



Monticello Community School District

Affirmative Action Plan

2019

District Vision

Providing rigorous, authentic, personalized learning utilizing the local and global communities

Mission

The mission of the Monticello Community Schools, a district striving for educational excellence, is to prepare students through challenging experiences, to be caring, productive, creative citizens who will be life-long learners

Core Values

Effective Instruction
Technology & 21st Century Learning
Collaborative Relationships

Broad District Goals

- Increase student achievement in reading, math and science
- Produce students that will exhibit respect for self, others, living things and property
- Produce students that will exhibit competency in essential knowledge and skills matching his or her ability
- Produce students that exhibit civic, global and environmental responsibility
- Produce students that exhibit technological skills

TABLE OF CONTENTS

Content	Page (s)
Affirmative Action Administrative Statement	3
Introduction	4
Policy Statement	5
Dissemination of Affirmative Action	6
Responsibilities	6
Recruitment and Training	6
Training	6
Equal Opportunity	7
Affirmative Action Coordinator	7
Work Force Analysis	8-12
Qualitative Analysis	13-17
Qualitative Goal	17
Qualitative & Quantitative Goals Data & Analysis	18-20
Summary	21
Appendix & District Policy	22-23
District Policy	24-27

Monticello Community Schools Affirmative Action Administrative 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, disability, religion, creed, age, marital status, sexual orientation, gender identity, socio-economic status, physical attributes, physical or mental ability, ancestry, political party preference, political belief, familial status, and genetic information. 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, disability, religion, creed, age, marital status, sexual orientation, gender identity, socioeconomic status, marital status, socio-economic status, physical attributes, physical or mental ability, ancestry, political party preference, political belief, familial status, and genetic information.

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

Superintendent

Date

Date

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 areas of employment in the Monticello Community School District.

This document contains the board policies 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 manner.

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 every two years to reflect any changes in board policy or procedures.

State and federal laws in addition to the Iowa Civil Rights Act prohibits discrimination in employment because of the color, sex, race, national origin, disability, religion, creed, age, marital status, sexual orientation, gender identity, socio-economic status, physical attributes, physical or mental ability, ancestry, political party preference, political belief, familial status, and genetic information of an applicant or employee. 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, disability, religion, creed, age, marital status, sexual orientation, gender identity, socio-economic status, physical attributes, physical or mental ability, ancestry, political party preference, political belief, familial status, and genetic information. 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, disability, religion, creed, age, marital status, sexual orientation, gender identity, socio-economic status, physical attributes, physical or mental ability, ancestry, political party preference, political belief, familial status, and genetic information. 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, disability, religion, creed, age, marital status, sexual orientation, gender identity, socio-economic status, physical attributes, physical or mental ability, ancestry, political party preference, political belief, familial status, and genetic information.

This Affirmative Action Program will be reviewed and updated every two years. Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action shall be directed to the:

Affirmative Action Coordinator
Mrs. Joan Young
High School Principal
Monticello Community School District
711 S Maple St
Monticello, IA 52310

Work Force Analysis

2017-2018 Staff Data (This is the most recent staff data available through Ed Insight)

Total Number of Employees

District Name	District Total	Male		Female		Nat Am		Asian		Hisp		Black		White		Multi		Pac Is	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Monticello Community School District (4446)	171.00	39.00	22.81%	132.00	77.19%	0.00	0.00%	0.00	0.00%	1.00	0.58%	0.00	0.00%	169.00	98.83%	0.00	0.00%	0.00	0.00%

Administrators

District Name	District Total	Male		Female		Nat Am		Asian		Hisp		Black		White		Multi		Pac Is	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Monticello Community School District (4446)	3.88	3.00	77.32%	0.88	22.68%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	3.88	100.00%	0.00	0.00%	0.00	0.00%

