

## FIRST AID

The board encourages school district personnel to be trained in emergency first aid care. The school district may provide a program annually for those employees who wish to learn or update emergency first aid care.

Approved 7/1/93

Reviewed 11/12/12

Revised 6/8//98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

## FACILITIES SECURITY

To protect the school district facilities and equipment, the buildings shall be locked when school is not in session. When school activities or public activities are held in the buildings, only the main entrance doors, as determined by the superintendent and the building principals, shall be unlocked for access to the building.

It shall be the responsibility of school district personnel and users of the buildings to abide by this policy.

Approved 7/1/93

Reviewed 11/12/12

Revised 6/8/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

## EMPLOYEE SAFETY INSERVICE

The administration and custodians may conduct in-services for all personnel to review safety practices and accident prevention.

Approved 7/1/93

Reviewed 11/12/12

Revised 6/8/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

## BOMB THREATS

As soon as a bomb threat is reported to the administration, the building should be cleared immediately. The appropriate school district, city, and/or county officials will make a thorough search. School district personnel and students shall remain outside the building until it is determined that the danger no longer exists. The administration may determine that no real threat exists and not clear the building. Local law enforcement shall be consulted in this situation.

It shall be the responsibility of the superintendent to file a report for the school district records.

Approved 7/1/93

Reviewed 11/12/12

Revised 6/8/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

## ASBESTOS CONTAINING MATERIAL

Friable and non-friable asbestos containing materials will be maintained in good condition, and appropriate precautions will be followed when the material is disturbed for any reason. If there is a need to replace asbestos wrapped pipes or boiler covering, these will be replaced with non-asbestos containing materials.

The school district will implement the rules of AHERA and will provide the necessary funding to implement the response actions as required. The school district will appoint and train as necessary the appropriate person as required in the rules.

Approved 7/1/93

Reviewed 11/12/12

Revised 6/8/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS



## EQUAL EDUCATIONAL OPPORTUNITY

The board will not discriminate in its educational activities on the basis of race, color, age, national origin, sex, sexual orientation, gender identity, marital status, **socioeconomic status, disability, religion, and creed.**

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.

The board is committed to the policy that no otherwise qualified person will be excluded from educational activities on the basis of race, color, age, national origin, sex, sexual orientation, gender identity, marital status, **socioeconomic status, disability, religion, and creed.** Further, the board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment.

Approved 7/1/96

Reviewed 12/10/12

Revised 12/10/12

## STATEMENT OF WORK NO. RSP 0086

Pursuant to that certain Professional Services Agreement, dated as of this \_\_\_\_ day of \_\_\_\_\_, 2012 ("Agreement"), by and between RSP & Associates, LLC. ("Consultant"), and Adel DeSoto Minburn Community Schools, Dallas County, State of Iowa ("Client").

CONSULTANT hereby submits this Statement of Work as a request for Professional Services under Section 2.0 of the Professional Services Agreement. The terms and conditions set forth in the Agreement are incorporated by reference and shall supersede any conflicting terms herein. This Statement of Work shall have effect only when signed by CLIENT and accepted by CONSULTANT.

The subject matter of this Statement of Work and the terms and conditions specifically applicable thereto are as follows:

**1.0 Description of Professional Services.** Professional services provided by Consultant to Client may include, but are not limited to, Consultant's designing, preparing, writing or analyzing one or more of the following: Board Redistricting Report, Boundary Reports, Demographic Reports, Enrollment Reports, Facilitation/Presentations, Facility Staffing Report, Maps, Special Projects or other analysis/reports as may be necessary to perform and carry out all of Consultant's obligations set forth in this Statement of Work.

**2.0 Purpose of Professional Services.** The purpose of professional services is to assist and provide the client the following products, services, or analysis which are further defined in the Statement of Work section 7.0 and 10.0:

2.1 Enrollment Report

2.2 Maps

### **3. Project Management.**

3.1 Work Plan. All products will be a work in progress that will meet the deadlines stated in the Deliverable section (7) of the contract unless both the client and consultant agree upon another schedule.

3.2 Work Plan Management. At the request of the client, the consultant may provide a description of the status of a particular project.

3.3 Communications. All communications regarding any of the projects should be made to the consultant, Robert S. Schwarz, or those individuals in 4.2



#### **4. Change Control.**

4.1 Procedure. Changes to this Statement of Work may be made only in compliance with the terms of Section 19.0 of the Professional Services Agreement.

4.2 Client Changes. Only the following individuals may authorize changes for the Client:

Dr. Greg Dufoe, Superintendent  
Adel DeSoto Minburn Community School District Board of Education

4.3 Consultant Changes. Only the following individuals may accept on behalf of Consultant any changes requested by the Client:

Robert Schwarz, Owner

**5. Technical Specifications.** Each report will be provided in hard copy and digitally in a pdf format unless otherwise notified by the consultant.

**6. Quality Standards.** The products delivered to the client will be of the highest quality and considered final after being reviewed by the client and those changes made by the consultant.

#### **7. Deliverables.**

7.1 Consultant Deliverables Defined. The following are products, services or analysis to be created by the consultant.

a. The Enrollment Report assists the District in understanding how the projected enrollment impacts capacity at each of its facilities. The report has analysis that projects the enrollment at each facility for the next five years with current boundaries. It includes tables, graphs, charts, and maps. Meetings with County and City planners and developers are utilized to discuss land use, development policies, building permit trends, and future development plans to accurately factor for those variables in the Enrollment Projection Model.

b. Facilitation/Presentations are provided when requested and within the parameters stated in the Work Product section.

c. Maps assist the District in providing map products in various formats so the general public can comprehend issues such as boundaries, school sites, growth, or other issues the map is visually depicting.

7.2 Client Deliverables Defined. The following are data or services to be provided by the client.

a. Data download of Official Count Student download in a dbf format – After Official October Count to include the following data fields:

- Student ID Number
- Student Name
- Address



- City
  - State
  - Zip
  - Grade
  - School Attending
  - Building Name
  - Catchment/Planning Area
  - Ethnicity
  - Start Date and End Date
  - Date of Birth
  - Special Education Code
- b. The following Dallas and Polk County Auditors and Assessors data with the extensions of dbf, prj, sbn, sbx, shp, and shx are requested:
- City Boundaries
  - County Boundaries
  - Plat and Subdivision Boundaries
  - School District Boundaries
  - Zip Code Boundaries
  - Census Boundaries
  - Roads
  - Parcels
  - Parcel Attribute fields
  - Public School Point Data
  - Private School Point Data
- c. The following City of Des Moines data with the extensions of dbf, prj, sbn, sbx, shp, and shx are requested:
- Roads with Geocode attributes
- d. The following Cities of Clive, Grimes, Urbandale, Waukee, and West Des Moines data with the extensions of dbf, prj, sbn, sbx, shp, and shx are requested:
- Infrastructure (Water, Sewer, Electricity, and Gas)
  - Zoning Attributes
  - Long Range Planning attributes
- e. Other GIS or data files as needed to complete the reports, studies, or analysis
- f. Digital files produced by the client that will assist in completing the scope of services.

