

Westwood Equity Action Plan

July 2009

Board Action for Updating Plan

Timetable	Action
In Board meeting of month chosen to begin process	Re-designate person to be affirmative action coordinator
At Board meeting following the start of process	<ul style="list-style-type: none">• Adopt policy on equal employment opportunity and affirmative action.• Review plans to update affirmative action plan.
Every two years	<ul style="list-style-type: none">• Receive report from coordinator on progress in implementation and recommendation for an affirmative action plan update from coordinator.• Adopt and direct that the updated affirmative action plan be implemented.
Annually	Receive report from coordinator on progress in implementation.
As required by DE	Submit report as part of the Basic Educational Data Survey (BEDS) document to DE.

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Westwood Equity Statement

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

The board supports the delivery of the education program and services to students free of discrimination on the basis of race, color, sex, marital status, national origin, religion, sexual orientation, gender identity or disability. This concept of equal educational opportunity serves as a guide for the board and employees in making decisions relating to school district facilities, employment, selection of educational materials, equipment, curriculum, and regulations affecting students.

In the delivery of the education program, students will treat the employees with respect and students will receive the same in return. Employees have the best interests of the students in mind and will assist them in school-related or personal matters if they are able to do so. Students should feel free to discuss problems, whether school-related or personal, with the guidance counselor or other employees.

Students will have an equal opportunity for a quality education without discrimination, regardless of their race, religion, socioeconomic status, color, sex, marital status, national origin, sexual orientation, gender identity or disability.

The education program is free of discrimination and provides equal opportunity for the students. The education program will foster knowledge of and respect and appreciation for the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. Special emphasis is placed on Asian Americans, African-Americans, Hispanic-Americans and persons with disabilities. It will also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes.

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, are directed to the Affirmative Action Coordinator by writing to the Affirmative Action Coordinator, Connie Smits, Westwood Guidance Counselor, Westwood Community School District, Sloan, Iowa 51055; or by telephoning 712 428 3355.

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Director of the Region VII office of Civil Rights, <http://www.state.ia.us/government/crc/index.html> U.S. Department of Education 8930 Ward Parkway, Suite 2037, Kansas City, MO. 64114 (816) 268-0550 or Iowa Dept. of Education, Grimes State Office Bldg., Des Moines, IA. (515) 281-5294. This inquiry or complaint to the federal or state office may be done instead of, or in addition to, an inquiry or complaint at the local level.

Further information and copies of the procedures for filing a complaint are available in the school district's central administrative office and the administrative office in each attendance center.

Internal Monitoring and Reporting Statement

1. The Affirmative Action Committee will be infused into the District Leadership Team (DLT) according to criteria that makes every effort to reflect the diversity of the American culture. The DLT will review the Affirmative Action Plan yearly focusing on the goals and areas of concern identified during the previous year. New goals will be developed if deemed appropriate.
2. The finding of the DLT will be presented to the Westwood School Board annually.
3. Any changes to the Affirmative Action Plan shall be placed on the Westwood School web site at www.westwood.k12.ia.us and forwarded to the appropriate governmental agencies.
4. Changes to the Affirmative Action Plan will also be addressed in the Staff Handbook and Family Handbook annually.

Affirmative Action Committee

1. Kirk Ahrends, Superintendent
2. Steve Lemke, Secondary Principal
3. Connie Smits, EOE/AA Coordinator
4. Plus members of the DLT

Meeting Schedule

The DLT will meet at least once each year and review the district goals and data and report to the board.

Affirmative Action Coordinator

1. Review equal opportunity and affirmative action policy. If changes are not made, submit to board for re-confirmation. If changes are recommended, submit to board for action, noting the changes.
2. Analyze current staff and compare current staff with staff composition shown in previous plan.
3. Prepare a summary of changes in staff composition including changes in totals as well as the demographic composition of the staff.
4. Review relevant labor market areas used in the past and determine if they are appropriate or should be changed for one or more job categories.
5. Determine number and percentages of women, men, and minorities that are available for each job (*or job group*) by the use of the following:
 - a. Availability of individuals with requisite qualifications in the relevant labor market.
 - b. Analysis of the demographic composition of the applicants for positions during the past two years.
6. Compare demographic composition of current staff for each job (*or job group*) with that of the relevant labor market. Determine whether underrepresentation exists. If underrepresentation exists examine vacancy trends and other factors such as enrollment

- trends and current budget.
7. Perform the qualitative analysis. Review what has been done under previous qualitative goals. If previous goals were not accomplished, decide whether those goals were valid and if so, recommend them for re-adoption. Determine if additional goals are needed and, if so, develop and recommend them to the board for adoption.
 8. Work with District Leadership team for receiving systematic input.
 9. Submit proposed updated affirmative action plan to board for action every two years.
 10. Implement plan according to schedule, including annual dissemination of policies internally and externally.
 11. Receive and process any complaints as provided by policies.

Identification of Areas of Concern

1. There are only two male staff members in pk-5th grade.
2. There is no male in the aide position pk-12th grade.
3. There is no male in the nutrition program pk-12th grade.
4. There is only one minority on the pk-12th staff although there have been in the past.

Numerical Goals

1. Increase the numbers of male staff members in pk-5th grade by at least one member. However, with declining enrollment there are limited positions projected to be open in the near future.
2. Increase the number of male staff members in the aide positions by at least one.
3. Increase the number of male staff members in the nutrition program by at least one.
4. Increase the number of minority staff pk-12th by at least one member.

Qualitative Goals

The qualitative analysis conducted identified specific areas for improvement in equitable employment practices. While progress has been made the goals should be ongoing for the district.

1. Board Policy: The school board will publicize a statement reflective of the essential elements of the policy on Affirmative Action in all major publications and the district web site.
2. Grievance Procedure: Information pertaining to the district's grievance procedures will be communicated to staff through the staff handbook. The same information will be included in all major publications and the district's web site.
3. Job Descriptions: The district will provide job descriptions that are EOE/AA compliant for each position in the district.
4. Recruitment: In an effort to equalize minority representation job advertisements for full-time positions will be made in newspapers in diverse job markets like Sioux City,

Omaha, and Des Moines. Internet based advertisements will also be used where available.

5. Application process: The school district will review the application process to include application forms that are EOE/AA compliant.
6. Interviews: Increased awareness will be given to maintain equity in the interview process.

Appendix A

(Supporting equity policies)

Policy 102 Equal Education Opportunity, Notice and Grievance Forms and Procedures

Policy 302.1 Superintendent Qualifications, Recruitment, Appointment

Policy 303.2 Administrator Qualifications, Recruitment, Appointment

Policy 401.1 Equal Employment Opportunity

Policy 402 Equal Employment Opportunity/Affirmative Action/Harassment Prohibited

Policy 405.2 Licensed Employee Qualifications, Recruitment, Selection

Policy 411.2 Classified Employee Qualifications, Recruitment, Selection

Policy 500 Objectives for Equal Educational Opportunities for Students

Policy 502.10 Equal Educational Opportunities: Prohibition of Harassment, Bully and Hazing of Students, Grievance Forms and Procedures

Policy 600 Goals and Objectives of the educational program

Policy 603.4 Multicultural/Gender Fair Education