the 2012-2013 Annual Condition of Education Report from the Iowa Department of Education. Since many middle level administrators are selected from the ranks of practicing building principals, the percentage of persons currently working as building principals was used as the relevant labor market.

State public university enrollment numbers were researched as a means of determining the potential for future graduates from the various colleges of education entering the relevant labor market for informational purposes only.

University of Iowa:

4.3% of all undergraduate teacher education students are minority.

Iowa State University:

8% of all undergraduate teacher education students are minority.

University of Northern Iowa:

8.4% of all undergraduate teacher education students are minority.

These figures tend to translate into an approximately just under 99% of minority students graduating with teaching degrees in Iowa each year from these three institutions.

Qualitative Goal:

Disability data is not included. Instead, the qualitative goal includes a plan to conduct a review of the staff to ascertain the identity of persons who are disabled. In addition, the policies and practices with respect to disabled applicants and employees will be reviewed.

Total Number of Employees

District Name	District Total	Male		Female		Nat Am		Asian		Hispanic		Black		White		Multi		Pacific Is	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Monticello Community School District (4446)	159.45	33.45	20.98%	##	79.02%	0.00	0.00%	0.00	0.00%	2.00	1.25%	0.00	0.00%	157.45	98.75%	0.00	0.00%	0.00	0.00%

Administrators

District Name	District Total	Male		Female		Nat Am		Asian		Hispanic		Black		White		Multi		Pacific Is	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Monticello Community School District (4446)	4.00	3.00	75.00%	1.00	25.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	4.00	100.00%	0.00	0.00%	0.00	0.00%

Classified / Support Employees

District Name	Staff Type	District Total	Male		Female		Nat Am		Asian		Hispanic		Black		White		Multi		Pacific Is	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Monticello Community School District (4446)	Paraprofessionals/Aides	33.80	0.00	0.00%	33.80	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	33.80	100.00%	0.00	0.00%	0.00	0.00%
	Student Support	1.00	0.00	0.00%	1.00	100.00%	0.00	0.00%	0.00	0.00%	1.00	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%
	Technology	0.10	0.10	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.10	100.00%	0.00	0.00%	0.00	0.00%
	Other Business Manager	0.50	0.00	0.00%	0.50	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.50	100.00%	0.00	0.00%	0.00	0.00%
	Food Service	7.50	0.00	0.00%	7.50	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	7.50	100.00%	0.00	0.00%	0.00	0.00%
	Supervisors/Managers	0.70	0.50	71.43%	0.20	28.57%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.70	100.00%	0.00	0.00%	0.00	0.00%
	Technology Support	1.00	1.00	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	1.00	100.00%	0.00	0.00%	0.00	0.00%
	District Wide Administrative Support	0.90	0.00	0.00%	0.90	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.90	100.00%	0.00	0.00%	0.00	0.00%
	School Administrative Support	5.20	0.20	3.85%	5.00	96.15%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	5.20	100.00%	0.00	0.00%	0.00	0.00%
	Pupil Transportation	4.70	3.40	72.34%	1.30	27.66%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	4.70	100.00%	0.00	0.00%	0.00	0.00%
	Transportation - Other than pupil transp	1.50	1.50	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	1.50	100.00%	0.00	0.00%	0.00	0.00%
	Operations and Maintenance	10.70	4.50	42.06%	6.20	57.94%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	10.70	100.00%	0.00	0.00%	0.00	0.00%
	Day Care Worker	2.00	0.00	0.00%	2.00	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	2.00	100.00%	0.00	0.00%	0.00	0.00%
District Total		69.60	11.20	16.09%	58.40	83.91%	0.00	0.00%	0.00	##	1.00	1.44%	0.00	0.00%	68.60	98.56%	0.00	0.00%	0.00	0.00%

Teachers and Other Certified Staff

District Name	School Type	District Total	Male		Female		Nat Am		Asian		Hispanic		Black		White		Multi		Pacific Is	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Monticello Community School District (4446)	Public Elementary School	29.50	1.00	3.39%	28.50	96.61%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	29.50	100.00%	0.00	0.00%	0.00	0.00%
	Public Middle School	23.60	4.75	20.13%	18.85	79.87%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	23.60	100.00%	0.00	0.00%	0.00	0.00%
	Public High School	31.25	13.50	43.20%	17.75	56.80%	0.00	0.00%	0.00	0.00%	1.00	3.20%	0.00	0.00%	30.25	96.80%	0.00	0.00%	0.00	0.00%
	Public District Office	1.50	0.00	0.00%	1.50	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	1.50	100.00%	0.00	0.00%	0.00	0.00%

