

# Equal Opportunity Employment and Affirmative Action Plan

Shenandoah Community School District

2025-2027

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# Section I – Statements and Resolutions

## State of Iowa Requirements for Affirmative Action Plan

A school district's employment policies and practices shall provide equal opportunity to all persons. No person may be denied access to the district's employment opportunities because of race, creed, color, religion, national origin, gender, age, or disability.

Each board of directors is required to adopt policy statements and develop plans for the implementation of equal employment opportunity standards and affirmative action programs, which contain the following elements.

1. Policy statement outlining the board of directors' commitment to the principles of equal employment opportunity and affirmative action, which contains procedures for employees and applicants for employment to redress complaints of discrimination.
2. A written equal employment opportunity and affirmative action to be evaluated and updated on a biennial basis.
3. Assignment of responsibility to an employee for coordinating the development and ongoing implementation of the plans. This employee may be the same employee who has been assigned to coordinate the district's efforts to comply with federal laws requiring nondiscrimination in educational programs and employment.
4. Systematic input from diverse racial/ethnic groups, women, men, and persons with disabilities into the development and implementation of the plans, which may include using advisory committees or public hearing procedures.
5. Periodic training for all staff who hire or supervise personnel on the principles of equal employment opportunity and the implementation of its affirmative action plan.
6. Maintenance of necessary records to document its affirmative action plan progress. An agency will report employment data to the department by racial/ethnic category, gender and disability.

### Plan Components

1. The name, job title, address, and phone number of the employee responsible for coordinating the development and implementation of the equal employment opportunity and affirmative action plans.
2. An administrative statement on how the district's equal employment opportunity and affirmative action policies and plans are to be implemented, including the internal system for auditing and reporting progress, to be signed and dated by the chief executive officer of the district.
3. A work force analysis showing the numerical and percentage breakdown of the agency's full-time and part-time employees within each major job category by racial/ethnic group, gender, and disability. For the purpose of confidentiality, disability data may be based on total agency figures, rather than those of major job categories.
4. A quantitative analysis comparing work force analysis figures with the availability of qualified or qualifiable members of racial/ethnic groups, women, men and persons with disabilities within the relevant labor market.

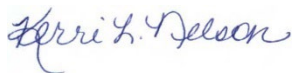
5. When underrepresentation is identified in one or more job category, the district will conduct a qualitative analysis to be included in the district's affirmative action plan.

## Administrative Statement from the Superintendent

The Shenandoah Community School District is committed to being an equal-opportunity employer. Our Affirmative Action Program aims to increase the participation of women, minorities, and persons with disabilities in positions where these groups are underrepresented. To ensure the full implementation of this policy, we will:

1. Recruitment, Hiring, and Promotion: We recruit, hire, and promote individuals for all positions without regard to age, race, color, creed, religion, gender, gender identity, sexual orientation, marital status, national/ethnic origin, socioeconomic status, genetic information, or disability. Placement decisions are based solely on an individual's qualifications for the position.
2. Personnel Actions: Compensation, benefits, transfers, layoffs, return from layoffs, and district-sponsored programs and activities are administered without regard to age, race, color, creed, religion, gender, gender identity, sexual orientation, marital status, national/ethnic origin, socioeconomic status, genetic information, or disability.
3. Affirmative Action: We take affirmative action in the employment of qualified minorities, women, and individuals with disabilities as provided by Iowa Code Chapter 70. We will provide reasonable accommodations whenever possible to advance employment opportunities for individuals with disabilities.

The Shenandoah Board of Directors and administration are committed to fostering equal opportunity within our workforce as we strive to hire the most qualified candidates to join our staff and serve our students.



Kerri L. Nelson, Ed.D  
Superintendent

## Affirmative Action Coordinator

Aaron Burdorf is the Affirmative Action Coordinator and Equity Coordinator for the Shenandoah Community School District. Aaron Burdorf, Shenandoah Middle School, 601 Dr. Creighton Circle, Shenandoah, IA 51601 Email: [burdorfa@shencsd.com](mailto:burdorfa@shencsd.com) phone: 712-246-2520

## Communication of the EEO/AA Plan

The Equal Employment Opportunity and Affirmative Action Plan will be continuously posted on the district's website and available upon request at the Business Office located at the Logan Administration building.

Staff responsible for hiring and recruiting staff will be informed of the policy and procedures and receive training in the implementation of the plan and the district's hiring procedures and protocols.

