



ANKENY
COMMUNITY SCHOOL DISTRICT

**AFFIRMATIVE ACTION PLAN,
2021 – 2023**

Including 2020 Affirmative Action Progress Report

The Ankeny Community School District does not discriminate based on race, color, creed, religion, national origin, sex, gender identity, age, disability, marital status, sexual orientation, physical attributes, physical or mental ability or disability, ancestry, political party preference, military affiliation, socioeconomic status, or familial status.

Inquiries or grievances may be directed to Kenneth Morris, Jr., Director of Equity, 306 SW School Street, P.O. Box 189, Ankeny, IA, 50021-0189, (515) 965-9600, kenneth.morris@ankenyschools.org; or the Iowa Civil Rights Commission, Grimes State Office Building, Des Moines, IA, 50319-0201, (515) 281-4121; or the U.S. Department of Education, Office for Civil Rights, 500 West Madison Street, Suite 1475, Chicago, IL 60661.

The Ankeny Community School District complaint procedure in its entirety is located in the Board of Directors' Policy Manual. Copies of the Policy Manual are located in the Administrative Office and the District's website, www.ankenyschools.org

Table of Contents

Administrative Statement of Purpose	3
Designation of Affirmative Action Coordinator.....	4
Workforce and Quantitative Analysis.....	5
Current Ankeny Community School District Staff Composition	5
Labor Market Comparisons	6
Staff EEO-5 Report	8
Qualitative Analysis	11
Background.....	11
Staffing Analysis.....	11
Policy and Procedures Analysis.....	12
Anticipated Vacancies and Opportunities for Expansion.....	13
Next Steps for Addressing Under-Representation.....	13
Numerical Goals.....	14
2019-2021 Numerical Goals and Progress Report.....	14
2021-2023 Numerical Goals.....	14
Qualitative Goals.....	16
2019-2021 Qualitative Goals and Progress Report	16
2021-2023 Qualitative Goals	16
Internal Monitoring	19
Appendices.....	20
Appendix A: Relevant Board Policies	20
Appendix B: Stakeholder Engagement Summary	51
Appendix C: Hiring Manager and Supervisor Professional Development Overview.....	52
Appendix D: West Wind Education Policy Initial Report	53

Administrative Statement of Purpose

The Ankeny Community School District is committed to providing equal opportunity to employees and applicants for employment in accordance with applicable laws, directives and regulations. Specifically, it is the district's policy to provide equal employment opportunity and not to illegally discriminate on the basis of race, national origin, religion, sex, disability, sexual orientation, gender identity, age or marital status in its employment and personnel practices

To that end, the district actively works to ensure all employees and applicants for employment are treated fairly and equitably in 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. Additionally, the district will take affirmative action in major job categories where women, men, minorities and persons with disabilities are underrepresented. This action includes, but is not limited to, ensuring that:

- Compensation, benefits and district-sponsored activities and programs are administered on an equal opportunity basis, and that the district does not discriminate against any individual because of a physical or mental handicap or because of disabled veteran status.
- Employment advertisements assure applicants and prospects that the Ankeny Community School District is committed to equal employment opportunity and affirmative action and all employment and recruiting sources are reminded of the district's policy.
- Posting notices in appropriate locations to inform applicants and employees of their rights under federal and state civil rights laws.
- Utilizing the district's internal human resources and business procedures software to confidentially and lawfully maintain records related to the demographic characteristics of applicants for employment and those who work for the district.
- Reporting out on staff demographic metrics to the board and the community on an annual basis and as otherwise requested by board leadership.

The district believes such action helps to ensure the hire of the best candidate, to provide students with diverse role models, to combat stereotypes and inequities, and to foster the success of a rapidly growing and evolving school community.

Employees receive notice of the district's equal opportunity/affirmative action message, policy and procedures annually via the staff handbook, the review of which is required at the start of each school year. Additionally, employees may access these policies on-demand at any time via the district's website; district leaders publicize the policies and discuss them at staff meetings, when appropriate. The district requires that employees comply with the district's established equal employment opportunity and affirmative action policies and investigates alleged violations thereof.



12-23-21

Dr. Erick Pruitt
Superintendent

Designation of Affirmative Action Coordinator

The Ankeny Community School District has identified Kenneth Morris, Jr. as Affirmative Action Coordinator. Mr. Morris is Director of Equity for the Ankeny Community School District and can be reached at 306 SW School Street, Ankeny, Iowa 50023 or via telephone at (515) 965-9600.

As the Director of Equity, Mr. Morris is, among other things, responsible for the following:

- Overseeing the development, adoption, and implementation of EEO/Affirmative Action initiatives;
- Monitoring implementation of EEO/Affirmative Action plans;
- Providing consultation to staff, students, and external stakeholders on a variety of diversity, equity, and inclusion matters;
- Coordinating and assisting with the facilitation of staff development related to equity;
- Coordinating and supporting with investigation of EEO/Affirmative Actions issues raised pursuant to district grievance procedure and employment policies;
- Maintaining EEO-related records and reporting to the board and others on progress;
- Serving as coordinator and liaison to the district's external Equity Advisory Committee and internal Diversity, Equity, and Inclusion Leadership Team.

Work Force & Quantitative Analyses

Current Ankeny Community School District Staff Composition

As outlined on the pages that follow, the Ankeny Community School District currently employs a largely female (78.70%) and almost entirely White (97.67%) workforce. While there is more evenly-split gender representation in some job categories, such as *Officials, Administrators, and Managers* (54.05% female) and *Service Workers* (49.66% female), some categories have little to no gender diversity. For example, 97.14% of the district’s *Clerical/Secretarial* staff are female, but less than 20% of its *Laborers* and *Technicians* are female.

In terms of race and ethnicity, six (6) job categories in which the district employs staff currently have no employees of color.¹ The largest number of employees of color (15) work in roles that fall within the *Teacher’s Aide* category. Proportionally, the most racially and ethnically diverse categories are the *Technician* (8.33%), *Officials, Administrators, and Managers* (5.41%), and *Clerical/Secretarial* (4.29%) groups.

During the 2021-2022 school year, the district employs fourteen (0.82%) employees who have self-identified as people with disabilities – and who have been approved for accommodations – through the Americans with Disabilities Act process.

Administrative Staff

The Ankeny Community School District employs seventy-nine (79) administrators.² Of these, thirty-seven (37; 46.84%) are female and three (3; 3.80%) are people of color; none identify as having a disability. *See Figure 1.*

Figure 1. Count of Ankeny Community School District Administrators Identifying as Female and/or People of Color (2021).

Administrative Position	Female?	Person of Color?
Superintendent of Schools (1)		X
Chief Academic Officer (1)	X	
Chief Financial Officer (1)	X	
Chief Officer of Legal Affairs & Strategic Initiatives (1)	X	
Director of Communications (1)	X	
Director of Curriculum & Innovation (1)	X	
Director of Equity (1)		X
Director of Elementary (1)	X	
Director of Human Resources (1)	X	
Director of Secondary (1)	X	
Director of Special Programs (1)	X	
Before & After School Manager (1)	X	
Human Resources Manager (1)	X	
Nutrition Manager (3)	X	
Nutrition Specialist (1)	X	
District Data Specialist (1)	X	
General Accounting Supervisor (1)	X	
Payroll Supervisor (1)	X	
Before & After School Assistant Coordinator (1)	X	
Activities Director (1)	X	
Secondary Principal (1)	X	
Elementary Principal (5)	X	
Assistant Principal (11 – female; 1 – person of color)	X	X

¹ These categories are: *Principals; Librarians & Audio-Visual; Consultants & Instructional Supervisors; Other Professional Staff; Skilled Crafts; and Laborers.*

² For purposes of this section, “administrator” is defined as those employees who fall within one of the following EEO-5 categories: *Officials, Administrators, and Managers; Principals; and Assistant Principals.*

Certified Staff

The district employs 366 elementary teachers, 338 (92.35%) of whom are female and 2 (0.55%) of whom are people of color. Similarly, of the district's 426 secondary teachers, 281 (65.96%) are female and 6 (1.41%) are people of color. Of the district's 98 additional certified staff members (consultants – largely instructional coaches; library/AV; guidance counselor; social workers; nurses) 89 (90.82%) are female, and 1 (1.02%) is a person of color. All told, then, the district of the district's 890 certified staff members, 708 (79.55%) are female and 9 (1.01%) are people of color.

Support Staff (Classified and Confidential)

The district currently employs 742 support staff workers, the majority of whom are classified staff covered by the district's Public Professional and Maintenance Employees bargaining unit. Of this group, nearly all clerical staff (97.14%) and teacher aides (92.51%) are female. Conversely, nearly all laborers and technicians are male; 16.67% of laborers and 16.67% of technicians are female. All skilled tradespeople are male, and there is a nearly even gender split (49.66% female) in the service group. Across this group of support staff, 24 employees (3.23%) are people of color.

Labor Market Comparisons

While Ankeny continues to grow and diversify, the district is located in a city, metro area, and state that are, to varying degrees, predominately White, about 50% female, and with small percentages of people with disabilities. See Figure 2.

Figure 2. Percentage of Ankeny Community School District 2021 Workforce Identifying as White, Female, and/or Disabled Compared with Similar Demographics in the City of Ankeny, Polk County Iowa, and the State of Iowa

Demographic	Ankeny CSD	City of Ankeny ³	Polk County, Iowa ⁴	State of Iowa ⁵
White Alone	97.7%	90.6%	84.9%	85.1%
Female	78.7%	50.8%	50.7%	50.2%
Disability	0.82%	4.4%	8.0%	7.9%

An assessment of the district's current workforce composition compared with the local labor market is provided on the following pages as *Figures 3, 4, and 5*. Comparison market data was drawn from the state data set, *Iowa Population 25 Years and Over by Sex, Race and Educational Attainment (ACS 5-Year Estimate)* which is based on the U.S. Census Bureau's American Community Survey. This dataset was last updated in June 2021.

The following were considered when determining to use this dataset and in identifying the market(s) against which to compare the district's workforce:

- **Educational Background:** At a high-level, some district positions require at least a four-year college degree; others require at least a high school diploma/equivalent. The educational attainment data has not been parsed for specific degree(s) obtained and/or relevant educator licenses awarded and is instead offered as a sample universe of individuals who have achieved at least one requirement for working in select positions.
- **Regional Mobility:** Census data indicates there is limited mobility within central Iowa and even less into central Iowa from outside of the state.⁶ While it is reasonable to assume that individuals with college and/or

³ U.S. Census Bureau (2019), *Quick Facts: Ankeny city, Iowa*. Available at: <https://www.census.gov/quickfacts/fact/table/ankenycityiowa/PST045219>

⁴ U.S. Census Bureau (2019), *Quick Facts: Polk County, Iowa*. Available at: <https://www.census.gov/quickfacts/fact/table/polkcountyiowa/PST045219>

⁵ U.S. Census Bureau (2019), *Quick Facts: Iowa*. Available at: <https://www.census.gov/quickfacts/fact/table/IA/PST045219>

advanced degrees may relocate within the state (particularly after completing a degree at a university outside of Polk County), the infrequency of inter-county mobility makes it harder to imagine that those without college degrees would move to the Ankeny area. Therefore, Polk County is the comparison market for positions that do not require college degrees; Iowa is the comparison market for those that do.

- **Data Currency:** Given the recent release of 2020 U.S. Census results and its trove of contemporary data, as well as the Ankeny-area's ongoing growth and demographic evolution, efforts were made to identify the most current comprehensive data set that allowed needed demographic and educational attainment cuts.
- **Age:** The selected datasets include individuals 25-years-old and older. There are undoubtedly some members of the dataset – particularly those 65-years-old or older - who are no longer part of the eligible labor market, just as there are undoubtedly some individuals younger than 25 who are not included in the dataset. However, because the datasets provide current information and allow for cutting the data by demographic trait and educational attainment, while filtering out those not yet of working age, they were selected.

