

# Westwood Community School District

Equal Employment Opportunity and Affirmative Action Plan  
2022

**Affirmative Action Director:**  
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**Westwood Community School District  
Equal Employment Opportunity/Affirmative Action  
Plan Overview**

The District Affirmative Action Plan begins with the Administrative Statement and includes copies of related Board Policies. The Board policies establish the legal foundation and principles upon which the District will operate.

The remaining documents, studies, and surveys are included to promote easy access for implementation and focus. They outline the duties of the program coordinators, the duties and make-up of the required committee, and analysis of the current workforce, along with District goals and action plans to promote affirmative action.

**Mission Statement**

**The mission of the Westwood Community School District is to provide the environment and curriculum necessary to assist all students in achieving their fullest potential.**

**NOTICE OF NONDISCRIMINATION**

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

**Agricultural Business and Management  
Business/Commerce-General Business  
Family and Consumer Sciences  
Drafting/Design Engineering Technologies/Technicians**

It is the policy of the Westwood Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and 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 Connie Smits, 1000 Rebel Way, Sloan, Iowa, 712-428-3355, [csmits@wcsdrebels.com](mailto:csmits@wcsdrebels.com).

## Resolution

Whereas, Chapter 95 of the Iowa Administrative Code, and various federal civil rights laws, require the Board of Directors to assign and employee the responsibility for coordinating and developing the agency's equal employment opportunity/affirmative action plans:

Whereas, this employee may be called upon to do any of the following:

- Provide technical assistance to administrators and Board members.
- Provide program development services related to nondiscrimination.
- Provide access to training to service delivery staff and others regarding equity legislation.
- To coordinate grievance procedures.
- To coordinate record keeping systems related to various aspects of civil rights compliance.
- To coordinate equal employment opportunity and affirmative action efforts.

Therefore, the Westwood Community School District Board does hereby specify that the Directors of Equity and Human Resources have joint responsibility for this plan.

Dated this 27 day of 12, 2020

Attest: Omee Wemmel  
Board Secretary  
Westwood Community Schools

[Signature]  
Board President  
Westwood Community Schools

## **Affirmative Action Policy Introductory Statement**

The Westwood Community School District is committed to the principles of equal employment opportunities and will take affirmative action in practices that provide equal access to minorities, women and underrepresented groups. We believe that it is within the best interest of the educational system to develop an employee culture reflective of the greater society, to do so would better serve the student populations and make the greatest use of available human resources. The world is ethnically and culturally diverse and students must be equipped with a global perspective which will allow them to interact with all people in varying roles.

Federal regulations particularly advocate affirmative actions on behalf of minority members, women, handicapped persons, and veterans. This policy affirms the district's position of compliance to those regulations.

The purpose of the Equal Opportunity and Affirmative Action Plan is to reaffirm the District's goal of providing equal employment opportunities to minority groups members and women. It ensures, however, that recruitment, appointment, and promotion of all persons in all job classifications will occur without discrimination on the basis of race, creed, color, religion, national origin, gender, age, marital status, sexual orientation, gender identity, veteran status, disability, or socioeconomic status in its educational programs, activities, or employment practices.

The responsibility for equal employment opportunity and affirmative action lies ultimately with the Board of Directors and the superintendent. Implementation and administering on a day-to-day basis is the responsibility of the Director of Equity and Human Resource Director, and all administrators, supervisors, and staff who participate in hiring. The continued focus of the principals, directors, coordinators, supervisors, facilitators and other personnel responsible for hiring and promotion is critical to the success of the District's goals and objectives

It is the District's intent to comply with federal and state regulation and to work cooperatively with governmental and community organizations to continuously ensure employment opportunities.

**Administrative Statement**

The Westwood Community School District is committed to the concepts of equal opportunity employment and affirmative action.