7.3 Deliverables Date. Below is the tentative deliverable date for the products the consultant will provide the clients:

- a. Enrollment Report: January 2013
- b. Public Facilitation: January 2013 (Committee or BOE Meeting)

## 8. Pricing Terms.

8.1 Payment. The Statement of Work is stated in this section:

a. 2012/13 School Year

- Client will make payment to Consultant for Two Thousand Two Hundred and no/100 (10% - \$2,200.00) once the contract is signed.

- Upon completion of the Enrollment Report client will make payment to the consultant will be paid Eight Thousand Eight Hundred and no/100 (\$8,800.00).

b. The above breakdown does not include the cost of all expenses associated with the final production of the work and the Deliverables. These printing expenses will be charged to the District not to exceed Five Hundred Dollars and no/100 (\$500.00) per report listed in 7.1 unless the client authorizes the expense.

c. Additional guest speakers' costs that attend the meeting must be approved by the client. Those costs are beyond what is covered in this contract with consultant.

8.2 Contingency. The payment plan stated in 8.1 is contingent upon the Client utilizing Consultant services for the specified amount of time or providing the following data:

a. If the District is unable to provide the requested data as stated in 7.2, the consultant will charge the client the cost associated with obtaining the information in 7.2.

8.3 Additional Services. Any additional services shall be authorized in writing by Client prior to initiation and compensated at the rate of One Hundred and no/100 (\$100.00) per hour unless otherwise negotiated by both parties.

9. **Consultant Content.** Consultant Content shall consist of at least the following:

9.1 Enrollment Projection Model

9.2 Population Projection Model



## **10. Work Product.**

### **10.1 Enrollment Report**

- a. Includes detailed analysis of the District enrollment.
- b. Information about the Model Methodology
- c. Information about the Types of Growth
- d. Information about the residential development activity expected in the District.
- e. 5-Year Enrollment Forecast by Building
- f. 10-Year District Forecast
- g. Tables with a low, mid, and high projection for each facility in the District.
- h. Maps that identify future growth areas.
- i. Maps of current boundary and Facility enrollment history.

### **10.2 Facilitation/Presentations**

- a. Board Member Meetings – maximum 2.
- b. Staff Meetings – As Needed when consultant at district location (Use technology when appropriate).
- c. Committee Meetings – maximum 5.
- d. Aforementioned meetings use determined by client, the consultant or client may request additional meetings beyond the maximum number allotted that if the client agrees will be an additional expense at the cost stated in 8.3.
- e. Use of web or phone conference calls will be utilized to maintain communication with administration.

### **10.3 Maps**

- a. School District Map that provides information about each facility's boundary, geographical reference to the surrounding community, and references the schools each planning area will attend.
- b. Maintenance of Geographic Information System (GIS) of attendance area of each facility, school sites, and planning areas.

## **11. Client Content.** Client Content may consist of the following elements:

- 11.1 Digital student data for each student with at minimum the fields of address, grade, gender, and ethnicity.
- 11.2 Digital shape-file of parcels in the District.
- 11.3 Digital street centerlines file for all streets in the District that has the appropriate fields for accurate geocoding.
- 11.4 Digital shape-file of all school sites in the District.
- 11.5 Digital shape-file of the current school boundaries for each attendance area.
- 11.6 City and County Future Planning Maps of the area within the District.
- 11.7 Any other data, images, programming, photographs, illustrations, graphics, audio clips, video clips, or text necessary for the completion of the project.



[Remainder of page left blank intentionally. Signature pages follow.]

The parties have executed this Statement of Work by their duly authorized representatives as of \_\_\_\_\_, 20\_\_.

**CONSULTANT**

RSP & ASSOCIATES, LLC

By: \_\_\_\_\_

Title: \_\_\_\_\_

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

**CLIENT**

Adel DeSoto Minburn Community Schools, Dallas County, State of Iowa

By: \_\_\_\_\_

Title: \_\_\_\_\_

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

ATTEST:

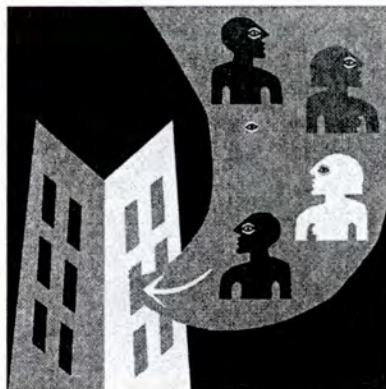
By: \_\_\_\_\_

Name: \_\_\_\_\_  
Clerk, Board of Education

APPROVED AS TO FORM:

BY: \_\_\_\_\_  
School Board Attorney

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT  
AFFIRMATIVE ACTION PLAN  
2010-2012





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## EQUAL EMPLOYMENT OPPORTUNITY POLICY

This is to affirm Adel DeSoto Minburn Community School District's policy of providing Equal Opportunity to all employees and applicants for employment in accordance with all applicable Equal Employment Opportunity Affirmative Action laws, directives and regulations of Federal, State and Local governing bodies or agencies thereof.

Our organization will not discriminate against or harass any employee or applicant for employment because of race, color, national origin, religion, gender, age, sexual orientation, gender identity, disability, or marital status. We will take Affirmative Action to ensure that all employment practices are free of such discrimination. Such employment practices include, but are not limited to, the following: hiring, upgrading, demotion, transfer, recruitment or recruitment advertising, selection, layoff, disciplinary action, termination, rates of pay or other forms of compensation, and selection for training. We will provide reasonable accommodations to applicants and employees with disabilities.

Adel DeSoto Minburn Schools will evaluate the performance of its management and supervisory personnel on the basis of their involvement in achieving these Affirmative Action objectives as well as other established criteria. In addition, all other employees are expected to perform their job responsibilities in a manner that supports equal employment opportunity for all.