⁶ U.S. Census Bureau (2019). *American Community Survey 1-year estimates*. Available at: *Census Reporter Profile page for Des Moines-West Des Moines, IA Metro Area* <http://censusreporter.org/profiles/31000US19780-des-moines-west-des-moines-ia-metro-area/>

Figure 3. Ankeny Community School District: Full-Time Work Force Composition
Availability/Representation/Under Representation, FORM E-1: November 2021

FULL-TIME STAFF		FEMALES				MINORITIES			
		ACSD Representation		Market Availability	Comparison	ACSD Representation		Market Availability	Comparison
Job Group	Total	Number	Percent	Percent ⁷	Under Representation	Number	Percent	Percent ⁸	Under Representation
Officials, Admin., & Managers (1)	37	20	54.05%	53.21%	No	2	5.41%	6.95%	Yes
Principals (2)	17	6	35.29%	53.21%	Yes	0	0	6.95%	Yes
Assistant Principals (3, 4)	25	11	44.00%	53.21%	Yes	1	4.00%	6.95%	Yes
Elementary Classroom Teacher (5)	359	333	92.78%	53.21%	No	2	.56%	6.95%	Yes
Secondary Classroom Teacher (6)	422	277	65.64%	53.21%	No	6	1.42%	6.95%	Yes
Other Classroom Teacher (7)	0	0	0	53.21%	N/A	0	0	6.95%	N/A
Guidance (8)	35	31	88.57%	53.21%	No	1	2.86%	6.95%	Yes
Psychological (9)	0	0	0	53.21%	N/A	0	0	6.95%	N/A
Librarians & Audio-Visual (10)	9	8	88.89%	53.21%	No	0	0	6.95%	Yes
Consultants & Super. Inst. (11)	28	26	92.86%	53.21%	No	0	0	6.95%	Yes
Other Professional Staff (12)	27	25	92.59%	53.21%	No	0	0	6.95%	Yes
Teacher Aide (13)	0	0	0	51.57%	N/A	0	0	10.65%	N/A
Technician (14)	12	2	16.67%	51.57%	Yes	1	8.33%	10.65%	Yes
Clerical/Secretarial (15)	50	49	98.00%	51.57%	No	2	4.00%	10.65%	Yes
Service Workers (16)	81	10	12.35%	51.57%	Yes	4	4.94%	10.65%	Yes
Skilled Crafts (17)	13	0	0	51.57%	Yes	0	0	10.65%	Yes
Laborers (18)	6	1	16.67%	51.57%	Yes	0	0	10.65%	Yes
TOTAL FULL-TIME	1,121	799	71.28%			19	1.69%		

⁷ For positions requiring a college degree, the comparison data set is *State of Iowa, Bachelor's Degree or Higher*. For position requiring a high school diploma/equivalent or higher, the comparison data set is *Polk County, Iowa* all educational attainment categories except N/A and no high school diploma. State of Iowa, *Iowa Population 25 Years and Over by Sex, Race and Educational Attainment (ACS 5-Year Estimate)*. Available at: <https://data.iowa.gov/Community-Demographics/Iowa-Population-25-Years-and-Over-by-Sex-Race-and-/6jui-3yj3/explore>.

⁸ For positions requiring a college degree, the comparison data set is *State of Iowa, Bachelor's Degree or Higher*. For position requiring a high school diploma/equivalent or higher, the comparison data set is *Polk County, Iowa* all educational attainment categories except N/A and no high school diploma. State of Iowa, *Iowa Population 25 Years and Over by Sex, Race and Educational Attainment (ACS 5-Year Estimate)*. Available at: <https://data.iowa.gov/Community-Demographics/Iowa-Population-25-Years-and-Over-by-Sex-Race-and-/6jui-3yj3/explore>.

Figure 4. Ankeny Community School District: Part-Time Work Force Composition
Availability/Representation/Under Representation, FORM E-1: November 2021

PART-TIME STAFF		FEMALES				MINORITIES			
		ACSD Representation		Market Availability	Comparison	ACSD Representation		Market Availability	Comparison
Job Group	Total	Number	Percent	Percent ⁹	Under Representation	Number	Percent	Percent ¹⁰	Under Representation
Officials, Admin., & Managers (1)	0	0	0	53.21%	N/A	0	0	6.95%	N/A
Principals (2)	0	0	0	53.21%	N/A	0	0	6.95%	N/A
Assistant Principals (3, 4)	0	0	0	53.21%	N/A	0	0	6.95%	N/A
Elementary Classroom Teacher (5)	7	5	71.43%	53.21%	No	0	0	6.95%	Yes
Secondary Classroom Teacher (6)	4	4	100%	53.21%	No	0	0	6.95%	Yes
Other Classroom Teacher (7)	0	0	0	53.21%	N/A	0	0	6.95%	N/A
Guidance (8)	0	0	0	53.21%	N/A	0	0	6.95%	N/A
Psychological (9)	0	0	0	53.21%	N/A	0	0	6.95%	N/A
Librarians & Audio-Visual (10)	1	1	100%	53.21%	No	0	0	6.95%	Yes
Consultants & Super. Inst. (11)	0	0	0	53.21%	N/A	0	0	6.95%	N/A
Other Professional Staff (12)	1	1	100%	53.21%	No	0	0	6.95%	Yes
Teacher Aide (13)	494	457	91.95%	51.57%	No	15	3.04%	10.65%	Yes
Technician (14)	0	0	0	51.57%	N/A	0	0	10.65%	N/A
Clerical/Secretarial (15)	20	19	95.00%	51.57%	No	1	5.00%	10.65%	Yes
Service Workers (16)	66	63	95.45%	51.57%	No	2	3.03%	10.65%	Yes
Skilled Crafts (17)	0	0	0	51.57%	N/A	0	0	10.65%	N/A
Laborers (18)	0	0	0	51.57%	N/A	0	0	10.65%	N/A
TOTAL PART-TIME	593	550	92.75%			21	3.54%		

⁹ For positions requiring a college degree, the comparison data set is *State of Iowa, Bachelor's Degree or Higher*. For position requiring a high school diploma/equivalent or higher, the comparison data set is *Polk County, Iowa* all educational attainment categories except N/A and no high school diploma. State of Iowa, *Iowa Population 25 Years and Over by Sex, Race and Educational Attainment (ACS 5-Year Estimate)*. Available at: <https://data.iowa.gov/Community-Demographics/Iowa-Population-25-Years-and-Over-by-Sex-Race-and-/6jui-3yj3/explore>.

¹⁰ For positions requiring a college degree, the comparison data set is *State of Iowa, Bachelor's Degree or Higher*. For position requiring a high school diploma/equivalent or higher, the comparison data set is *Polk County, Iowa* all educational attainment categories except N/A and no high school diploma. State of Iowa, *Iowa Population 25 Years and Over by Sex, Race and Educational Attainment (ACS 5-Year Estimate)*. Available at: <https://data.iowa.gov/Community-Demographics/Iowa-Population-25-Years-and-Over-by-Sex-Race-and-/6jui-3yj3/explore>.

Figure 5. Ankeny Community School District: Total Work Force Composition

Availability/Representation/Under Representation, FORM E-1: November 2021

ALL STAFF		FEMALES				MINORITIES			
		ACSD Representation		Market Availability	Comparison	ACSD Representation		Market Availability	Comparison
Job Group	Total	Number	Percent	Percent ¹¹	Under Representation	Number	Percent	Percent ¹²	Under Representation
Officials, Admin., & Managers (1)	37	20	54.05%	53.21%	No	2	5.41%	6.95%	Yes
Principals (2)	17	6	35.29%	53.21%	Yes	0	0	6.95%	Yes
Assistant Principals (3, 4)	25	11	44.00%	53.21%	Yes	1	4.00%	6.95%	Yes
Elementary Classroom Teacher (5)	366	338	92.35%	53.21%	No	2	.56%	6.95%	Yes
Secondary Classroom Teacher (6)	426	281	65.96%	53.21%	No	6	1.42%	6.95%	Yes
Other Classroom Teacher (7)	0	0	0	53.21%	N/A	0	0	6.95%	N/A
Guidance (8)	35	31	88.57%	53.21%	No	1	2.86%	6.95%	Yes
Psychological (9)	0	0	0	53.21%	N/A	0	0	6.95%	N/A
Librarians & Audio-Visual (10)	10	9	90.00%	53.21%	No	0	0	6.95%	Yes
Consultants & Super. Inst. (11)	28	26	92.86%	53.21%	No	0	0	6.95%	Yes
Other Professional Staff (12)	28	26	92.86%	53.21%	No	0	0	6.95%	Yes
Teacher Aide (13)	494	457	91.95%	51.57%	No	15	3.04%	10.65%	Yes
Technician (14)	12	2	16.67%	51.57%	Yes	1	8.33%	10.65%	Yes
Clerical/Secretarial (15)	70	68	97.14%	51.57%	No	3	4.29%	10.65%	Yes
Service Workers (16)	147	73	49.66%	51.57%	Yes	6	4.08%	10.65%	Yes
Skilled Crafts (17)	13	0	0	51.57%	Yes	0	0	10.65%	Yes
Laborers (18)	6	1	16.67%	51.57%	Yes	0	0	10.65%	Yes
TOTAL STAFF	1,714	1,349	78.70%			40	2.33%		

¹¹ For positions requiring a college degree, the comparison data set is *State of Iowa, Bachelor's Degree or Higher*. For position requiring a high school diploma/equivalent or higher, the comparison data set is *Polk County, Iowa* all educational attainment categories except N/A and no high school diploma. State of Iowa, *Iowa Population 25 Years and Over by Sex, Race and Educational Attainment (ACS 5-Year Estimate)*. Available at: <https://data.iowa.gov/Community-Demographics/Iowa-Population-25-Years-and-Over-by-Sex-Race-and-/6jui-3yj3/explore>.

¹² For positions requiring a college degree, the comparison data set is *State of Iowa, Bachelor's Degree or Higher*. For position requiring a high school diploma/equivalent or higher, the comparison data set is *Polk County, Iowa* all educational attainment categories except N/A and no high school diploma. State of Iowa, *Iowa Population 25 Years and Over by Sex, Race and Educational Attainment (ACS 5-Year Estimate)*. Available at: <https://data.iowa.gov/Community-Demographics/Iowa-Population-25-Years-and-Over-by-Sex-Race-and-/6jui-3yj3/explore>.

Qualitative Analysis

Background

The Ankeny Community School District is the sixth largest school district in Iowa¹³ and continues to be one of the state's fastest growing. Over the past five years, the district's enrollment has increased by more than 1,300 students. This growth shows no signs of slowing. The district's 2021-2022 enrollment was 12,253, and internal projections indicate that enrollment will likely increase by approximately 10% over five years.¹⁴ The district anticipates that its total employee headcount will increase to match this continued student expansion.

As the district's student population increases, it is also becoming more diverse. Of the 12,263 PK-12 students enrolled in the district as reported in the *2021-2022 Iowa Public School District PreK-12 Enrollments by District, Grade, Race, and Gender*, 6,160 (50.23%) were female and 2,100 (17.12%) were racial or ethnic minorities.¹⁵ By comparison, five years ago, in the 2017-2018 school year, the Ankeny Community School District's PK-12 enrollment of 11,691 was 49.19% female and 14.59% students of color.¹⁶ Ten years ago, the student population was 48.73% female and 9.79% students of color.¹⁷

This ongoing growth and diversification presents the district with a unique opportunity to take proactive measures to meet its Affirmative Action goals. Further information on these strategies the district will employ to support progress toward these objectives is included in this section and in the goals sections that follow.