## Section II – Policies and Practices

### 103 EQUAL EDUCATIONAL OPPORTUNITY

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 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 Shenandoah Community School District does not 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. The belief in equal education opportunity serves as a guide for the board and employees in making decisions related to school district facilities, employment, selection of educational materials, equipment, curriculum, and regulations affecting students. There is a grievance procedure for processing complaints of discrimination. If you have any questions or a grievance related to this policy please contact Aaron Burdorf, Equity Coordinator, 601 Dr. Creighton Cir., Shenandoah, IA 51601, (712) 246-2520, [burdofa@shencsd.com](mailto:burdofa@shencsd.com).

Board policies, rules and regulations affect students while they are on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered vehicles; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management, and welfare of the school district.

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, rules, and regulations pertaining to contract compliance and equal opportunity.

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, Aaron Burdorf,

Shenandoah Community School District, 601 Dr. Creighton Cir, Shenandoah, IA 51601; or by telephoning (712) 246-2520.

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, U.S. Department of Education, John C. Kluczynski Federal Building, 230 S. Dearborn St., 37<sup>th</sup> Floor, Chicago, IL, 60604 (312) 730-1560, fax (312) 730-1576 [OCR.Chicago@ed.gov](mailto:OCR.Chicago@ed.gov), the Iowa Civil Rights Commissioner, <https://icrc.iowa.gov>, (515) 281-4121 or the Iowa Dept. of Education, Grimes State Office Bldg., Des Moines, IA 50319. (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.

### *103.E1 ANNUAL NOTICE OF NONDISCRIMINATION*

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

Agricultural Science, Automotive Technology, Business Education, Family Consumer Science, Health Science, and Industrial Technology.

It is the policy of the Shenandoah 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 Aaron Burdorf, 601 Dr. Creighton Cir., Shenandoah, IA 5161. (712)246-2520, [burdorfa@shencsd.com](mailto:burdorfa@shencsd.com).

### *103.E2 CONTINUOUS NOTICE OF NONDISCRIMINATION*

It is the policy of the Shenandoah 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 Aaron Burdorf, 601 Dr. Creighton Cir., Shenandoah, IA 51601, (712)246-2520, [burdorfa@shencsd.com](mailto:burdorfa@shencsd.com).

### *103.E3 NOTICE OF SECTION 504 STUDENT AND PARENTAL RIGHTS*

The Shenandoah Community School District does not discriminate in its educational programs and activities on the basis of a student's disability. It has been determined that your child has a qualifying disability for which accommodations may need to be made to meet his or her individual needs as adequately as the needs of other students. As a parent, you have the right to the following:

- Participation of your child in school district programs and activities, including extracurricular programs and activities, to the maximum extent appropriate, free of

discrimination based upon the student's disability and at the same level as students without disabilities;

- Receipt of free educational services to the extent they are provided students without disabilities;
- Receipt of information about your child and your child's educational programs and activities in your native language;
- Notice of identification of your child as having a qualifying disability for which accommodations may need to be made and notice prior to evaluation and placement of your child and right to periodically request a re-evaluation of your child;
- Inspect and review your child's educational records including a right to copy those records for a reasonable fee. You also have a right to ask the school district to amend your child's educational records if you feel the information in the records is misleading or inaccurate should the school district refuse to amend the records, you have a right to a hearing and to place an explanatory letter in your child's file explaining why you feel the records are misleading or inaccurate;
- Hearing before an impartial hearing office if you disagree with your child's evaluation or placement; you have the right to counsel at the hearing and have the decision of the impartial hearing office reviewed.

It is the policy of the Shenandoah 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 Aaron Burdorf, 601 Dr. Creighton Cir., Shenandoah, IA 51601, (712)246-2520, [burdorfa@shencsd.com](mailto:burdorfa@shencsd.com).

103.E4 WITNESS DISCLOSURE FORM

Name of Witness: \_\_\_\_\_

Date of Interview: \_\_\_\_\_

Date of Initial Complaint: \_\_\_\_\_

Name of Complainant (include where the complainant is a student or employee):  
 \_\_\_\_\_  
 \_\_\_\_\_

Date and place of alleged incident(s):  
 \_\_\_\_\_  
 \_\_\_\_\_

Nature of discrimination, harassment, or bullying alleged (check all that apply):

