

EAST MARSHALL COMMUNITY SCHOOL DISTRICT
225 S. Elm Street
Gilman, IA 50106

**Equal Employment
Opportunity/Affirmative
Action Program**

September 2013
EEO/AA

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Administration of the Program

The Superintendent, principals, teachers and all other employees are charged with the responsibility for supporting and complying with equal opportunity/affirmative action principles.

Responsibility of the Superintendent

The Superintendent has ultimate responsibility for the administration of the EEO/AA program. The support for a commitment to equal opportunity in all facets of the district lies within the Office of the Superintendent. Under the direction of the Superintendent, staff members assume specific responsibilities for maintaining procedures in compliance with all relevant federal and state equal opportunity/affirmative action legislation.

The Superintendent is also responsible for insuring compliance with legal mandates for equal employment opportunity/affirmative action that are applicable to the district personnel. Such responsibilities include the review and revision of employment practices and procedures to comply with current employment legislation and with the policies of the Board of Education. The Superintendent maintains a system which monitors all recruitment, selection, and placement procedures to insure that non-discriminatory practices are being exercised. The Superintendent gives fair and impartial consideration to all requests and recommendations for employment to be processed through that office.

Responsibility of Administrative and Supervisory Personnel

All members of the administrative and supervisory staff will be familiar with equal employment opportunity/affirmative action guidelines, policies, and procedures as they affect employment activities within their departments/buildings. They exercise their supervisory responsibility to insure that persons under their direction are treated in an equitable manner, without regard to sex, race, age, color, creed, national origin, religion, marital status, sexual orientation, gender identity or disability. Administrative and supervisory staff members assist with the district's EEO/AAA program throughout the recruitment and selection process, and in any other employment actions or recommendations involving district personnel. It is also the responsibility of administrative and supervisory staff to keep the EEO/AA Officer informed of any complaints or incidents of a discriminatory nature of which they become aware.

Responsibility of the EEO/AA Officer

The district EEO/AA Officer and is responsible for the review, continued development, and coordination of the EEO/AA Program. The EEO/AA Officer provides assistance to administrative and supervisory personnel in the continuous effort to afford equal opportunity to all segments of East Marshall Community School District. The EEO/AA Officer assists in the identification of problem areas and monitors steps to alleviate inequitable conditions and situations as they might arise. The EEO/AA Officer serves as a liaison with external civil rights agencies and processes internal discrimination complaints in an effort to resolve them at the local EEO/AA program level.

Officer: Dianne Anderson, Superintendent
East Marshall Community School District
225 S. Elm Street
Gilman, IA 50106
641-498-7481
danderson@e-marshall.k12.ia.us

Community Leadership Team

The Superintendent (or designee) will provide an annual review of the district's EEO/AA Plan to the Community Leadership Team and any subcommittees such as the Iowa Core Committee and Equity Committee. Community input, through this team, will be sought in the periodic review, development and coordination of the EEO/AA Program. Results from this periodic review of the district's EEO/AA Plan, recommendations, additions and/or revisions will be presented to the East Marshall Community School District Board of Directors.

OBJECTIVES FOR EQUAL EDUCATIONAL OPPORTUNITIES FOR STUDENTS

This series of the board policy manual is devoted to the board's goals and objectives for assisting the students of the school district in obtaining an education. Each student will have an opportunity to obtain an education in compliance with the policies in this series.

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

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

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

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.

Board policy refers to the term "parents" in many of the policies. The term parents for purposes of this policy manual means the legal parents, the legal guardian or custodian of a student, and students who have reached the age of majority or are otherwise considered an adult by law.

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, East Marshall Community School District, Gilman, Iowa 50106; or by telephoning 641-498-7481.

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 8930 Ward Parkway, Suite 2037, Kansas City, MO. 64114 (816) 268-0550, <http://www.state.ia.us/government/crc/index.html> or Iowa Dept. of Education, Grimes State Office Bldg., Des Moines, IA. (515) 281-5294. This inquiry or complaint to the federal or state office may be done instead of, or in addition to, an inquiry or complaint at the local level.