Staffing Analysis

Like many school districts across the state and nation, the Ankeny Community School District experienced notable turnover heading into the 2021-2022 school year. The district hired 134 employees to begin work in the district for the start of the 2021-2022 school year. The district received 1,505 applications for these positions; 1,309 (86.98%) were from female candidates and 166 (11.03%) were from candidates who self-identified as members of racial and/or ethnic minority groups. Of the offers made to individuals from this applicant pool, 80.60% went to females and 2.24% went to applicants of color.

The district has taken a number of steps over the past several years to increase the likelihood of building diverse applicant pools and equitably and inclusively selecting candidates from that pool. Recruitment, selection, and promotion/retention strategies have included:

- **Expanded external recruitment and marketing:** In addition to advertising on the district's website and the state's TeachIowa platform, the district has engaged in more paid external marketing on websites such as Indeed and LinkedIn and on social media including Facebook. Additionally, the district has invested in hyperlocal advertising (billboards, yard signs, posters at schools) to attract a wider array of candidates already in the school community, has expanded outreach to a wide variety of universities via the Handshake application, and has placed ads for administrative positions on national platforms, including some directed at

¹³ Iowa Department of Education, *2021-2022 Certified Enrollment by District*. Available at: <https://educateiowa.gov/documents/public-district-prek-12-enrollment-grade-race-and-gender/2021/12/2021-2022-iowa-public>

¹⁴ Internal projections prepared by RSP & Associates in November 2021.

¹⁵ Iowa Department of Education, *2021-2022 Certified Enrollment by District*. Available at: <https://educateiowa.gov/documents/public-district-prek-12-enrollment-grade-race-and-gender/2021/12/2021-2022-iowa-public>

¹⁶ Iowa Department of Education, *2017-2018 Certified Enrollment by District*. Available at: <https://educateiowa.gov/documents/public-district-prek-12-enrollment-grade-race-and-gender/2021/05/2017-2018-iowa-public>

¹⁷ Iowa Department of Education, *2011-2012 Certified Enrollment by District*. Available at: <https://educateiowa.gov/documents/public-district-prek-12-enrollment-grade-race-and-gender/2019/07/2011-2012-iowa-public>

candidates of color. Given the relatively-limited out-of-state movement into Iowa, district efforts to address underrepresentation will likely need to both take full advantage of the increasingly diverse local market and include targeted national advertising that makes a compelling case for working in Ankeny.

- **Codification of selection model and internal procedures:** Since the launch of its new talent acquisition platform, TalentEd, a few years ago, the district has taken proactive steps to streamline and add consistency to its hiring process. This has included steps such as creation of a hiring manual to guide hiring managers through an inclusive, data-driving hiring process and expanded centralized review of some key hiring decisions. Through these efforts, the district aims to create an inclusive candidate experience in which all candidates have a fair and equitable opportunity to demonstrate their potential readiness for the positions for which they have applied.
- **Enhancement of career ladder opportunities:** The district has introduced a number of initiatives aimed at developing internal talent and attracting external candidates through career progression opportunities. One such effort is a robust student teacher program that draws candidates from multiple universities (in 2020-2021, the district hosted 32 student teachers and extended offers to 10). Additionally, the district provides compensation adjustment to certified staff who complete additional approved degrees and endorsements, maintains a comprehensive Teacher Leadership and Compensation program, and regularly works with its certified and support staff unions to explore new leadership opportunities for new and existing staff.
- **Centering of diversity, equity, and inclusion in hiring practices:** In 2019, the district hired a Director of Equity. Through the incumbent's leadership and partnership with external organizations such as the United States Department of Education-funded Midwest and Plains Equity Assistance Center, the district has been able to expand awareness of and opportunities to strengthen employment practices in a way that is consistent with its affirmative action goals. For example, through these learnings, the district has revised some interview questions to ensure an assessment for inclusivity and has prioritized having the Director of Equity serve on the hiring committee for key positions to help ensure the process guards against unintentional bias.

In addition to expanding recruitment, selection, and promotion/retention opportunities, the district has invested significant time in professional development related to diversity, equity, and inclusion. During the 2020-2021 school year, the district's administrative team made up of central office administrators, building principals, and associate/assistant principal, met almost weekly to discuss how to create equitable and inclusive learning environments for staff and students. This work involved an ongoing book study, review of national best practices, and analysis of district achievement, opportunity, and behavior data. The school board also participated in a series of workshops facilitated by the Director of Equity that focused on opportunities to strengthen internal practices to make progress toward a vision for full equity and inclusion. Similarly, the district's School Improvement Advisory Committee devoted their meetings in the 2020-2021 school year to an exploration of equity in the district and ended the year by establishing school improvement goals connected to closing gaps between demographic groups.

During the 2020-2021 school year, the district also launched a Diversity, Equity, and Inclusion Leadership Team. Composed of staff from a variety of roles and backgrounds – all of whom applied and were selected for participation – the team meets regularly to advise the Director of Equity on how the district can strengthen its efforts to create an equitable and inclusive environment for staff and students.

Policy and Procedures Analysis

The district maintains a number of regular practices to support create and operation of an equitable and inclusive workplace aligned to its affirmative action goals. For example, job descriptions are revised and updated on a continual basis to accurately reflect the qualification and needs of the position, thus removing artificial barriers to

employment. Additionally, steps have been taken with application forms to ensure applicants are notified of the district's equal employment opportunity and affirmative action policies. The Board of Directors has broadly disseminated its Equal Employment Opportunity and Affirmative Action Policies and has developed and distributed its policies regarding grievance procedures and harassment in the workplace. All of these policies are located in the Ankeny Community School District Board Policy Manual, as well as on the district's website at www.ankenyschools.org. Further, board policies and collective bargaining agreements govern demotions, terminations, layoffs and recall criteria and practices to help ensure consistency in treatment across employees.

Over the past year, the district has taken additional steps as part of its policy review practice to ensure policies reflect current law, best practices, and the district's commitment to equity and inclusion. For example, the district has updated a number of policies, implemented new policies, and updated systems to make policy compliance more accessible (e.g., creating an online form for filing of an EEO complaint).

Policies relevant to the district's Affirmative Action Plan, including those required to be provided as part of this document, can be found in Appendix A. Those policies include:

- Statement of Educational Philosophy – 100.00
- Mission Statement and Essential Learnings – 101.00
- Equal Educational Opportunity – 102.00
- Anti-Bullying / Anti-Harassment – 104.00
- Discrimination & Harassment Based on Sex – 107.00
- Diversity, Equity, & Inclusion Training & Curriculum – 108.00
- Public Participation in Board Meeting – 213.00
- Communication Channels – 307.00
- Equity Coordinator Training – 400.49
- Intellectual Freedom – 400.72
- Equal Employment Opportunity – 401.01
- Licensed Employee Qualifications, Recruitment, Selection – 401.20
- Harassment – 402.13
- Classified Employee Qualifications, Recruitment, Selection – 405.00
- Objectives for Equal Educational Opportunities for Students – 500.00
- Student Complaints and Grievances – 502.04
- Multicultural and Nonsexist Equity Education Opportunity – 603.04

Anticipated Vacancies and Opportunities for Expansion

In addition to ongoing hiring needs related to regular turnover and the projected growth of the district as outlined earlier in this document, the district has plans to open additional attendance centers which will prompt large-scale hiring. For example, the district plans to open its eleventh elementary school at the start of the 2024-2025 school year and will need to hire staff for that building. Additionally, the district is engaged in ongoing conversations about how best to structure its Limited English Proficiency programming and how to address rapidly-approaching building capacity issues at some of its middle schools. Changes to either of these structures could lead to expanded staffing needs.

Next Steps for Addressing Under-Representation

While the district has made meaningful strides toward creating a climate in which achieving its affirmative action goals will be likely, much work remains. The district is currently engaged in a comprehensive, community-driven strategic planning process that will likely result in some revised goals and priorities for the district. The district's core planning team has identified human capital as a priority planning area and has set a preliminary strategic objective of *“hiring, growing, and retaining professional, high-performing, dedicated staff who reflect and embrace the diversity of students they serve and who operate in an effective organizational structure.”* Presently, a team of approximately twenty community members and district employees are developing an action plan to reach this goal over the next five years.

Additionally, the district is currently engaged in work with an outside expert, West Wind Education Policy, to perform a district audit and develop a district equity framework. These items will intersect with the strategic plan and likely inform future affirmative action strategies. Initial analysis from West Wind is included in Appendix D.

Numerical Goals

2019-2021 Numerical Goals and Progress Report

In its last Affirmative Action Plan, the district established a series of goals, as required by law, for addressing under-representation in various job classifications. Those goals, as well as their status as of 2021 are outlined in *Figure 6* below.

Figure 6. Ankeny Community School District 2019-2021 Numerical Affirmative Action Goals and Current Progress

Job Category	Goal	Status: Dec. 2021
Administrator	Hire at least one (1) administrator who identifies as a racial /ethnic minority	Met. The superintendent of schools, a 2020-2021 elementary principal, and a Student and Building Support Specialist all identify as people of color.
Certified	Hire at least two (2) male elementary teachers	Met. Two male elementary school teachers were hired; one in 2020 and one in 2021.
	Hire at least one (1) elementary teacher who identifies as a racial / ethnic minority	Not yet met. No elementary school teachers of color were hired in 2020 or 2021.
	Hire at least two (2) female secondary teachers	Exceeded. Fifty (50) female secondary teachers were hired in 2020 or 2021.
	Hire at least one (1) secondary teacher who identifies as a racial / ethnic minority	Exceeded. Five (5) secondary teachers who identify as people of color were hired in 2020 or 2021.
	Hire at least two (2) other non-teacher certified staff members who identify as racial / ethnic minorities	Not yet met. No non-teacher certified staff members of color were hired in 2020 or 2021.
Clerical	Hire at least one (1) male clerical staff member	Not yet met. No male clerical staff members were hired in 2020 or 2021.
	Hire at least one (1) clerical staff member who identifies as a racial / ethnic minority	Met. One (1) building secretary who identifies as a person of color was hired in 2021.
Skilled Labor	Hire at least one (1) female skilled laborer	Not yet met. No female skilled laborer was hired in 2020 or 2021.
Minority Worker	Hire at least one (1) additional worker who identifies as a racial / ethnic minority	Met. One (1) custodian and one (1) teacher's aide who identify as people of color were hired in 2020 and 2021.

2021-2023 Numerical Goals

Given the district's current, expansive strategic planning and equity framework initiatives, the goals for the 2021-2023 affirmative action period largely mirror and/or aim to build on successes of those set in 2019. As the district begins implementation of its revised strategic plan and equity framework, these goals may be more substantially revised to ensure alignment with district priorities and objectives.

Those goals are outlined in *Figure 7* that follows.

Figure 7. Ankeny Community School District 2021-2023 Numerical Affirmative Action Goals (to be completed by 2023)

Job Category	Goal
Administrator	Hire at least one (1) female principal and one (1) female assistant or associate principal (or SAM/SBSS).
	Hire at least one (1) building-level administrator (principal, assistant principal, associate principal, SAM, or SBSS) who identifies as a racial / ethnic minority.
Certified	Hire at least one (1) elementary teacher who identifies as a racial / ethnic minority.
	Hire at least one (1) secondary teacher who identifies as a racial / ethnic minority.
	Hire at least two (2) other non-teacher certified staff members who identify as racial / ethnic minorities
Teacher Aide	Hire at least one (1) male for a teacher aide position.
Technician	Hire at least two (2) females for positions that would be classified as Technicians.
Clerical	Hire at least one (1) male clerical staff member
Skilled Craft / Laborer	Hire at least one (1) female for a position that would be classified as Skilled Craft or Laborer.
Other Employees	Hire at least one (1) male for a position that would be classified as Librarian & Audio-Visual, Consultants & Supervising Instruction, or Other Professional Staff.
	Hire at least one (1) additional worker who identifies as a racial / ethnic minority

Qualitative Goals

2019-2021 Qualitative Goals and Progress Report

In its last Affirmative Action Plan, the district also established a series of qualitative goals, again, as required by law, for working to remedy areas of concern identified as part of the qualitative analysis. Those goals, as well as their status as of 2021 are outlined in *Figure 8* below.