<input type="checkbox"/>	Age	<input type="checkbox"/>	Physical Attribute	<input type="checkbox"/>	Sex
<input type="checkbox"/>	Disability	<input type="checkbox"/>	Physical/Mental Ability	<input type="checkbox"/>	Sexual Orientation
<input type="checkbox"/>	Familial Status	<input type="checkbox"/>	Political Belief	<input type="checkbox"/>	Socio-economic Background
<input type="checkbox"/>	Gender Identity	<input type="checkbox"/>	Political Part Preference	<input type="checkbox"/>	Other-Please Specify
<input type="checkbox"/>	Marital Status	<input type="checkbox"/>	Race/Color	<input type="checkbox"/>	
<input type="checkbox"/>	National Origin/Ethnic Background/Ancestry	<input type="checkbox"/>	Religion/Creed	<input type="checkbox"/>	

Description of the incident witnessed:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



Additional Information:

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I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

103.E5 DISPOSITION OF COMPLAINT FORM

Date: \_\_\_\_\_

Date of initial complaint: \_\_\_\_\_

Name of complainant  
(include whether the complainant is a student or employee):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date and place of alleged incident(s):  
\_\_\_\_\_  
\_\_\_\_\_

Name of respondent  
(include whether the respondent is a student or employee):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Nature of discrimination, harassment, or bullying alleged (check all that apply):

<input type="checkbox"/>	Age	<input type="checkbox"/>	Physical Attribute	<input type="checkbox"/>	Sex
<input type="checkbox"/>	Disability	<input type="checkbox"/>	Physical/Mental Ability	<input type="checkbox"/>	Sexual Orientation
<input type="checkbox"/>	Familial Status	<input type="checkbox"/>	Political Belief	<input type="checkbox"/>	Socio-economic Background
<input type="checkbox"/>	Gender Identity	<input type="checkbox"/>	Political Part Preference	<input type="checkbox"/>	Other-Please Specify
<input type="checkbox"/>	Marital Status	<input type="checkbox"/>	Race/Color	<input type="checkbox"/>	
<input type="checkbox"/>	National Origin/Ethnic Background/Ancestry	<input type="checkbox"/>	Religion/Creed	<input type="checkbox"/>	

Summary of investigation:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## 103.R1 GRIEVANCE PROCEDURE

It is the policy of the Shenandoah 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 Aaron Burdorf, 601 Dr. Creighton Circle, Shenandoah, IA 51601, (712) 246-2520, [burdorfa@shencsd.com](mailto:burdorfa@shencsd.com)

Students, parents of students, employees, and applicants for employment in the school district will have the right to file a formal complaint alleging discrimination. If appropriate, the district will take steps to prevent the recurrence of discrimination and to correct its discriminatory effects on the Complainant and others.

A Complainant may attempt to resolve the problem informally by discussing the matter with a building principal or a direct supervisor. However, the Complainant has the right to end the informal process at any time and pursue the formal grievance procedures outlined below. Use of the informal or formal grievance procedure is not a prerequisite to the pursuit of other remedies. Please note that informal processes and procedures are not to be used in certain circumstances (e.g., sexual harassment and sexual assault).

### Filing a Complaint

A Complainant who wishes to avail himself/herself of this grievance procedure may do so by filing a complaint with the equity coordinator(s). An alternate will be designed in the event it is claimed that the equity coordinator or superintendent committed the alleged discrimination, or some other conflict of interest exists. Complaints shall be filed within 15 days of the event giving rise to the complaint or from the date the Complainant could reasonably become aware of such occurrence. The Complainant will state the nature of the complaint and the remedy requested. The equity coordinator(s) shall assist the Complainant as needed.

### Investigation

Within 15 working days, the equity coordinator(s) will begin the investigation of the complaint or appoint a qualified person to undertake the investigation (hereinafter "equity coordinator"). If the Complainant is under 18 years of age, the equity coordinator shall notify his or her parent(s)/guardian(s) that they may attend investigatory meetings in which the Complainant is involved. The complaint and identity of the Complainant, Respondent, or witness will only be disclosed as reasonably necessary in connection with the investigation or as required by law or policy. The investigation may include, but is not limited to the following:

- A request for the Complainant to provide a written statement regarding the nature of the complaint;
- A request for the individual named in the complaint to provide a written statement;
- A request for witnesses identified during the course of the investigation to provide a written statement;

Interviews of the Complainant, Respondent, or Witnesses;  
An opportunity to present witnesses or other relevant information; and  
Review and collection of documentation or information deemed relevant to the investigation.

Within 60 working days, the equity coordinator shall complete the investigation and issue a report with respect to the findings.

The equity coordinator shall notify the Complainant and Respondent of the decision within 5 working days.