Approved _____

Reviewed 6/13/11

Revised 3/14/11

EQUAL EDUCATIONAL OPPORTUNITY

The board will not discriminate in its educational activities on the basis of race, color, national origin, creed, socio-economic status, 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, national origin, creed, socio-economic status, religion, sex, marital status, 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.

Legal Reference: 20 U.S.C. §§ 1221 *et seq.* (2010).
20 U.S.C. §§ 1681 *et seq.* (2010).
20 U.S.C. §§ 1701 *et seq.* (2010).
29 U.S.C. § 794 (2010).
42 U.S.C. §§ 12101 *et seq.* (2010).
34 C.F.R. Pt. 100 (2010).
34 C.F.R. Pt. 104 (2010).
Iowa Code §§ 216.9; 256.11, 280.3 (2011).
281 I.A.C. 12.

Cross Reference: 101 Educational Philosophy of the School District
401.1 Equal Employment Opportunity
500 Objectives for Equal Educational Opportunities for Students
506.1 Student Records

Approved 2/9/98

Reviewed _____

Revised 3/12/12

NOTICE OF NONDISCRIMINATION

Students, parents, employees and others doing business with or performing services for the East Marshall 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, creed, sex, marital status, sexual orientation, gender identity, disability or socio-economic status 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, creed, sex, marital status, sexual orientation, gender identity, disability or socio-economic status 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:

(Title) Superintendent of Schools, Equity Coordinator, East Marshall Community School

(where located) 225 South Elm Street, Gilman, IA 50106

(telephone number) 641-498-7481

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.

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

I, _____, am filing this grievance because

(Attach additional sheets if necessary)

Describe incident or occurrence as accurately as possible:

(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.

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

Signature of Principal or Supervisor _____

SECTION 504 STUDENT AND PARENTAL RIGHTS

The East Marshall 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 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:

(Title) Superintendent

(Where located) Gilman, IA 50106 (Telephone No.) 641-498-7481

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.

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 Optional - may be bypassed by the grievant)

Employees with a complaint of discrimination based upon their gender, race, national origin, creed, religion, age, sexual orientation, gender identity, disability or socio-economic status 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, creed, 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, creed, religion, marital status, sexual orientation, gender identity, disability or socio-economic status 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. A decision will be rendered by the superintendent 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 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:

Name Rex Kozak – Robert Schelp – Cathy DeBondt

Office Address 201 N. Franklin, LeGrand, IA 50142 – 225 S. Elm St., Gilman, IA 50106
201 E. Weissenburger St., Laurel, IA 50141

Phone Number 641-479-2785 / 641-498-7483 / 641-476-3342

Office Hours 7:30am to 4:30pm

ANTI-BULLYING/HARASSMENT POLICY

Harassment and bullying of students and employees are against federal, state and local policy, and are not tolerated by the board. The board is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, the board has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment. Bullying and harassment of students by other students, by school employees, and by volunteers who have direct contact with students will not be tolerated in the school or school district.

The board prohibits harassment, bullying, hazing, or any other victimization, of students, based on any of the following actual or perceived traits or characteristics, including but not limited to, age, 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 and which creates an objectively hostile school environment. Harassment against employees based upon the employee's race, color, creed, sex, sexual orientation, gender identity, national origin, religion, age or disability is also prohibited.

This policy is in effect while students or employees are on property within the jurisdiction of the board; while on school-owned or school-operated vehicles; while attending or engaged in school-sponsored activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school or school district.

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

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

- Places the student in reasonable fear of harm to the student's person or property;
- Has a substantially detrimental effect on the student's physical or mental health;
- Has the effect of substantially interfering with the student's academic performance; or
- Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Approved 2/9/98

Reviewed _____

Revised 6/11/12

ANTI-BULLYING/HARASSMENT POLICY

“Electronic” means any communication involving the transmission of information by wire, radio, optical cable, electromagnetic, or other similar means. “Electronic” includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, electronic text messaging or similar technologies.

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

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

Sexual harassment of a student by an employee means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made either implicitly or explicitly a term or condition of the student's education or benefits;
- Submission to or rejection of the conduct is used as the basis for academic decisions affecting that student; or,
- The conduct has the purpose or effect of substantially interfering with the student's academic performance by creating an intimidating, hostile, or offensive education environment.