Figure 8. Ankeny Community School District 2019-2021 Qualitative Affirmative Action Goals and Current Progress

Goal	Status: Dec. 2021
Annual review of a portion of job descriptions, policy and handbooks for discriminatory language.	Met. The district continuously reviews and updates policies, handbooks, internal operating procedures, and job descriptions to ensure accuracy, alignment with law, and inclusivity.
Introduction of “Stay Interviews” for current staff to inquire about why staff stay at Ankeny	Partially Met. While the COVID-19 pandemic disrupted this effort, the district took other steps to gather similar information. For example, a number of committees co-led with unions gave employees an opportunity to share input on topics such as benefits, compensation, and professional development. Additionally, the district increasingly used exit interviews to gather feedback from staff leaving the district.
A review of the student teacher recruitment and the Teaching Academy with a focus on recruitment from underrepresented populations	Partially Met. While the district expanded its student teacher program to draw candidates from a wider array of universities and enhanced the structure of its teacher mentoring and New Teacher Academy to include an increased focus on diversity, equity, and inclusion, building a more diverse student teacher cohort was not the exclusive focus of this work.
Continue to provide required training to staff on a number of subjects including diversity, inclusiveness, and strategies Targeted to assist DOP/SES students.	Met. In addition to the enhancements outlined above, the district took a number of steps to inform and invest staff on subjects related to diversity, equity, and inclusion during the period of the current Affirmative Action Plan. This included training for administrators and teachers, as well as the inclusion of diversity, equity, and inclusion updates into newsletters, new staff orientations, and annual staff trainings.
Develop a recruitment flyer for current Teachers to use and disseminate to encourage applications to the District.	Partially Met. Through social media posts and e-mail requests that staff share social media posts about job opportunities with their networks, the district made progress toward this goal, albeit in a slightly different way than imagined in 2019.

2021-2023 Qualitative Goals

As with the numerical goals, the district’s current, expansive strategic planning and equity framework efforts will likely prompt a more comprehensive review of qualitative affirmative action goals. Therefore, for 2021-2023, the district’s goals center on implementation of strategies and goals outlined in those plans and on continuing to build on successful strategies from the recent past. Those goals, as well as timelines for reaching them are outlined in *Figure 9* that follows.

Figure 9. Ankeny Community School District 2021-2023 Qualitative Affirmative Action Goals	
Goal	Timeline for Completion
Develop an action plan to drive progress toward the strategic plan goal of “ <i>hiring, growing, and retaining professional, high-performing, dedicated staff who reflect and embrace the diversity of students they serve and who operate in an effective organizational structure.</i> ”	May 2022
Develop and launch an expanded external recruitment and marketing campaign aimed at building applicant pools that allow for the achievement of gender and race/ethnicity goals outlined in the Numerical Goals section of this document.	May 2022
Develop a district equity framework that aligns with the district’s strategic plan and supports efforts to address under-representation as outlined in this document.	July 2022
Conduct a review of EEO-related data systems, including those used for Human Resources purposes, and identify at least two (2) meaningful enhancements to allow for easier, regular review of EEO data to revise approaches and address gaps therein.	Sept. 2022
Develop and launch enhanced leadership pathways / career ladders for employees in at least two job classifications (e.g., teachers, teacher aides, service workers).	March 2023
Continue expanding professional development opportunities connected to diversity, equity, and inclusion with a deepened focus on inclusive hiring practices.	Ongoing through Dec. 2023
Continue reviewing job descriptions, policy and handbooks to reduce the presence and/or impact of discriminatory language.	Ongoing through Dec. 2023

Internal Monitoring

The district will utilize the following practices to maintain EEO and Affirmative Action records and report out on progress toward goals:

1. Maintain a continuing record of applicants for positions. Analyze past applicant pool if necessary to identify gaps and/or areas of under-representation.
2. Maintain a continuing record of mobility of employees on staff. An analysis will permit a review of the results of existing policies and practices and a review in the future of changes in such policies.
3. Maintain a continuing record of exits. Analyze developing trends in departure (voluntary and involuntary) and provide information for vacancy projections.
4. Maintain a continuing record of referral sources and an analysis of the success of various recruitment and marketing strategies.
5. Analyze data to determine whether a talent source is helpful in efforts to change the demographic composition of the applicant pool and of the workforce.

Appendix A: Relevant Ankeny Community School District Board Policies

Relevant Policies

- Statement of Educational Philosophy – 100.00
- Mission Statement and Essential Learnings – 101.00
- Equal Educational Opportunity – 102.00
- Anti-Bullying / Anti-Harassment – 104.00
- Discrimination and Harassment Based on Sex Prohibited – 107.00
- Diversity, Equity, and Inclusion Training and Curriculum – 108.00
- Public Participation in Board Meeting – 213.00
- Communication Channels – 307.00
- Equity Coordinator Training – 400.49
- Intellectual Freedom – 400.72
- Equal Employment Opportunity – 401.01
- Licensed Employee Qualifications, Recruitment, Selection – 401.20
- Harassment – 402.13
- Classified Employee Qualifications, Recruitment, Selection – 405.00
- Objectives for Equal Educational Opportunities for Students – 500.00
- Student Complaints and Grievances – 502.04
- Multicultural and Nonsexist Equity Education Opportunity – 603.04

100.00 – STATEMENT OF EDUCATIONAL PHILOSOPHY

The District's educational philosophy is to meet the needs of all within its boundaries by providing comprehensive educational opportunities that are nimble enough to meet the needs of a changing society.

The District aims to provide a superior learning environment for all it serves. The District believes education is a continuous process and so requires the teaching of knowledge and skills intended to prepare students for life-long learning. The District is dedicated to providing academic, cultural, social, vocational, co-curricular, and extracurricular experiences. The District collaborates with families and the community to support students in developing mores, standards, personal values, and an understanding of and respect for the American heritage, our pluralistic society, and the global community.

The professional educator's role is to motivate, inspire, and direct student learning. The District is committed to providing competent personnel who recognize the dignity and worth of every person and who acknowledge that every student has potential that should be encouraged. It is the District's belief that each student's effort and achievement should be evaluated in light of individual needs, interests, and capabilities in order to facilitate educational experiences that are conducive to continuous educational growth.

To ensure equity, the District does not discriminate on the basis of race, color, sex, national origin, creed, sexual orientation, gender identity, age, religion, marital or familial status, ancestry, political party preference, military affiliation, socioeconomic status, physical attributes, and/or physical or mental ability or disability, in its educational programs, activities, or employment policies as required by Title VI and Title XIII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendment, Federal Rehabilitation Act of 1973, and the Iowa Code #216.9.

Adopted:

July 13, 1987

Reviewed:

March 10, 2003

February 4, 2008

June 21, 2010

February 16, 2015

December 21, 2020

Revised:

February 4, 2008

June 21, 2010

February 16, 2015

December 21, 2020

101.00 – MISSION STATEMENT AND ESSENTIAL LEARNINGS

Mission (Our Core Purpose and Distinction)

Ankeny Community Schools is unified in its commitment, passion, and vision so every learner is prepared to achieve a lifetime of personal success.

Core Values (Drivers of Our Words and Actions)

- Community – Learn and work together experiencing belonging, respect and collaboration
- Challenge – Develop high expectations and rigor with accountability
- Excellence – Pursue passionately world-class learning and continuous improvement
- Inspiration – Nurture the diverse aspirations of all learners
- Leadership – Model accountability to the district strategic road map, by acting intentionally, disciplined and compassionate in words and action

Vision (What We Intend to Create)

Ankeny Community Schools will establish a culture known for:

Achievement and Responsiveness whereby:

- *All students are engaged in and accountable for their learning*
- *All students are achieving their potential and prepared for success beyond PK-12*
- *All students are accessing individualized and challenging programming*

Innovation and Professionalism whereby:

- *All staff are high-quality and engaged with a clear focus on students and learning*
- *All students and staff are integrating technology innovations which accelerate learning and assure success for all*

Leadership and Unity whereby:

- *All embrace and are engaged and are utilizing the comprehensive strategic roadmap to guide every priority and decision*

Strategic Directions (Prioritized Allocation of Resources)

- Align all internal and external partnerships, works and interests to the Strategic Roadmap, Operational Plan
- Implement fully a defined and aligned district core curriculum
- Embed technology as a core asset and tool for learning, teaching, communicating and managing
- Attract, develop, reward, and retain highly effective staff
- Differentiate the core curriculum, instruction, assessments and interventions to better meet student needs
- Increase learning for all students and reduce the achievement gap through individualized learning plans

Cross Reference:

103.00 Strategic Plan

Adopted:

March 1, 1999

Reviewed:

September 9, 2010

February 16, 2015

December 21, 2020

Revised:

November 15, 2010

February 16, 2015

December 21, 2020

102.00 – EQUAL EDUCATIONAL OPPORTUNITY

It is the policy of the Ankeny Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Ken Morris, Jr., Equity Director at 306 SW School Street, Ankeny, IA 50023, 515/965-9600 or kenneth.morris@ankenyschools.org. The grievance will then be directed to the appropriate administrator charged with managing the program or department specified in the grievance.

The Board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the District to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

Adopted:
December 21, 2015

Reviewed:
December 17, 2018
March 25, 2019
March 23, 2020

Revised:
December 17, 2018
March 25, 2019
March 23, 2020

102.00 E1

ANNUAL NOTICE OF NONDISCRIMINATION

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

- Applied Science, Technology, Engineering, and Manufacturing
- Arts, Communication, and Information Systems
- Business, Finance, Marketing, and Management
- Human Services

It is the policy of the Ankeny Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. If you have questions or a grievance related to this policy please contact the district's Equity Coordinator, Kenneth Morris, Jr., Equity Director, at 306 SW School Street, Ankeny, Iowa 50023, (515) 965-9600, kenneth.morris@ankenyschools.org. For further guidance, visit the Iowa Department of Education website- Equity Guidance.

Reviewed:
March 19, 2018
December 17, 2018
March 25, 2019
March 23, 2020

Revised:
March 19, 2018
December 17, 2018
March 25, 2019
March 23, 2020

102.00 E2
CONTINUOUS NOTICE OF NONDISCRIMINATION

It is the policy of the Ankeny Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Josie Lewis, Equity Coordinator at 306 SW School Street, Ankeny, IA 50023, 515/965-9600 or kenneth.morris@ankenyschools.org.

102.00 E3
NOTICE OF SECTION 504 STUDENT AND PARENTAL RIGHTS

The Ankeny 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; and
- 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.

It is the policy of the Ankeny Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Kenneth Morris, Jr., Equity Director at 306 SW School Street, Ankeny, IA 50023, 515/965-9600 or kenneth.morris@ankenyschools.org.

Reviewed:
March 25, 2019
March 23, 2020

Revised:
March 25, 2019
March 23, 2020

102.00 R&R 1

GRIEVANCE PROCEDURE

It is the policy of the Ankeny Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Kenneth Morris, Equity Director at 306 SW School Street, Ankeny, IA 50023, 515/965-9600 or kenneth.morris@ankenyschools.org.