The Equal Employment Opportunity/Affirmative Action Plan contains the policies, processes and goals we will use as a guide to providing equal employment opportunities. The District will not discriminate in employment practices on the basis of race, creed, color, religion, national origin, gender, age, marital status, sexual orientation, gender identity, veteran status, disability, or socioeconomic status in its educational programs, activities, or employment practices. To ensure this practice, a continuous review of recruitment, applicant screening, hiring, assignment, staff development, staff advancement, and grievance procedures will be implemented.

It is the District's intent to provide a fair and supportive work environment for all employees. To this end, policies, goals, implementation timelines and staff to monitor it have been designated. The workplace will be free of harassment which is sexual in nature or which as a demeaning intent related to race, creed, color, religion, national origin, gender, age, marital status, sexual orientation, gender identity, veteran status, disability, or socioeconomic status. To engage in such, will be a violation of District policy.

The Director of Human Resources and the Equity Director are charged with monitoring the process of the goals established by the plan and for reporting appropriate information to the administration and to the Board.

This plan is designed to meet the requirements of Chapter 19B.11 of the Iowa Code and Chapter 95 of the School Rules of Iowa.

  
\_\_\_\_\_  
Superintendent's Signature

  
\_\_\_\_\_  
Date

## **Responsibilities of the Affirmative Action Directors**

The Director of Human Resources will direct affirmative action activities as they relate to equal employment practices. The Equity Coordinator will coordinate the district's activities related to MCNS education and will process discrimination complaints and grievances.

The Director of Human Resources and Equity Director will monitor the District's activities related to the following federal and state equity laws:

<u>Federal</u>	<u>State</u>
a. Title IV-1964 Civil Rights Act (Race and National Origin) b. Title IX of the 1972 Education Amendments (Gender) c. Section 504 of the 1973 Vocational/Rehabilitation Act (Disability) d. The Age Discrimination Act of 1975 (Age) e. Title II of the Vocational Education Amendments of 1976 and the Carl Perkins Act of 1984.	a. Section 256 Iowa Code Nondiscrimination/School Boards b. Chapter 19B.11-Equal Employment Opportunity Affirmative Action

While none of the above laws outline the specific duties for the Equity Director, beyond the general requirements that s/he "coordinate": the agency's compliance activities, it is expected that the Equity Director will be called upon to perform any of the following:

- Provide technical assistance to administrators and Board members.
- Provide program development services related to nondiscrimination.
- Provide training to service delivery staff and others regarding equity legislation.
- Coordinate and administer grievance procedures.
- Coordinate and administer record keeping systems related to various aspects of civil rights compliance.
- Coordinate and administer equity compliance evaluation and monitor systems.

## **Equity Affirmative Action Advisory Committee**

### Membership and Role

The superintendent shall appoint an advisory committee upon recommendation of the equal opportunity/affirmative action administrator. The advisory committee shall include a balance of females, at least one from each minority group represented in the regional population, and a representative person with disabilities. If there is no minority group members available local, minority resource persons shall be invited to communicate about the District's activities on an annual basis. Persons representing other diverse groups, including senior citizens and religious groups may be included.

The committee will establish procedures and by-laws that specify such things as frequency of meetings, meeting times, selection of officers, methods, quorums for voting, etc.

Committee members will be made aware of their advisory capacity and that the administration may not carry out all of their recommendations. At the same time, the administrator will be made aware that they have a responsibility to seriously consider all recommendations made by the committee.

In an effort to keep the committee well informed, administration will provide committee members with copies of federal and state legislation, rules, guidelines related to equal opportunity employment and affirmative action.

Among the specific responsibilities of the committee should be the following:

- Monitor issues of community interest and concern related to equal opportunity employment and affirmative action and provide that information to the administration and Board.
- Relay information on employment equity activities to the community at large.
- View all agency employment policies and practices to assess the degree to which they promote multicultural and concepts.
- Promote more positive inter-group relations within the community, as well as to foster positive inter-group understanding, and skills among the employees and the community.
- Make recommendations to the District's Board and administration related to employment equity issues.
- Provide support for the District's equal opportunity employment/affirmative action plan.