The Adel DeSoto Minburn School District School Board has appointed Nancy Gee, business manager, to coordinate the Equal Opportunity Program. The person's responsibilities will include monitoring all Equal Employment Opportunity activities and reporting the effectiveness of this Affirmative action Program, as required by Federal, State, and Local agencies. Any employee or applicant may inspect our Affirmative Action Program during normal business hours by contacting Nancy Gee, Business manager, 801 Nile Kinnick Drive, S., Adel, IA, 515-993-4283.

If any employee or applicant for employment believes he or she has been treated in a way that violates this policy, they should contact Nancy Gee, Business manager, 801 Nile Kinnick Drive, S., Adel, IA, 515-993-4283, or any other representative of administration. Responsible parties will investigate allegations of discrimination or harassment as confidentially and promptly as possible, and we will take appropriate action in response to these investigations.



## ASSIGNMENT OF RESPONSIBILITY FOR AFFIRMATIVE ACTION PROGRAM

Nancy Gee, business manager, is designated as EEO/AA coordinator to monitor all employment activity to ensure that our EEO/AA policies are being carried out. The EEO/AA coordinator will be given the necessary top management support and staffing to fulfill the duties of the position. Those duties include, but are not limited to, the following:

1. Develop our EEO/AA policy statement and Affirmative Action Plan/Program, so that it is consistent with our policies, and so that it established our affirmative action goals and objectives.
2. Implement the Affirmative Action Plan/Program including internal and external dissemination of our EEO/AA policies and plan.
3. Conduct and/or coordinate EEO/AA training and orientation.
4. Ensure that our principals and supervisors understand it is their responsibility to take action to prevent the harassment of employees and applicants for employment.
5. Ensure that all minority, female, and disabled employees are provided equal opportunity as it relates to organization-sponsored training programs, recreational/social activities, benefit plans, pay and other working conditions.
6. Implement and maintain EEO audit, reporting, and record-keeping systems in order to measure the effectiveness of our Affirmative Action Plan/program and to determine whether our goals and objectives have been attained.
7. Coordinate the implementation of necessary affirmative action to meet compliance requirements and goals.
8. Serve as liaison between our organization and relevant governmental enforcement agencies.
9. Coordinate the recruitment and employment of women, minorities, and people with disabilities.
10. Receive, investigate, and attempt to resolve all EEO complaints.
11. Keep superintendent informed of the latest developments in the area of EEO.

## DISSEMINATION OF AFFIRMATIVE ACTION POLICY AND PLAN

### A. Internal Dissemination

1. Our policy statement and non-discrimination posters will be permanently posted and conspicuously displayed in building offices.
2. Our EEO/AA policy statement will be communicated to our employees during pre-service days of school in August of each school year.
3. Our EEO/AA policies will be included in our policy manual.
4. Our policy will be made available to all employees including part-time, temporary or seasonal employees.
5. We will review our EEO/AA policies at least annually with the administrative cabinet and the board of education.

### B. External Dissemination

1. We will notify all recruitment sources of our EEO/AA policies, and we will encourage them to assist us in achieving our affirmative action objectives by actively recruiting and referring women, minorities, and people with disabilities.
2. We will include the statement "Equal Opportunity Employer" or Affirmative Action Employer" on advertisements recruiting employees, on employment applications, and on our school district's website, if we post job opportunities on our website.



## QUANTITATIVE WORKFORCE ANALYSIS

Adel DeSoto Minburn Community School District had 261 employees on its payroll during the 2011-12 school year. The composite of Adel DeSoto Minburn School's employees according to job group was as follows:

Job Group	Males	Females	Total
Management	5	5	10
Elem Classroom Teachers	5	46	51
Secondary Classroom Teachers	8	12	20
Other Classroom/Professional	9	31	40
Associates	5	47	52
Clerical	0	10	10
Service Workers/Skilled	9	9	18
Part-time Professional	23	12	35
Other Part-time	8	17	25

The composite reported on 2009-10 was as follows:

Job Group	Males	Females	Total
Management	4	7	11
Elem Classroom Teachers	5	48	53
Secondary Classroom Teachers	9	11	20
Other Classroom/Professional	7	30	37
Associates	5	42	47
Clerical	0	12	12
Service Workers/Skilled	10	10	20
Part-time Professional	22	17	39
Other Part-time	9	19	28

There hasn't been much change from the 2010 report. Seventy-two percent of the employees at Adel DeSoto Minburn Community School District are female.

### Relevant Labor Market

Relevant labor market was determined by Iowa Workforce Development's Labor Market Information Services and United States Census.

### Gender

The chart below compares Adel DeSoto Minburn School District's gender percentages and minority percentages to the percent of female and male workers and minority workers presented in the 2000 Census. Also included on the chart is whether each specific job groups were determined to be under represented (more than 10% difference).

JOB GROUP	TOTAL	FEMALES				MINORITIES			
		REPRESENTATION		AVAILABILITY		UNDER REP	REPRESENTATION		UNDER REP
		NUMBER	%	NUMBER	%		NUMBER	%	
MANAGEMENT	10	5	50%	46%	46%	NO	0	0%	4%
ELEM CLASSROOM TCHRS	51	48	94%	80%	80%	NO	0	0%	2%
SEC CLASSROOM TCHR	20	12	60%	54%	54%	NO	0	0%	1%
OTHER TCHRS	40	31	78%	90%	90%	YES	0	0%	3%
TCHR ASSOCIATES	52	45	87%	97%	97%	YES	0	0%	3%
CLERICAL	10	10	100%	96%	96%	NO	0	0%	3%
SERVICE WORKERS/SKILLED	18	9	50%	35%	35%	NO	0	0%	5%
PT PROF	35	12	34%	84%	84%	YES	0	0%	3%
PT OTHER	25	17	68%	93%	93%	YES	1	4%	3%

### Minority Groups

Of the 261 employees in 2012, all were white with the exception of one who is African American. This is an increase of one from the 2010 report.

## QUALITATIVE WORKFORCE ANALYSIS

- Student body makeup is all white except for 77 minority children (4.9%)
- Community population trend steady, enrollment trend steady
  - Projected increases to both due to tax abatement program
- 180 open enrollment applications received, 89.2 departing
- Job Group - Management
  - One superintendent – male
  - Four principals, 3 female, 1 male
  - One technology director – male
  - One activity director – male
  - One business manager – female
  - One nutrition director – female
  - One transportation director – male
  - *One assistant principal (.5 FTE) – male (Counted with teachers)*
- 113 teachers and counselors
  - 32 high school teachers, 19 female, 13 male
  - 27 middle school teachers, 18 female, 8 male
  - 25 intermediate school teachers, 25 female, 0 male
  - 29 elementary school teachers, 28 female, 1 male
- 2 school nurses
  - 1 full time, female
  - 1 part time, female
- 1 social worker
  - 1 full time, female
- 101 classified staff
  - 79 full time, 65 female, 14 male
  - 28 part time, 19 female, 9 male
- Non-Staff Coaches
  - 33 non-staff coaches, 9 female, 24 male

### Identification of Problem Areas

All job groups are underrepresented in regards to minority employees except for part-time other employees. Adel DeSoto Minburn School District's student minority population was approximately 4.9% in 2012. Our employee population minority percentage is only .38%.

