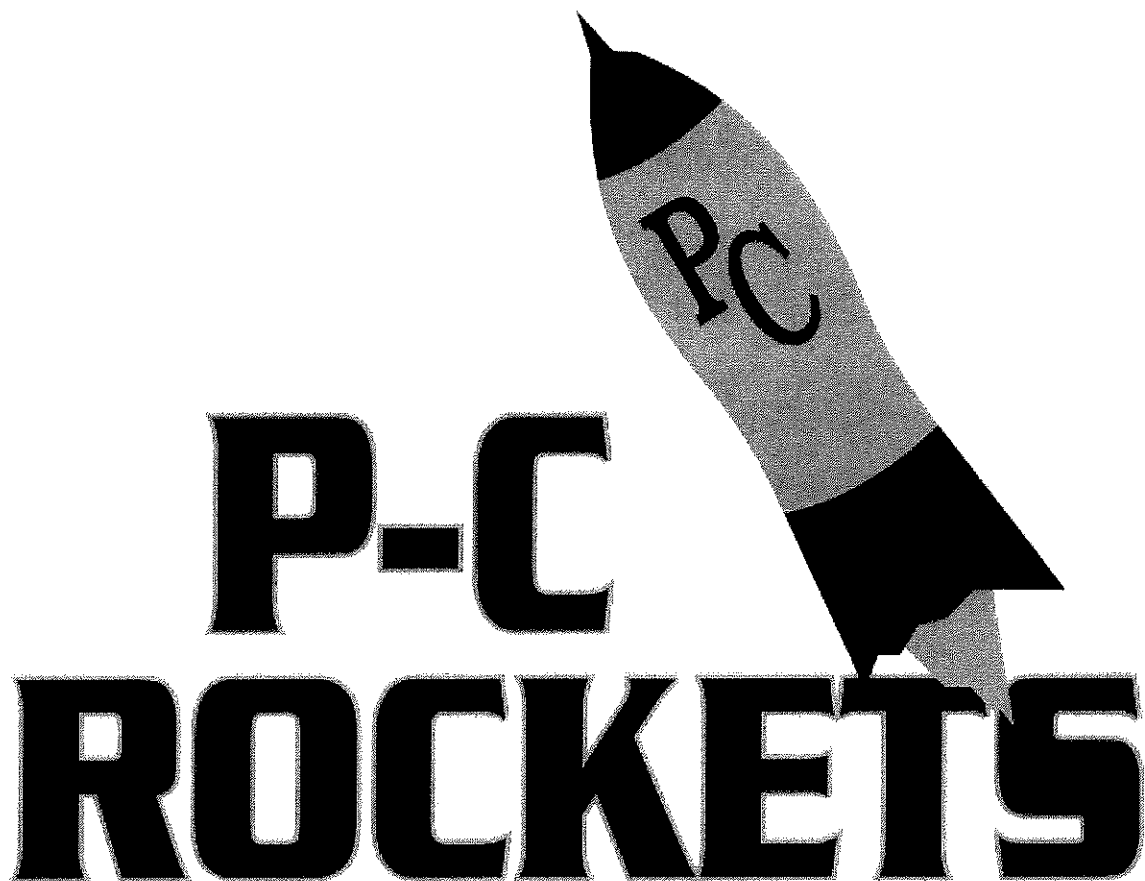


Paton-Churdan
Community School
District

EEO/AA

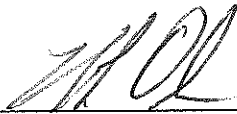


Administrative Statement of Purpose

The Paton-Churdan Community School District is committed to the concepts of equal opportunity employment and affirmative action. The Equal Employment Opportunity/Affirmative Action (EEO/AA) plan describes policies, goals, and process the District uses to guide the provision of equal employment opportunities. The District's employment practices will not discriminate on the basis of race, creed, color, religion, national origin, gender, marital status, age, sexual orientation, gender identity, or disability. The EEO/AA plan is written to meet the requirements of Iowa Code Chapter 19B.11 and Iowa Department of Education Rules Chapter 95.