Employees by Subject

District Name	Area	District Total	Male		Female		Nat Am		Asian		Hispanic		Black		White		Multi		Pacific Is	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Monticello Community School District (4446)	Family and Consumer Sciences	1.00	0.00	0.00%	1.00	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	1.00	100.00%	0.00	0.00%	0.00	0.00%
	Business Education	1.00	0.00	0.00%	1.00	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	1.00	100.00%	0.00	0.00%	0.00	0.00%
	Technology and Media Services	1.10	1.10	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	1.10	100.00%	0.00	0.00%	0.00	0.00%
	Elementary	49.85	5.25	10.53%	44.60	89.47%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	49.85	100.00%	0.00	0.00%	0.00	0.00%
	Physical Education	4.00	1.00	25.00%	3.00	75.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	4.00	100.00%	0.00	0.00%	0.00	0.00%
	Industrial Arts	1.00	1.00	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	1.00	100.00%	0.00	0.00%	0.00	0.00%
	Trade and Industry	1.00	1.00	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	1.00	100.00%	0.00	0.00%	0.00	0.00%
	Agricultural Education	1.00	1.00	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	1.00	100.00%	0.00	0.00%	0.00	0.00%
	Secondary Mathematics	3.26	3.26	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	3.26	100.00%	0.00	0.00%	0.00	0.00%
	Special Education	14.00	0.50	3.57%	13.50	96.43%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	14.00	100.00%	0.00	0.00%	0.00	0.00%
	Food Service	7.50	0.00	0.00%	7.50	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	7.50	100.00%	0.00	0.00%	0.00	0.00%
	Secretarial / Clerical	6.10	0.20	3.28%	5.90	96.72%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	6.10	100.00%	0.00	0.00%	0.00	0.00%
	Teacher Aides	33.80	0.00	0.00%	33.80	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	33.80	100.00%	0.00	0.00%	0.00	0.00%
	Vocal Music	2.00	2.00	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	2.00	100.00%	0.00	0.00%	0.00	0.00%
	Athletic Coaches	44.00	30.00	68.18%	14.00	31.82%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	44.00	100.00%	0.00	0.00%	0.00	0.00%
	Transportation	6.20	4.90	79.03%	1.30	20.97%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	6.20	100.00%	0.00	0.00%	0.00	0.00%
	Custodial	10.70	4.50	42.06%	6.20	57.94%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	10.70	100.00%	0.00	0.00%	0.00	0.00%
	Instrumental Music	2.00	1.00	50.00%	1.00	50.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	2.00	100.00%	0.00	0.00%	0.00	0.00%
	Secondary Science	2.88	1.00	34.72%	1.88	65.28%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	2.88	100.00%	0.00	0.00%	0.00	0.00%

New Hires in the Last 12 Months

District Name	District Total	Male		Female		Nat Am		Asian		Hispanic		Black		White		Multi		Pacific Is	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Monticello Community School District (4446)	6.75	1.00	14.81%	5.75	85.19%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	6.75	100.00%	0.00	0.00%	0.00	0.00%

Vacancy for the 2012-2013 school year suggests an extremely low turnover rate in all job categories. Anticipated job reductions and recall rights of those employees affected will greatly reduce the chances of making an immediate significant impact in changing the demographic composition of the Monticello Community School District workforce.

2012-2013 Vacancies

Administration	0
Principals	1
Teachers	
Elementary	2
Middle School	0
High School	1
Special Needs K-12	0
Educational Assistants	5
Secretaries	0
Custodial	0
Maintenance workers	0
Technologists	0

Quantitative Goals Data & Analysis

Availability - Representation-Under-representation Chart

Full Time Staff	Total	Females				Minorities			
		Representation	Availability	Underrepresented	Representation	Availability	Underrepresented		
		Number	%	%		Number	%	%	Number
Administrators	4	1	25	39.7	NO	0	0	2.4	YES
Teachers	85.8 5	66.6	78	75.1	NO	1	3.2	7.4	YES
Teacher Associates	33.8	33.8	100	47.95	NO	0	0	4.5	YES
Student Support	1	1	100	47.95	NO	1	100	4.5	NO
Technology	.10	0	0	47.95	YES	0	0	4.5	YES
Business Manager	.5	1	100	39.7	NO	0	0	4.5	YES
Food Service	7.5	7.5	100	47.95	NO	0	0	4.5	YES
Supervisors	.7	.2	100	47.95	NO	0	0	4.5	YES
Technology Support	1.0	0	0	47.95	YES	0	0	4.5	YES
Administrative Support	.9	.9	100	47.95	NO	0	0	4.5	YES
Pupil Transportation	4.7	1.3	27	47.95	YES	0	0	4.5	YES
Transportation-other	1.5	0	0	47.95	YES	0	0	4.5	YES
Operations/Maintenance	10.7	6.2	57.9	47.95	NO	0	0	4.5	YES
Child Care	2	2	100	47.95	NO	0	0	4.5	YES

This comparability displayed in the above chart does not reflect the disparity existing between the current Monticello Schools staff make- up and the diversity of the student population.