Classified / Support Employees

District Name	Staff Type	District Total	Male		Female		Nat Am		Asian		Hisp		Black		White		Multi		Pac Is	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Monticello Community School District (4446)	Paraprofessionals/Aides	38.0	1.0	2.6%	37.0	97.4%	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	37.0	97.4%	0.0	0.0%	0.0	0.0%
	Technology	1.0	1.0	100.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	1.0	100.0%	0.0	0.0%	0.0	0.0%
	HR/Personnel Manager	1.0	0.0	0.0%	1.0	100.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	1.0	100.0%	0.0	0.0%	0.0	0.0%
	Food Service	8.0	0.0	0.0%	8.0	100.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	8.0	100.0%	0.0	0.0%	0.0	0.0%
	Supervisor - Non-Licensed	1.0	1.0	100.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	1.0	100.0%	0.0	0.0%	0.0	0.0%
	Technology Support	1.0	1.0	100.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	1.0	100.0%	0.0	0.0%	0.0	0.0%
	Nurse (No BOEE Folder)	2.0	0.0	0.0%	2.0	100.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	2.0	100.0%	0.0	0.0%	0.0	0.0%
	District Wide Administrative Support	2.0	1.0	50.0%	1.0	50.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	2.0	100.0%	0.0	0.0%	0.0	0.0%
	School Administrative Support	6.0	1.0	16.7%	5.0	83.3%	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	6.0	100.0%	0.0	0.0%	0.0	0.0%
	Transportation Director	1.0	1.0	100.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	1.0	100.0%	0.0	0.0%	0.0	0.0%
	Operations Director	1.0	1.0	100.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	1.0	100.0%	0.0	0.0%	0.0	0.0%
	Pupil Transportation	5.0	4.0	80.0%	1.0	20.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	5.0	100.0%	0.0	0.0%	0.0	0.0%
	Operations and Maintenance	9.0	3.0	33.3%	6.0	66.7%	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	9.0	100.0%	0.0	0.0%	0.0	0.0%

Classified / Support Employees																				
			Male		Female		Nat Am		Asian		Hisp		Black		White		Multi		Pac Is	
District Name	Staff Type	District Total	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Monticello Community School District (4446)	Day Care Worker	2.0	0.0	0.0%	2.0	100.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	2.0	100.0%	0.0	0.0%	0.0	0.0%
	District Coordinator	0.0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
District Total		78.0	15.0	19.2%	63.0	80.8%	0.0	0.0%	0.0	0.0%	0.0	0.0%	0.0	0.0%	77.0	98.7%	0.0	0.0%	0.0	0.0%

Teachers and Other Certified Staff																				
			Male		Female		Nat Am		Asian		Hisp		Black		White		Multi		Pac Is	
District Name	School Type	District Total	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Monticello Community School District (4446)	Public Elementary School	31.00	1.00	3.23%	30.00	96.77%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	31.00	100.00%	0.00	0.00%	0.00	0.00%
	Public Middle School	24.50	5.50	22.45%	19.00	77.55%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	24.50	100.00%	0.00	0.00%	0.00	0.00%
	Public High School	30.62	14.50	47.35%	16.12	52.65%	0.00	0.00%	0.00	0.00%	1.00	3.27%	0.00	0.00%	29.62	96.73%	0.00	0.00%	0.00	0.00%
	Public District Office	3.00	0.00	0.00%	3.00	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	3.00	100.00%	0.00	0.00%	0.00	0.00%

Employees by Subject																				
			Male		Female		Nat Am		Asian		Hisp		Black		White		Multi		Pac Is	
District Name	Area	District Total	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
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	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%

Employees by Subject																				
District Name	Area	District Total	Male		Female		Nat Am		Asian		Hisp		Black		White		Multi		Pac Is	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Monticello Community School District (4446)	Elementary	47.33	4.96	10.48%	42.37	89.52%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	47.33	100.00%	0.00	0.00%	0.00	0.00%
	Physical Education	5.00	2.00	40.00%	3.00	60.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	5.00	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	3.00	3.00	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	3.00	100.00%	0.00	0.00%	0.00	0.00%
	Special Education	13.00	2.00	15.38%	11.00	84.62%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	13.00	100.00%	0.00	0.00%	0.00	0.00%
	Food Service	8.00	0.00	0.00%	8.00	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	8.00	100.00%	0.00	0.00%	0.00	0.00%
	Secretarial / Clerical	8.00	2.00	25.00%	6.00	75.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	8.00	100.00%	0.00	0.00%	0.00	0.00%
	Teacher Aides	38.00	1.00	2.63%	37.00	97.37%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	37.00	97.37%	0.00	0.00%	0.00	0.00%
	Vocal Music	1.98	1.98	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	1.98	100.00%	0.00	0.00%	0.00	0.00%
	Athletic Coaches	37.00	26.00	70.27%	11.00	29.73%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	37.00	100.00%	0.00	0.00%	0.00	0.00%
	Transportation	5.00	4.00	80.00%	1.00	20.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	5.00	100.00%	0.00	0.00%	0.00	0.00%
	Custodial	9.00	3.00	33.33%	6.00	66.67%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	9.00	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	3.00	1.00	33.33%	2.00	66.67%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	3.00	100.00%	0.00	0.00%	0.00	0.00%