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

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

Filing a Complaint

A Complainant who wishes to avail himself/herself of this grievance procedure may do so by filing a complaint with the Equity Director (Investigator). The alternate is Jessie Dirks, Chief Officer of Human Resources and Legal Affairs at jessica.dirks@ankenyschools.org. An alternate will be designated in the event it is claimed that the Investigator or Superintendent committed the alleged discrimination or some other conflict of interest exists. Complaints shall be filed within 20 days (twenty) of the event giving rise to the complaint or from the date the Complainant could reasonably become aware of such occurrence. The Complainant will state the nature of the complaint and the remedy requested. The Investigator shall assist the Complainant as needed.

Investigation

Within 2 (two) working days from receipt of the complaint unless there are extenuating circumstances, the equity coordinator will begin the investigation of the complaint or appoint a qualified person to undertake the investigation (hereinafter "equity coordinator"). If the Complainant is under 18 years of age, the equity coordinator shall notify his or her parent(s)/guardian(s) that they may attend investigatory meetings in which the Complainant is involved. The complaint and identity of the Complainant, Respondent, or witnesses will only be disclosed as reasonably necessary in connection with the investigation or as required by law or policy. The investigation may include, but is not limited to the following:

- A request for the Complainant to provide a written statement regarding the nature of the complaint;
- A request for the individual named in the complaint to provide a written statement;
- A request for witnesses identified during the course of the investigation to provide a written statement;
- Interviews of the Complainant, Respondent, or witnesses;
- An opportunity to present witnesses or other relevant information; and
- Review and collection of documentation or information deemed relevant to the investigation.

Within 15 (fifteen) working days unless there are extenuating circumstances, the Investigator shall complete the investigation and issue a report with respect to the findings.

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

Decision and Appeal

The complaint is closed after the Investigator has issued the report, unless within 10 (ten) working days after receiving the decision, either party appeals the decision to the Superintendent by making a written request detailing why he/she believes the decision should be reconsidered. The Investigator shall promptly forward all materials relative to the complaint and appeal to the Superintendent. Within 10 (ten) working days, the Superintendent shall affirm, reverse, amend the decision, or direct the Investigator to gather additional information. The Superintendent shall notify the Complainant, Respondent, and the Investigator of the decision within 5 (five) working days of the decision. Notification shall be by U.S. mail, first class.

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

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

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

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

Reviewed:
March 25, 2019
March 23, 2020

Revised:
March 25, 2019
March 23, 2020

104.00 – ANTI-BULLYING/ANTI-HARASSMENT POLICY

The Ankeny Community School District is committed to providing all students, employees, and volunteers with a safe and civil school environment in which all members of the school community are treated with dignity and respect. Bullying and/or harassing behavior can seriously disrupt the ability of school employees to maintain a safe and civil environment, and the ability of students to learn and succeed. Bullying and/or harassment of or by students, staff, and volunteers is against federal and state law, as well as local policy and is not tolerated by the board.

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

Complaints may be filed with the superintendent/designee pursuant to the regulation accompanying this policy. Complaints will be investigated within a reasonable time frame.

A school employee, volunteer, student, or student's parent/guardian who promptly, reasonably, and in good faith reports an incident of bullying or harassment, in compliance with the procedures outlined by the district, to the appropriate school official designated by the school district, shall be immune from civil or criminal liability relating to such report and to participation in any administrative or judicial proceeding resulting from or relating to the report.

Retaliation Prohibited

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

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

Definitions

For the purposes of this policy, the defined words shall have the following meaning:

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

Filing a Complaint

A Complainant who wishes to avail him/herself of this procedure may do so by filing a complaint with the superintendent/designee. An alternate will be designated in the event it is claimed that the superintendent/designee committed the alleged discrimination or some other conflict of interest exists.

Complaints shall be filed within 15 days of the event giving rise to the complaint or from the date the Complainant reasonably should have been aware of the complained-about occurrence. The Complainant will state the nature of the complaint and the remedy requested. The Complainant shall receive assistance as needed. School employees, volunteers, and students shall not engage in reprisal, retaliation, or false accusation against a victim, witness, or an individual who has reliable information about an act of bullying or harassment.

Investigation

The district will promptly and reasonably investigate allegations of bullying or harassment. The superintendent/designee shall name an investigator to handle a each complaint of bullying and/or harassment. Initial complaints of bullying and harassment start at the building level unless there are circumstances in which the investigation at the building level would be inappropriate.

The named investigator shall consider the totality of circumstances presented in determining whether complained-of-conduct objectively constitutes bullying or harassment. The superintendent/designee shall be responsible for developing procedures regarding this policy.

Decision

If, after an investigation, a student is found to be in violation of this policy, the student shall be subject to appropriate discipline, which may include but is not limited to suspension and/or expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be subject to appropriate discipline, which may include but is not limited to termination. If after an investigation a volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate disciplinary action, which may include but is not limited to exclusion from school grounds.

Publication of Policy

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

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

Legal References:

20 U.S.C. §§ 1221-1234i.

29 U.S.C. § 794.

42 U.S.C. §§ 2000d-2000d-7.

42 U.S.C. §§ 12101 2et. seq.

Iowa Code §§ 216.9; 280.28; 280.3.

281 I.A.C. 12.3(6).

Morse v. Frederick, 551 U.S. 393 (2007)

Cross References:

102 Equal Educational Opportunity

402.13 Harassment

502 Series Student Rights and Responsibilities

503 Series Student Discipline

504.45 Bullying

506 Series Student Records

Adopted:

July 1, 2016

104.00 E1 – Complaint Form

104.00 E1

COMPLAINT FORM

(Discrimination, Anti-Bullying, and Anti-Harassment)

Date of complaint:	
Name of Complainant:	
Are you filling out this form for yourself or someone else (please identify the individual if you are submitting on behalf of someone else):	
Who or what entity do you believe discriminated against, harassed, or bullied you (or someone else)?	
Date and place of alleged incident(s):	
Names of any witnesses (if any):	

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

<input type="checkbox"/>	Age	<input type="checkbox"/>	Physical Attribute	<input type="checkbox"/>	Sex
<input type="checkbox"/>	Disability	<input type="checkbox"/>	Physical/Mental Ability	<input type="checkbox"/>	Sexual Orientation
<input type="checkbox"/>	Familial Status	<input type="checkbox"/>	Political Belief	<input type="checkbox"/>	Socio-economic Background
<input type="checkbox"/>	Gender Identity	<input type="checkbox"/>	Political 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		

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

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

Signature: _____ Date: _____

104.00 E2 – Witness Disclosure Form

104.00 E2

WITNESS DISCLOSURE FORM

Name of Witness:	
Date of interview:	
Date of initial complaint:	
Name of Complainant (include whether the Complainant is a student or employee):	
Date and place of alleged incident(s):	

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

<input type="checkbox"/>	Age	<input type="checkbox"/>	Physical Attribute	<input type="checkbox"/>	Sex
<input type="checkbox"/>	Disability	<input type="checkbox"/>	Physical/Mental Ability	<input type="checkbox"/>	Sexual Orientation
<input type="checkbox"/>	Familial Status	<input type="checkbox"/>	Political Belief	<input type="checkbox"/>	Socio-economic Background
<input type="checkbox"/>	Gender Identity	<input type="checkbox"/>	Political 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 incident witnessed:

Additional information:

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

Signature: _____ Date: _____

104.00 R&R 1

ANTI-BULLYING/ANTI-HARASSMENT INVESTIGATION PROCEDURES

Investigation

The district will promptly and reasonably investigate allegations of bullying or harassment. The superintendent/designee shall name an investigator to handle each complaint of bullying and/or harassment.

Initial complaints of bullying and harassment start at the building level unless there are circumstances in which the investigation at the building level would be inappropriate.

The named investigator shall consider the totality of circumstances presented in determining whether complained-of-conduct objectively constitutes bullying or harassment.

If the Complainant is under 18 years of age, the investigator shall notify the Complainant's parent(s)/guardian(s) that they may attend investigatory meetings in which the Complainant is involved.

The complaint and identity of the Complainant, Respondent, or witnesses will only be disclosed as reasonably necessary in connection with the investigation or as required by law or policy. The investigation may include, but is not limited to the following:

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

The Investigator shall consider the totality of circumstances presented in determining whether conduct objectively constitutes bullying or harassment. Upon completion of the investigation, the Investigator shall issue a report with respect to the findings. The complainant and the alleged wrongdoer 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's reporting procedures. If it does not meet the definition of the Iowa Department of Education's Inappropriate Student Interaction and harassment law, but meets the district's definition, the complaint will be reported in Infinite Campus.

Decision

If, after an investigation, a student is found to be in violation of the policy, the student shall be subject to appropriate discipline, which may include but is not limited to suspension and expulsion.

If, after an investigation, a school employee is found to be in violation of this policy, the employee shall be subject to appropriate discipline, which may include but is not limited to termination.

If, after an investigation, a volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures, which may include but is not limited to exclusion from school grounds.

Legal References:

20 U.S.C. §§ 1221-1234i.

29 U.S.C. § 794.

42 U.S.C. §§ 2000d-2000d-7.

42 U.S.C. §§ 12101 2 et. seq.
Iowa Code §§ 216.9; 280.28; 280.3.
281 I.A.C. 12.3(6).
Morse v. Frederick, 551 U.S. 393

Cross References:
102.00 Equal Educational Opportunity
503.01 Student Discipline
503.60 Good Conduct
506.01 Student Records Access
402.13 Harassment

Adopted:
July 1, 2016

Reviewed:
June 18, 2018
September 16, 2021

Revised:
June 18, 2018
October 19, 2021

107.00 – DISCRIMINATION AND HARASSMENT BASED ON SEX PROHIBITED

In accordance with Title IX of the Education Amendments Act of 1972, the Ankeny Community School District prohibits sex discrimination, including sexual harassment as defined by the regulations implementing Title IX (34 C.F.R. § 106.30), against any individual participating in any education program or activity of the District. This prohibition on discrimination applies to students, employees, and applicants for employment.

The Board authorizes the Superintendent to adopt procedures for any individual to report sexual harassment to the District's Title IX Coordinator, for the provision of supportive measures to anyone who has been subjected to sexual harassment whether or not they proceed with a formal complaint under those procedures, and for the investigation and resolution of such complaints, as required by Title IX. This Title IX grievance process shall be used to respond to all complaints of sexual harassment that fall within the scope of Title IX. For complaints of sexual harassment that do not fall within the scope of Title IX, the District may still offer supportive measures to the target of such conduct and shall apply any other policy or procedure applicable to the alleged conduct.

Any individual with questions about the District's Title IX policy and procedures, or who would like to make a report or file a formal complaint of sex discrimination or sexual harassment may contact the District's designated Title Coordinator, Kenneth Morris, Jr., Director of Equity, 306 SW School St., Ankeny, IA 50023; 515-965-9600, kenneth.morris@ankenyschools.org

Retaliation against a person who made a report or complaint of sexual harassment, assisted, or participated in any manner in an investigation or resolution of a sexual harassment report or complaint is strictly prohibited. Retaliation includes threats, coercion, discrimination, intimidation, reprisals, and/or adverse actions related to employment or education. Any individual who believed they have been retaliated against in violation of this Policy should immediately contact the District's Title IX Coordinator.

*Adopted:
September 8, 2020*

Reviewed:

Revised:

108.00 – DIVERSITY, EQUITY, AND INCLUSION TRAINING AND CURRICULUM

The District is committed to equity and inclusion and will continue training that fosters a workplace and learning environment that is respectful of all employees and students. To the extent allowed by law, the District may promote racial, cultural, ethnic, intellectual, and/or academic diversity or inclusiveness.

The District shall not inhibit or violate the First Amendment rights and/or infringe upon the intellectual vitality of students or faculty or undermine the District's duty to protect to the fullest degree intellectual freedom and free expression.