Analysis of the above chart in accordance with IAC Chapter 95 shows female employees working as; Custodial employees, Transportation employees, and Information Technologists underrepresent the Monticello Community School District.

Minority employees working in the Monticello Community School District are underrepresented as Administrators, Teachers, Educational Assistants, Student Support Staff, Secretarial Staff, Maintenance employees, Media Technologists, and Information Technologists, Food Service and Transportation employees.

The following identified goals shall not be treated as rigid and inflexible quotas that must be met, but as reasonable aspirations toward correcting imbalance in the work force.

When setting these goals, the District considered the following:

3. numbers and percentages from the work force analysis
4. the number of short-and long-term projected vacancies in each job category
5. the availability of qualified or qualifiable persons from underrepresented racial and gender categories within the relevant labor market
6. the makeup of the student population
7. the makeup of the population served by racial/ethnic origin, gender and disability
8. the makeup of the population of the statistic area
9. the absence of a minority base

For the 2014-2015 & 2015-2016 school years the Monticello Community School District shall aspire to increase the minority participation through the employment of:

**** Below data is subject to vacancy of positions and availability of qualified candidates.*

Females

.5	Technology Support
1	Pupil Transportation

Minorities

1	Administrators
2	Teachers
	Teacher Associates
4	Student Support
1	Technology
.5	Business Manager
2	Food Service
1	Supervisors
1	Technology Support
1	Administrative Support
1	Pupil Transportation
1	Transportation-other
1	Operations/Maintenance
1	Child Care

In accordance with IAC 95.5(9), the District will make every effort to:

1. Broaden and target recruitment efforts
2. Evaluate and validate criteria and instruments used in selecting applicants for interviews, employment, and promotion – Utilize Teacher Iowa Resources
3. Provide equal employment opportunity, affirmative action, and intergroup relations training for employees
4. Develop a system of accountability for implementing the affirmative action plan
5. Developing and implementing an employee assistance and mentoring program
6. Establish a work climate which is sensitive to diverse racial/ethnic groups, both women and men and persons with disabilities
7. Negotiate the revision of collective bargaining agreements to facilitate equal employment opportunity and affirmative action

8. Consider a person’s racial/ethnic origin, gender, or disability as a relevant factor when selecting applicants for interview, employment and promotion in job categories where underrepresentation exists

Summary

- ✓ The Monticello Community School District must continue to hire the most highly qualified candidates while actively seeking minority candidates.
- ✓ Seek additional male elementary classroom teachers

In the case of Male Elementary Teachers, currently only 3.39% of the elementary classroom staff are male. Again, the addition of any male professional staff at the elementary level is desirable.

- ✓ The addition of any minority professional staff is desirable.

This goal is added because the total teaching staff of the Monticello Community Schools does not reflect the demographics of the community.

These goals and timetables do not cause qualified members of any group to be excluded from consideration. In the selection process for filling vacancies where underrepresentation exists, race, sex or disability will serve as selection criteria but will not be the sole criteria. Such elements may serve as a “plus” factor for individuals from an underrepresented group who are qualified for the position to be filled.

APPENDIX

Board Policy on Non-discrimination

Board Policy on Affirmative Action

Board Policy on harassment and bullying

Signed Affirmative Action Statement

Students, parents, employees, and others doing business with or performing services for the Monticello Community School District are hereby notified that this school district does not discriminate on the basis of race, color, national origin, sex, marital status, disability, sexual orientation, gender identity, socio-economic status, creed, or genetic information in admission or access to, or treatment in, its programs and activities. Any person having inquiries concerning the school district's compliance with state and federal laws and regulations concerning discrimination is directed to contact:

Superintendent of Schools
711 South Maple Street, Monticello, Iowa 52310
(319) 465-5963

This individual has been designated by the school district to coordinate the school district's efforts to comply with all state and federal laws and regulations concerning discrimination.