**Westwood Community School District  
Equal Employment Opportunity/Affirmative Action Advisory Committee**

Members of the Westwood Community School District Equal Opportunity  
Employment/Affirmative Action Advisory Committee:

Connie Smits, Equity Coordinator/HR

Jill Kerr, Elementary Principal

Matt Drees, Secondary Principal

Jay Lutt, Superintendent

Ashlee Worrell, Business Manager

Melissa Ferris, Superintendent Secretary

Cass Burkhart, Spanish Teacher

Abby Steele, Elementary Special Education Teacher

Vanessa Crawford, Elementary Teacher



## Selection Procedure

### Pre-Selection

Task	Responsibility
<ul style="list-style-type: none"> <li>Staffing analysis and establishment of need</li> </ul>	Superintendent HR
<ul style="list-style-type: none"> <li>Job analysis, job description, work schedule, selection criteria</li> </ul>	Superintendent HR Building Principal
<ul style="list-style-type: none"> <li>Posting and processing of applications</li> </ul>	HR Director
<ul style="list-style-type: none"> <li>Recruitment</li> </ul>	HR Director

### Screening

Task	Responsibility
<ul style="list-style-type: none"> <li>Master Contract implications analysis (if applicable)</li> </ul>	Superintendent HR
<ul style="list-style-type: none"> <li>Screening Criteria</li> </ul>	Superintendent HR
<ul style="list-style-type: none"> <li>Analysis of applicant pool</li> </ul>	Superintendent HR Building Principal
<ul style="list-style-type: none"> <li>Selection of Candidates for Interview</li> </ul>	Superintendent HR Building Principal

### Interview

Task	Responsibility
<ul style="list-style-type: none"> <li>Selection of interview committee</li> </ul>	Superintendent HR Building Principal
<ul style="list-style-type: none"> <li>Interview of Candidates</li> </ul>	Superintendent HR

	Building Principal Interview Team (teachers, staff)
• Reference Checks	HR
• Analysis of interview, references and application date AND selection of successful candidate	Superintendent HR Building Principal
• Collection and storing of interview documentation	HR

#### Post-Interview

Task	Responsibility
• Selection Review	HR
• Criminal Background Investigation	HR
• Offer Position	HR Building Principal
• Salary Placement	HR Superintendent
• Recommendation to Superintendent	HR
• Hire candidates	School Board

**Section III**  
**Workforce Analysis**

## **Report from the Human Resource Department Staff**

This report is an accounting of staff of the Westwood Community School District and an analysis of the workforce distribution based on race and gender.

The official accounting date has been established as October 1, 2015 of the 2015-2016 school year. This date is the same as the official count day for students. It will also provide a consistent reporting date from which to compare data from year to year.

Certified staff is accounted for by person count (head count) and by full time equivalent (FTE). The per person count represents the actual number of people which include full and part time employees. The FTE stands for "full time equivalent" of the total number of staff and is based on the percentage of times per week a certified staff member works. Non-certified staff totals are by person count, not FTE.

The analysis of data is to provide a portrait of the District staff and to monitor growth/changes. Charts will be used that represent staff according to race, gender, and positions by percentages and per person counts in each category.

The following pages will present an accounting and analysis of certified staff by ground and non-certified staff by department.

**Part I**  
**Administrators**

The district employs 3 administrators:

- Superintendent
- PK-6 Principal
- Principal 7-12
- Athletic Director (not licensed administrator or full time position)

**Ethnic & Gender Breakdown of Administrator Staff**

	Minority	Male	Female	Total
Superintendent	0	1	0	1
Principal	0	1	1	2
Athletic Director	0	0	0	0
Total	0	2	1	3
	0%	64%	33%	100%

**Part II**  
**Certified Staff**  
**(Non-Administrative)**

Certified positions are broken down according to the State's Equal Employment Opportunity Commission (EEOC) categories. The staff members in the certified category are those listed as bargaining unit employees in the negotiated agreement with Westwood Education Association.

