



**WEST DES MOINES**  
**COMMUNITY SCHOOLS**

# **EQUAL EMPLOYMENT OPPORTUNITY AFFIRMATIVE ACTION PLAN**

**2024-26**

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## I. West Des Moines Community Schools Overview

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### Mission

Educate, empower, and inspire lifelong learners.

### Core Values

**Equitable Access:** We celebrate and culturally affirm the human diversity of our community. We strive to have transformative policies, practices, and procedures that meet the needs of each student, family, and staff.

**Evidence-Based and Personalized Instruction:** We adapt to meet each student's needs. We have high expectations, culturally relevant instruction, and a strengths-based approach.

**Meaningful Collaborative Relationships:** We foster authentic relationships, collaborations, and partnerships with students, families, staff, and community. We hold all relationships in high regard, including adult to adult; adult to student; and student to student.

**Systemic implementation and Accountability:** We continuously measure, assess, and improve our effectiveness and the quality of our programs and services.

### Vision

WDMCS cultivates belonging, engagement, and mutual respect for our diverse cultures, lived experiences, and values.

We strive to ensure:

- Inclusive and safe learning and work environments.
- Academic excellence.
- Robust growth opportunities and pathways for students and staff.
- Fiscal responsibility and sustainability

### Strategic Directions

1. Improve our practices in teaching, learning, assessment, and cultural responsiveness to increase student learning outcomes.
2. Provide equitable structures, processes, and supports that meet each student's needs.
3. Foster a diverse, equitable, and inclusive workplace that nurtures a healthy and accountable culture.
4. Create authentic family-community partnerships with sustained systems of communication and engagement.
5. Empower staff to leverage data to improve operations, decision-making, and organizational effectiveness.

## **Equity Statement Re: Equal Employment Opportunity and Affirmative Action**

The West Des Moines Community School District does not discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age, marital status, sexual orientation, gender identity, genetic information, physical attributes, ancestry, political party preference, military affiliation, familial status, or socioeconomic status in its educational programs and its employment practices.

Inquiries or grievances may be directed to Dr. Dau Jok, Executive Director of Diversity, Equity and Inclusion, 3550 Mills Civic Parkway, West Des Moines, Iowa 50265, (515-633-5040); or the Iowa Civil Rights Commission, Grimes State Office Building, 400 E. 14th St. Des Moines, IA 50319 (515-281-4121); the U.S. Equal Employment Opportunity Commission, Chicago District Office, 500 W. Madison St., Ste 2000, Chicago, IL 60661, (1-800-669-4000); and/or the U.S. Dept. of Education Office for Civil Rights, Chicago Office, Citigroup Center, 500 W. Madison St., Ste. 1475, Chicago, IL 60661 (312-730-1560).

## II. Superintendent Statement of Purpose

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As Superintendent of Schools in WDMCS, I am proud of our diverse community and staff. We strive to recruit and retain a diverse workforce reflective of the student population and communities we serve. The diverse perspectives, identities, and lived experiences of our workforce support the ethnic, linguistic, and cultural diversity of our students. Our workforce is mission-critical in realizing educational equity by embodying, teaching, and modeling belonging and excellence.

To ensure equitable treatment in hiring and employment for each applicant and employee, WDMCS seeks to:

- Annually review job descriptions, board policies, and handbooks for discriminatory language, practices, and procedures;
- Facilitate annual retention interviews to understand why employees choose to stay in the WDMCS district;
- Provide ongoing, job-embedded professional learning opportunities regarding inclusive practices; and
- Develop consistent recruitment resources to encourage candidates to apply for positions with the WDMCS district.

The district commits to aligning our efforts to the strategic priorities, especially Strategic Direction 4: Foster a diverse, equitable, and inclusive workplace that nurtures a healthy and accountable culture. We strive to prioritize cultures that foster the joy of learning, high expectations of each employee, and accountability. Thank you for choosing to work and lead in WDMCS.

Dr. Matt Adams  
Superintendent

### **III. Executive Director of Diversity, Equity, and Inclusion Statement of Purpose**

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WDMCS commits to being an Equal Opportunity Employer and to maintaining a thriving work environment in which each individual is treated with dignity, trust, respect, and fairness. The district has implemented the Equal Employment Opportunity and Affirmative Action policy, Board policies against harassment and discrimination, and the commitment to diversifying the staff as critical steps toward an excellent public education for each student. Teachers are the catalysts of educational equity that enable students to succeed academically, socially, emotionally, and intellectually.

We are committed to continuously refining our recruiting, hiring, retention, and staff development policies, practices, and protocols. I believe thriving work spaces are vital to retaining staff and meeting the needs of an increasingly diverse student population. I commit to continually challenging our systems to be equitable in all facets. WDMCS values the talents, efforts, leadership, and humanity of our staff; we have some of the best in the state of Iowa.

We will continue providing opportunities to listen to the needs of our staff, students, families, and communities and strive to build responsive processes. Please reach out to me if there is anything I can do to support you. Thank you for being a part of our WDMCS community. I appreciate your gifting and leadership.

Very Respectfully,

Dau Jok, Ph.D.  
Executive Director of Diversity, Equity, and Inclusion

## IV. Background Information

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### A. Introduction

Iowa law requires all school districts, Area Education Agencies (AEAs), and community colleges to “develop affirmative action standards.” The purpose of this Equal Employment Opportunity and Affirmative Action Plan is to ensure that equal opportunity is provided for all individuals in all aspects of employment within the West Des Moines Community Schools. This includes, but is not limited to, all WDMCS Human Resource practices and procedures regarding recruitment, selection, compensation, benefits, district-sponsored activities and programs, assignments, professional growth experiences, and promotion.