In situations between students and school officials, faculty, staff, or volunteers who have direct contact with students, bullying and harassment may also include the following behaviors:

- Requiring that a student submit to bullying or harassment by another student, either explicitly or implicitly, as a term or condition of the targeted student's education or participation in school programs or activities; and/or,
- Requiring submission to or rejection of such conduct as a basis for decisions affecting the student.

Any person who promptly, reasonably, and in good faith reports an incident of bullying or harassment under this policy to a school official, shall be immune from civil or criminal liability relating to such report and to the person's participation in any administrative, judicial, or other proceeding relating to the report. Individuals who knowingly file a false complaint may be subject to appropriate disciplinary action.

Retaliation against any person, because the person has filed a bullying or harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. Individuals who knowingly file false harassment complaints and any person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

ANTI-BULLYING/HARASSMENT POLICY

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

It also is the responsibility of the superintendent, in conjunction with the investigator and principals, to develop procedures regarding this policy. The superintendent also is responsible for organizing training programs for students, school officials, faculty, staff, and volunteers who have direct contact with students. The training will include how to recognize harassment and what to do in case a student is harassed. It will also include proven effective harassment prevention strategies. The superintendent will also develop a process for evaluating the effectiveness of the policy in reducing bullying and harassment in the school district.

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

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

and a copy shall be made to any person at the central administrative office at 225 S. Elm Street, Gilman, IA 50106.

Legal References: 20 U.S.C. §§ 1221-1234i (2010).
 29 U.S.C. § 794 (2010).
 42 U.S.C. §§ 2000d-2000d-7 (2010).
 42 U.S.C. §§ 12001 *et. seq.* (2006).
 Iowa Code §§ 216.9; 280.28; 280.3 (2011).
 281 I.A.C. 12.3(6).
 Morse v. Frederick, 127 S.Ct. 2618 (2007)

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

ANTI-BULLYING/HARASSMENT COMPLAINT FORM

Name of complainant: _____

Position of complainant: _____

Name of student or employee target: _____

Date of complaint: _____

Name of alleged harasser or bully: _____

Date and place of incident or incidents: _____

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 Party Preference	<input type="checkbox"/>	Other – Please Specify:
<input type="checkbox"/>	Marital Status	<input type="checkbox"/>	Race/Color		
<input type="checkbox"/>	National Origin/Ethnic Background/Ancestry	<input type="checkbox"/>	Religion/Creed		

Description of misconduct: _____

Name of witnesses (if any): _____

Evidence of harassment or bullying, i.e., letters, photos, etc. (attach evidence if possible):

Any other information: _____

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

Signature: _____

Date: _____ / _____ / _____

ANTI-BULLYING/HARASSMENT WITNESS DISCLOSURE FORM

Name of witness: _____

Position of witness: _____

Date of testimony, interview: _____

Description of incident witnessed: _____

Any other information: _____

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

Signature: _____

Date: ____ / ____ / ____

DISPOSITION OF ANTI-BULLYING/HARASSMENT COMPLAINT FORM

Name of complainant: _____

Name of student or employee target: _____

Grade and building of student or employee: _____

Name and position or grade of alleged perpetrator /respondent: _____

Date of initial complaint: _____

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 Party Preference	<input type="checkbox"/>	Other – Please Specify:
<input type="checkbox"/>	Marital Status	<input type="checkbox"/>	Race/Color		
<input type="checkbox"/>	National Origin/Ethnic Background/Ancstry	<input type="checkbox"/>	Religion/Creed		

Summary of investigation: _____

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

Signature: _____

Date: ____ / ____ / ____

ANTI-BULLYING/HARASSMENT INVESTIGATION PROCEDURES

Individuals who feel that they have been harassed should:

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

COMPLAINT PROCEDURE

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

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

INVESTIGATION PROCEDURE

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

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

ANTI-BULLYING/HARASSMENT INVESTIGATION PROCEDURES

RESOLUTION OF THE COMPLAINT

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

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

POINTS TO REMEMBER IN THE INVESTIGATION

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

CONFLICTS

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

ADMINISTRATIVE STATEMENT

The East Marshall Community School District has been, and will continue to be, an equal opportunity employer. This Affirmative Action Program has been adopted in an effort to increase the participation of women, minorities and persons with disabilities in positions in which those groups are underrepresented. To help assure full implementation of this policy, we will provide that:

1. Persons are recruited, hired and promoted for all jobs without regard to race, color, creed, gender, marital status, national origin, religion, age, sexual orientation, gender identity, socio-economic status, or disability. Placement decisions are based solely on an individual’s qualifications for the position being filled.
2. Other personnel actions such as compensation, benefits, transfers, layoffs, return from layoffs, and district sponsored programs and activities are administered without regard to race, color, creed, gender, marital status, national origin, religion, age, sexual orientation, gender identity, socio-economic status, or disability

It is our policy to take affirmative action in the employment of qualified minorities, females/males, handicapped individuals and veterans as provided by Iowa Code Chapter 70. Reasonable accommodation will be provided whenever possible in our efforts to advance employment opportunities for handicapped individuals and disabled veterans.

The rationale for equal employment opportunity and affirmative action is as follows:

- To employ the best person for the job
- To fully utilize the available talent pool
- To be fair and just
- To provide diverse role models for students and better prepare students for living and working in diverse communities and for success in a global economy
- To reduce and eliminate stereotypes
- To increase credibility with all stakeholders and clients in schools
- To encourage and support economic development and entice investment in Iowa

There will be periodic professional development for all employees during in-service or professional development days including those who hire and supervise personnel. There will be documentation at each professional development activity of the people present and involved in the training and it will be reported to the EEO/AA Officer.

The School Board and the administration are committed to equal opportunity and affirmative action. We expect all members of the staff to assist and support us in attaining these objectives of equal employment opportunity and affirmative action.

Terry Collins

Dianne Anderson

School Board President

East Marshall CSD Superintendent

Date

Date

Major Federal Nondiscrimination Legislation

1. Title VI of 1964 Civil Rights Act

"No person in the United States shall, on the grounds or race, color or national origin be excluded from, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

2. Title VII of the 1964 Civil Rights Act

Title VII prohibits discrimination in employment on the basis of race, color, religion, national origin, or gender in educational agencies with fifteen or more employees. Areas such as recruitment, hiring, promotion, salaries, benefits and retirement are covered.

3. Title IX of the Educational Amendments of 1972

"No person shall, on the basis of gender, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

4. Section 504 of the Vocational Rehabilitation Act of 1973

"No otherwise qualified persons with disabilities shall, solely by reason of their disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

5. Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Gender and Disability in Vocational Education Programs, 1979

As a result of the court ruling in Adams vs. Califano, state education agencies are required to develop methods of administration for assuring sub-recipient's compliance with Title VI, Title IX, and Section 504 of the Vocational Rehabilitation Act.

6. Americans with Disabilities Act Of 1990

This Act prohibits discrimination on the basis of disability in all services, programs, and activities of the public and private sector regardless of funding source.

Major State Nondiscrimination Legislation

1. Chapter 280.3 Uniform School Requirements - Iowa Code

Chapter 280.3 prohibits discrimination on the basis of race, color, creed, sex, marital status and national origin in educational programs provided by the public schools of Iowa. It covers all components of the educational program.

2. Chapter 256.11 - Iowa Code

Chapter 256.11 requires that schools and school districts use a multicultural, gender-fair approach. It requires that the educational program be taught from a multicultural, gender-fair approach. Further direction for ensuring multicultural, gender fair approaches to the educational program are provided in Chapter 12 of the Iowa Administrative Code.

3. Chapter 216.9 Civil Rights Commission - Iowa Code

Chapter 216.9 prohibits discrimination on the basis of sex, race, color, creed, national origin, religion, disability, sexual orientation, and gender identity in programs, and activities offered by any educational agency in the state of Iowa. It includes admission and recruiting, intramural and interscholastic athletics, and all educational programs in pre-schools, elementary schools, secondary schools, community colleges, area education agencies, and colleges/universities. This legislation gives the Iowa Civil Rights Commission jurisdiction over educational programs.

4. Chapter 216.6 Civil Rights Commission- Iowa Code

Chapter 216.6 prohibits discrimination on the basis of age, sex, race, color, creed, national origin, religion, disability, sexual orientation, and gender identity in the employment policies and practices of any educational agency in the state of Iowa.