Within 60 working days, the equity coordinator shall complete the investigation and issue a report with respect to the findings.

The equity coordinator shall notify the Complainant and Respondent of the decision within 5 working days of completing the written report. Notification shall be by U.S. mail, first class.

#### Decision and Appeal

The complaint is closed after the equity coordinator has issued the report, unless within 5 working days after receiving the decision, either party appeals the decision to the superintendent by making a written request detailing why he/she believes the decision should be reconsidered. The equity coordinator shall promptly forward all materials relative to the complaint and appeal to the superintendent. Within 30 working days, the superintendent shall affirm, reverse, amend the decision, or direct the equity coordinator to gather additional information. The superintendent shall notify the Complainant, Respondent, and the equity coordinator of the decision within 5 working days of the decision. Notification shall be by U.S. mail, first class.

The decision of the superintendent shall be final.

The decision of the superintendent in no way prejudices a party from seeking redress through state or federal agencies as provided by in law.

This policy and procedures are to be used for complaints of discrimination, in lieu of any other general complaint policies or procedures that may be available.

If any of the stated timeframes cannot be met by the district, the district will notify the parties and pursue completion as promptly as possible.

Retaliation against any person, because the person has filed a complaint or assisted or participated in the investigation, is prohibited. Persons found to have engaged in retaliation shall be subject to discipline by appropriate measures.

## 104.1 ANTI-HARASSMENT/BULLYING POLICY

The Shenandoah Community School District is committed to providing all students, employees, and volunteers with a safe and civil school environment in which all members of the school community are treated with dignity and respect. Bullying and harassment of students, employees, officers, board directors or volunteers or by other students, employees, officers, board directors, or volunteers or by others such as parents, vendors, and persons doing business with the school district, will not be tolerated in the school or school district.

Bullying and/or harassing behavior can seriously disrupt the ability of the school employees to maintain a safe and civil environment, and the ability of students to learn and succeed.

Harassment and bullying of or by students, employees and volunteers is against federal, state, and local policy and is not tolerated by the board.

Accordingly, school employees, volunteers, and students shall not engage in bullying or harassing behavior while on school property, while on school-owned or school-operated vehicles, while attending or participating in school-sponsored or sanctioned activities, and while away from school grounds if the conduct materially interferes with the orderly operation of the educational environment or is likely to do so.

Complaints may be filed with the superintendent or superintendent's designee pursuant to the regulation accompanying this policy. The superintendent is responsible for implementation of this policy and all accompanying procedures. Complaints will be investigated within a reasonable time frame. Within 24 hours of receiving a report that a student may have been the victim of conduct that constitutes bullying and/or harassment, the district will notify the parent or guardian of the student.

If as a result of viewing surveillance system data or based on a report from a school district employee, the district determines that a student has suffered bullying or harassment by another student enrolled in the district, a parent or guardian of the student may enroll the student in another attendance center within the district that offers classes at the student's grade level, subject to the requirements and limitations established in Iowa law related to this topic.

### Retaliation Prohibited

Individuals who knowingly file false bullying or harassment complaints and any person who gives false statements in an investigation may be subject to discipline by appropriate measures.

Any student found to have violated or retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have violated or retaliated in violation of this policy shall be subject to measures up to, and including,

termination of employment. Any school volunteer found to have violated or retaliated in violation of this policy shall be subject to measures up to, and including, removal from service and exclusion from school grounds.

### *Definitions*

For the purpose of this policy, the defined words shall have the following meanings:

- “Electronic” means any communication involving the transmission of information by wire, radio, optic cable, electromagnetic, or other similar means. “Electronic” includes but is not limited to communications via electronic mail, internet-based communications, pager service, cell phones, and electronic text messaging. “Harassment” and “bullying” mean any repeated or potentially repeated electronic, written, verbal, or physical act or other ongoing conduct toward an individual based on any trait or characteristic of the individual which creates an objectively hostile school environment that meets one or more of the following conditions:
  - Places the individual in reasonable fear of harm to the individual’s person or property.
  - Has a substantial detrimental effect on the individual’s physical or mental health?
  - Has the effect of substantially interfering with the individual’s academic or career performance? Has the effect of substantially interfering with the individual’s ability to participate in or benefit from service, activities, or privileges provided by a school?
- “Trait or characteristic of the individual” includes but is not limited to age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.
- “Volunteer” means an individual who has regular, significant contact with students.