Employment discrimination law is very complex. It is crucial that all persons participating in response to Iowa and federal laws and rules be aware of the following legal concepts:

1. An affirmative action “goal” is not a rigid “quota” or a “set-aside” of a specific position for a person of a particular race, gender, or disability.
2. The key definition is that of a “relevant labor market area” which is the specific geographical area in which candidates for a specific job can reasonably be recruited.
3. The “relevant labor market area” is not the same for all jobs or occupational groups in the workforce of a school district, area education agency (AEA), or community college.
4. Whether a “goal” is needed because, for example, women or minorities are “underrepresented” in a specific job or occupational group, is determined by the availability of qualified people in the relevant labor market and the race or gender composition of those qualified individuals.
5. Any “goals” that are adopted as part of the process of developing an affirmative action program must be temporary, to eliminate existing underrepresentation and not aimed at maintaining a fixed percentage of a particular group in a workforce.
6. Individuals are not terminated or laid off to eliminate existing underrepresentation.
7. “Goals” are established based on the demographic composition of the “relevant labor market area” and not on the demographic composition of the school district population, the AEA, or the community college district.
8. Accomplishment of affirmative action “goals” is to occur in connection with the recruitment, appointment, assignment, and advancement of personnel.

The responsibility for equal employment opportunity and affirmative action lies ultimately with The WDMCS Board of Education and the Superintendent. Implementation and administration of the plan on a day-to-day basis is the responsibility of the Executive Director of Diversity, Equity, and Inclusion, Administrators of Secondary and Elementary Education, Chief Officers, and all Directors, supervisors, and managers who participate in hiring and managing staff. The effective date of the Equal Employment Opportunity and Affirmative Action Plan for the West Des Moines Community Schools is December 1, 2024 through July 31, 2027. Sections of the plan may be revised and/or updated periodically at the discretion of the Administration to reflect any changes in law, policies, or procedures.

## B. District Responsibilities

Role	Responsibility
Board	Develop a written Affirmative Action / Equal Employment Opportunity Plan and review it on an annual basis.
Superintendent	Maintain overall responsibility for the effective implementation of the Plan and is responsible for: <ul style="list-style-type: none"> <li>• Informing the Board and responsible employees regarding changes/updates in the Plan.</li> <li>• Ensuring that district supports are in place for the overall implementation of the plan.</li> </ul>
Executive Director of Diversity, Equity, and Inclusion	<ul style="list-style-type: none"> <li>• Develop, implement, and monitor the Plan.</li> <li>• Serve in an advisory capacity to district leadership regarding implementation of the Plan.</li> </ul>
Supervisors	District administrators, building administrators, supervisors, and managers are to: <ul style="list-style-type: none"> <li>• Attend periodic training for all staff who hire/supervise regarding the AA / EEO plan.</li> <li>• Ensure that employees are not discriminated against in their employment or during the application process.</li> </ul>

## C. Key Terms, Components, and Rationale

**Definition of Affirmative Action:** Action appropriate to overcome the effects of past or present policies and practices that posed barriers to equal employment opportunity on the basis of race, national origin, gender, or disability.

**Definition of Equal Employment Opportunity:** Equal access to employment, training, advancement, and employment benefits to all persons. An individual shall not be denied equal access to employment due to the basis of race, creed, color, religion, sex, age, national origin, sexual orientation, gender identity, or disability.

### Components Required for Equal Employment Opportunity/Affirmative Action Plan include:

- **Board policy on non-discrimination** in employment and personnel practices on the basis of race, color, national origin, gender, disability, religion, creed, age, marital status, sexual orientation, and gender identity.
- **Board policy on affirmative action** to hire and retain persons from underrepresented groups in the workforce on the basis of race, national origin, gender, and disability.
- **Board policy on harassment and bullying** by/of employees and students on the basis of race, national origin, color, language, gender, sex, sexual orientation, gender identity, marital status, familial status, physical and mental ability or disability, age, religion, creed, physical attributes, ancestry, socioeconomic status, political party preference, and political beliefs.
- **Name, position, phone number, and e-mail address** of Equal Employment Opportunity/Affirmative Action Coordinator.
- **An Administrative statement**, signed and dated by the chief administrative officer, which provides staff with the rationale for the plan, the responsibilities of staff for its implementation, and the internal system for monitoring the implementation of the plan.



- **Qualitative analyses** or periodic self-evaluation of employment and personnel policies and practices for fairness on the basis of race, creed, color, religion, sex, age, national origin, sexual orientation, gender identity, or disability.
- **Qualitative goals** which specify actions with timelines for modifying employment /personnel practices or conditions that have been identified in the self-evaluation to contribute to less than equitable access and treatment.
- **Workforce analyses** or profile of the current workforce by race, gender, and disability within each major job category.
- **Quantitative analyses** or comparisons of the representation of diverse racial/ethnic groups, women, men, and persons with disabilities within each major job category in the workforce with their availability in the relevant labor market.
- **Numerical goals**, not rigid and inflexible quotas, which reflect realistic aspirations for increasing the numbers of persons from underrepresented groups in the workforce.

Additionally, the Equal Employment Opportunity/Affirmative Action Plans must be written; document input from diverse racial/ethnic groups, women, men, and persons with disabilities into its development and implementation; include plans for periodic professional development for all employees who hire and supervise personnel; and include a process for recordkeeping and reporting.

#### **Rationale for Equal Employment Opportunity and Affirmative Action**

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

## V. Designation of the Affirmative Action Coordinator

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WDMCS names Dr. Dau Jok as the Affirmative Action Coordinator. Dr. Jok is the Executive Director of Diversity, Equity, and Inclusion for WDMCS and he can be reached at 3550 Mills Civic Parkway, West Des Moines, IA 50265, via telephone at 515-633-5040, or via email at [jokd@wdmcs.org](mailto:jokd@wdmcs.org).