New Hires in the Last 12 Months																			
		Male		Female		Nat Am		Asian		Hisp		Black		White		Multi		Pac Is	
District Name	District Total	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Monticello Community School District (4446)	8.00	0.00	0.00%	8.00	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	8.00	100.00%	0.00	0.00%	0.00	0.00%

Characteristics of Iowa Full-Time Public School Teachers by AEA, 2017-2018

AEA	Number of Teachers	Percent of Total Teachers	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
Keystone	2,300	6.2%	40.8	75.5%	1.2%	41.8%	13.8	11.7
Central Rivers	4,963	13.4%	40.6	75.3%	2.7%	26.5%	13.1	10.2
Prairie Lakes	2,389	6.5%	41.8	75.4%	1.5%	23.2%	14.5	10.6
Mississippi Bend	3,716	10.0%	40.8	76.0%	3.8%	31.1%	13.2	10.3
Grant Wood	5,090	13.7%	40.3	74.7%	2.6%	42.3%	13.2	10.0
Heartland	10,038	27.1%	40.0	76.0%	2.6%	40.2%	13.1	9.6
Northwest	2,916	7.9%	41.6	75.3%	2.7%	36.0%	14.4	11.5
Green Hills	2,991	8.1%	41.5	75.3%	1.7%	29.0%	13.7	10.2
Great Prairie	2,632	7.1%	42.5	77.8%	1.7%	30.2%	14.1	11.4
State	37,035	100.0%	40.8	75.7%	2.5%	33.0%	13.5	10.3

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

Note: Includes AEA teachers.

Table 3-6

Gender Comparison of Iowa Full-Time Public School Teachers, 2017-2018

Characteristics	Female	Male
Average Age	40.7	41.0
Percent Minority	2.3%	2.8%
Percent Advanced Degree	35.2%	33.7%
Average Total Experience	13.3	13.9
Average District/AEA Experience	10.3	10.4
Average Total Salary	\$58,170	\$60,614
Number of Teachers	28,026	9,009

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

Note: Includes AEA teachers.

Characteristics of Iowa Full-Time Principals, 2000-2001, 2016-2017 and 2017-2018						
Characteristics	2000-2001	Public		2017-2018	Nonpublic	
		2016-2017			2000-2001	2016-2017
Average Age	47.8	46.1		46.2	49.0	50.6
Percent Female	30.6%	40.1%		39.4%	50.5%	52.3%
Percent Minority	3.5%	3.1%		3.5%	1.0%	0.9%
Percent Advanced Degree	96.0%	84.1%		83.8%	90.5%	88.8%
Average Total Experience	22.4	19.4		19.5	23.3	24.5
Average District/AEA Experience	11.8	10.2		10.4	8.7	9.9
Number of Principals	1,124	1,140		1,133	105	107

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

Table 3-21

Characteristics of Iowa Full-Time Public School Principals by Enrollment Category, 2017-2018							
Enrollment Category	Number of Full-Time Principals	Average Age	Percent Female	Percent Minority	Percent Advanced Degree	Average Total Experience	Average District/AEA Experience
<300	38	46.9	42.1%	0.0%	84.2%	20.9	9.2
300-599	187	46.7	32.6%	0.5%	78.6%	20.5	9.9
600-999	197	46.1	31.0%	3.0%	82.2%	20.4	8.9
1,000-2,499	281	45.7	34.5%	1.1%	86.1%	19.4	9.5
2,500-7,499	176	45.9	42.0%	3.4%	88.6%	18.9	9.7
7,500+	253	46.6	54.2%	9.5%	83.0%	18.3	13.4
AEA	1	54.0	0.0%	0.0%	100.0%	29.0	28.0
State	1,133	46.2	39.4%	3.5%	83.8%	19.5	10.4

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

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”.