A comparison of the Identification of Problem Areas between the 2009-10 results and the 2011-12 results of the Adel DeSoto Minburn District's Affirmative Action Plan shows that there is still an underrepresentation in the district's staff compared to those available in the workforce in several areas. Many of these classifications have high percentages of women in the workforce, so there doesn't seem to be cause for concern. More male representation in these typically female categories has been one of the plan's long-term goals. While all advertising contains the AA/EOE logo, few, if any, minorities apply for open positions.

### Action Steps to Increase Minority and Gender Representation in Identified Job Groups

As positions become available, it will be the goal of Adel DeSoto Minburn Community School District to increase the representation of minorities and males in the identified underrepresented job groups.

The affirmative action plan will be considered each time in the hiring process.



## Numerical Goals

The recommendation is to retain the district's numerical goals as listed below. Hiring practices will continue to be aggressive in recruiting and hiring the best candidates and using the numerical goals to tip the scales when all things equal between two candidates.

<u>Certified Staff</u>	<u>Responsibility</u>	<u>Timelines</u>
1 male elementary teacher	Board and Administration	Next two years
1 minority teacher	Board and Administration	Next two years
<u>Classified</u>	<u>Responsibility</u>	<u>Timelines</u>
1 male teacher associate	Board and Administration	As vacancies occur
1 male food service worker	Board and Administration	As vacancies occur
1 minority worker	Board and Administration	As vacancies occur
1 female custodian	Board and Administration	As vacancies occur

The following questions provided by the Iowa Association of School Boards provided the means by which Adel Desoto Minburn Community School District determined if it had any policies or practices that were causing the under representation of minority or females. The following category of questions was used to make this determination:

### **Recruitment**

1. Is word of mouth recruitment the only method used for some or all positions?
2. Is a record maintained of advertisements used for the various types of positions?
3. Do advertisements include an equal opportunity statement?
4. Are referral sources, such as placement officers of educational institutions and employment agencies, notified of the equal opportunity and affirmative action policies?
5. Do applicants receive a copy of the affirmative action policy statement?
6. Do organizations that assist in recruitment have policies or practices that will form a barrier to equal opportunity for their clients?
7. Have vacancies been listed with appropriate agencies, placement office and news media?
8. Do job descriptions exist for all major job classifications?
9. Are job descriptions supplied to applicants?

### **Recruitment Summary:**

Job descriptions do exist for all major job groups and are posted on the District website.

### **Hiring and Selection Criteria and Practices**

1. Are applicants notified of the equal employment opportunity and affirmative action policies?
2. Are application forms used?
3. Do all applicants complete an application form?
4. Do these application forms include a statement of equal opportunity?
5. Are the application forms free of illegal inquiries?
6. Are job description criteria considered during hiring?
7. Are the job descriptions accurate, explaining the actual functions and duties?
8. Are the job descriptions gender-neutral?
9. Is the interview process free of illegal inquiries?
10. Is the interview process structured to guarantee fairness to all applicants?
11. Do all individuals who are involved in conducting interviews receive training on appropriate inquiries?
12. Are interview questions restricted to job-related information?
13. In a salary step system does the decision as to initial placement on the "step" have an impermissible relationship to race, sex, or disability, as shown by actual placement over time?
14. Is the affirmative action plan considered each time when dealing with a job category where under representation exists?
15. Are there written criteria for determining which applicants will be interviewed established before recruitment begins?

### **Hiring and Selection Criteria and Practices Summary:**

Since the affirmative action plan has not been updated for several years it has not been considered or utilized when dealing with a job group where under representation exists.

**Hiring and Selection Criteria and Practices Goal:** The affirmative action plan will be considered each time in the hiring process.



**Promotion, Transfer and Collective Bargaining Agreement**

1. Are notices posted for all positions when vacancies occur?
2. Are impermissible factors such as race, color, national origin, religion, gender, age, sexual orientation, gender identity, disability or marital status considered in promotion or transfer decisions?
3. Are personnel who are involved in recruiting, selection, promotion, evaluation and related processes selected and trained to ensure elimination of bias in personnel actions?
4. Is there a special effort to include women and minorities in the group being considered for promotion or transfer?
5. Is there a mentoring of staff assistance process in use?
6. Have efforts been made to use mixed criteria consistent with any bargaining agreements rather than straight seniority in promotions, transfers and staff reductions?

**Promotion, Transfer and Collective Bargaining Agreement Summary:**

No issues of concern were identified in terms of promotion, transfer and collective bargaining agreement.

**Demotions, Terminations, Layoffs, and Recall Criteria and Practices**

1. Are objective criteria used in making demotion, termination or layoff decisions?
2. Are the evaluation records of employees reviewed when these types of decisions are made?

**Demotions, Terminations, Layoffs, and Recall Criteria and Practices Summary:**

The negotiated master contract provides the objective criteria used for termination and layoff decisions.

**Working Conditions and Compensation**

1. Is there an employee evaluation system?
2. Is the temporary disability related to pregnancy treated the same, in practice, as other temporary disabilities?
3. Does the application of the salary schedule/pay scale result in discrimination on the basis of race, color, national origin, religion, gender, age, sexual orientation, gender identity, disability or marital status?
4. Is the board policy on affirmative action distributed to employees annually?
5. Is the cost to the employees for insurance and insurance coverage the same for male and female employees?
6. Are the costs to the employees and benefits of pension plans equitable for men and women?
7. Have steps been taken to ensure that harassment of employees based upon gender, race, national origin, religion, age, sexual orientation, gender identity or disability does not occur?
8. Are assignments of staff members to supplemental and extracurricular duties made on an equitable basis?
9. Are exit interviews held?

**Working Conditions and Compensation Summary:**

Adel DeSoto Minburn Community School District Board of Education has policy to insure that harassment does not occur for any protected class. A copy of this policy is included in the plan. Exit interviews do occur informally and the administrative cabinet will discuss the need of formalizing the process which could result in a future goal statement.

**Complaint Procedures**

1. Does the affirmative action policy contain a complaint process?
2. Are employees notified of their right to seek redress from government agencies such as the Iowa Civil Rights Commission?
3. Are discrimination complaint records kept?