Without limiting the prohibitions above, mandatory staff or student training provided by a District employee or contractor shall not teach, advocate, encourage, promote, or act upon specific stereotyping and scapegoating toward others on the basis of demographic group membership or identity. However, employees and contractors who provide any mandatory training may respond to questions regarding specific defined concepts, as defined by Iowa Code 261H.7, raised by participants in the training and may discuss specific defined concepts as part of a larger course of academic instruction.

Curriculum provided by a District employee or contractor may teach the topics of sexism, slavery, racial oppression, racial segregation, and/or racial discrimination, including topics relating to the enactment and enforcement of laws resulting in sexism, racial oppression, segregation, and discrimination, and may discuss specific defined concepts, as defined by Iowa Code 261H.7, as part of a larger course of academic instruction. However, without limiting the prohibitions outlined elsewhere in this policy, the curriculum shall not teach, advocate, encourage, promote, or act upon specific stereotyping and scapegoating toward others on the basis of demographic group membership or identity.

The District's diversity and inclusion efforts shall discourage students from discriminating against others by political ideology or any characteristic protected under the federal Civil Rights Act of 1964, Pub. L. 7 No. 88-352, as amended, and applicable state law.

Employees are prohibited from discriminating against students or employees by political ideology or any characteristic protected under the federal Civil Rights Act of 11 1964, Pub. L. No. 88-352, as amended, and applicable state law.

Legal Reference:

U.S. Const. Amend. I.

Civil Rights Act of 1964, Pub. L. 7 No. 88-352, as amended,

Iowa Code § 261H.7; 279.74

Cross Reference:

102.00 Equal Education Opportunity

107.00 Discrimination and Harassment Based on Sex Prohibited

Approved:

July 6, 2021

Reviewed:

June 20, 2021

213.00 – PUBLIC PARTICIPATION IN BOARD MEETING

The Board recognizes the importance of citizen participation and encourages the community to participate in District matters. The public may participate during the Communication from the Public portion of the meeting or by placing an official agenda item before the Board.

State law prohibits the Board of Education from deliberating and/or taking action on items not publicly posted in advance of the Board meeting for community review, except in emergency situations. Therefore, the Board will not deliberate or take action on comments shared during Communication from the Public. The Board may table an agenda item for the purpose of further discussion.

To officially request that an item be added to the agenda for a Board of Education meeting, an individual must notify the Superintendent/designee of the suggested item in sufficient time to meet notification requirements in *Board Policy 204.60 Notice of Meetings*.

The Board of Education reserves the right to deliberate and take action on official agenda items.

To allow for maximum participation and to allow timely completion of Board meetings, the president/designee shall allow each citizen addressing the Board of Education during Communication from the Public and/or in conjunction with an official agenda item three minutes for remarks. The Board of Education reserves the discretion to extend, limit or suspend community participation.

The Board will not address comments about personnel or individual students which are protected by the law.

Petition for Inclusion of Item on Board Agenda

If the Board receives a petition signed by a number of the District's eligible electors equal in number to at least ten percent of the persons who voted in the last preceding election of school officials under section 277.1, or five hundred eligible electors, whichever is less, the Board shall place the proposal specified in the petition on the agenda of the next regular meeting of the school board or on the agenda of a school board meeting held within thirty days of receipt of the petition.

If the proposal relates to curriculum, District may halt use of the subject instructional materials until the Board holds the meeting at which the proposal is presented and discussed. The meeting notice shall include a brief description of the proposal.

The Board shall provide sufficient time to receive public comment on the proposal. The board shall allow each interested member of the public to speak at the meeting regarding the proposal, but may impose a time limit on the amount of time a member of the public is allowed to speak if the time limit is the same for each speaker and necessary due to the amount of people wishing to speak.

Legal Reference:

Iowa Code §§ 21; 22; 279.8 (2007).

Cross Reference:

200.00 Guiding Principles

204.60 Notice of Meetings

204.90 Agenda Preparation

210.90 Consent Agenda

307.00 Communication Channels

400.56 Public Complaints About Employees

502.04 Student Complaints and Grievances

Adopted:
April 21, 2008

Reviewed:
February 16, 2009
March 24, 2014
May 20, 2019
October 19, 2020
June 20, 2021

Revised:
February 16, 2009
March 24, 2014
May 20, 2019
October 19, 2020
July 6, 2021

307.00 – COMMUNICATION CHANNELS

Questions and problems are resolved at the lowest organizational level nearest to the complaint. District employees are responsible for conferring with their immediate supervisor on questions and concerns. Students and other members of the school district community will confer with a licensed employee and then with the principal on questions and concerns.

If resolution is not possible by any of the above, individuals may bring it to the attention of the Superintendent/designee within 15 school days of their discussion with the principal. If there is no resolution or plan for resolution by the Superintendent/designee within 10 school days of the individual's discussion with the Superintendent/designee, the individual may ask to have the question or problem placed on the Board agenda. It is within the Board's discretion whether to hear the concern.

It will first be the responsibility of the administrators to resolve questions and problems raised by the employees and the students they supervise and by other members of the school district community.

Legal Reference:
Iowa Code § 279.8 (2009).

Cross Reference:
213.00 Public Participation in Board Meetings
400.56 Public Complaints About Employees
502.04 Student Complaints and Grievances
503.30 Student Publications

Adopted:
January 18, 2010

Reviewed:
November 11, 2009
May 21, 2012
March 20, 2017

Revised:
May 21, 2012
March 20, 2017

400.49 – EQUITY COORDINATOR TRAINING

The superintendent/designee shall ensure that any District equity coordinator is provided with annual training on free speech under the First Amendment to the Constitution of the United States developed and distributed pursuant to Iowa Code 256.9, subsection 64.

Legal Reference:

Iowa Code §279.75

Approved:

July 6, 2021

Reviewed:

June 20, 2021

Revised:

400.72 – INTELLECTUAL FREEDOM

Discrimination against District employees and/or students on the basis of their protected speech, including demonstrations of intellectual freedom, is impermissible.

The District shall not dismiss, suspend, discipline, reassign, transfer, subject to termination or nonrenewal of a teaching contract issued under Iowa Code 279.13 or an extracurricular contract issued under 279.19A, or otherwise retaliate against an employee acting within the scope of the person's professional ethics, if any, for (1) acting to protect a student for engaging in a protected demonstration of intellectual freedom and/or (2) refusing to infringe upon a student's protected demonstration of intellectual freedom and/or protected rights under the first amendment to the Constitution of the United States, or Article I, section 7, of the Constitution of the State of Iowa.

A District employee who holds a license, certificate, statement of recognition, or authorization issued by the Iowa Board of Educational Examiners under chapter 272 and who discriminates against a student or employee in violation of this section shall be subject to a hearing conducted by the Iowa Board of Educational Examiners which may result in disciplinary action, and the employee's employment may be terminated.

An employee shall not retaliate against a student or another employee who files a complaint related to a violation of this policy and/or other policies related to protected demonstrations of intellectual freedom in the District. If the person who files such a complaint is a District employee, the provisions of section Iowa Code 70A.29 shall apply.

Legal Reference:
Iowa Code §279.73

Approved:
July 6, 2021

Reviewed:
June 20, 2021

Revised:

401.01 – EQUAL EMPLOYMENT OPPORTUNITY

The Ankeny 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 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, in the staff handbook.

The Board will appoint an affirmative action coordinator. The affirmative action coordinator will have the responsibility for drafting the affirmative action plan. The Board will review the affirmative action plan at least every two years.

Individuals who file an application with the 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 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 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 Ankeny 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, Ankeny Community School District, 306 SW School Street, PO Box 189, Ankeny, Iowa 50021-0189; or by telephoning (515)965-9600.

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, Office of Civil Rights, 500 West Madison Street, Suite 1475, Chicago, IL 60661, or the Iowa Civil Rights Commission, Grimes State Office Building, Des Moines, IA 50319-0201, (515) 281-4121, State of Iowa Civil Rights Commission website. 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;
281 I.A.C. 12.4; 95.
281 I.A.C. 14.1; 2000.

Cross Reference:

402.13 Harassment
401.20 Recruitment Qualifications-Certified
407.20 Qualifications, Recruitment and Selection-Classified

Approved: June 18, 1986

Reviewed:

March 21, 2003
May 17, 2010
August 19, 2013
January 21, 2019

Revised:

May 17, 2010
August 19, 2014
January 21, 2019

401.20 – LICENSED EMPLOYEE QUALIFICATIONS, RECRUITMENT, SELECTION

The District will hire well-qualified people to perform the many tasks necessary to providing a quality education for the District's students. The Superintendent/designee will establish administrative regulations for the recruitment, selection, hire, and promotion of District employees aligned to applicable law, policy, and collective bargaining agreements.

The Superintendent/designee will recommend individuals for hire to the Board; hire will become official upon a majority vote of the Board to approve the recommendation.

Equal opportunities will be extended to all employees and to applicants for employment who meet the qualifications established for the classification or position for which application is made.

Ankeny Community School District does not discriminate based on race, color, creed, religion, national origin, sex, gender identity, age, disability, marital status, sexual orientation, physical attributes, physical or mental ability or disability, ancestry, political party preference, military affiliation, socioeconomic status, or familial status. Inquiries or grievances may be directed to Kenneth Morris, Equity Director, 306 SW School Street, P.O. Box 189, Ankeny, IA, 50021-0189, (515) 965-9600, kenneth.morris@ankenyschools.org; or the Iowa Civil Rights Commission, Grimes State Office Building, Des Moines, IA, 50319-0201, (515) 281-4121; or the U.S. Department of Education, Office for Civil Rights, 500 West Madison Street, Suite 1475, Chicago, IL 60661.

Legal Reference:

Iowa Code §§20.7, 279.8, (1989)

281 Iowa Admin. Code 12.4(9) (new standards)

Cross Reference:

401.01 Equal Employment Opportunity

Approved:

July 10, 1989

Reviewed:

April 14, 2010

March 23, 2015

November 16, 2020

June 20, 2021

Revised:

May 17, 2010

March 23, 2015

November 16, 2020

July 6, 2021

R.R. 401.20

The Superintendent/designee will adhere to the following guidelines when recruiting, selecting, and recommending employees for hire:

- The District will not offer a contract to a certified or licensed administrative candidate who is under contract with another district until that candidate provides written confirmation that his/her current District will release him/her from the contract in time for the candidate to assume the role for which s/he is being considered.
- Comprehensive, research-based, job-specific selection models will be used to guide the selection and hire of applicants who meet legal and policy eligibility requirements and who have demonstrated a likelihood of being successful in the roles for which they are recommended.
- Applications and written communications, including recommendations concerning an applicant, shall be a confidential record of the District unless the person providing the communication designates otherwise in writing.
- Vacancies will be posted on the District website and may be advertised in other appropriate venues.

402.13 – HARASSMENT

Harassment of Staff, Volunteers, Parents and Business Associates

It is the policy of the Ankeny Community School District to maintain an academic and work environment free from harassment and sexual harassment. It is a violation of this policy for any staff member, volunteer, and/or individual doing business with the district to harass any staff member, volunteer, parent and/or individual doing business with the district on the basis of the individual's actual or perceived race, color, creed, religion, national origin, sex, gender, gender identity, age, physical attributes, physical or mental ability or disability, marital status, ancestry, political party preference, political belief, military affiliation, socioeconomic status or familial status or sexual orientation when at work, on or in school property or vehicles, at school sponsored functions, or when acting on behalf of the District at any time or place. Harassment, which occurs at other times but which directly, affects the good order, efficient management, or welfare of the school's employees, volunteers, parents, or business associates is also prohibited.

A person who violates this harassment prohibition shall be subject to discipline including, but not limited to reprimand, probation, demotion, suspension, termination of employment, elimination of volunteer status, termination of business relationship, and/or other sanction determined appropriate by the supervisor, administration, or Board of Directors.