2018-2019 Student Data (This is the most recent data available through Ed Insight)

Attendance Center Enrollments - Building Profile																											
School Name	Building Total	Male		Female		Nat Am		Asian		Hisp		Black		White		Multi		Pac Is		Spec Ed		504		ELL		Low SES	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Carpenter Elementary School (4446-0409)	192	96	50.00%	96	50.00%	0	0.00%	2	1.04%	12	6.25%	4	2.08%	172	89.58%	2	1.04%	0	0.00%	29	15.10%	0	0.00%	6	3.12%	70	36.46%
Shannon Elementary School (4446-0418)	105	59	56.19%	46	43.81%	1	0.95%	2	1.90%	7	6.67%	2	1.90%	92	87.62%	1	0.95%	0	0.00%	18	17.14%	0	0.00%	5	4.76%	40	38.10%
Monticello Middle School (4446-0209)	332	170	51.20%	162	48.80%	1	0.30%	3	0.90%	14	4.22%	3	0.90%	303	91.27%	8	2.41%	0	0.00%	37	11.14%	12	3.61%	8	2.41%	110	33.13%
Monticello High School (4446-0109)	365	190	52.05%	175	47.95%	1	0.27%	1	0.27%	11	3.01%	5	1.37%	338	92.60%	9	2.47%	0	0.00%	57	15.62%	14	3.84%	6	1.64%	110	30.14%
District Total	994	515	51.81%	479	48.19%	3	0.30%	8	0.80%	44	4.43%	14	1.41%	905	91.05%	20	2.01%	0	0.00%	141	14.19%	26	2.62%	25	2.52%	330	33.20%

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 +54.38. In 2012, that number was +58.22%. Based on this statistic we are trending in a more equitable direction.

Population		
Population estimates, July 1, 2018, (V2018)	20,744	327,167,434
Population estimates base, April 1, 2010, (V2018)	20,636	308,758,105
Population, percent change - April 1, 2010 (estimates base) to July 1, 2018, (V2018)	0.5%	6.0%
Population, Census, April 1, 2010	20,638	308,745,538
Age and Sex		
Persons under 5 years, percent	⚠ 5.2%	⚠ 6.1%
Persons under 18 years, percent	⚠ 21.4%	⚠ 22.4%
Persons 65 years and over, percent	⚠ 20.6%	⚠ 16.0%
Female persons, percent	⚠ 48.3%	⚠ 50.8%
Race and Hispanic Origin		
White alone, percent	⚠ 95.2%	⚠ 76.5%
Black or African American alone, percent (a)	⚠ 2.7%	⚠ 13.4%
American Indian and Alaska Native alone, percent (a)	⚠ 0.4%	⚠ 1.3%
Asian alone, percent (a)	⚠ 0.9%	⚠ 5.9%
Native Hawaiian and Other Pacific Islander alone, percent (a)	⚠ Z	⚠ 0.2%
Two or More Races, percent	⚠ 0.7%	⚠ 2.7%
Hispanic or Latino, percent (b)	⚠ 2.1%	⚠ 18.3%
White alone, not Hispanic or Latino, percent	⚠ 93.3%	⚠ 60.4%

The Monticello Community School District is located in Jones County. In 2018, Jones' County estimated population was 20,744 of which 95.2% are white and approximately 4.8% 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

(Source: <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 3.5% 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 2018-2019 and reported in the Annual Condition of Education Report issued by the Iowa Department of Education in 2018.

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 2018 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 University Graduates:

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. These numbers were given to us by the respective universities.

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 6.9% 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.

Vacancy for the 2019-20 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.

Quantitative Goals Data & Analysis

Availability - Representation-Under-Representation Chart

Full Time Staff		Females				Minorities			
		Representation		Availability	Underrepresented	Representation		Availability	Underrepresented
	Total	Number	%	%		Number	%	%	Number
Administrators	5	2	40	48	YES	0	0	4.8	YES
Teachers & Other Certified Staff	89.12	68.12	76.4	48	NO	1	1.1	4.8	YES
Teacher Associates/Paraprofessionals	38	37	97.4	48	NO	0	0	4.8	YES
Nurse (No SPR from BOEE)	2	2	100	48	NO	0	0	4.8	YES
Food Service	8	8	100	48	NO	0	0	4.8	YES
Technology Support	2	1	50	48	NO	0	0	4.8	YES
District Wide Administrative Support	2	1	50	48	NO	0	0	4.8	YES

School Administrative Support	5.5	5	90.9	48	NO	0	0	4.8	YES
Pupil Transportation	5	1	20	48	YES	0	0	4.8	YES
Operations/Maintenance	9	6	66.7	48	NO	0	0	4.8	YES
Child Care	2	2	100	48	NO	0	0	4.8	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. This information was listed in the chart titled "Student Data" above.