**Complaint Procedures Summary:**

Adel DeSoto Minburn Community School District Board of Education has adopted a grievance procedure. The grievance procedure is included in the plan. The grievance procedure does notify employees of their rights to seek assistance from state and federal Civil Rights Commission.





Adel DeSoto Minburn

801 Nile Kinnick Drive S., Adel, Iowa 50003  
515-993-4283

Greg Dufoe, Superintendent

Nancy Gee, Business Manager

## A LETTER FROM THE SUPERINTENDENT TO STAFF

October 2012

This school district has been, and will continue to be, an equal opportunity employer. To assure full implementation of the policy, we will assure that:

- A. Persons are recruited, hired and promote for all jobs without regard to race, color, age, national origin, sex, sexual orientation, gender identity, marital status, socioeconomic status, disability, religion, creed. Placement decisions are based solely on an individual's qualifications for the position being filled.
- B. Other personnel actions such as compensation, benefits, transfers, layoffs, return from layoffs and company sponsored programs and activities are administered without regard to race, color, age, national origin, sex, sexual orientation, gender identity, marital status, socioeconomic status, disability, religion, creed.
- C. The school district will not discriminate against any individual because of a physical or mental handicap or because of disabled veterans status.

It is our policy to take affirmative action in the employment of qualified minorities, females, handicapped individuals, Vietnam era and disabled veterans. This will include all employment practices. Reasonable accommodation will be provided whenever possible in our effort to advance employment opportunities for handicapped individuals and disabled veterans.

I have a strong commitment to equal opportunity and affirmative action. I expect your continued assistance and support in attaining this objective of equal employment opportunity and achieving our affirmative action goals.

Sincerely,

A handwritten signature in black ink, appearing to read "Greg Dufoe", is written over a horizontal line.

Greg Dufoe  
Superintendent

***"Experiencing Success Today, Achieving Dreams Tomorrow"***

## EQUAL EDUCATIONAL OPPORTUNITY

The board will not discriminate in its educational activities on the basis of race, color, national origin, religion, sex, disability, sexual orientation, gender identity, or marital status.

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.

The board is committed to the policy that no otherwise qualified person will be excluded from educational activities on the basis of race, color, religion, sex, marital status, national origin, sexual orientation, gender identity, or disability. Further, the board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment.

Approved 7/1/96

Reviewed 3/7/11

Revised 9/17/07

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS



NOTICE OF NONDISCRIMINATION

Students, parents, employees and others doing business with or performing services for the Adel DeSoto Minburn Community School District are hereby notified that this school district does not discriminate on the basis of race, color, age (except students), religion, national origin, sex, marital status, sexual orientation, gender identity, or disability in admission or access to, or treatment in, its programs and activities.

The school district does not discriminate on the basis of race, color, age (except students), religion, national origin, sex, sexual orientation, gender identity, or disability in admission or access to, or treatment in, its hiring and employment practices. Any person having inquiries concerning the school district's compliance with the regulations implementing Title VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), § 504 or *Iowa Code* § 280.3 is directed to contact:

Nancy Gee, Business Manager  
District Office  
(515) 993-4283

who has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the ADA, § 504 and *Iowa Code* § 280.3 (2007).



GRIEVANCE FORM FOR COMPLAINTS OF DISCRIMINATION  
OR NON-COMPLIANCE WITH FEDERAL OR STATE REGULATIONS  
REQUIRING NON-DISCRIMINATION

I, \_\_\_\_\_, am filing this grievance because

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(Attach additional sheets if necessary)

Describe incident or occurrence as accurately as possible:

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(Attach additional sheets if necessary)

Signature\_\_\_\_\_

Address\_\_\_\_\_

Phone Number\_\_\_\_\_

If student, name \_\_\_\_\_ Grade Level\_\_\_\_\_

Attendance center\_\_\_\_\_

GRIEVANCE DOCUMENTATION

Name of Individual Alleging Discrimination or Non-Compliance

Name\_\_\_\_\_

Grievance Date\_\_\_\_\_

State the nature of the complaint and the remedy requested.

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Indicate Principal's or Supervisor's response or action to above complaint.

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Signature of Principal or Supervisor\_\_\_\_\_



## SECTION 504 STUDENT AND PARENTAL RIGHTS

The Adel DeSoto Minburn 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 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 officer if you disagree with your child's evaluation or placement; you have a right to counsel at the hearing and have the decision of the impartial hearing officer reviewed.

Inquiries concerning the school district's compliance with the regulations implementing Title VI, Title IX, the Americans with Disabilities Act (ADA), § 504 or *Iowa Code* § 280.3 should be directed to:

Business Manager Nancy Gee  
801 Nile Kinnick Drive S., Adel, IA 5000  
(515) 993-4283

who has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title IX, the ADA, § 504 and *Iowa Code* § 280.3. (2005)



## GRIEVANCE PROCEDURE

Students, parents of students, employees, and applicants for employment in the school district will have the right to file a formal complaint alleging discrimination under federal or state regulations requiring non-discrimination in programs and employment.

Level One - Principal, Immediate Supervisor or  
Personnel Contact Person (Informal and  
(Informal and Optional - may be bypassed by the grievant)

Employees with a complaint of discrimination based upon their gender, race, national origin, religion, age, sexual orientation, gender identity, or disability are encouraged to first discuss it with their immediate supervisor, with the objective of resolving the matter informally. An applicant for employment with a complaint of discrimination based upon their gender, race, national origin, religion, age, sexual orientation, gender identity, or disability are encouraged to first discuss it with the personnel contact person. This paragraph is for employees and "marital status" isn't a protected class for employees.

A student, or a parent of a student, with a complaint of discrimination based upon their gender, race, national origin, religion, marital status, sexual orientation, gender identity, or disability are encouraged to discuss it with the instructor, counselor, supervisor, building administrator, program administrator or personnel contact person directly involved.

### Level Two - Compliance Officer

If the grievance is not resolved at Level One and the grievant wishes to pursue the grievance, the grievant may formalize it by filing a complaint in writing on a Grievance Filing Form, which may be obtained from the Compliance Officer. The complaint will state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at Level Two must be within 15 working days from the date of the event giving rise to the grievance, or from the date the grievant could reasonably become aware of such occurrence. The grievant may request that a meeting concerning the complaint be held with the Compliance Officer. A minor student may be accompanied at that meeting by a parent or guardian. The Compliance Officer will investigate the complaint and attempt to resolve it. A written report from the Compliance Officer regarding action taken will be sent to the involved parties within a reasonable time after receipt of the complaint.