Definitions

For the purposes of this policy, the following definitions apply:

- **“Harassment”** means any electronic, written, verbal, or physical act or conduct toward an individual based on any trait(s) or characteristic(s) of the individual as described above and
 - submission to such conduct is either explicitly or implicitly a term or condition of a person's employment, volunteer participation, parental participation and/or business relationship with the district and/or its activities; and/or
 - submission to or rejection of such conduct by an employee, volunteer, parent, and/or business associate is used as the basis for decisions effecting the employee, volunteer, parent or business associate; and/or,
 - such conduct has the purpose or effect of unreasonably interfering with an employee's, volunteer's, parent's or business associate's performance, or of creating an intimidating or hostile work or participation environment; and/or
 - if based on a characteristic or trait covered by Title IX, meets the definition of harassment as outlined by Title IX
- **“Volunteer”** means a person performing a service for the benefit of and at the request of the district without financial compensation.
- **“Parental involvement”** means the permitted participation of a student's parent, step- parent, guardian, and/or primary care giver in the educational activities of the student.
- **“Business associate”** means a person who has a business relationship with the district as a vendor of goods or services, and/or who is lawfully seeking to enter into such a relationship with the district.

Employees, volunteers, parents and/or business associates who believe they have suffered harassment shall immediately report the incident or incidents to the relevant building principal. If the building principal is the alleged wrongdoer and/or it is reasonably believed to be unable to objectively investigate the alleged harassment, the Complainant may report the concern to the Chief Officer of Legal Affairs and Strategic Initiatives who will assign an appropriate investigator to the matter. . If the alleged harassment is based on sex, as prohibited by Title IX, the Complainant may also file a complaint with the district's Title IX Coordinator.

Harassment or Bullying of Students by Staff, Volunteers, or Business Associates

Harassment or bullying of students, as defined above and in Board Policy 104.00, while on district property, in a district-owned or district-operated vehicle, while attending or participating in any district-sponsored or district-sanctioned function or activity, regardless of the activity's location, and/or while away from school grounds if the conduct materially interferes with the orderly operation of the educational environment or is likely to do so by school employees, volunteers, and/or business associates with significant contact with students, is prohibited.

Employees, volunteers and business associates shall not engage in reprisal, retaliation, or false accusation against a victim, a witness, or an individual who has reliable information about an act of harassment or bullying.

Complaints of harassment or bullying may be filed as explained in Policy 104.00 Anti-Bullying/Anti-Harassment. The District will promptly investigate complaints of harassment or bullying. The Chief Officer of Legal Affairs and Strategic Initiatives is responsible for assigning an investigator to investigate complaints. When investigating complaints, the totality of the circumstances will be considered in determining whether the conduct objectively constitutes harassment or bullying as defined in this policy.

An employee, volunteer, or a student's parent or guardian who promptly, reasonably, and in good faith reports an incident of harassment or bullying in compliance with the procedures in this policy to the Chief Officer of Legal Affairs and Strategic Initiatives is immune from state civil or criminal liability relating to such report. Employees, volunteers or business associates who knowingly file false complaints may be subject to discipline up to and including termination, or other sanctions determined to be appropriate by the District.

An employee who physically or sexually abuses a student is subject to discipline or discharge as provided in Policy 504.41 Abuse of Students by District Employees.

This policy will be distributed to employees upon its adoption and will be posted on the District's website. It is the responsibility of the Superintendent/designee to establish procedures regarding this policy.

Cross Reference:

104.00 Anti-Bullying/Anti-Harassment Policy

401.01 Equal Employment Opportunity

504.41 Abuse of Students by District Employees

504.45 Inappropriate Student Interaction

Adopted:

February 3, 1986

Reviewed:

March 31, 2003

March 21, 2011

February 15, 2016

September 16, 2021

Revised:

March 31, 2003

August 20, 2007

March 21, 2011

February 15, 2016

October 19, 2021

405.00 – CLASSIFIED EMPLOYEE QUALIFICATIONS, RECRUITMENT, AND SELECTION

Classified employees are employees who are not administrators or employees in positions which require an Iowa Department of Education teaching license and who are employed to fulfill the duties listed on their job description on a monthly or hourly basis. Classified employees will include, but not be limited to, these categories: associates, custodial, maintenance, clerical, food nutritional program, and before and after school program. The position may be full-time or part-time.

It is the responsibility of the Superintendent/designee to establish job specifications and job descriptions for classified employee positions. Job descriptions may be approved by the Board.

Persons interested in a classified employee position will have an opportunity to apply and qualify in accordance with applicable laws and school district policies regarding equal employment. 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.

All job openings shall be submitted to the Iowa Department of Education for posting on TeachIowa, the online state job posting system. Additional announcements of the position may occur through means the superintendent believes will inform potential applicants about the position. Whenever possible, the preliminary screening of applicants will be conducted by the administrator who directly supervises and oversees the position.

The requirements stated in the Master Contract between specified classified employees and the Board of such employees will be followed.

Legal Reference:
Iowa Code §§ 20; 279.8 (2009)

Cross Reference:
400.51 Certified and Classified Staff Relations

Adopted:
July 10, 1989

Reviewed:
March 31, 2003
January 17, 2011
April 18, 2016
June 20, 2021

Revised:
July 13, 1998
January 17, 2011
April 18, 2016
July 6, 2021

500.00 – 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 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 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, creed, religion, national origin, sex, gender identity, age, disability, marital status, sexual orientation, physical attributes, physical or mental ability or disability, ancestry, political party preference, military affiliation, socioeconomic status or familial status. This concept of equal educational opportunity serves as a guide for the Board and employees in making decisions relating to 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 District related or personal matters if they are able to do so. Students should feel free to discuss problems, whether District-related or personal, with the guidance counselor or other employees.

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

Board policy refers to the term “parents” in many of the policies. The term parents for purposes of District policies 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, Chief Human Resources Officer, Community School District, Ankeny, Iowa, 50023; or by telephoning (515) 965-9600, Ext. 3966.

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 Office for Civil Rights, 500 W. Madison, Ste. 1475, Chicago, IL 60661 or Iowa Dept. of Education, Grimes State Office Bldg., Des Moines, IA., (515) 281-4121. 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.

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

Reviewed:
April 21, 2003
March 10, 2010
March 21, 2011

June 17, 2013
May 21, 2018

Revised:
May 17, 2010
March 21, 2011
June 17, 2013
May 21, 2018

502.04 – STUDENT COMPLAINTS AND GRIEVANCES

Student complaints and grievances regarding Board policy or administrative regulations and other matters should be addressed to the student's teacher or another licensed employee, other than the administration, for resolution of the complaint. It is the goal of the Board to resolve student complaints at the lowest organizational level.

If the complaint cannot be resolved by a licensed employee, the student may discuss the matter with the principal within 10 calendar days of the employee's decision. If the matter cannot be resolved by the principal, the student may discuss it with the Superintendent/designee within 10 calendar days after speaking with the principal.

If the matter is not satisfactorily resolved by the Superintendent/designee, the student may ask to have the matter placed on the Board agenda of a regularly scheduled Board meeting in compliance with Board policy.

Legal Reference:

Iowa Code § 279.8 (2007).

Cross Reference:

210.08 Board Meeting Agenda??

213.00 Public Participation in Board Meetings

307.00 Communication Channels

502 Series: Student Behavior and Discipline

Adopted:

July 2, 1990

Reviewed:

November 16, 2009

June 17, 2013

Revised:

November 16, 2009

June 17, 2013

603.04 – MULTICULTURAL AND NONSEXIST EQUITY EDUCATION OPPORTUNITY

All students enrolled in the district shall have an equal opportunity for a quality public education regardless of their race, color, national origin, sex, gender identity, socioeconomic status, sexual orientation, marital status, disability, religion, or creed.

The education and activity program shall be free of such discrimination and provide equal opportunity for students. The education program shall foster knowledge of and respect and appreciation for the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. It shall also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes.

Inquiries regarding compliance with state and/or federal laws prohibiting discrimination on the basis of membership in a protected class may be directed to the district's Director of Equity (306 SW School Street, Ankeny, Iowa 50023; 515-965-9600), to the Iowa Civil Rights Commission, Grimes State Office Building, Des Moines, IA, 50319-0201, (515) 281-4121 and/or to the U.S. Department of Education, Office for Civil Rights, John C. Kluczynski Federal Building, 230 S. Dearborn Street, 37th Floor, Chicago, IL 60604. Additionally, inquiries regarding compliance with the state and/or federal laws protecting students with disabilities may be directed to the district's Director of Special Programs (306 SW School Street, Ankeny, Iowa 50023; 515-965-9600).

Legal Reference:

20 U.S.C. §§1681-83, 1685-86.

34 C.F.R. 106.41.

Iowa Code §§256.11, 280.3-.14, 601A.9

Iowa Code §§ 216.9; 256.11.

281 Iowa Admin. Code 12.1(1), .5

Cross Reference:

102.00 Equal Educational Opportunity

107.00 Discrimination and Harassment Based on Sex Prohibited

401.01 Equal Employment Opportunity

402.13 Harassment

Adopted:

August 7, 1989

Reviewed:

January 14, 2009

March 21, 2011

May 16, 2016

May 20, 2021

Revised:

February 2, 2009

March 21, 2011

May 16, 2016

June 21, 2021

Appendix B: Stakeholder Engagement Summary

The table below includes a high-level summary of the various ways in which internal and external stakeholders have contributed to the district’s efforts to make progress toward affirmative action goals:

Stakeholder Group	Internal or External?	Description
District Administrators	Internal	During the 2020-2021 school year, all district administrators engaged in a year-long study of equity, district data, and best practices for creating an inclusive culture of learning on their campuses.
School Improvement Advisory Committee	Both	During the 2020-2021 school year, SIAC administrators engaged in a year-long study of equity, district data, and best practices for creating an inclusive culture of learning which resulted in the establishment of improvement goals related to closing demographic gaps within the district.
Diversity, Equity, and Inclusion Leadership Team	Internal	Cross-section of employees with various backgrounds and identities who work collaboratively with the Director of Equity to refine the district’s approaches to diversity, equity, and inclusion.
Equity Committee	External	Group of community members who work with Director of Equity to address the district’s approach to creating an inclusive school community.
Policy Committee	Both	Group of staff and community members who work with the Chief Officer of Legal Affairs and Strategic Initiatives to review and make recommended revisions to board policy.
Strategic Plan Core Team	Both	Group of students, parents, board members, community leaders, and staff who work together to shape the framework for the district’s revised strategic plan.
Strategic Plan Human Capital Action Team	Both	Group of community members and staff who work together over the course of winter/spring 2022 to develop action plans for driving progress toward the human capital goals in the strategic plan.
Parent Focus Group: West Wind Education Policy	External	Group of parents invited by external consultant, West Wind Education Policy, to provide input on the equity and inclusivity of the district’s practices.
Student Focus Group: West Wind Education Policy	External	Group of students invited by external consultant, West Wind Education Policy, to provide input on the equity and inclusivity of the district’s practices.
Staff Focus Group: West Wind Education Policy	Internal	Group of staff invited by external consultant, West Wind Education Policy, to provide input on the equity and inclusivity of the district’s practices.

Appendix C: Hiring Manager and Supervisor Professional Development Overview

The table below includes a high-level summary of training and support structures in place to support hiring managers and people supervisors in their work to drive progress toward meeting of the affirmative action goals :

Training or Resource	Description
Annual Back-to-School Training Modules <ul style="list-style-type: none">• Staff Policy Overview & Interactive• Bullying: Recognition & Response• Title IX Compliance Overview	Mandatory annual training for employees on a variety of topics, including several related to creating an inclusive workplace.

Appendix D: West Wind Education Policy Initial Findings

Ankeny Community School District

District Audit Update

Circe Stumbo

President
West Wind Education Policy Inc.