Analysis of the above chart in accordance with IAC Chapter 95 shows female employees working in the following positions underrepresent the Monticello Community School District.; Administration, Technology, and Transportation. Categories where we have only one employee were not considered. Statistically we would be under-represented under any circumstances where we have one employee in a category.

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:

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

For the 2019-2020 & 2020-2021 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

1	Pupil Transportation
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Minorities

1	Administrators
2	Teachers
1	Teacher Associates
1	Technology
1	Food Service
1	Administrative Support
1	Pupil Transportation
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. 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.
- ✓ The addition of any male elementary classroom teachers is desirable.
In the case of Male Elementary Teachers, currently only 10.48% of the elementary classroom staff are male.
- ✓ 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.
- ✓ The Monticello Community School District will investigate options to broaden our recruitment efforts.

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 Equal Educational Opportunity	Policy # 102.0
Board Policy on Annual Notice of Non-discrimination	Policy # 102.0E1
Board Policy on Continuous Notice of Non-discrimination	Policy # 102.0E2
Board Policy on Affirmative Action	Policy # 401.3

The board will not discriminate or exclude in its educational activities or in its employment practices on the basis of race, color, age, national origin, religion, sex, sexual orientation, disability, creed, marital status, gender identity, socio-economic status, physical attributes, physical or mental ability, ancestry, political party preference, political belief, familial status, and genetic information. Further, the board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm, and harassment. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the District's Equity Coordinator, Brent Meier at 217 South Maple Street, Monticello, Iowa, 319-465-5963, brent.meier@monticello.k12.ia.us.

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

Inquiries or grievances related to this policy may be directed to the Superintendent, 711 South Maple Street, Monticello, Iowa 52310, (319) 465-5963; to the Director of the Iowa Civil Rights Commission, 400 East 14th Street, Des Moines, IA 50319-1004, 1-800-457-4416; to the Office for Civil Rights Chicago Office, United States Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-4544, (312) 730-1560; or to the Equal Employment Opportunity Commission Chicago Office, 500 W. Madison Street, Suite 2000, Chicago, IL 60661, 1-800-669-4000. Inquiries may also be directed to the Director, Iowa Department of Education, Grimes State Office Building, 400 E 14th Street, Des Moines, IA 50319-0146.

Approved: 2/10/03

Reviewed: 7/25/05; 12/22/08; 11/24/14

Revised: 3/23/09; 10/22/12; 5/23/16

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

Agricultural Education
Business Education
Family and Consumer Science Education
Industrial Education

It is the policy of the Monticello Community School District not to discriminate on the basis of race, color, age (for employment), national origin, religion, sex, sexual orientation, disability, creed, marital status (for programs), gender identity, socio-economic status (for programs), physical attributes, physical or mental ability, ancestry, political party preference, political belief, familial status, and genetic information in admission or access to, or treatment in, its programs, activities, or in its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the District's Equity Coordinator, Brent Meier at 217 South Maple Street, Monticello, Iowa, 319-465-5963, brent.meier@monticello.k12.ia.us.

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.

Or they may contact the Director of the Office for Civil Rights U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-7204, Telephone: (312) 730-1560 Facsimile: (312) 730-1576, Email: OCR.Chicago@ed.gov)

Approved: 2/10/03

Reviewed: 12/22/08; 11/24/14

Revised: 7/25/05; 3/23/09; 10/22/12; 5/23/16; 12/19/16

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, age, national origin, religion, sex, sexual orientation, disability, creed, marital status, gender identity, socio-economic status, physical attributes, physical or mental ability, ancestry, political party preference, political belief, familial status, and genetic information in admission or access to, or treatment in, its programs, activities, and employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the District's Equity Coordinator, Brent Meier at 217 South Maple Street, Monticello, Iowa, 319-465-5963, brent.meier@monticello.k12.ia.us.

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Approved: 5/23/16

Reviewed:

Revised:

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 race, color, age, national origin, sex, sexual orientation, gender identity, marital status, physical attributes, physical or mental ability, ancestry, political party preference, political belief, socioeconomic status, familial status, disability, religion, creed, and/or genetic information 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 race, color, age, national origin, sex, sexual orientation, gender identity, marital status, physical attributes, physical or mental ability, ancestry, political party preference, political belief, socioeconomic status, familial status, disability, religion, creed, and/or genetic information. 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
Phone: 319-465-5963
Email: joan.young@monticello.k12.ia.us

Date of Adoption: 4/22/13

Reviewed: 9/28/15

Revised: 11/11/15