Both state and federal law require an Equity Coordinator to be identified who is responsible for the coordination and development of the District's Equal Employment Opportunity/Affirmative Action Plan. The West Des Moines Community Schools Board of Directors specifies that the Executive Director of Diversity, Equity, and Inclusion serve the role of Equity Coordinator, working in close collaboration with the Senior Leadership Team. The Executive Director of Diversity, Equity, and Inclusion will direct and administer affirmative action activities as they relate to equal employment practices. In the capacity as Equity Coordinator, the Executive Director of Diversity, Equity and Inclusion will serve in a support and advisory capacity to the Chief Officers, Associate Superintendents, and other senior leadership team members who shall direct District activities to address equity in the educational program delivered to students, including processing student discrimination complaints and grievances. The Equity Coordinator shall have the following responsibilities:

- Develop, implement, and monitor the District's Equal Employment Opportunity/Affirmative Action Plan and policies;
- Measure and monitor the effectiveness of the District's equal employment/affirmative action program;
- Identify problem areas and measures for corrective action;
- Establish specific goals and objectives;
- Investigate discriminatory complaints formally and informally – attempting resolution when possible;
- Work with an Equity Committee composed of employees and District patrons who are representative of both non-protected and protected classes, and who have a high level of commitment to affirmative action; and
- Publicize and communicate the contents of the Affirmative Action Plan, both internally and externally.

## VI. Workforce and Quantitative Analyses

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### A. Labor Market Comparisons

The table below details information from the United States Census Bureau regarding demographic information within each region or area. The table illustrates the makeup of the potential workforce for the WDMCS. While the relevant labor market for some positions, for example, the Superintendent, may include a national market, most often the relevant labor market is the communities in which we have school buildings or possibly the state of Iowa.

	United States	Iowa	Clive	Windsor Heights	West Des Moines
<b>Total</b>	334,914,895	3,207,004	19,005	5,067	72,205
<b>% Asian</b>	6.4	2.7	6.2	6.1	6.1
<b>% Black or African Am</b>	13.7	4.5	5.1	5.4	4.4
<b>% Hispanic</b>	19.5	7.4	9.8	8.7	5.7
<b>% White</b>	75.3	83.1	77.2	78.5	79.1
<b>% Two or More Races</b>	3.1	2.2	4.6	1.5	6.3
<b>% Women</b>	50.5	49.9	49.1	53.9	50
<b>% 65+</b>	17.7	18.6	15.7	18.5	14.3
<b>% with a disability</b>	8.9	8.4	2.3	5.9	5.9
<b>% with a high school diploma</b>	89.1	93	95.9	98	96.6
<b>% with a bachelor's degree</b>	34.3	30.3	59.5	42.8	53.8

## B. Staff EEO-5 Report / Current West Des Moines Community Schools Staff Composition

Every other year, the WDMCS submits the EEO-5 Report to the United States Equal Employment Opportunity Commission (EEOC). According to the EEOC, the Elementary–Secondary Staff Information Report (EEO-5), also referred to as the EEO-5 Report, is a mandatory biennial data collection that requires all public elementary and secondary school systems and districts with 100 or more employees to submit demographic workforce data, including data by race/ethnicity, sex, and activity assignment classification.

Activity Assignment Classification	Race/Ethnicity														Row Total
	Hispanic or Latino		Not Hispanic or Latino												
	Male	Female	Male						Female						
			White	Black or African American	Asian	Native Hawaiian or Other Pacific Islander	American Indian or Alaska Native	Two or More Races	White	Black or African American	Asian	Native Hawaiian or Other Pacific Islander	American Indian or Alaska Native	Two or More Races	
<b>A. Full Time Staff</b>															
1. Officials, Administrators, Managers	0	0	9	1	0	0	0	0	10	0	0	0	0	0	20
2. Principals	1	1	3	0	0	0	0	1	7	0	0	0	0	0	13
3. Assistant Principals, Teaching	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4. Assistant Principals, Non-Teaching	0	0	7	0	0	0	0	0	8	0	0	0	0	0	15
5. Elementary Classroom Teachers	1	11	31	3	0	0	0	0	303	0	2	0	1	1	354
6. Secondary Classroom Teachers	3	10	116	1	2	0	0	0	151	5	2	0	0	1	292
7. Other Classroom Teachers	0	1	5	0	0	0	0	0	27	0	0	0	0	0	33
8. Guidance	0	0	6	0	0	0	0	0	15	0	0	0	0	0	21
9. Psychological	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10. Librarians/ Audiovisual Staff	0	0	1	0	0	0	0	0	10	0	0	0	0	0	11
11. Consultants and Supervisors of Instruction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12. Other Professional Staff	2	2	8	0	1	0	0	0	4	0	1	0	0	0	18
13. Teacher Aides	2	33	26	4	0	0	0	1	193	15	10	0	0	5	290
14. Technicians	0	0	7	0	0	0	0	0	0	0	0	0	0	0	7
15. Administrative Support Workers	0	5	1	0	0	0	0	0	50	1	0	0	0	0	57
16. Service Workers	5	20	47	3	2	0	0	1	58	18	1	0	0	0	155
17. Skilled Crafts	0	0	6	0	0	0	0	0	0	0	0	0	0	0	6
18. Laborers and Helpers	0	3	6	0	0	0	0	0	12	0	0	0	0	0	21
<b>19. TOTALS (1-18)</b>	<b>14</b>	<b>86</b>	<b>279</b>	<b>12</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>848</b>	<b>39</b>	<b>16</b>	<b>0</b>	<b>1</b>	<b>7</b>	<b>1313</b>
<b>B. Part-Time Staff</b>															
20. Professional Instructional	0	0	0	0	0	0	0	0	7	0	0	0	0	0	7
21. All Other	2	14	23	1	1	0	0	1	84	1	2	1	0	1	131
<b>22. TOTALS (20-21)</b>	<b>2</b>	<b>14</b>	<b>23</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>91</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>138</b>
<b>C. Full-Time New Hires (July 1 Through September 30 of the Reporting Year)</b>															
23. Officials, Administrators, Managers	0	0	2	0	0	0	0	0	1	0	0	0	0	0	3
24. Principals/Assistant Principals	0	0	1	0	0	0	0	0	1	0	0	0	0	0	2
25. Classroom Teachers	0	3	15	1	0	0	0	0	51	1	0	0	0	0	71
26. Other Professional Staff	1	0	3	0	0	0	0	0	3	0	0	0	0	0	7
27. Nonprofessional Staff	3	9	12	2	0	0	0	1	52	9	1	0	0	1	90
<b>28. TOTALS (23-27)</b>	<b>4</b>	<b>12</b>	<b>33</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>108</b>	<b>10</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>173</b>