The number of certified teaching staff members in the Westwood Community School District is calculated and represented by the number of employees (headcount) and also by full-time equivalents. The population of employees includes:

- Elementary and secondary teachers (includes art, music, PE)
- Guidance Counselor
- Teachers Librarians
- Other Class Teachers (Title I, SPED, TAG)
- Other Staff Professionals (nurse, ELL Teachers)

**Breakdown of Certified (non administrative) staff**

	<b>FTE</b>	<b># Persons</b>
<b>Elementary</b>	<b>21.5</b>	<b>22</b>
<b>High School</b>	<b>17.5</b>	<b>18</b>
<b>Other Classroom Teachers</b>	<b>10</b>	<b>9</b>
<b>Guidance Counselor</b>	<b>2</b>	<b>2</b>
<b>Teacher Librarians</b>	<b>.1</b>	<b>1</b>
<b>Other Professionals</b>	<b>1</b>	<b>1</b>

The chart below illustrates the distribution of staff over position categories according to gender.

	Male	Female	Total
Elementary	1	20.5	21.5
High School	9	8.5	17.5
Other Classroom Teachers	4	5	9
Guidance Counselor	0	2	2
Teacher Librarians	0	1	1
Other Professionals	0	1	1
<b>Total</b>	<b>14</b>	<b>38</b>	<b>52</b>
	26.92%	73.08%	100%

The chart below illustrates the distribution of staff over position categories according to race/ethnic group.

	American Indian	European American	Hispanic American	African American	Total Minority	Total
Elementary	0	20.5	1	0	0	21.5
High School	0	17.5	0	0	0	17.5
Other Classroom Teachers	0	9	0	0	0	9
Guidance Counselor	0	2	0	0	0	2
Teacher Librarians	0	1	0	0	0	1
Other Professionals	0	1	0	0	0	1
<b>Total</b>	<b>0</b>	<b>62</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>63</b>
<b>Percentage</b>	<b>0</b>	<b>98.41%</b>	<b>1.58%</b>	<b>0</b>	<b>0</b>	<b>100%</b>

**Change in Certified Staff from 2017-2018 to 2022-2023**

	<b>2017-2018</b>	<b>2023-2024</b>	<b>Difference</b>
<b>Elementary</b>	<b>21</b>	<b>21.5</b>	<b>+0.5</b>
<b>High School</b>	<b>21</b>	<b>17.5</b>	<b>-3.5</b>
<b>Other Classroom Teachers</b>	<b>8</b>	<b>9</b>	<b>+1</b>
<b>Guidance Counselor</b>	<b>1.5</b>	<b>2</b>	<b>+0.5</b>
<b>Teacher Librarians</b>	<b>.4</b>	<b>.1</b>	<b>-.3</b>
<b>Other Professionals</b>	<b>1</b>	<b>1</b>	<b>0</b>



**Part III**  
**Classified Staff**  
**(Non-Administrative & Non-Certified)**

For the purpose of this report, the numbers reflect a per-person count (head count). Part-time and full-time staff members are counted the same. The support staff is categorized in the following groups:

- Educational Associates: (Supervisory, Classroom, SPED)
- Food Service (includes the kitchen manager)
- Physical Plant (Custodians)
- Transportation
- Secretaries/Nurse
- Technical Support Staff (business office, physical plant director)

**Breakdown of Classified staff**

Employee Category	FTE	# Persons
Paraeducators	26.25	28
Food Service	21.25	23
Physical Plant	7.5	8
Secretaries	2	2
Technical/ Supervisor	.1	1
Paraeducators	1	1

**Classified Staff by Gender**

Employee Category	Female	Male	Total
Paraeducators	27.5	0	27.5
Food Service	6	0	6
Physical Plant	5	1	6
Secretaries	5	0	5
Technical/ Supervisor	3	0	3
<b>Total</b>	<b>55.5</b>	<b>1</b>	<b>56.5</b>

Percent	98%	2%	100%
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### Classified Staff by Ethnicity