### Level Three - Superintendent/Administrator

If the complaint is not resolved at Level Two, the grievant may appeal it to Level Three by presenting a written appeal to the superintendent within five working days after the grievant receives the report from the Compliance Officer, the grievant may request a meeting with the Superintendent. The superintendent may request a meeting with the grievant to discuss the appeal. The superintendent will render a decision within a reasonable time after the receipt of the written appeal. If, in cases of disability grievances at the elementary and secondary level, the issue is not resolved through the grievance process, the parents have a right to an impartial hearing to resolve the issue.

## GRIEVANCE PROCEDURE

This procedure in no way denies the right of the grievant to file formal complaints with the Iowa Civil Rights Commission, the U.S. Department of Education Office for Civil Rights <http://www.state.ia.us/government/crc/index.html> or Office of Special Education Programs, the Equal Employment Opportunity Commission, or the Iowa Department of Education for mediation or rectification of civil rights grievances, or to seek private counsel for complaints alleging discrimination.

### Level Four - Appeal to Board

If the grievant is not satisfied with the superintendent's decision, the grievant can file an appeal with the board within five working days of the decision. It is within the discretion of the board to determine whether it will hear the appeal.

The Compliance Officer is:

Nancy Gee, Business Manager

801 Nile Kinnick Drive S., Adel, IA 50003

(515) 993-4283

Office hours: 8:00 a.m. – 4:30 p.m. Monday through Friday

Approved 7/1/96

Reviewed 3/7/11

Revised 10/11/10



## EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION

**Selection for Employment and Assignments.** The Adel DeSoto Minburn Community School District will select for employment-qualified applicants for each position without regard to race, color, creed, gender (including pregnancy), religion, sexual orientation, gender identity, national origin, ethnic background, age, genetic information, or physical or mental disability. Adherence to bona fide occupational/educational qualifications will not be interpreted as discriminatory. Persons with disabilities who can perform the essential functions of an assignment with or without reasonable accommodations shall be considered qualified applicants. The District shall take affirmative action in the recruitment, appointment, assignment and advancement of personnel to accomplish the goals of equal employment opportunity. In keeping with the law, the District shall consider the veteran status of applicants.

**Employment Conditions.** The Adel DeSoto Minburn Community School District will not discriminate against any individual with respect to compensation, terms, conditions, or privileges of employment because of such individual's race, color, creed, gender, religion, sexual orientation, gender identity, national origin, ethnic background, age, genetic information, or physical or mental disability.

**Complaints of Discrimination.** Any applicant or employee alleging discrimination on the basis of race, color, creed, gender, religion, sexual orientation, gender identity, national origin, ethnic background, age, genetic information, or physical or mental disability may follow the complaint procedures set forth in Policy 402.19. The complainant may bypass any step of the complaint procedure where the person to whom the complaint is to be lodged is the alleged perpetrator. The complainant may file the initial complaint with the compliance officer, whose decision may be appealed to the superintendent. Inquiries or complaints may also be directed to federal and state agencies including the Iowa Civil Rights Commission, the Equal Employment Opportunity Commission, and the Office of Civil Rights of the United States Department of Education.

The complainant may be required to complete a complaint form and to turn over copies of evidence of discrimination including, but not limited to, tapes, memoranda, letters and pictures. The investigator shall promptly commence an investigation and proceed to completion. Both the complainant and the alleged perpetrator will be given an opportunity to give a statement. A written investigation report shall be completed, and a summary of the report, including a finding that the complaint was founded, unfounded, or inconclusive will be forwarded to the complainant and to the alleged perpetrator.

**Compliance Officer.** The business manager shall be designated as the District's compliance officer to insure that applicants and employees are treated in accordance with this policy. In the event the business manager is the alleged perpetrator, the superintendent shall be the alternate compliance officer. The compliance officer shall also be responsible for coordinating the preparation, implementation, evaluation, and

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS



EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION

updating of written equal employment opportunity and affirmative action plans, with systematic input from diverse racial/ethnic groups, women, men and persons with disabilities.

**Confidentiality.** The District will limit disclosure of information gathered in the course of receiving, investigating, and responding to a complaint filed under this policy, but cannot guarantee confidentiality to any party. Sensitive information will be handled in a manner consistent with the District's legal obligations, and with the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred. Complaints of harassment shall not be filed in the complainant's personnel file.

**No Retaliation.** No person shall retaliate against another person because the person has filed a discrimination complaint, assisted or participated in an investigation, or has opposed language or conduct that violates this policy, as long as the participation or action was done in good faith. Any person found to have engaged in retaliation in violation of this policy, state, or federal law shall be subject to discipline up to and including discharge.

**Corrective Action.** The District will take action to halt any improper discrimination and will take other appropriate corrective actions, including disciplinary measures, which may include discharge of a perpetrator, to remedy all violations of this policy.

**Notice.** In order to effectively communicate and interpret the District's policy to all levels of the administration and to all other employees, applicants, educational agencies and to the public, a statement of the District's policy shall be distributed to all applicants for employment and shall be disseminated annually to employees, students, parents and recruitment sources. District employees involved in the hiring or supervision of personnel shall be trained on proper equal employment opportunity procedures.

Approved 7/1/93

Reviewed 1/9/12

Revised 1/9/12

DISCRIMINATION/HARASSMENT COMPLAINT FORM

Please complete the following as fully as possible. If you need assistance, contact the compliance officer.

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

Name of Complainant: \_\_\_\_\_

Position and Building of Complainant: \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Telephone: ( ) \_\_\_\_\_ Email: \_\_\_\_\_

Name and Position of Alleged Perpetrator: \_\_\_\_\_

Discrimination Alleged:

\_\_\_\_\_ Race, Color

\_\_\_\_\_ Gender Identity

\_\_\_\_\_ Gender

\_\_\_\_\_ Sexual Orientation

\_\_\_\_\_ Religion, Creed

\_\_\_\_\_ Age

\_\_\_\_\_ National Origin, Ethnic Background

\_\_\_\_\_ Disability

\_\_\_\_\_ Other (please specify)

Statement of Discrimination/Harassment: (Include dates, places and persons involved in incidents, if known. List any witnesses, their position and addresses and telephone numbers. Attach any pertinent written documents. Describe any actions you took in response to the incidents.)