### *Publication of Policy*

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 website

104.1E1 ANTI-BULLYING/HARASSMENT COMPLAINT FORM

Date of complaint: \_\_\_\_\_

Name of complainant: \_\_\_\_\_

Are you filling out this form for yourself or someone else (please identify the individual if you are submitting on behalf of someone else):  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Who or what entity do you believe discriminated against, harassed, or bullied you (or someone else)?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Date and place of alleged incidents(s): \_\_\_\_\_

Names of any witnesses (if any): \_\_\_\_\_

Nature of Discrimination or Harassment Alleged (Check all that apply)

<input type="checkbox"/>	Age	<input type="checkbox"/>	Physical Attribute	<input type="checkbox"/>	Sex
<input type="checkbox"/>	Disability	<input type="checkbox"/>	Physical/Mental Ability	<input type="checkbox"/>	Sexual Orientation
<input type="checkbox"/>	Familial Status	<input type="checkbox"/>	Political Belief	<input type="checkbox"/>	Socio-economic Background
<input type="checkbox"/>	Gender Identity	<input type="checkbox"/>	Political Part Preference	<input type="checkbox"/>	Other-Please Specify
<input type="checkbox"/>	Marital Status	<input type="checkbox"/>	Race/Color	<input type="checkbox"/>	
<input type="checkbox"/>	National Origin/Ethnic Background/Ancestry	<input type="checkbox"/>	Religion/Creed	<input type="checkbox"/>	

In the space below, please describe what happened and why you believe that you or someone else has been discriminated against, harassed, or bullied. Please be as specific as possible and attach additional pages if necessary.

\_\_\_\_\_



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I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

104.1E2 ANTI-BULLYING/HARASSMENT WITNESS DISCLOSURE FORM

Name of Witness: \_\_\_\_\_

Date of interview: \_\_\_\_\_

Date of initial complaint: \_\_\_\_\_

Name of Complainant (include whether the Complainant is a student or employee): \_\_\_\_\_

Date and place of alleged incident(s): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Nature of discrimination, harassment, or bullying alleged (check all that apply):

<input type="checkbox"/>	Age	<input type="checkbox"/>	Physical Attribute	<input type="checkbox"/>	Sex
<input type="checkbox"/>	Disability	<input type="checkbox"/>	Physical/Mental Ability	<input type="checkbox"/>	Sexual Orientation
<input type="checkbox"/>	Familial Status	<input type="checkbox"/>	Political Belief	<input type="checkbox"/>	Socio-economic Background
<input type="checkbox"/>	Gender Identity	<input type="checkbox"/>	Political Part Preference	<input type="checkbox"/>	Other-Please Specify
<input type="checkbox"/>	Marital Status	<input type="checkbox"/>	Race/Color	<input type="checkbox"/>	
<input type="checkbox"/>	National Origin/Ethnic Background/Ancestry	<input type="checkbox"/>	Religion/Creed	<input type="checkbox"/>	

Description of incident witnessed:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Additional information:

\_\_\_\_\_  
 \_\_\_\_\_

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

104.1E3 ANTI-BULLYING/HARASSMENT DISPOSITION COMPLAINT FORM

Date: \_\_\_\_\_

Date of initial complaint: \_\_\_\_\_

Name of Complainant  
(include whether the  
Complainant is a student  
or employee): \_\_\_\_\_  
\_\_\_\_\_

Date and place of alleged  
incident(s): \_\_\_\_\_  
\_\_\_\_\_

Name of Respondent  
(include whether the  
Respondent is a student  
or employee): \_\_\_\_\_  
\_\_\_\_\_

Nature of discrimination, harassment, or bullying alleged (Check all that apply)

<input type="checkbox"/>	Age	<input type="checkbox"/>	Physical Attribute	<input type="checkbox"/>	Sex
<input type="checkbox"/>	Disability	<input type="checkbox"/>	Physical/Mental Ability	<input type="checkbox"/>	Sexual Orientation
<input type="checkbox"/>	Familial Status	<input type="checkbox"/>	Political Belief	<input type="checkbox"/>	Socio-economic Background
<input type="checkbox"/>	Gender Identity	<input type="checkbox"/>	Political Part Preference	<input type="checkbox"/>	Other-Please Specify
<input type="checkbox"/>	Marital Status	<input type="checkbox"/>	Race/Color	<input type="checkbox"/>	
<input type="checkbox"/>	National Origin/Ethnic Background/Ancestry	<input type="checkbox"/>	Religion/Creed	<input type="checkbox"/>	

Summary of investigation:  
\_\_\_\_\_  
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I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## 104.1R1 ANTI-HARASSMENT/BULLYING INVESTIGATION PROCEDURES

### Filing a Complaint

An individual who believes that the individual has been harassed or bullied may file a complaint with the superintendent or superintendent's designee. The complaint form is available [www.shencsd.com](http://www.shencsd.com) and each school office. If the complainant is a school employee, after filing the complaint with the superintendent or superintendent's designee, the employee may separately notify the parent or guardian of the student alleged to have been harassed or bullied.