Administrative Position	Female?	Person of Color?
Superintendent of Schools (1)		
Associate Superintendent (1)	X	
Chief Financial Officer (1)		
Chief Human Resources Officer (1)	X	
Executive Director of Diversity, Equity, and Inclusion (1)		X
Director of Communication (1)		
Director of Elementary Curriculum (1)	X	
Director of Secondary Curriculum (1)		
Director of Technology (1)		
Director of Community Education (1)	X	
Director of English Speakers of Other Languages (1)	X	
Director of Human Resources (1)	X	
Director of Special Education/504 (1)	X	
Early Childhood Special Education and Preschool Program Administrator (1)	X	
Director of Data Management (1)		
Director of Nutrition (1)	X	
Director of Transportation (1)	X	
Director of Business Services (1)		
Director of Operations (1)		
Director of Athletics (1)		
Elementary Principal (6 female; 2 persons of color)	X	X
Elementary AP (5-female; 0 persons of color)	X	
Secondary Principals (2 female; 1 person of color)	X	X
Secondary APs (3 female; 0)	X	

### C. 2024-2026 Numerical Goals

Given the quantitative analysis, WDMCS has established a series of goals, as required by law, to address under representation in various job classifications. These goals, as well as the associated timelines, are outlined in the table below.

Goal	Timeline
<p><b>Recruitment / Hiring:</b> Increase representation in each of the following areas:</p> <ul style="list-style-type: none"> <li>● Hire two administrative leaders who identify as a race/ethnicity that is underrepresented.</li> <li>● Hire two non-unit and/or supervisor/specialists who identify as a race/ethnicity that is underrepresented.</li> <li>● Hire three male elementary teachers.</li> <li>● Hire two elementary teachers who identify as a race/ethnicity that is underrepresented.</li> <li>● Hire two secondary teachers who identify as a race/ethnicity that is underrepresented.</li> <li>● Hire one counselor who identifies as a race/ethnicity that is underrepresented.</li> <li>● Hire three male paraprofessionals.</li> <li>● Hire three paraprofessionals who identify as a race/ethnicity that is underrepresented.</li> </ul>	<p>Annual goals for the following years:</p> <p style="text-align: center;">2024-2025</p> <p style="text-align: center;">2025-2026</p>
<p><b>Retention:</b> Retain at least 90% of all staff and in individual subgroups. Develop targeted engagement activities for employees in underrepresented classifications to support retention.</p>	<p>Annual goals for the following years:</p> <p style="text-align: center;">2024-2025</p> <p style="text-align: center;">2025-2026</p>

## VII. Qualitative Analysis

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### A. Background

The WDMCS 2024-2025 enrollment was 9,170 and projections indicate a decrease in the overall enrollment of West Des Moines resident students. Although the district hasn't grown in the overall enrollment from ten years ago, it has become more diverse. Of the 9,170 PreK-12 students enrolled in the district as reported in the 2024-2025 Iowa Public School District PreK-12 Enrollments by District, Grade, Race, and Gender, 4,540 (49.51%) were female and 4,085 (44.55%) were racial or ethnic minorities.

By comparison, five years ago, in the 2020-2021 school year, the West Des Moines Community District's PreK-12 enrollment of 9,351 was 4,554 (48.70%) female and 3,592 (38.41%) students of racial or ethnic minorities. Ten years ago, in the 2015-2016 school year, the West Des Moines School District's PreK-12 enrollment of 9,430 was 4,518 (47.91%) female, and 2,959 (31.38%) were students of racial or ethnic minorities.

The continual increase in student diversity and globalization presents extraordinary opportunities to achieve the district's Affirmative Action Plan goals. WDMCS strategic lever remains the quality of staff meeting the needs of each student.

## B. Staffing Analysis

West Des Moines Community School recognizes the importance of staff that reflects the students' backgrounds. Section VI.B. (above) details the current demographic composition of the WDMCS staff.

WDMCS continues to expect and plan for vacancies for all employee classifications for the 2025-2026 school year. While the number and types of vacancies cannot be pre-determined and cannot be guaranteed until those roles become available, the table below highlights WDMCS staff retention, which is broken down by employees in the West Des Moines Education Association (WDMEA) and West Des Moines Support Personnel (WDMESP).

Year	Affiliation	Employees end of year	Resignations	Retained	Retention %
<b>2023-24</b>	Administrator	49	5	44	89.80%
	Supervisor & Non-Unit	68	8	60	88.24%
	WDMESP	526	34	492	93.54%
	WDMEA	730	90	640	87.67%
<b>2022-23</b>	Administrator	42	4	38	90.48%
	Supervisor & Non-Unit	65	2	63	96.92%
	WDMESP	479	44	435	90.81%
	WDMEA	716	79	637	88.97%
<b>2021-22</b>	Administrator	43	7	36	83.72%
	Supervisor & Non-Unit	63	4	59	93.65%
	WDMESP	495	53	442	89.29%
	WDMEA	710	67	643	90.56%
<b>2020-21</b>	Administrator	42	5	37	86.05%
	Supervisor & Non-Unit	86.05	4	59	93.65%
	WDMESP	531	90	441	83.05%
	WDMEA	705	65	640	90.78%
<b>2019-20</b>	Administrator	41	2	39	95.12%
	Supervisor & Non-Unit	68	2	66	97.06%
	WDMESP	559	67	492	88.01%
	WDMEA	703	57	646	91.89%

## C. Application and Recruitment - Current Processes

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.