December 7, 2021

West Wind
EDUCATION POLICY

Today's Presentation

- ▶ Meet the new Board and share the approach to Ankeny's District Audit
- ▶ Report on initial steps and upcoming activities

West Wind Education Policy Inc.

- ▶ National in scope, based in Iowa
- ▶ Celebrating our 20th anniversary
- ▶ Delivering policy analysis and professional development to schools, districts, states, and federal and national organizations
- ▶ Commissioned to conduct a district audit for the Ankeny schools

Commissioning a District Audit

- ▶ Long seen as a leading district in the state, Ankeny is experiencing dramatic population growth
- ▶ To ensure each one of the 12,512 school children in Ankeny receives a rigorous education, the district commissioned an audit to determine areas of strength and opportunities for continuous improvement
- ▶ Audit findings will support the district's strategic planning process and inform the local design of the district's Equity Framework

How can a District Audit help Ankeny Schools?

“... Greatness is not primarily a function of circumstance but largely a matter of conscious choice, and discipline.”

--Jim Collins, Author, *Good to Great*

Ankeny's district audit is a process of discovery that informs continuous improvement

District Audit

- ▶ The district audit is designed to understand the district as a whole, including diversity, equity, and inclusion
- ▶ The focus of the audit is on student outcomes and student experiences
- ▶ Specific focus areas within the audit are emerging from the early analysis of district data, as well as from students, families, teachers, principals, and district leaders

District Audit

- ▶ We are conducting the audit in two waves -- opportunities for additional data collection have us extending the first wave to January
- ▶ The outcome of an audit is not a grade, but rather a set of recommendations for action and further inquiry, based on a review of district strengths and needs for continuous improvement

First Wave: Oct 2021-Jan 2022

- ▶ **Collected District Data: Disaggregated student data**, including demographics, experiences, outcomes, and **system data**, including staffing, budgets, and procedures
- ▶ **Scanned District Systems**, professional learning; data collection, analysis, and sharing; and HR
- ▶ **Began conducting interviews and focus groups** with lead district staff, students, and families
- ▶ Connected with the strategic planning process
- ▶ **In Dec-Jan**, will interview building-level staff (principals and teachers), gather input from families during the January Parent Advisory Committee meeting; and collect additional student input

Second Wave: Feb-April 2022

February-March

- ▶ Deeper dive into data specific to priority areas
- ▶ Analysis of systems specific to priority areas
- ▶ Monthly updates for Strategic Planning Action Teams
- ▶ Interest in a work session with the school board

April

- ▶ Present draft Audit report to appropriate Committees; co-facilitate Committee meetings to gather feedback
- ▶ Present final audit report

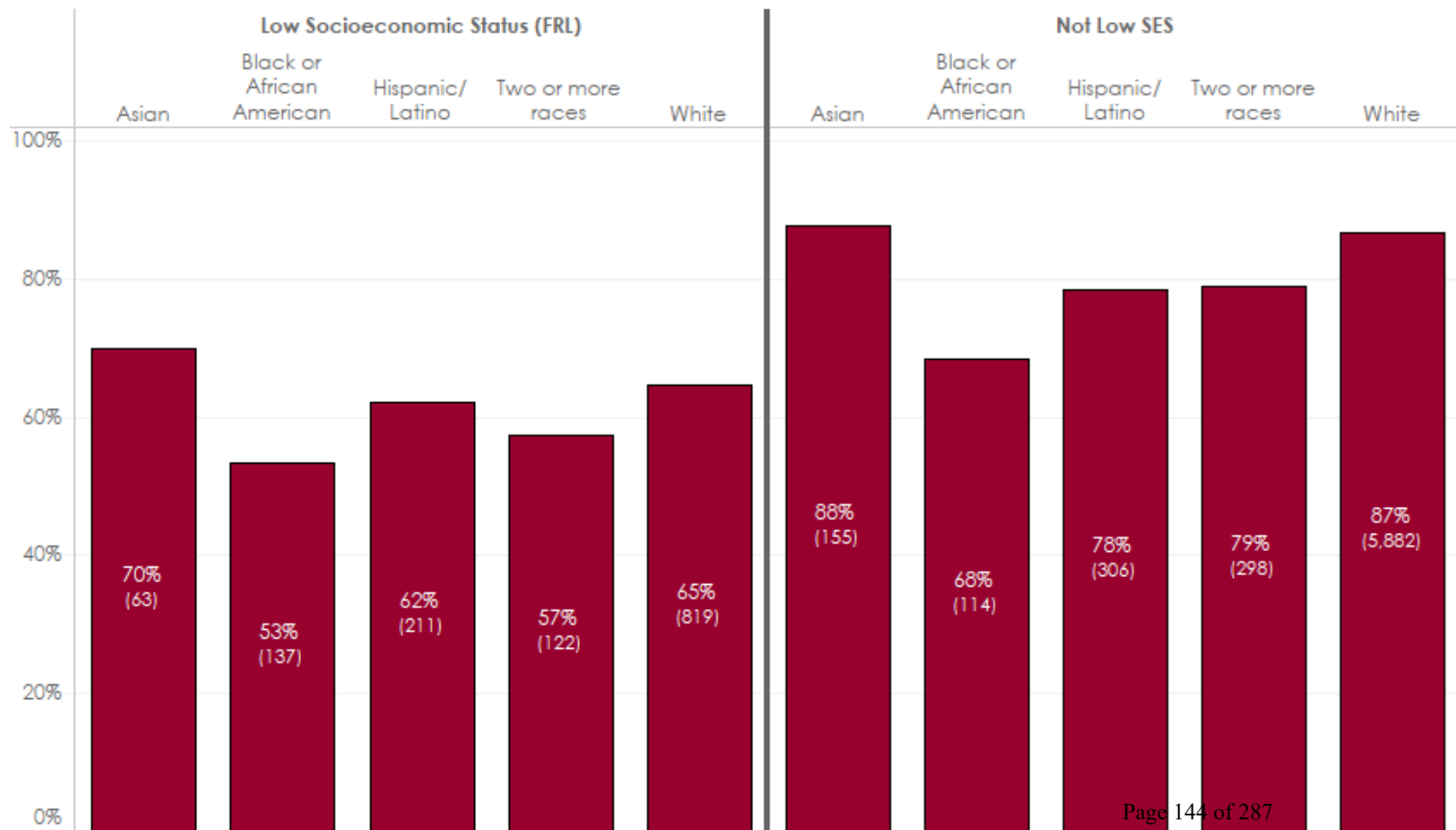
Early Audit Experiences

- ▶ Tremendous collaboration from district staff and evidence of deep commitments to serving students and staff
- ▶ Impressive data tool and reporting; strength of the tool and work of the SIAC allows the audit to focus on how data is used across the district
- ▶ Specific **data** being reviewed: Enrollment overall; enrollment in special education and gifted and talented education; enrollment in specific pathways (AP/honors, CTE, PSEO); academic achievement; graduation rates; discipline; participation in extracurriculars; attendance; staff demographics

Early Insights from the Data

- ▶ 38.5% of students in Ankeny are identified as either recipients of free and reduced-price lunch, students of color, English learners, identified as “at risk,” have an IEP or 504 accommodation, or have overlapping identities
- ▶ Because Ankeny has such a rich data system, we were able to ask for a second level of data analysis in our first wave -- where we look at two of the variables together (e.g., student achievement by race and poverty)

Ankeny Community School District: Percent Proficient or Advanced Students 2021 ISASP English-Language Arts, by SES Status and Race/Ethnicity



NOTE: American Indian/Alaska Native and Native Hawaiian/Pacific Islander students in the district are not reported in order to protect student privacy.

Early Audit Experiences

- ▶ Specific **systems** being reviewed:
 - ▶ Professional development
 - ▶ Special programs
 - ▶ HR, including the recruiting, hiring, onboarding, promoting & retaining of staff

In addition to the pre-determined data and systems to review, additional priorities for focusing the District Audit are emerging from interviews and focus groups

District Staff Interview Questions

1. What policies, programs, and data do you think we should be looking at? What information and data are you able to share with us related to these policies, programs, and data?
2. What do we need to know about the ways the formal policies and practices are implemented that would help everyone to better understand how they play out?
3. What are the challenges you face or the district faces in realizing the goals of the policies and programs?
4. What is working best to realize the goals of the policies and programs?
5. Thinking forward in your role, what are some hopes you have for this process and what outcomes do you hope to see?
6. Is there anything else you'd like to share?

Focus Groups

The District Director of Equity asked principals to nominate students and families to participate. To ensure participants represented varied experiences within the Ankeny community, information requested about students included academic performance and achievement, grade level, gender, LGBTQ status, IEP and 504 accommodation status, race and ethnicity, and other issues as identified by principals.

Each focus group was designed to have 6 participants; one student was unable to attend at the last minute and will be interviewed separately; several parents were unable to attend. Additional interviews and focus groups will be conducted in the future.

Elementary School Student Focus Group Questions

1. What **do** you like or appreciate about your school?
2. What **don't** you like about your school?
3. What can the adults (teachers, aides/paras, principal, etc).at your school do to make you feel valued or important?
4. Do you think you are treated fairly by the adults at the school?
5. Have you heard offensive or hurtful comments or comments that made you feel awkward or uncomfortable at school?

Middle School Student Focus Group Questions

1. What should we focus on as we are conducting the district audit about equity? And why?
2. What are some things you like about your school?
3. What are some things you would like to change about your schools?
4. What does your school do to make sure you feel like you belong here and that you are important to the adults in your school?
5. Can you share a time when you read a book, watched a movie, or did a lesson in school that included a person (or character) that reminded you of yourself or your family? So a character or person that made you think, “That reminds me of me! I’m like that.”
6. Is there anything else you would like to share with me about your experiences with race in Ankeny schools?

High School Student Focus Group Questions

1. What should we focus on as we are conducting the district audit about equity? And why?
2. What are some things you would like to change about your school? And why?
3. What do you like about your school?
4. Have you heard offensive or hurtful comments or comments that made you feel awkward or uncomfortable at school?
5. What do your teachers do that you find most helpful to your academic success?
6. What does your school do to make sure you feel like you belong here and that you are important to the adults in your school?
7. Can you share a time when you felt represented in the curriculum?
8. Is there anything else you would like to share with me about your experiences in Ankeny schools?

Parent Focus Group Questions

1. What would you like for us to focus on as we are conducting the district audit? And why?
2. Does your child's school make sure all students feel like they belong and that they are important members of their learning community? If so, can you provide examples of how?
3. How often does your child(ren)'s teacher communicate with you about your child and how do they usually communicate with you (email, telephone call, powerschool/infinite campus)?
4. Can you describe a time you brought a concern to your child's teacher or school? How did the teacher or school respond?
5. Do you feel your child is treated as a capable learner whose voice matters? What does this look like for your child?
6. Do you feel families have enough voice in the school?
7. Do you see and hear examples of students experiencing their schools differently than other students? In what ways? Can you describe what you hear or see?

Topics for Additional Analysis: Early Signals from Interviews/FGs

- ▶ Support for English learners
- ▶ Instructional rigor for all students
- ▶ Opportunities for multiple pathways (e.g., AP, CTE, PSEO)
- ▶ Entrance policies for special programs, including AELP
- ▶ Multi-Tiered Systems of Support
- ▶ Potential ongoing impact of the pandemic

Connections to the Strategic Planning Process

- ▶ Met with cabinet October 22 in advance of the October 25 strategic planning launch
- ▶ Met with cabinet November 29 in advance of the December 6 launch of strategic planning Action Teams
- ▶ Will continue providing updates aligned with strategic planning milestones



THANK YOU!

Any questions?

You can find us westwind@westwinded.com

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