Approved: 2/10/03

Reviewed: 12/22/08

Revised: 7/25/05; 3/23/09; 10/22/12

Policy Title: Equal Employment Opportunity, Affirmative Action and Harassment Grievance Procedure

Policy #401.3

Employees of the district and applicants for employment with the district have the right to file a formal complaint alleging non-compliance with federal and state regulations requiring non-discrimination in employment, addressing affirmative action in employment and prohibiting harassment in employment.

Level One- Principal, Immediate Supervisor, or Personnel Contact Person

Employees with a complaint of discrimination and/or harassment based upon their age, race, creed, color, sex, sexual orientation, gender identity, national origin, religion, or disability, are encouraged to first discuss it with their immediate supervisor, with the objective of resolving the matter informally. An applicant for employment with a complaint of discrimination and/or harassment based upon their age, race, creed, color, sex, sexual orientation, gender identity, national origin, religion, or disability are encouraged to first discuss it with the personnel contact person.

Level Two- The Affirmative Action Coordinator

If the grievance is not resolved at level one and the grievant wishes to pursue the grievance, the grievant may formalize it by filing a complaint in writing on a Discrimination/Harassment Complaint Form, which may be obtained from the Affirmative Action Coordinator. The complaint will state the nature of the grievance and the remedy requested.

The filing of the formal, written complaint at level two must be within fifteen (15) working days from the date of the event giving rise to the grievance, or from the date the grievant could reasonably become aware of such occurrence. The grievant may request that a meeting concerning the complaint be held with the Affirmative Action Coordinator.

The Affirmative Action Coordinator or a designated investigator shall investigate the complaint and attempt to resolve it. Prior to or during the course of the investigation, the grievant may be required to turn over copies of evidence of discrimination or harassment including, but not limited to, tapes, memoranda, letters and/or pictures. The Affirmative Action Coordinator or the designated investigator shall prepare a written report regarding the findings of the investigation, specifically whether the complaint was founded, unfounded or inconclusive, and, if applicable, any recommended action. The report will be sent to the superintendent or, if the superintendent is the alleged perpetrator, to the board president, within a reasonable time after receipt

of the complaint. The superintendent or board president will review the report and forward the report to the complainant and the alleged perpetrator, and may impose discipline and/or other remedial action.

Level Three- Superintendent

If the complaint is not resolved at level two, the grievant may process the complaint to level three by presenting a written appeal to the superintendent/designee within five (5) working days after the grievant receives the report from the Affirmative Action Coordinator. The grievant may request a meeting with the superintendent/designee. The superintendent/designee has the option of meeting with the grievant to discuss the appeal. A decision will be rendered by the superintendent/designee within a reasonable time after receipt of the written appeal.

This procedure in no way denies the right of the grievant to file formal complaints with the Iowa Civil Rights Commission, the U.S. Department of Education Office for Civil Rights or Office of Special Education Programs, the Equal Employment Opportunity Commission, or the Iowa Department of Education for mediation or rectification of civil rights grievances, or to seek private counsel for complaints alleging discrimination.

Level Four - Appeal to Board

If the grievant is not satisfied with the superintendent's decision, the grievant can file an appeal with the board within five (5) working days of the decision. It is within the discretion of the board to determine whether it will hear the appeal.

The Affirmative Action Coordinator is:

Joan Young, High School Principal

Date of Adoption: 4/22/13

It is the policy of the district to maintain a learning and working environment that is free from harassment. The district is committed to promoting positive intercultural and intergroup relationships. The district, therefore, prohibits acts of intolerance or harassment toward others on the basis of age, race, color, creed, religion, national origin, sex, sexual orientation, gender identity, disability and/or genetic information. Such acts may be treated as just cause for purposes of discipline, including discharge.

All members of the district, including, but not necessarily limited to, the board, the administration, the faculty, the staff, and the students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Sexual harassment shall consist of unwelcome sexual advances, requests for sexual acts or favors, and other verbal or physical conduct of a harassing nature where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting that individual; or
3. Such conduct has the purpose or effect of substantially interfering with an individual's employment or creates an intimidating, hostile, or offensive employment environment.

Sexual harassment may include, but is not limited to the following:

- verbal harassment or abuse;
- pressure for sexual activity;
- repeated remarks to or about a person with sexual or demeaning implications;
- unwelcome touching;
- suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's job;
- telling of offensive jokes or stories; or
- display of sexually graphic images.