An alternate investigator will be designated in the event it is claimed that the superintendent or superintendent's designee committed the alleged bullying or harassment or some other conflict of interest exists. Complaints shall be filed within 180 days of the event giving rise to the complaint or from the date the Complainant could reasonably become aware of such occurrence.

The Complainant will state the nature of the complaint and the remedy requested. The Complainant shall receive assistance as needed.

### Investigation

The school district will promptly and reasonably investigate allegations of bullying or harassment upon receipt of a written complain. The Superintendent or Superintendent's designee (hereinafter "Investigator") will be responsible for handling all complaints alleging bullying or harassment.

*The investigation may include, but is not limited to the following:*

- Interviews with the Complainant and the individual named in the complaint ("Respondent");
- A request for the Complainant to provide a written statement regarding the nature of the complaint;
- A request for the Respondent to provide a written statement;
- Interviews with witnesses identified during the course of the investigation;
- A request for witnesses identified during the course of the investigation to provide a written statement; and
- Review and collection of documents or information deemed relevant to the investigation.

The Investigator shall consider the totality of circumstances presented in determining whether conduct objectively constitutes bullying or harassment as defined in Board policy. Upon completion of the investigation, the Investigator shall issue a report with respect to the findings and provide a copy of the report to the appropriate building principal or Superintendent if the investigation involved the building principal.

The complaint and identity of the Complainant, Respondent, or witnesses will only be disclosed as reasonably necessary in connection with the investigation or as required by law or policy. Similarly, evidence uncovered in the investigation shall be kept confidential to the extent reasonably possible.

## Decision

The investigator, building principal or superintendent, depending on the individuals involved, shall inform the Complainant and the accused about the outcome of the investigation. If, after an investigation, a student is found to be in violation of the policy, the student shall be disciplined by appropriate measures, which may include suspension and expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, 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.

Individuals who knowingly file false bullying and/or harassment complaints and any person who gives false statements in an investigation may 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.

## 106 ASSISTANCE ANIMALS

It is the policy of Shenandoah Community School District to foster an equal education environment for all students, employees, and community members within the district. The purpose of this policy is to provide guidance to the district on the proper use of assistance animals while on district property. The district shall allow the use of qualified service animals and assistive animals to accompany individuals with disabilities in all areas of district buildings where the public is normally allowed to go. This can include classrooms, cafeteria, and school buses. Individuals with disabilities are people who have a physical or mental impairment that substantially limits one or more major life activities. Service animals are dogs and in some instances miniature horses trained to do work or perform tasks for individuals with disabilities. Assistive animals are simians or any other animal specially trained or in the process of being trained to assist a person with a disability.

Service animals and assistive animals must be current on all required vaccinations. Service animals and assistive animals also must be under control while on district grounds. The animal may be under control by either the individual with a disability, or a handler of the service or assistive animal. Under control means harnessed, leashed, or tethered, unless these devices interfere with the animal's work, in which case under voice or other directive control.

### Miniature Horses as Service Animals

Miniature horses shall be allowed as service animals within the district whenever it is reasonable to allow them. Factors to consider when determining reasonableness include: whether the miniature horse is house broken; whether the miniature horse is under the owner's control; whether the facility can accommodate the miniature horse's type, size and weight; and whether the miniature

horse's presence will not compromise legitimate safety requirements necessary for safe operation of the facility.

#### Establishing the Need for a Service Animal

When no prior notice is given to the district of the use of a service or assistive animal, the Superintendent and/or school administrators are permitted to ask the following questions:

*“Do you need/require this animal because of a disability?”*

If the animal's trained tasks are not readily apparent, the administrator may ask:

*“What work or task has the animal been trained to perform?”*

#### Service and Assistive Animals in Training

Assuming the handler and animal are otherwise allowed, individuals who train service and/or assistive animals will also be allowed access with their service animal in training to public areas of district buildings and property. The service or assistive animal in training is expected to abide by the same requirements as a service or assistive animal.