Implementation of the EEO/AA Plan requires ongoing review of policy and plan dissemination, staff development, and record keeping, recruitment, hiring, assignment, and promotion, in keeping with our guiding principles of continuous improvement and optimal use of resources. Students benefit from the District's efforts to develop a diverse employee culture that is reflective of the community and state. A diverse District workforce offers students opportunities to interact with people who perform a variety of roles and hold differing perspectives.

The Principal, Annie Smith, serves as the Affirmative Action Coordinator and fulfills the responsibility of monitoring and reporting the District's progress toward the goals established in the EEO/AA Plan. Existing committees and/or public hearings will be used to obtain systematic input for the EEO/AA plan.



Superintendent



Date

EEO/AA Program Coordinator and Responsibilities

The role of the affirmative action program coordinator for the Paton-Churdan Community School District will be filled by the Principal. This person will work in coordinating the development and implementation of the EEO/AA policies and plan. The responsibilities of the coordinator are:

- Update the EEO/AA plan biannually
- Establish a process for disseminating the EEO/AA plan
- Establish and review policy for complaint procedures
- Provide a report to the school improvement advisory committee
- Coordinate and monitor record keeping as applies to the EEO/AA plan

The current EEO/AA Program Coordinator can be contacted at:

Annie Smith
PK-12 Principal
Paton-Churdan Community School District
606 Adrian Street
Churdan, IA 50050
515-389-3111
asmith@paton-churdan.k12.ia.us

Workforce Analysis

Paton-Churdan Community School District employees

Job Category	Totals	Male	Female	Not Hispanic/Latino	Hispanic/Latino
Administrators	2	1	1	2	0
Clerical	2	1	1	2	0
Associates	5	0	5	5	0
Food Service	2	0	2	2	0
Elementary Teachers	7	0	7	7	0
Secondary Teachers	8	3	5	8	0
Custodial	2	2	0	2	0
Other	4	1	3	4	0
Totals	32	7	25	32	0

Qualitative Analysis/Goals

	Responsibility	Target Date
Review applications, job descriptions and evaluation instruments	Administration	Ongoing Annually
Advertise for positions utilizing a variety of resources	Administration	Ongoing Annually
Recruit minority employees in all Employment areas: Male teachers Male food service Female custodial Male clerical Male associates	Administration	Ongoing

Quantitative Analysis/Goals

Areas of underrepresentation were determined by the percentage of men, women and minorities in the Paton-Churdan Community School District compared to men, women and minority staff members.

The Paton-Churdan Community School District will employ an individual of an underrepresented group who excels over other candidates in quality of work, experience and education. Paton-Churdan will also strive to improve every area of underrepresentation.

Areas of Underrepresentation

Job Category	Men	Women	Minorities
Administrators	No	No	Yes
Clerical	No	No	Yes
Associates	Yes	No	Yes
Food Service	Yes	No	Yes
Elementary Teachers	Yes	No	Yes
Secondary Teachers	Yes	No	Yes
Custodial	No	Yes	Yes
Other	Yes	No	Yes

Numeric Goals

The Paton-Churdan Community School District will employ an individual of an underrepresented group who excels over other candidates in quality of work, experience and education. Paton-Churdan will also strive to improve every area of underrepresentation.

Job Category	Men	Women	Minorities
Administrators	0	0	0
Clerical	0	0	0
Associates	1	0	1
Food Service	1	0	1
Elementary Teachers	1	0	1
Secondary Teachers	1	0	1
Custodial	0	1	1
Other	0	1	1

Relevant Labor Market

Paton-Churdan utilized 2010 demographic information from the Census Bureau, U.S. Department of Commerce and the Iowa Workforce Development to examine and compare the makeup of the potential workforce. The relevant labor market for classified staff will be those within commuting distance of Greene and surrounding counties. The relevant labor market for teachers will be the state of Iowa. The relevant labor market for administrators is national.