It shall be the responsibility of the board members, administrators, licensed and classified employees, students and others having business or other contact with the school district to act appropriately under this policy. It shall be the responsibility of the superintendent and investigator to inform and educate employees or students and others involved with the school district about harassment and the school district's policy prohibiting harassment.

Dates of Revision: 2/8/93; 1/96; 2/96; 8/96; 8/99; 5/03; 9/22/08; 3/23/09; 4/22/13

Harassment and bullying of students are 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 deal with incidents of bullying and harassment. Bullying and harassment of students by students, school employees, or volunteers who have contact with students will not be tolerated in the school or school district.

The board prohibits all harassment, bullying, hazing, or any other victimization of students, including but not limited to that based on any of the following actual or perceived traits or characteristics, 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.

This policy is in effect while students or employees are on property within the jurisdiction of the board; while on school-owned or school-operated vehicles; while attending or engaged in school-sponsored activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school or 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 up to, and including, 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 up to, and including, 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 up to, and including, exclusion from school grounds. “Volunteer” means an individual who has regular, significant contact with students.

Harassment and bullying includes 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:

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

- 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, 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.

Harassment and bullying may include, but are not limited to, the following behaviors and circumstances:

- Verbal, nonverbal, physical, or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Implied or explicit threats concerning one's grades, achievements, property, etc. that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Demeaning jokes, stories, or activities directed at the student that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim; and/or
- Unreasonable interference with a student's performance or creation of an intimidating, offensive, or hostile learning environment.

Sexual harassment means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made either implicitly or explicitly a term or condition of the student’s education or benefits;
- Submission to or rejection of the conduct by a school employee is used as the basis for academic decisions affecting that student; or
- The conduct has the purpose or effect of substantially interfering with the student’s academic performance by creating an intimidating, hostile, or offensive education environment.

In situations between students and school officials, faculty, staff, or volunteers who have direct contact with students, bullying and harassment may also include the following behaviors:

- Requiring that a student submit to bullying or harassment by another student, either explicitly or implicitly, as a term or condition of the targeted student's education or participation in school programs or activities; and/or
- Requiring submission to or rejection of such conduct as a basis for decisions affecting the student.

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.

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.

The school or school district will promptly and reasonably investigate allegations of bullying or harassment. The building principal or designee will be responsible for handling all complaints by students alleging bullying or harassment. The building principal or designee will be responsible for handling all complaints by employees alleging bullying or harassment.

The superintendent is 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 will also develop a process for evaluating the effectiveness of the policy in reducing bullying and harassment in the school. The superintendent shall report to the board on the progress of reducing bullying and harassment in the school.

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; or
- Inclusion on the school or school district's web site.

Furthermore, a copy shall be made to any person at the district's central administrative office.

Adopted:

Reviewed: 9/27/99

Revised: 12/18/13

Monticello Community Schools Affirmative Action Statement

The Monticello Community School District has been, and will continue to be, an equal opportunity employer. This Affirmative Action Plan is an effort to increase the participation of women, minorities, underrepresented groups, and persons with disabilities in positions in which those groups are underrepresented. To assure full implementation of this plan, we will assure that:

1. Persons are recruited, hired and promoted for all jobs without regard to color, sex, race, national origin, religion, creed, age, marital status, sexual orientation, gender identity, pregnancy, or disability. Placement decisions are based solely on an individual's qualifications for the position being filled.
2. Other personnel actions such as compensation, benefits, transfers, reduction in force, return from reduction in force and district sponsored programs and activities are administered without regard to color, sex, race, national origin, religion, creed, age, marital status, sexual orientation, gender identity, socioeconomic status, marital status, pregnancy, or disability.

It is our policy to take affirmative action in the employment of qualified minorities, women, underrepresented groups, persons with disabilities and U.S. veterans as provided by Iowa Code Chapter 35C. Reasonable accommodation will be provided whenever possible in our effort to advance employment opportunities for persons with disabilities and disabled U.S. veterans.

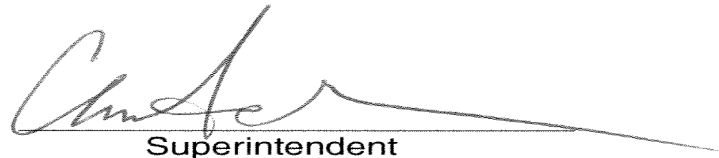
The Board of Directors and the administration are committed to equal opportunity and affirmative action. We expect all members of the staff to assist and support us in attaining this objective of equal employment opportunity and achieving our affirmative action goals.



School Board President

Date

2/24/2014



Superintendent

Date

2/24/14