#### Exclusion of Service and Assistive Animals

In certain limited circumstances, it may be reasonable to exclude the use of a service or assistive animal from district property. The Superintendent is permitted to exclude service and assistive animals from district buildings and property in the following circumstances: The presence of the animal poses a direct threat to the health and safety of others; the owner or handler is unable to control the animal; the animal is not house broken; the presence of the animal significantly disrupts or interferes with the educational process; or the presence of the animal would require a fundamental alteration to the program. If a service animal is properly excluded from district property, the district shall provide the student served by the animal the opportunity to participate in the program, service, or activity without having the service animal on district property.

#### Emotional Support Animals and Therapy Animals

Emotional support animals are medically prescribed to provide therapeutic benefit through dedicated companionship. Emotional support animals' sole function is to provide emotional support or comfort. Therapy animals are involved in an animal-assisted therapy program involving animals as a form of treatment.

Emotional support animals and therapy animals do not meet the definition of service or assistive animals. However, the district recognizes their value in our community. The superintendent shall evaluate the use of emotional support animals and therapy animals on a case-by-case basis. District employees may use therapy animals in the course of their regular duties only after receiving permission from the Superintendent.

#### Student use of Emotional Support Animals and Therapy Animals

Factors the superintendent should consider in making the determination include but are not limited to:

- a. Whether the animal is housebroken



- b. Whether the animal has a current vaccination certificate
- c. Whether the animal has been recommended through an individual education plan (IEP) or a 504 plan as necessary for the student to receive free access to public education
- d. Whether the facility can accommodate the animal's type, size, and weight, and
- e. Whether the animal's presence will not compromise legitimate safety requirements necessary for safe operation of the facility.

#### Employee use of Therapy Animals as part of Education Environment

Before permission to use therapy animals is granted, staff members must provide:

1. Proof that the animal is certified to be a therapy animal;
2. An explanation of how the animal will be used, including research supporting the use of therapy animals;
3. A plan for how the staff member will provide for the care and control of the animal;
4. A plan for how the staff member will accommodate students with allergies to the animal; and
5. A current vaccination certificate for the animal.

### 401.2 EQUAL EMPLOYMENT OPPORTUNITY

The Shenandoah 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 age, race, color, sex, national origin, gender identity, religion, creed, sexual orientation, 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 Shenandoah Community School District is an equal employment opportunity/affirmative action (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 the Affirmative Action Coordinator, Shenandoah Community School District, 601 Dr. Creighton Cir., Shenandoah, Iowa 51601; or by telephoning (712) 246- 2520.

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 Equal Employment Opportunity Commissions, Milwaukee Area Office, Reuss Federal Plaza, 310 West Wisconsin Ave., Suite 800, Milwaukee, WI., 53203-2292, (800) 669-4000 or TTY (800) 669-6820. <http://www.eeoc.gov/field/milwaukee/index.cfm> or the Iowa Civil Rights Commission, 400 E. 14<sup>th</sup> 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.

## District Employment Opportunities

District employment opportunities are posted on the website using the Frontline Hiring & Recruiting system for both internal and external job postings. There is a standardized screening and interview process, and the administration systematically uses background check procedures. Exit interviews are conducted at the point of staff departure from the district.

## Section III—Quantitative Analysis & Goals

### Workforce Analysis

Iowa Teacher Preparation Program Enrollment, by Gender

Individuals Enrolled in Teacher Preparation Programs, by Gender	
Female	5,810
Male	1,967

Source: 2024 Title II Reports

Iowa Teacher Preparation Program Enrollment, by Race/Ethnicity

Individuals Enrolled in Teacher Preparation Programs, by Race/Ethnicity	
American Indian or Alaska Native	15
Asian	98
Black or African American	149
Native Hawaiian or Other Pacific Islander	4
White	6,696
Two or more races	173
Hispanic/Latino of any race	428

Source: 2024 Title II Reports

Page County, Iowa Demographics by Race and Hispanic Origin

White	93.5%
Black	2.7%
American Indian and Alaska Native	.7%
Asian	1.2%
Native Hawaiian and Other Pacific Islander	.1%
Two or More Races	1.9%
Hispanic or Latino	3.5%

Source: <http://quickfacts.census.gov>

## District Workforce Demographic Analysis

*Licensed Staff*

Demographic	Count	Percent
Total Count	124	
Males	35	28.23%
Females	89	71.77%
Hispanic	2	.0162%
American Indian or Alaska Native	0	0.00%
Asian	0	0.00%
Black or African American	1	0.008%