DISCRIMINATION/HARASSMENT COMPLAINT FORM

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

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

Name Printed: \_\_\_\_\_

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

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

WITNESS STATEMENT

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

Interviewer: \_\_\_\_\_

Name of Person Giving Statement: \_\_\_\_\_

Position and Building of Witness: \_\_\_\_\_

\_\_\_\_\_

Home Address: \_\_\_\_\_

\_\_\_\_\_

Home Telephone: (       )       Email: \_\_\_\_\_

Statement: (Include dates, places and persons involved if known.)

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

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

Name Printed: \_\_\_\_\_

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



SUMMARY OF DISPOSITION OF DISCRIMINATION/HARASSMENT COMPLAINT

Name of Complainant:\_\_\_\_\_

Position and Building of Complainant:\_\_\_\_\_

\_\_\_\_\_  
Name and Position of Alleged Perpetrator/Respondent:\_\_\_\_\_

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

Nature of Harassment Alleged:

_____	Race, Color	_____	Gender
_____	Sexual Orientation	_____	Gender Identity
_____	Religion, Creed	_____	Age
_____	National Origin, Ethnic Background	_____	Disability
_____	Other		

Summary of Investigation:

SUMMARY OF DISPOSITION OF DISCRIMINATION/HARASSMENT COMPLAINT

Conclusion:        \_\_\_\_\_Founded        (The totality of the evidence reasonably demonstrates the actions occurred and constituted improper discrimination or harassment.)

                         \_\_\_\_\_Unfounded        (It is reasonable to believe that the actions complained of did not occur, or were not so serious or pervasive as to constitute improper discrimination or harassment.)

                         \_\_\_\_\_Inconclusive

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Typed or Printed Name

\_\_\_\_\_  
Position

\_\_\_\_\_  
Address

\_\_\_\_\_  
Date

Copies to:

\_\_\_\_\_ Complainant  
\_\_\_\_\_ Respondent  
\_\_\_\_\_ Superintendent

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS



## HARASSMENT

**Purpose.** The District is committed to promoting positive intercultural, intergroup relationships. The District, therefore, prohibits acts of intolerance or harassment toward others because of race, color, gender, religion, creed, ethnic background, national origin, age, disability, sexual orientation, gender identity or other factors that are likewise not rationally related to the individual's employment. Such acts may be treated as just cause for purposes of discipline, including discharge.

### **Sexual Harassment.**

*General.* It is the policy of the Adel DeSoto Minburn Community School District to maintain a learning and working environment that is free from sexual harassment. Because of the District's strong disapproval of offensive or inappropriate sexual behavior at work, all employees, officials and visitors must avoid any action or conduct, which could be perceived as sexual harassment. It shall be a violation of this policy for any employee, official or visitor of the District to harass others through conduct or communications of a sexual nature as defined below.

*Definition.* Sexual harassment shall consist of unwelcome sexual advances, requests for sexual acts or favors, and other verbal or physical conduct of a harassing nature where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting that individual; or
3. Such conduct has the purpose or effect of substantially interfering with an individual's employment or creates an intimidating, hostile, or offensive employment environment.

Sexual harassment may include, but is not limited to the following:

- verbal harassment or abuse
- pressure for sexual activity
- repeated remarks to or about a person with sexual or demeaning implications
- unwelcome touching
- suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's job
- the telling of offensive jokes and stories
- display of sexually graphic pictures
- conduct of the nature described above using any electronic means of communication



## HARASSMENT

**Procedures.** Any employee who alleges improper harassment by any person in the District may follow the complaint procedures set forth in Policy 402.19. The complainant may bypass any step of the complaint procedure where the person to whom the complaint is to be lodged is the alleged perpetrator. The complainant may file the initial complaint with the compliance officer.

The complainant may be required to complete a harassment complaint form and to turn over copies of evidence of harassment, including, but not limited to, letters, tapes, and pictures. The investigator shall promptly commence an investigation and proceed to completion. Both the complainant and the alleged perpetrator will be given an opportunity to give a statement. A written investigation report shall be completed, and a summary of the report, including a finding that the complaint was founded, unfounded, or inconclusive will be forwarded to the complainant and to the alleged perpetrator.

**Compliance Officer.** The business manager shall be designated as the District's compliance officer to insure that applicants and employees are treated in accordance with this policy. In the event the business manager is the alleged perpetrator, the superintendent shall be the alternate compliance officer.

**Confidentiality.** The District will limit disclosure of information gathered in the course of receiving, investigating, and responding to a complaint filed under this policy, but cannot guarantee confidentiality to any party. Sensitive information will be handled in a manner consistent with the District's legal obligations, and with the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred. Complaints of harassment shall not be filed in the complainant's personnel file.

**No Retaliation.** No person shall retaliate against any person because the person has filed a harassment complaint, assisted or participated in an investigation, or has opposed language or conduct that violates this policy, as long as the participation or action was done in good faith. Any person found to have engaged in retaliation in violation of this policy, state, or federal law shall be subject to discipline, up to and including discharge.

**Corrective Actions.** The District will take action to halt any improper harassment and will take other appropriate corrective actions, including disciplinary measures, which may include discharge of a perpetrator, to remedy all violations of this policy.

**Notification.** Notice of this policy will be circulated to all school buildings on an annual basis and incorporated into staff handbooks.

**Staff Development.** Periodic training shall be provided all staff regarding the nature and prohibition of sexual harassment.



HARASSMENT

Approved 7/1/93

Reviewed 1/9/12

Revised 31/9/12

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

## DISCRIMINATION/HARASSMENT COMPLAINT FORM

Please complete the following as fully as possible. If you need assistance, contact the compliance officer.

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

Name of Complainant: \_\_\_\_\_

Position and Building of Complainant: \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Telephone: ( ) \_\_\_\_\_ Email: \_\_\_\_\_

Name and Position of Alleged Perpetrator: \_\_\_\_\_

Discrimination Alleged:

\_\_\_\_\_ Race, Color

\_\_\_\_\_ Gender Identity

\_\_\_\_\_ Gender

\_\_\_\_\_ Sexual Orientation

\_\_\_\_\_ Religion, Creed

\_\_\_\_\_ Age

\_\_\_\_\_ National Origin, Ethnic Background

\_\_\_\_\_ Disability

\_\_\_\_\_ Other (please specify)

Statement of Discrimination/Harassment: (Include dates, places and persons involved in incidents, if known. List any witnesses, their position and addresses and telephone numbers. Attach any pertinent written documents. Describe any actions you took in response to the incidents.)



DISCRIMINATION/HARASSMENT COMPLAINT FORM

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

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

Name Printed: \_\_\_\_\_

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

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

WITNESS STATEMENT

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

Interviewer: \_\_\_\_\_

Name of Person Giving Statement: \_\_\_\_\_

Position and Building of Witness: \_\_\_\_\_

\_\_\_\_\_

Home Address: \_\_\_\_\_

\_\_\_\_\_

Home Telephone: (        )                      Email: ~ \_\_\_\_\_

Statement: (Include dates, places and persons involved if known.)