5. Chapter 280.4 Uniform School Requirements - Iowa Code

This section of the code requires that language assistance be provided for students whose primary language is one other than English. Chapter 60 of the Iowa Administrative Code sets the standards for these programs.

6. Chapter 280.12 Subsection 2 Iowa Code

Chapter 280.12 was amended during the 2007 legislative session by Senate File 61 to require policies, preventive activities and reporting related to bullying, harassment and hazing in Iowa schools. It includes bullying, harassing and hazing on the basis of race, national origin, color, language, gender, sex, sexual orientation, gender identity, marital status, familial status, physical and mental ability or disability, age, religion, creed, physical attributes, ancestry, socioeconomic status, political party preference and political beliefs.

7. Section 19.B11 - Iowa Code

This legislation requires non-discrimination in employment on the basis of race, creed, color, religion, national origin, sex, age, and physical and mental disability in school districts, area education agencies and community colleges. It also requires those agencies to adopt affirmative action plans that implement affirmative strategies to recruit and employ persons from groups that are underrepresented in their current employee pool. Chapter 95 of the Iowa Administrative Code contains rules for affirmative employment strategies in the recruitment, appointment, assignment and advancement of personnel.

8. Section 729A.1 Iowa Code

This chapter prohibits hate crimes against persons within the state of Iowa which includes violence or intimidation by threat of violence, committed against their persons or property because of their race, color, religion, ancestry, national origin, political affiliation, sex, sexual orientation, age, or disability.

9. Section 282.12 Iowa Code

Allows school districts with school desegregation/diversity plans to deny open enrollment requests which may adversely affect the implementation of the diversity/desegregation plan. Details are specified in Chapter 17 of the Iowa Administrative Code.

Iowa Administrative Code

1. Chapter 12

Chapter 12 defines and sets the standards for multicultural, gender-fair programs. Chapter 12 also speaks to equity issues in relation to school integration, data collection and analysis, discipline, comprehensive school improvement, staff development, standards and benchmarks, curriculum infusion, talented and gifted programs, special education programs, and reporting on student achievement. The Department of Education is the monitoring and compliance agency for maintenance of minimum school standards. The Department also has technical assistance responsibilities.

2. Chapter 17.6 & 17.14

Provides the details for the interaction between open enrollment and court ordered desegregation plans or voluntary diversity plans. It spells out the requirements for voluntary diversity plans and when school districts are able to deny open enrollment requests because they may have an adverse impact on a diversity plan.

3. Chapter 60

Provides procedures for identifying English language learners, and highlights the responsibilities of school districts when an English language learner is enrolled.

4. Chapter 95 of the Iowa Administrative Code

These rules provide the details regarding the process for ensuring equal employment opportunity and the required components of Employment Affirmative Action Plans required of school districts, area education agencies, community colleges, and universities.

AFFIRMATIVE ACTION COMPLIANCE PROGRAM

The East Marshall Community School District has an established policy of Equal Employment Opportunity with respect to race, color, creed, gender, marital status, national origin, religion, age, sexual orientation, gender identity, socio-economic status, or disability. The district has an established policy of taking affirmative action in recruitment, appointment, assignment and advancement of women, minorities and persons with disabilities. In order to effectively communicate and interpret the district's policies to all levels of the administration and all other employees, community and educational agencies, and the public in general, the following will be undertaken:

- A. Dissemination of Policy: Employees will be reminded annually of the districts written statement of policy through the student handbook, teacher handbook, school calendar, and all employment applications.
- B. Employment advertisements will contain assurance of equal employment opportunity.
- C. All employment and recruiting sources where jobs are listed by the district will be reminded of our policy, both orally and in writing.
- D. All employees, including women, minority groups and employees with disabilities will receive compensation in accordance with the same standards. Opportunities for performing overtime work or otherwise earning increased compensation will be afforded to all qualified employees without discrimination based on race, color, creed, gender, marital status, national origin, religion, age, sexual orientation, gender identity, socio-economic status, or disability.

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action shall be directed to Affirmative Action Coordinator, East Marshall Community School District, 225 S. Elm, Gilman, IA 50106; or by telephoning 641-498-7481.