2013 Demographics	City of Churdan	Greene County	State of IA	PC Staff	PC Teachers	PC Admin.	PC Class Staff
Total	386	9,337	3,046,355	32	15	2	15
% White	94.6	97.5	92.5	100	100	100	100
% Hispanic	.8	2.5	5.5	0	0	0	0
% Black	1.0	.5	3.3	0	0	0	0
% Asian	1.0	.5	2.0	0	0	0	0
% Other	.9	.3	.1	0	0	0	0
% Multi	1.6	1.1	1.6	0	0	0	0

A calculation of information provided the Census Bureau and Iowa Workforce Development shows the non-minority population within the State of Iowa is 92.5%. From the information provided, Paton-Churdan is underrepresented in all employment groups. Paton-Churdan will also strive to improve every area of underrepresentation.

EQUAL EMPLOYMENT OPPORTUNITY

The Paton-Churdan Community School District will provide equal opportunity to employees and applicants for employment in accordance with applicable equal employment opportunity and affirmative action laws, directives and regulations of federal, state and local governing bodies. Opportunity to all employees and applicants for employment includes hiring, placement, promotion, transfer or demotion, recruitment, advertising or solicitation for employment, treatment during employment, rates of pay or other forms of compensation, and layoff or termination. The school district will take affirmative action in major job categories where women, men, minorities and persons with disabilities are underrepresented. Employees will support and comply with the district's established equal employment opportunity and affirmative action policies. Employees will be given notice of this policy annually.

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

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

Prior to a final offer of employment for any teaching position the school district will perform the background checks required by law. The district may determine on a case-by-case basis that, based on the duties, other positions within the district will also require background checks. Based upon the results of the background checks, the school district will determine whether an offer will be extended. If the candidate is a teacher who has an initial license from the BOEE, then the requirement for a background check is waived.

Advertisements and notices for vacancies within the district will contain the following statement: "The Paton-Churdan Community School District is an EEO/AA employer." The statement will also appear on application forms.

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, will be directed to the Affirmative Action Coordinator by writing to Annie Smith, Compliance Officer, Paton-Churdan Community School District, Box 157, Churdan, Iowa 50050; or by telephoning 515-389-3111.

Approved April, 1998

Reviewed November 2013

Revised _____

EQUAL EMPLOYMENT OPPORTUNITY

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Director of the Region VII office of Civil Rights, U.S. Department of Education, 310 W. Wisconsin Ave., Ste. 800, Milwaukee, Wisconsin, 53203-2292, (414) 291-1111 or the Iowa Civil Rights Commission, 400 E. 14th Street, Des Moines, Iowa, 50319-1004, (515) 281-4121 or 1-800-457-4416, <http://www.state.ia.us/government/crc/index.html> . This inquiry or complaint to the federal 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.

Legal Reference: 29 U.S.C. §§ 621-634 (2006).
42 U.S.C. §§ 2000e et seq. (2006).
42 U.S.C. §§ 12101 et seq. (2006).
Iowa Code §§ 19B; 20; 35C; 73; 216; 279.8 (2009).
281 I.A.C. 12.4; 14.1; 95.

Cross Reference: 102 Equal Educational Opportunity
104 Bullying/Harassment
405.2 Licensed Employee Qualifications, Recruitment, Selection
411.2 Classified Employee Qualifications, Recruitment, Selection

ANTI-BULLYING/HARASSMENT POLICY

Harassment and bullying of students and employees 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 other students, by school employees, and by volunteers who have direct contact with students will not be tolerated in the school or school district.

The board prohibits harassment, bullying, hazing, or any other victimization, of students, based on any of the following actual or perceived traits or characteristics, including but not limited to age, race, color, national origin, creed, socio-economic status, religion, sex, physical or mental ability/disability, ancestry, political party preference, political belief, familial status, sexual orientation, gender identity, physical attributes, or marital status.

Harassment against employees based upon the employee's age, race, color, national origin, creed, socio-economic status, religion, sex, physical or mental ability/disability, ancestry, political party preference, political belief, familial status, sexual orientation, gender identity, physical attributes, or marital status is also prohibited.