Employee Category	European American	African American	Hispanic American	Asian American	American Indian
Paraeducators	27.5	0	0	0	0
Food Service	6	0	0	0	0
Physical Plant	5	0	0	0	0
Transportation	10	0	0	0	0
Secretaries	5	0	0	0	0
Technical/ Supervisor	3	0	0	0	0
<b>Total</b>	<b>56.5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Percent</b>	<b>100%</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

### Change in Classified Staff from 2017-2018 to 2022-2023

Employee Category	2013-2014	2022-2023	Change
Paraeducators	22	27.5	4.5
Food Service	5	6	1
Physical Plant	4	5	1
Transportation	11	10	-1
Secretaries	4	5	1
Technical/ Supervisor	3	3	0
<b>Total</b>	<b>49</b>	<b>56.5</b>	<b>7.5</b>
<b>Percent</b>			<b>14%</b>

## **Underrepresented Areas**

### Males: Elementary

Male teachers in the elementary school are underrepresented . Based on the national and state availability for male elementary teachers, the district sets a goal of increasing the male elementary teacher population by 10%.

### Minority Staff-Certified Positions

Minority teachers in both the high school and elementary school are underrepresented. Based on the availability of qualified minorities in the labor market, the district sets a goal of increasing our minority certified positions to 10%.

### Non-Certified Staff:

Minority non-certified staff at both the high school and elementary school are underrepresented. Based on the local market workforce, the district sets a goal of increasing our minority non-certified positions to 10%.

### Minority Certified/Non-Certified Candidates

If the certified/non-certified minority goals are to be obtained it is imperative that the number of qualified minority applicants also increase. For the 2022-23 school year the applicant pool for those positions did not include any minority applicants. The District sets a goal of attracting 10% minority applicants.

### Hiring Goals:

Male Elementary Teachers: 10%

Minority certified staff: 10%

Minority support staff: 10%

Minority Applicants: 10%

## **Qualitative Analysis**

## **Qualitative Analysis**

The Affirmative Action Plan encompasses five areas: policies, procedures, recruitment, retention, and staff development. An analysis of District's policies and practices was conducted by the Director of Human Resources/Equity Coordinator. The purpose of this review was to examine areas where District practices might tend to exclude, disadvantage, restrict or result in adverse impact on current or prospective employees. The goal of the District is to prevent any such occurrences.

Two major areas reviewed were: (a) those prone to negatively impact individual employees or employee groups, (b) those which could potentially make the District suspect or in violation of equal employment legislation.

The following is an overview outlining objectives/goals to address the areas of concern outlined in this report:

#### 1. Recruitment Policies and Procedures:

The areas of recruitment practices and policies is annually evaluated by the Director of Human Resources. Goals are set, annually reviewed, and new goals established based on the hiring needs of the district. The goal is to increase the percentage of male elementary teachers.

- A. Recruit at the Peru State, Northwest Missouri State University, UNO job fairs.
- B. Advertise on national websites for teachers and administrators to increase the number of minority candidates.
- C. Advertise in periodicals and newspapers that serve communities with extensive minority populations.
- D. Work with other community human resource personnel to recruit staff.
- E. Continue to refurbish and update the District's website.

#### 2. Rate and Turnover in the Certified Staff Positions.

The District hires on average between 3 and 5 new certified staff members yearly. The numbers result from job relocations and retirees, The employee turnover rate offers the

District opportunities to diversify the workforce. When these openings occur, principals are expected to diligently seek highly qualified minority candidates.

### 3. Mentoring of New Employees

The goal is to help employees to be successful in their careers. In addition to providing a quality environment for teaching and learning, targeted staff development opportunities are afforded to all staff and mentors are provided for new staff. A review of District practices reveal that initial staff development sessions and mentoring programs exist for certified staff members who are new to the District. Iowa legislation gives teachers new to the profession strong District support and mentoring for their first two years of teaching. This is producing immediate results on teacher quality and will positively impact teacher retention and student achievement. Veteran teachers that serve as paid mentors also grow from the induction process.