Inquiries may also be directed, in writing, to the Iowa Civil Rights Commission, 211 E. Maple, Des Moines, IA 50309, Phone: (515) 281-4121, or to the Director, E.E.O.C., 310 West Wisconsin Avenue, Suite 800, Milwaukee, WI 53203-2292, Phone: (414) 297-1111. Such inquiry or complaint to the state or federal office may be done instead of, or in addition to, an inquiry or complaint at the local level.

Affirmative action program will be reviewed and updated every three years.

EQUAL EMPLOYMENT OPPORTUNITY

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

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

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

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

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

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, will be directed to the Affirmative Action Coordinator by writing to the Affirmative Action Coordinator, East Marshall Community School District, Gilman, Iowa 50106; or by telephoning 641-498-7481.

Approved _____

Reviewed _____

Revised 12/13/10

EQUAL EMPLOYMENT OPPORTUNITY

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

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

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

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

LICENSED EMPLOYEE QUALIFICATIONS, RECRUITMENT, SELECTION

Persons interested in a licensed position, other than administrative positions which will be employed in accordance with board policies in Series 300, "Administration," will have an opportunity to apply and qualify for licensed positions in the school district without regard to age, race, creed, color, sex, national origin, religion, sexual orientation, gender identity or disability. Job applicants for licensed positions will be considered on the basis of the following:

- Training, experience, and skill;
- Nature of the occupation;
- Demonstrated competence; and
- Possession of, or ability to obtain, state license if required for the position.

Announcement of the position is in a manner which the superintendent believes will inform potential applicants about the position. Applications for employment may be obtained from and completed applications are returned to the school district administrative office. Whenever possible, the preliminary screening of applicants will be conducted by the administrator who will be directly supervising and overseeing the person being hired.

The board will employ licensed employees after receiving a recommendation from the superintendent. The superintendent, however, will have the authority to employ a licensed employee on a temporary basis until a recommendation can be made and action can be taken by the board on the position.

The requirements stated in the Master Contract between employees in the certified collective bargaining unit and the board regarding qualifications, recruitment and selections of such employees will be followed.

Legal Reference: 29 U.S.C. §§ 621-634 (2006).
42 U.S.C. §§ 2000e, 12101 *et seq.* (2006).
Iowa Code §§ 20; 35C; 216; 279.13 (2009).
281 I.A.C. 12.
282 I.A.C. 14.
1980 Op. Att'y Gen. 367.

Cross Reference: 401.1 Equal Employment Opportunity
405 Licensed Employees - General
410.1 Substitute Teachers

Approved _____

Reviewed _____

Revised 1/17/11

CLASSIFIED EMPLOYEE - QUALIFICATIONS, RECRUITMENT, SELECTION

Persons interested in a classified employee position will have an opportunity to apply and qualify for classified employee positions in the school district without regard to age, race, creed, color, sex, national origin, religion, sexual orientation, gender identity or disability. Job applicants for classified employee positions will be considered on the basis of the following:

- Training, experience, and skill;
- Nature of the occupation;
- Demonstrated competence; and
- Possession of, or ability to obtain, state or other license or certificate, if required, for the position.

Announcement of the position will be through means the superintendent believes will inform potential applicants about the position. Applications for employment may be obtained from and completed applications will be returned to the central administration office. Whenever possible, the preliminary screening of applicants will be conducted by the administrator who directly supervises and oversees the position.

The superintendent will recommend employment of classified employees to the board for approval.

Legal Reference: 29 U.S.C. §§ 621-634 (2006).
 42 U.S.C. §§ 2000e *et seq.* (2006)
 42 U.S.C. §§ 12101 *et seq.* (2006)
 Iowa Code §§ 35C; 216; 279.8; 294.1 (2009).

Cross Reference: 401.1 Equal Employment Opportunity
 411 Classified Employees - General

Approved _____

Reviewed _____

Revised 4/11/11

QUALITATIVE ANALYSES AND GOALS

	Person(s) Responsible	Target Date
1. Review evaluation process, job descriptions and evaluation instruments	Board of Education Administrative Team Staff Members	On-going Annually – each June
2. Recruit minority employees in all employment areas: Male teachers in the elementary Male food service workers Male Associate / Para Educators Ethnic diversity in all departments	Board of Education	On-going

QUANTITATIVE ANALYSIS AND GOALS

Areas of underrepresentation were determined by the percentage of men, women and minorities in the East Marshall Community School District compared to percentage of men, women and minority staff members. Information collected from employee files was used as a basis for this analysis.