Native Hawaiian or other Pacific Islander	0	0.00%
White	123	99.19%
Multi-Racial	0	0.00%

*Non Licensed Staff*

<u>Demographic</u>	<u>Count</u>	<u>Percent</u>
Total Count	93	
Males	19	20.43%
Females	74	79.57%
Hispanic	4	.043%
American Indian or Alaska Native	0	0.00%
Asian	0	0.00%
Black or African American	0	0.00%
Native Hawaiian or other Pacific Islander	0	0.00%
White	92	98.92%
Multi-Racial	1	.0108%

Data Source: Iowa Department of Education Fall BEDS Staff Report 2024

## Student Demographics

<u>Male</u>	<u>Female</u>	<u>Asian or Pacific Islander</u>	<u>Black, not of Hispanic origin</u>	<u>Hispanic</u>	<u>American Indian or Alaskan Native</u>	<u>White, not of Hispanic origin</u>	<u>Unclassified*</u>
50.32	49.68	0.87	1.42	0	0	94.09	3.63

Source: Shenandoah CSD Student Information System

\*Parent or Guardian did not identify the student's racial identity at the point of registration.

## Quantitative Goals

As stated in the Iowa Association of School Boards’s Affirmative Action Guidance document, the purpose of this section is to identify numerical goals and timetables for the reduction of underrepresentation in each major job category identified in the quantitative analysis. This is not a rigid or inflexible quota but instead reasonable aspirations for correcting identified imbalances in the number of underrepresented groups in the workforce. The goals should not cause any groups of applicants or individuals to be excluded from the hiring process. 281 I.A.C. 95.5(6).

1. Increase the total number of employees identifying as Asian or Pacific Islander in both licensed or non licensed classifications by 1 over the next two years.
2. Increase the total number of employees identifying as Black or African American in both licensed or non licensed classifications by 1 over the next two years.
3. Reduce the number of students reporting as unclassified to less than 1% to create a more accurate demographic record of the student body.

## Section IV—Qualitative Analysis & Goals

### Qualitative Goals

1. Provide training on equal employment opportunity and affirmative action for all staff involved in the hiring process.
2. Review and update all job descriptions to ensure the descriptions accurately reflect the job duties and related expectations.
3. Host local employment fairs that are advertised regionally and with area community colleges.
4. Use social media and other forms of advertising to promote employment opportunities within the District more widely.
5. Increase recruitment efforts by recruiting at state and regional employment fairs to find teachers to fill areas of shortage.
6. Educate families on the purpose of identifying and collecting race/ethnic background data to create a more accurate demographic record of the student body.

## Sources of Data & References

Affirmative Action Plan Guidance, Iowa Association of School Boards, <https://www.iasb.org/toolbox/hr-central/HR-Tools-and-Resources/affirmative-action-plan-guidance>

Equal Employment Opportunity and Affirmative Action Plan, Atlantic Community School District  
[https://docs.google.com/document/d/1jUewRApDmJmH9MGN9Ozwx3rTpYO38QMW\\_fLpYa8uRBw/edit?tab=t.0](https://docs.google.com/document/d/1jUewRApDmJmH9MGN9Ozwx3rTpYO38QMW_fLpYa8uRBw/edit?tab=t.0)

Equal Employment Opportunity and Affirmative Action Plan, Pella Community School District  
<https://www.pellaschools.org/wp-content/uploads/2023/01/Affirmative-Action-Plan-23-24.pdf>

Equal Employment Opportunity and Affirmative Action Plan, Waukee Community School District  
<https://www.waukeeschools.org/app/uploads/sites/20/2020/08/WCSD-Affirmative-Action-Plan-2020-FINAL1.pdf>

Iowa Quick Facts for the U.S. Census Bureau  
<http://quickfacts.census.gov>

Rules: 281 IAC Chapter 95 – “Equal Employment Opportunity and Affirmative Action in Educational Agencies”

2022 Report on the State of Educator Preparation in Iowa, Annual State of Educator Preparation Reports, Iowa Department of Education

<https://educate.iowa.gov/media/8597/download?inline>

2024 Title II Reports

[https://title2.ed.gov/Public/Report/Providers/Providers.aspx?p=4\\_04](https://title2.ed.gov/Public/Report/Providers/Providers.aspx?p=4_04)

2024-2025 Iowa Teacher Shortage Areas, Iowa Department of Education

<https://educate.iowa.gov/pk-12/educator-quality/practitioner-preparation/teacher-shortage-areas>