### 4. Discipline and Termination

The key here is to risk avoidance. If the employee selection process is carried out, only the most highly qualified applicants are hired. IF this is happening, the concepts of discipline and termination should rarely come into play. The areas of discipline and termination should not be a concern for current and prospective employees in a healthy organization. Employees are concerned about having an equitable opportunity to succeed. A goal of our District is to retain employees and therefore needs to establish a means by which diverse and underrepresented employees have an equal opportunity for success. Administrators and supervisors will be responsible for providing support in the workplace, keeping current on evaluation and securing assistance if an employee's performance is less than satisfactory.

### 5. Staff Development

#### A. Personnel in charge of hiring

Administrators and supervisors need to realize the expectation, urgency, and need to employ a diverse staff that reflects the changing student demographics in the District. Periodic staff development needs to be conducted to provide training on the legal/ethical hiring practices and affirmative action guidelines.

## B. Employee Staff Development

Staff development must be provided for all employees that will increase cultural competence and provide strategies when working with the increasing number of students with diverse backgrounds. It is critical for all certified staff to receive training on a variety of teaching/learning and classroom management strategies to meet the wide variety of student learning styles.

## Action Steps for the 2022-23 School Year



## **Action Steps for the 2022-23 School Year**

To reach the goals set forth by the District's Equal Employment Opportunity and Affirmative Action Plan for increasing the number of certified minority employees, male elementary teachers and minority employees the following action steps will be implemented:

1. Expand recruitment at job fairs beyond local colleges and universities.
2. Expand advertising in national publications, periodicals, newspapers and/or online websites that target minorities.
3. Explore possible partnerships with Universities and Colleges that would seek college funding sources for high school students or existing support staff that may be interested in pursuing a teaching career.
4. Work with the Iowa Association of Personnel Administrators to share minority recruiting plans and strategies.
5. Create partnership with Human Resource Departments of local businesses.
6. Use the services of the National Education Minority Network to find minority teachers willing to explore teaching opportunities at Westwood Community School.
7. Work with building administrators to set hiring goals for their buildings.
8. If no highly qualified minority candidates exist for the open position, then focus on candidates that have had life/work experience working with diverse populations.
9. Monitor the rate and turnover of staff and the use of opportunities to diversify the workplace.
10. Monitor administration and supervisors to ensure accountability for providing support in the workplace, keeping current on evaluation, and securing assistance if an employee's performance is less than satisfactory.
11. Ensure that any disciplinary action is fairly administered, well documented, neither capricious and/or arbitrary; and the employee is afforded the appropriate due process.
12. Work with administration, advisory groups and staff members to develop retention activities and plans which retain employees and promote equitable treatment of all staff.

## **Staff Development**

The Westwood Community School District will provide periodic training for all staff that hire or supervise personnel on the principles of equal employment opportunity and the implication of its affirmative action plan.

Chapter 95 requires that all staff who hire or supervise personnel receive periodic training. This training will be ongoing and developmental in nature. It will deal with both employment/personnel practices which facilitate equal opportunity as well as the specifics of the Equal Employment Opportunity/Affirmative Action Plan.

Training on equal employment and affirmative action will be part of the overall staff development plan for the District's management staff.

### **Staff Development Topics**

Staff Development related to equal employment opportunity shall include but is not limited to varied issues such as:

- Reviewing strategies for targeting recruitment or broadening the recruitment area.
- Eliminating barriers from the application process and assuring that the criteria used to select interviewees from applicants and the selected candidate from the persons interviewed are bonafide qualifications for success in the position,
- Reviewing the "do's" and "don'ts" of the application and interview process.
- Structuring interview procedures.
- Developing lesson design and teaching strategies appropriate for a diverse student population.
- Training all staff in the area of cultural competence.

Staff development related to implementation of the affirmative action plan might include the following:

- Communicating the goals of the plan to all persons who hire and manage personnel
- Clarifying the District's expectations of all management staff in terms of practices related to recruitment, employment, and management of staff.
- Encouraging interaction between management staff and the Equity Advisory Committee on education concerns.
- Providing support systems and leadership to advisory committees.

- Record keeping related to equal employment and affirmative action.