The East Marshall Community School District will employ an individual of an underrepresented group who excels over other candidates in quality of work, experience and education.

Areas of Underrepresentation

	Men	Women	Minorities
1. Administrators, Officers, Managers	No	No	Yes
2. Principals	No	No	Yes
3. Elementary Teachers	Yes	No	Yes
4. Secondary Teachers	No	No	Yes
5. Guidance	No	No	Yes
6. Librarians	Yes	No	Yes
7. Associates / Para Educ.	Yes	No	Yes
8. Clerical / Secretarial	Yes	No	Yes
9. At-Risk	Yes	No	Yes
10. Tech Department	No	Yes	Yes
11. Custodial	No	Yes	Yes
12. Transportation	No	No	Yes
13. Food Services	Yes	No	Yes
14. Coaches	No	No	Yes



EQTY 2.1 - 2012-2013 District Equity Report for East Marshall Community School District (1968)

Staff Data

Report Definition

District Name		Male		Female		Nat Am		Asian		Hisp		Black		White		Multi		Pac Is		
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
District Total		133.60	39.10	29.27%	94.50	70.73%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	133.60	100.00%	0.00	0.00%	0.00	0.00%
East Marshall Community School District (968)																				

Administrators

District Name		Male		Female		Nat Am		Asian		Hisp		Black		White		Multi		Pac Is		
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
District Total		4.10	2.10	51.22%	2.00	48.78%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	4.10	100.00%	0.00	0.00%	0.00	0.00%
East Marshall Community School District (968)																				

Classified / Support Employees

District Name	Staff Type	District Total	Male		Female		Nat Am		Asian		Hisp		Black		White		Multi		Pac Is	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
East Marshall Community School District (968)	Paraprofessionals/Aides	26.00	0.90	3.46%	25.10	96.54%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	26.00	100.00%	0.00	0.00%	0.00	0.00%
	Student Support	2.10	1.00	47.62%	1.10	52.38%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	2.10	100.00%	0.00	0.00%	0.00	0.00%
	Board Secretary	0.10	0.00	0.00%	0.10	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.10	100.00%	0.00	0.00%	0.00	0.00%
	Food Service	7.90	0.00	0.00%	7.90	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	7.90	100.00%	0.00	0.00%	0.00	0.00%
	Nurse (No SPR from BOEE)	1.00	0.00	0.00%	1.00	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	1.00	100.00%	0.00	0.00%	0.00	0.00%
	District Wide Administrative Support	1.40	0.00	0.00%	1.40	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	1.40	100.00%	0.00	0.00%	0.00	0.00%
	School Administrative Support	4.40	0.00	0.00%	4.40	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	4.40	100.00%	0.00	0.00%	0.00	0.00%
	Pupil Transportation	5.00	4.00	80.00%	1.00	20.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	5.00	100.00%	0.00	0.00%	0.00	0.00%
	Transportation - Other than pupil transportation	0.50	0.50	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.50	100.00%	0.00	0.00%	0.00	0.00%

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EQTY 2.1 - 2012-2013 District Equity Report for East Marshall Community School District (1968)

Staff Data

[Report Definition](#)

Classified / Support Employees

District Name	Staff Type	Male		Female		Nat Am		Asian		Hispanic		Black		White		Multi		Pac Is	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
East Marshall Community School District (1968)	Operations and Maintenance	8.20	97.56%	0.20	2.44%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	8.20	100.00%	0.00	0.00%	0.00	0.00%
District Total		56.60	14.40	25.44%	42.20	74.56%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	56.60	100.00%	0.00	0.00%	0.00	0.00%