- **Applicant Process:** The HR Software was updated during the summer of 2022 and the overall hiring process was streamlined for applicants.
- **Continuous Learning:** In the 2023-2024 school year, administrators and hiring managers received professional learning on hiring practices that included application and interviewing procedures. Moreover, hiring managers and administrators received a summary of updated policy changes related to employees.
- **External recruitment and marketing:** In addition to advertising on the district's website and the state's TeachIowa platform, WDMCS has also engaged in paid marketing and advertising on social media for certain positions. The district has outreach to a wide variety of universities and colleges via in-person visits/meetings. WDMCS 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 WDMCS.
- **Executive Director of Diversity, Equity, and Inclusion:** Since joining WDMCS in 2022, the Executive Director of Diversity, Equity, and Inclusion has closely collaborated with Human Resources and other district administrators to continually address the culture and climate in our schools and departments. The district works with the City of WDM, the Chamber of Commerce, families, and other entities to improve the systems that support thriving work cultures, equitable outcomes, and meaningful change. The internal collaborations led by WDMCS's HR team have prioritized systemic approaches to reducing underrepresentation and creating an inclusive work environment to make WDMCS an employer of choice.



## D. 2022-2024 and 2024-2026 Qualitative Goals and Progress Report

WDMCS has established a series of sustained qualitative goals for mitigating areas of concern identified in the analysis. Those goals, as well as the status update criteria, are outlined in Figure 2 below.

**Figure 2: Sustained Goals**

Goal	2022-2024 Status (Met, Partially Met, Not Met)	2024-2026 Goals (Met, Partially Met, Not Met)
<p><i>Met: the goal is met &amp; continuous improvement efforts are in place.</i></p> <p><i>Partially Met: some aspects of the goal are met but not consistently across the district.</i></p> <p><i>Not Met: insufficient progress was made toward achieving the goal.</i></p>		
<p>Annually review a portion of the job description, policy, and handbooks for discriminatory language.</p>	<p>Partially Met</p> <ul style="list-style-type: none"> <li>● Job Descriptions               <ul style="list-style-type: none"> <li>○ Cycle for review in progress</li> </ul> </li> <li>● Policy Review               <ul style="list-style-type: none"> <li>○ 22-23: 600, 900 series</li> <li>○ 23-24: 200, 400 series</li> <li>○ 24-25: 500, 700, 100 series</li> </ul> </li> <li>● Handbooks               <ul style="list-style-type: none"> <li>○ 23-24: reviewed</li> <li>○ 24-25: reviewed</li> </ul> </li> </ul>	<p>Continue</p>
<p>Facilitate annual retention interviews to understand the reason for staying in WDMCS.</p>	<p>Partially Met</p> <ul style="list-style-type: none"> <li>● 23-24: K-12 Assistant Principals</li> </ul>	<p>Continue</p>
<p>Provide continuous professional learning opportunities/resources/communities on Diversity, Equity, and Inclusion subjects, education and employment laws, data, and strategies.</p>	<p>Partially Met</p> <ul style="list-style-type: none"> <li>● Conducted learning opportunities for administration and supervisors</li> </ul>	<p>Continue</p>
<p>Develop consistent recruitment resources to encourage applications to WDMCS.</p>	<p>Partially Met</p> <ul style="list-style-type: none"> <li>● Continuous engagement with educational partners</li> <li>● Focus on strategic recruitment and marketing efforts</li> </ul>	<p>Continue</p>

**Figure 3: 2024-2026 Qualitative Experience(s)**

Goal
Continue to identify and support staff with disabilities IAW Board policies, applicable laws, and HR practices.
Upon request, provide spaces that support staff affinity groups, healing, and mentorship.
Expand professional development opportunities for all WDMCS staff centered on thriving work cultures in support of Strategic Direction #3.
Develop a WDMCS equity framework that supports the EEO/AAP, and addresses under-representations and goals outlined in this document.
Regularly monitor our analytics for EEO data to capture and drive the next outcome.
Develop and launch enhanced leadership pathways/career ladders for employees in at least two job classifications (e.g., teachers and paraprofessionals).
Develop and launch WDMCS homegrown pathways for graduates and other potential recruits.
Intentionally ensure diverse perspectives and influential presence are included in hiring practices.

### **E. Stakeholder Engagement**

The information below details the way in which internal and external stakeholders will contribute to the effort to make progress toward the goals outlined in the plan.

Group	Internal / External	Description
Board	Internal	The Board reviews and provides feedback on the annual progress report to the Board.
District Administrators	Internal	District administrators engage in monthly professional learning, participate in annual training regarding supervisory responsibilities, and lead learning for their buildings and departments.
Employees	Internal	Employees engage in annual training and have opportunities to participate on building, department, or district-wide committees.
Committees	External and Internal	The district has several board-appointed committees and administrative committees that provide input on a variety of topics throughout each school year. The committees may include students, staff, parents, community members, and members of the Board.

## VIII. Legal Authority

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### A. Legislation and Administrative Rules

In developing and implementing the Equal Employment Opportunity/Affirmative Action Plan, the WDMCS are guided by federal and state laws and regulations, including but not limited to the following:

- U.S. Const. amend. XIV, § 1. Declares that all persons born or naturalized in the United States, and subject to the jurisdiction thereof are citizens of the United States and of the state wherein they reside and that no state shall make or enforce any law which shall abridge the privileges and immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property without due process of law; nor deny persons within its jurisdiction the equal protection of the laws.
- Civil Rights Act of 1964 § 7, 42 U.S.C. § 2000e et seq (1964). It shall be unlawful employment practice for an employer:
  - (a) to fail or refuse to hire or to discharge an individual, or otherwise to discriminate against any individual with respect to compensation, because of such individual's race, color, religion, gender, or nationality; or
  - (b) to limit, segregate, or classify employees or applicants for employment in any way that would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect status as an employee because of such individual's race, color, religion, sex, or national origin.
  - (c) It shall be an unlawful employment practice for an employment agency to fail or refuse for employment or otherwise to discriminate against any individual because of race, color, religion, sex, or national origin, or to classify or refer for employment any individual on the basis of race, color, religion, sex, or national origin.
- Title IX, Education Amendments of 1972, 20 U.S.C. §§ 1681 - 1688. Prohibits discrimination on the basis of sex against students in educational programs within educational agencies that receive federal funds.
- Section 504 of the Vocational Rehabilitation Act of 1973, 29 U.S.C. §§ 794 et. seq. Forbids organizations and employers from excluding or denying individuals with disabilities an equal opportunity to receive program benefits and services.
- Age Discrimination In Employment Act of 1967, 29 U.S.C. §§621 et seq. Seeks to prevent employment discrimination because of age against persons 40 years old and above.
- The Equal Pay Act of 1963, 29 U.S.C. § 206 (d). The first federal law specifically aimed at correcting discrimination in employment. It mandates "Equal pay for equal work" regardless of sex. The law's three benchmarks for a job are skill, effort, and responsibility.
- Pregnancy Discrimination Act of 1978, 42 U.S.C. § 2000e(k). Requires employers to provide the same sick leave benefits to pregnant employees as would be provided to any other employee with a disability.
  - Pregnant Workers Fairness Act (PWFA) requires a covered employer to provide a "reasonable accommodation" to a qualified employee's or applicant's known limitations related to, affected by, or arising out of pregnancy, childbirth, or related medical conditions unless the accommodation will cause the employer an "undue hardship."
- Equal Employment Opportunity Commission (EEOC) Guidelines 29 CFR, paragraph 1608.1 (b). The EEOC has issued guidelines that encourage employers to voluntarily undertake programs which, "...Improve opportunities for

minorities and women." The United States Supreme Court has generally deferred to the EEOC interpretation of Title VII and the guidelines that support that agency's position.

- Iowa Code, Section 19B.11. This section of the Iowa Code requires equal employment opportunity and affirmative action in school districts, area education agencies, and community colleges. The State Board of Education adopted rules to implement Section 19B.11, codified as 281 I.A.C. 95.1 through 281 I.A.C. 95.7. The rules require specific steps to accomplish the goals of affirmative action in the recruitment, appointment, assignment, and advancement of personnel.
- Iowa Code Chapter 601A. The Iowa Civil Rights Act was adopted in 1965. The Act, as amended, prescribes the powers and duties of the Civil Rights Commission and the definitions of unfair practices related to employment, accommodations or services, housing, education, and credit. The Chapter contains the procedures for processing complaints of discrimination.

## B. Board Policies

The WDMCS Board of Education has adopted and disseminated Board policies in accordance with federal and state law. The written policy statements provide guidelines and goals to the citizens, administration, employees, and students in the school district community. A table of relevant policies that relate to the development and implementation of the Equal Employment / Affirmative Action plan is included below. (These policies are located on the WDMCS website at the following link: <https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=150030>).

Additionally, the full text of policies related to equal employment opportunity, non-discrimination, and affirmative action are included in the appendix (denoted in the table with an \*) and are also accessible on the website.

Policy Number	Policy Title
101.02	<b>*Equity Statement</b>
102	<b>*Equal Educational Opportunity</b>
105	Participatory Management
106	<b>*Discrimination and Harassment Based on Sex Prohibited</b>
302.04	Recruitment/Appointment
303.06	Evaluation
303.08	Professional Development
304.04	Dismissal
306.10	Military Leave
401	Personnel Records
401.01	<b>*Equal Employment Opportunity</b>
401.04	Employee Complaint Procedures
401.03	Nepotism
401.11	Fraternization
402.06	<b>*Harassment of Employees</b>
402.07	Violence in the Workplace
403.05	Substance-Free Workplace
405.02	<b>*Employee Qualifications, Recruitment, and Selection</b>
502	Student Conduct
502.03	Student Expression and Student Publication Code
604.09	<b>*Grievance Procedures Students with Disabilities</b>
901.02	<b>*Access to Public Information</b>
906.01	<b>*Complaints Concerning School Personnel</b>

## IX. Notification and Communication of the Plan

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The Plan and associated policies will be distributed on an annual basis to all employees responsible for hiring or managing personnel. All employees have access to the Plan on a continuing basis by visiting the WDMCS website.

Board policies pertaining to non-discrimination, affirmative action, and harassment will be provided to employees, students, parents, and applicants on an ongoing basis through applications, newsletters, and the WDMCS website.

The Board will review the current progress report and the Plan on an annual basis, prior to submission of the progress report to the Iowa Department of Education on December 31 of each year.

## X. Citations and References

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In addition to the legal authority listed above, the resources listed below were also referenced or utilized in the development of the Equal Employment / Affirmative Action Plan.

United States Census Bureau, *Quick Facts* (<https://www.census.gov/>).

- Census 2023 Demographic Profile: United States
- Census 2023 Demographic Profile: State of Iowa
- Census 2023 Demographic Profile: City of Clive
- Census 2023 Demographic Profile: City of West Des Moines
- Census 2023 Demographic Profile: City of Windsor Heights

## X. Appendix

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Full versions of the following Board policies are included in this plan.

<b>Policy Number</b>	<b>Policy Title</b>
101.02	Equity Statement
102	Equal Educational Opportunity
106	Discrimination and Harassment Based on Sex Prohibited
401.01	Equal Employment Opportunity
402.06	Harassment of Employees
405.02	Employee Qualifications, Recruitment, and Selection
604.09	Grievance Procedures Students with Disabilities
901.02	Access to Public Information
906.01	Complaints Concerning School Personnel

**Policy 101.02: EQUITY STATEMENT**

**Status:** ADOPTED

**Original Adopted Date:** 10/22/2007 | **Last Revised Date:** 09/15/2022 | **Last Reviewed Date:** 09/15/2022

The West Des Moines Community School District does not discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status, sexual orientation, gender identity, genetic information, and socioeconomic status 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 the district's Equity Coordinator, Dr. Dau Jok, Executive Director of Diversity, Equity and Inclusion, 3550 Mills Civic Parkway, West Des Moines, IA 50265; Phone: 515-633-5040; E-mail jokd@wdmcs.org (Adherence to bona fide occupational/ educational qualifications will not be interpreted as discriminatory.)