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

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

Name Printed: \_\_\_\_\_

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



SUMMARY OF DISPOSITION OF DISCRIMINATION/HARASSMENT COMPLAINT

Name of Complainant:\_\_\_\_\_

Position and Building of Complainant:\_\_\_\_\_

Name and Position of Alleged Perpetrator/Respondent:\_\_\_\_\_

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

Nature of Harassment Alleged:

_____	Race, Color	_____	Gender
_____	Sexual Orientation	_____	Gender Identity
_____	Religion, Creed	_____	Age
_____	National Origin, Ethnic Background	_____	Disability
_____	Other (please specify)		

Summary of Investigation:

SUMMARY OF DISPOSITION OF DISCRIMINATION/HARASSMENT COMPLAINT

Conclusion:        \_\_\_\_\_Founded        (The totality of the evidence reasonably demonstrates the actions occurred and constituted improper discrimination or harassment.)

                         \_\_\_\_\_Unfounded        (It is reasonable to believe that the actions complained of did not occur, or were not so serious or pervasive as to constitute improper discrimination or harassment.)

                         \_\_\_\_\_Inconclusive

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Typed or Printed Name

\_\_\_\_\_  
Position

\_\_\_\_\_  
Address

\_\_\_\_\_  
Date

Copies to:

\_\_\_\_\_ Complainant  
\_\_\_\_\_ Respondent  
\_\_\_\_\_ Superintendent

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS



## RECRUITMENT OF PERSONNEL

The superintendent shall be responsible for recruiting personnel for the various positions within the District, with the assistance of other employees as the superintendent may so determine. The superintendent shall take affirmative action to encourage persons to apply in accordance with the District's affirmative action plan.

The superintendent shall use such methods, advertising media or other sources as may be appropriate to recruit personnel. Vacant positions requiring licensed employees shall generally be advertised in at least one publication having state-wide circulation, except in cases of emergencies or to fill temporary positions or when the District is entering into a sharing arrangement and such arrangement calls for another District to recruit the staff member. This shall not prevent the transfer or hiring of licensed employees without advertising when required by a collective bargaining agreement or by law. All applicants shall be required to complete a written application form.

Administrators are expected to take aggressive action to discover and recruit quality applicants. Consideration shall not be given to any trait or characteristic prohibited by District Policy 401.2, state, or federal law.

Approved 7/1/93

Reviewed 1/9/12

Revised 1/9/12

## QUALIFICATIONS

Selection of staff personnel shall be based upon the following qualifications:

- a. All professional employees shall be properly certificated, authorized or licensed as required by statute, the Iowa Department of Education, the Iowa Board of Educational Examiners, and the District's job descriptions.
- b. All classified employees shall be properly licensed by the State if a license is required by law or by the District's job description.
- c. Educational and other training where such training is necessary or appropriate for the position.
- d. Needs of the District.
- e. Demonstrated ability to fulfill all aspects and essential duties of the position.
- f. Demonstrated rapport with children, fellow workers, and others.
- g. Ability to exercise discretion and good judgment.
- h. Diligence and dependability.
- i. Ability to follow instructions and suggestions of supervisors.
- j. Degree of being well informed on all essentials relating to the position.
- k. Compatibility with the District's philosophy and programs.
- l. Adherence to professional ethics.
- m. Personal qualities advantageous to the position.
- n. History of past successful job experiences.
- o. Other qualities as may be determined from time to time by the administrative staff.

Consideration shall not be given to any trait or characteristic prohibited by District Policy 401.2, state or federal law. The District shall carefully consider the facts relating to any applicant who has a known history of conviction or other judicial or administrative finding of child, dependent adult, or sexual abuse. Any individual who has been convicted of a sex offense against a minor shall not be eligible for employment with the District under any circumstances.

Approved 7/1/93

Reviewed 1/9/12

Revised 1/9/12

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS





# Iowa Department of Education

SBRC Application

[Exit](#)

Adel DeSoto Minburn Comm School District (00270000)

## SBRC Application

Fall 2012

SBRC Application for Increasing Enrollment, Open Enrollment Out, and LEP Instruction Beyond 4 Years

Email [Joyce Thomsen](#) a copy of the school board minutes showing official action taken by the board, authorizing the request to the SBRC, prior to the date a hearing would be normally requested.

Minutes need to reflect the amount and the issue for which the request is being made.

The district / AEA shall also retain a copy of the board minutes for review by its auditor.

We, the officials of Adel DeSoto Minburn Comm School District, certify under penalty of perjury that all data represented on the SBRC Application are true, correct, complete, and in full compliance with all applicable state and federal rules, regulations, and instructions, to the best of our knowledge and belief.

Due Saturday, December 01, 2012

Save Values    Certify    Values Saved

You have entered text on the page. You must Save Values before you can Certify.

Increasing Enrollment	
Actual Enrollment Fall 2011	1435.2
Actual Enrollment Fall 2012 (Generated nightly, changes to Certified Enrollment are reflected the following day)	1459.7
Increase	24.5
DCPP (FY13)	6,021
Maximum On-Time Funding Modified Allowable Growth for Increasing Enrollment	147,515
Request	147515

Open Enrollment Out	
Open Enrollment Out Students on Fall 2012 Certified Enrollment but not on the Fall 2011 Certified Enrollment (Changes to student data are reflected immediately)	10.7
Open Enrollment Out Students Minus Increase (previous section)	0.0
State Cost Per Pupil for Open Enrollment Out (FY12)	5,883
Maximum Modified Allowable Growth for Open Enrollment Out	0
Request	0

LEP Instruction Beyond 4 Years	
Students Served Beyond 4 Years (Changes to student data are reflected immediately)	0
Weighting	0.22
Total Weighting	0.00
DCPP (FY13)	6,021
Maximum Modified Allowable Growth for LEP Instruction Beyond 4 Years	0
Request	0

SBRC Contact	
Name	Greg Dufoe
Title	Superintendent
Phone	515-993-4283
Fax	515-993-4866
Email	gdufoe@adm.k12.ia.us

For Assistance, Contact:

For questions about the SBRC Application:

Joyce Thomsen 515-242-5612

For questions about student data:

Margie Hanson 515-281-3214

Rachel Kruse 515-281-4153

Gary Kirchhoff 515-281-6278

Any available consultant: 515-242-5976