Teachers and Other Certified Staff

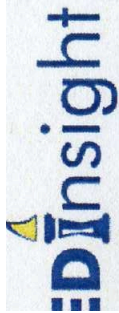
District Name	School Type	District Total		Male		Female		Nat Am		Asian		Hispanic		Black		White		Multi		Pac Is	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
East Marshall Community School District (1968)	Public Elementary School	24.40		2.00	8.20%	22.40	91.80%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	24.40	100.00%	0.00	0.00%	0.00	0.00%
	Public Middle School	19.00		9.00	47.37%	10.00	52.63%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	19.00	100.00%	0.00	0.00%	0.00	0.00%
	Public High School	24.60		10.60	43.09%	14.00	56.91%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	24.60	100.00%	0.00	0.00%	0.00	0.00%
	Early Childhood Center	2.00		0.00	0.00%	2.00	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	2.00	100.00%	0.00	0.00%	0.00	0.00%
	Public District Office	2.90		1.00	34.48%	1.90	65.52%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	2.90	100.00%	0.00	0.00%	0.00	0.00%

Employees by Subject

District Name	Area	District Total		Male		Female		Nat Am		Asian		Hispanic		Black		White		Multi		Pac Is	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
East Marshall Community School District (1968)	Family and Consumer	1.00		0.00	0.00%	1.00	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	1.00	100.00%	0.00	0.00%	0.00	0.00%

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District Equity Report 2012 - 2013



EQTY 2.1 - 2012-2013 District Equity Report for East Marshall Community School District (1968)

[Report Definition](#)

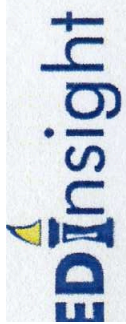
Staff Data

Employees by Subject

District Name	Area	District Total		Male		Female		Nat Am		Asian		Hisp		Black		White		Multi		Pac Is		
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
East Marshall Community School District (1968)	Sciences	1.00	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	1.00	100.00%	0.00	0.00%	0.00	0.00%	
	Business Education	39.60	27.78%	28.60	72.22%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	39.60	100.00%	0.00	0.00%	0.00	0.00%	
	Elementary	3.60	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	3.60	100.00%	0.00	0.00%	0.00	0.00%	
	Physical Education	2.00	100.00%	1.00	50.00%	1.00	50.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	2.00	100.00%	0.00	0.00%	0.00	0.00%	
	Industrial Arts	1.00	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	1.00	100.00%	0.00	0.00%	0.00	0.00%	
	Trade and Industry	3.00	66.67%	1.00	33.33%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	3.00	100.00%	0.00	0.00%	0.00	0.00%	
	Secondary Mathematics	11.90	8.40%	10.90	91.60%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	11.90	100.00%	0.00	0.00%	0.00	0.00%	
	Special Education	7.90	0.00%	7.90	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	7.90	100.00%	0.00	0.00%	0.00	0.00%	
	Food Service	5.80	0.00%	5.80	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	5.80	100.00%	0.00	0.00%	0.00	0.00%	
	Secretarial / Clerical	26.00	0.90	3.46%	25.10	96.54%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	26.00	100.00%	0.00	0.00%	0.00	0.00%
	Teacher Aides	1.00	0.00	0.00%	1.00	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	1.00	100.00%	0.00	0.00%	0.00	0.00%
	Vocal Music	29.00	23.00	79.31%	6.00	20.69%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	29.00	100.00%	0.00	0.00%	0.00	0.00%
	Athletic Coaches	5.50	4.50	81.82%	1.00	18.18%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	5.50	100.00%	0.00	0.00%	0.00	0.00%
	Transportation	8.20	8.00	97.56%	0.20	2.44%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	8.20	100.00%	0.00	0.00%	0.00	0.00%
Custodial	2.00	0.00	0.00%	2.00	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	2.00	100.00%	0.00	0.00%	0.00	0.00%	
Instrumental Music	3.00	0.00	0.00%	3.00	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	3.00	100.00%	0.00	0.00%	0.00	0.00%	
Secondary Science																						

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District Equity Report 2012 - 2013



EQTY 2.1 - 2012-2013 District Equity Report for East Marshall Community School District (1968)

[Report Definition](#)

Staff Data

New Hires in the Last 12 Months

District Name	District Total		Male		Female		Nat Am		Asian		Hisp		Black		White		Multi		Pac Is			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
East Marshall Community School District (1968)	5.00	2.00	40.00%	3.00	60.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	5.00	100.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%

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