Further, the Board affirms the right of all persons to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment, and will comply with all state and federal requirements regarding non-discrimination.

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

Inquiries or complaints to this policy may be directed to Equity Coordinator/Affirmative Action/EEO Coordinator, Dr. Dau Jok, Executive Director of Diversity, Equity and Inclusion, 3550 Mills Civic Parkway, West Des Moines, Iowa 50265, (515-633-5040). Inquiries may also be filed with the Iowa Civil Rights Commission, Grimes State Office Building, 400 E. 14th St. Des Moines, IA 50319 (515-281-4121); the U.S. Equal Employment Opportunity Commission, Chicago District Office, 500 W. Madison St., Ste 2000, Chicago, IL 60661, (1-800-669-4000); and/or the U.S. Dept. of Education Office for Civil Rights, Chicago Office, Citigroup Center, 500 W. Madison St., Ste. 1475, Chicago, IL 60661 (312-730-1560).



**Policy 102: EQUAL EDUCATIONAL OPPORTUNITY**

**Status:** ADOPTED

**Original Adopted Date:** 11/11/2024 | **Last Reviewed Date:** 11/11/2024

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

West Des Moines Community Schools (WDMCS) do not discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. The belief in equal educational opportunity serves as a guide for the board and/or employees in making decisions relating to school district facilities, employment, selection of educational materials, equipment, curriculum, and regulations affecting students. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact Dr. Dau Jok, 3550 Mills Civic Parkway, West Des Moines, Iowa 50265, 515-633-5040, jokd@wdmcs.org.

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 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.

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.

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, West Des Moines Community Schools, 3550 Mills Civic Parkway, West Des Moines, Iowa 50265; or by telephoning Dr. Dau Jok, 515-633-5040.

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Director of the Region VII office of Civil Rights, U.S. Department of Education, John C. Kluczynski Federal Building, 230 S. Dearborn St., 37th Floor, Chicago, IL, 60604 (312) 730-1560, fax (312) 730-1576 OCR.Chicago@ed.gov, the Iowa Civil Rights Commissioner, <https://icrc.iowa.gov>, (515) 281-4121 or the Iowa Dept. of Education, Grimes State Office Bldg., Des Moines, IA 50319. (515) 281-5294. This inquiry or complaint to the federal or state office may be done instead of, or in addition to, an inquiry or complaint at the local level.

Legal reference: Iowa Code §§ 216.6; 216.9; 256.11; 280.3.

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**Policy 106: DISCRIMINATION AND HARASSMENT BASED ON SEX PROHIBITED**

**Status:** ADOPTED

**Original Adopted Date:** 08/10/2020 | **Last Revised Date:** 04/22/2024 | **Last Reviewed Date:** 04/22/2024

In accordance with Title IX of the Education Amendments Act of 1972, the West Des Moines Community Schools 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 IX Coordinator, Megan Thole, Director of Human Resources, 3550 Mills Civic Parkway, West Des Moines, Iowa 50265, (515-633-5036), tholem@wdmcs.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.

Legal Reference: 20 U.S.C. § 1681 et seq.

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**Policy 401.01: EQUAL EMPLOYMENT OPPORTUNITY**

**Status:** ADOPTED

**Original Adopted Date:** 04/10/1989 | **Last Revised Date:** 03/04/2024 | **Last Reviewed Date:** 03/04/2024

West Des Moines Community Schools will establish and maintain an equal employment opportunity and affirmative action plan and policies in support of all employees in accordance with applicable laws. The district will provide fair and equal opportunity for employment, promotion, wages, benefits and all other privileges, terms and conditions of employment. The district will affirmatively recruit diverse talent (e.g. gender, racial/ethnicity, abilities, etc.) for job categories where the representative groups are underrepresented. Employees will be given annual notice of this policy, and all employees will support the established plan and policies.

The West Des Moines Community Schools does not discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, military services, genetic information, and socioeconomic status (for programs) in its educational programs and its employment practices.

Prior to a final approval of employment for any regular position whether part or full-time, the district will perform the background checks in accordance with applicable law. Employees, students, and parents/guardians will be reminded annually of the district's written EEO statement in appropriate publications such as calendar, handbooks, newsletters, newspapers or educational brochures.

**Equity Grievance Procedure - Employees and Applicants for Employment**

Employees and applicants for employment in the district will have the right to file a formal complaint alleging discrimination under federal or state regulations requiring non-discrimination in programs and employment.

**LEVEL 1: (INFORMAL)**

The employee or patron will first discuss the complaint with the person(s) involved with the objective of resolving the matter informally. This step is optional and may be bypassed or ended at any time by the grievant.

**LEVEL 2:**

If the complaint is not resolved at Level 1, the grievant may pursue the grievance by filing a (FORMAL) a written complaint. The grievance form may be obtained from the immediate supervisor, building principal, Executive Director of Diversity, Equity and Inclusion. The written complaint must be filed with the immediate supervisor or building principal within fifteen (15) working days from the date of the event giving rise to the grievance or from the date the grievant could reasonably become aware of the occurrence. An investigation of the complaint will be completed and a written response from the immediate supervisor, building principal, Executive Director of Diversity, Equity and Inclusion will be sent to the grievant within fifteen (15) working days after receipt of the complaint. A copy of the complaint and supervisor's response will be filed with Human Resources.

**LEVEL 3:**

If the complaint is not resolved at Level 2, the grievant may present a copy of the grievance (FORMAL) form and a written appeal to the Director of Human Resources within ten (10) working days after receiving the response from the immediate supervisor or building principal.

An investigation of the complaint will be completed by the Director of Human Resources and an attempt will be made to resolve it. A written report will be sent to the grievant within fifteen (15) working days after receipt of the appeal. The decision of the Director of Human Resources shall be final.

Individuals may file formal complaints with the Iowa Civil Rights Commission and the U.S. Equal Employment Opportunity Commission at any time within the requirements of those agencies.