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, which may include suspension or expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, which may include, termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures which may include, exclusion from school grounds. "Volunteer" means an individual who has regular, significant contact with students.

When looking at the totality of the circumstances, harassment and bullying mean any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions:

- 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.

ANTI-BULLYING/HARASSMENT POLICY

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

- Repeated remarks of a demeaning nature
- Implied or explicit threats concerning one's grades, achievements, property, etc
- Demeaning jokes, stories, or activities directed at the student; and/or
- Unreasonable interference with a student's performance.

Sexual harassment of a student by an employee 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 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.

ANTI-BULLYING/HARASSMENT POLICY

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

It also is the responsibility of the superintendent, in conjunction with the investigator and principals, to develop procedures regarding this policy. The superintendent also 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 board.

The board will annually publish this policy. The policy may be publicized by the following means:

- Inclusion in the student handbook
- Inclusion in the employee handbook
- Inclusion in the registration materials
- Inclusion on the school or school district's web site

and a copy shall be made to any person at the central administrative office at 606 Adrian Street, Churdan, Iowa 50050.

Legal References: 20 U.S.C. §§ 1221-1234i (2006).
 29 U.S.C. § 794 (2006).
 42 U.S.C. §§ 2000d-2000d-7 (2006).
 42 U.S.C. §§ 12001 *et. seq.* (2006).
 Senate File 61, 1st Regular Session, 82nd General Assembly, (2007).
 Iowa Code §§ 216.9; 280.3 (2009).
 281 I.A.C. 12.3(6).
 Morse v. Frederick, 127 S.Ct. 2618 (2007)

Cross References: 502 Student Rights and Responsibilities
 503 Student Discipline
 506 Student Records

ANTI-BULLYING/HARASSMENT INVESTIGATION PROCEDURES

Individuals who feel that they have been harassed should:

- Communicate to the harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual wants assistance communicating with the harasser, the individual should ask a teacher, counselor or principal to help.
- If the harassment does not stop, or the individual does not feel comfortable confronting the harasser, the individual should:
 - tell a teacher, counselor or principal; and
 - write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including:
 - o what, when and where it happened;
 - o who was involved;
 - o exactly what was said or what the harasser did;
 - o witnesses to the harassment;
 - o what the student said or did, either at the time or later;
 - o how the student felt; and
 - o how the harasser responded.

COMPLAINT PROCEDURE

An individual who believes that the individual has been harassed or bullied will notify the building principal, the designated investigator. The alternate investigator is the guidance counselor. The investigator may request that the individual complete the Harassment/Bullying Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. The complainant shall be given a copy of the completed complaint form. Information received during the investigation is kept confidential to the extent possible.

The investigator, with the approval of the principal, or the principal has the authority to initiate an investigation in the absence of a written complaint.

INVESTIGATION PROCEDURE

The investigator will reasonably and promptly commence the investigation upon receipt of the complaint. The investigator will interview the complainant and the alleged harasser. The alleged harasser may file a written statement in response to the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator will make written findings and conclusions as to each allegation of harassment and report the findings and conclusions to the principal. The investigator will provide a copy of the findings of the investigation to the principal.

ANTI-BULLYING/HARASSMENT INVESTIGATION PROCEDURES

RESOLUTION OF THE COMPLAINT

Following receipt of the investigator's report, the principal may investigate further, if deemed necessary, and make a determination of any appropriate additional steps which may include discipline.

Prior to the determination of the appropriate remedial action, the principal may, at the principal's discretion, interview the complainant and the alleged harasser. The principal will file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The complainant, the alleged harasser and the investigator will receive notice as to the conclusion of the investigation. The principal will maintain a log of information necessary to comply with Iowa Department of Education reporting procedures.

POINTS TO REMEMBER IN THE INVESTIGATION

- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process.
- Retaliators will be disciplined up to and including suspension and expulsion.

CONFLICTS

If the investigator is a witness to the incident, the alternate investigator shall investigate.