Persons found to have engaged in impermissible discrimination shall be subject to discipline or other appropriate measures. As necessary, the district will take steps to prevent the recurrence of discrimination and to correct its discriminatory effects on the grievant and others. The district prohibits retaliation against an individual for filing a complaint or participating in an investigation. Retaliation may result in disciplinary action, up to and including dismissal. Furthermore, any individual intentionally providing false information in a complaint investigation may be subject to disciplinary action. An alternate investigator will be designated in the event it is claimed that the regular investigator committed the alleged misconduct or some other conflict of interest exists. Information relating to a complaint will be disclosed only as reasonably necessary in connection with the investigation or as required by law.



**Policy 402.06: HARASSMENT OF EMPLOYEES**

**Status:** ADOPTED

**Original Adopted Date:** 08/22/1994 | **Last Revised Date:** 02/26/2024 | **Last Reviewed Date:** 02/26/2024

The Board is committed to providing all students, employees, and visitors with a safe and civil school environment in which all members of the district are treated with dignity and respect. Harassing behavior can seriously disrupt the ability of employees to maintain a safe and civil environment. Harassing behaviors are against federal, state, and local policy and are not tolerated. It is a violation of this policy for any employee, official or visitor of the district to harass anyone through conduct or communications. The district includes district facilities, district premises and non-school property if the employee is at any school sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the control of the district or where the employee is engaged in district business.

Harassment

Harassment is verbal, written or physical conduct that denigrates or shows hostility or aversion toward an individual or group because of the employee's age, race, color, creed, national origin, sex, disability, religion, sexual orientation, gender identity or expression, marital status, citizenship, genetic information, socio-economic status or any other characteristic protected by law and that:

1. Has the purpose or effect of creating an intimidating, hostile or offensive work environment,
2. Has the purpose or effect of unreasonably interfering with an individual's work performance, or
3. Otherwise adversely affects an individual's employment opportunities.

Harassment may take the form of, but is not limited to, jokes, stories, pictures, comments or other actions that are offensive, abusive or otherwise demeaning in nature, provided the conduct is sufficiently severe, persistent or pervasive to create a hostile educational or employment environment. Harassment by Board members, administrators, employees, parents, students, vendors, volunteers and others having business or other contact with the district is prohibited.

Employees whose behavior is found to be in violation of this policy, following an investigation process, may be subject to discipline, up to and including, termination or other appropriate action in accordance with law and policy. Appropriate action may include the filing of a complaint against the employee with the Iowa Board of Educational Examiners if the employee is licensed.

Sexual Harassment

It is a violation of this policy for any employee, official or visitor of the district to harass others through conduct or communications of a sexual nature. Sexual harassment is defined as conduct including, but not be limited to, unwelcome sexual advances, requests for sexual acts or favors and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment; or
3. Such conduct is sufficiently severe, persistent or pervasive that it unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment or educational environment.

Employees who believe they have been the victim of conduct prohibited by this policy or believe they have witnessed such conduct should report such matters to the Office of Human Resources, which will advise them of the district's processes for investigating such complaints. However, claims regarding harassment may also be reported to the Associate Superintendent of Teaching & Learning, Chief Financial Officer or the employee's supervisor. The district recognizes an employee's right to complain about conduct they feel is prohibited by this policy and will not take retaliation against an employee for filing a complaint pursuant to this policy, however, false and malicious complaints of harassment, discrimination or retaliation may subject an employee to disciplinary action.

It is the responsibility of the superintendent or designee, to maintain administrative rules implementing this policy, including training and education of employees.

**Policy 405.02: EMPLOYEE QUALIFICATIONS, RECRUITMENT AND SELECTION**

**Status:** ADOPTED

**Original Adopted Date:** 04/10/1989 | **Last Revised Date:** 06/10/2024 | **Last Reviewed Date:** 06/10/2024

Certified Employees

- Individuals interested in certified positions, other than administrative positions detailed in the 300 series "Administration" of the Board policy manual, will apply and qualify for certified positions in accordance with applicable laws and policy.
- The Board will employ certified employees after receiving a recommendation from the Superintendent or designee.

Classified Employees

- Individuals interested in classified positions will apply and qualify for classified positions in accordance with applicable laws and policy.
- The Superintendent or designee has the authority to hire individuals for classified positions, as defined by Board policy.

Non-Unit Employees

- Recruitment and selection of non-unit personnel will be the responsibility of the administrator/supervisor in collaboration with human resources.
- The Superintendent or designee has the authority to hire individuals for classified positions, as defined by Board policy.

Selection of personnel will be based on qualifications specified for the position, including:

- Training, experience, and skill;
- Nature of the occupation;
- Demonstrated professional competency;
- Meets the priorities and needs of the district; and
- Possession of, or ability to obtain, a state license, if required.

All job postings will be submitted to the Department of Workforce Development for posting on the online job posting system. Additional announcements of job postings may occur in a manner determined by the Superintendent or designee.

Legal reference: Iowa Code §§ 20; 35C; 84A.6(4)(b); 216; 256.27; 279.13; 279.20.

**Policy 604.09: GRIEVANCE PROCEDURE – STUDENTS WITH DISABILITIES (Section 504)**

**Status:** ADOPTED

**Original Adopted Date:** 12/10/2007 | **Last Revised Date:** 02/27/2023 | **Last Reviewed Date:** 02/27/2023

Students living with a disability and their parents or guardians have the right to file a formal complaint alleging discrimination under Section 504 of the Rehabilitation Act of 1973 regarding the identification, evaluation, or educational placement of the student.

**LEVEL 1 (INFORMAL):** The student or parent/guardian (the grievant) will first discuss the complaint with the person(s) involved with the objective of resolving the matter informally.

**LEVEL 2 (FORMAL):** If the complaint is not resolved at Level 1, the grievant may pursue the grievance by filing a written complaint to the building principal. An investigation of the complaint will be completed and a written response from the immediate supervisor or building principal will be sent to the grievant within fifteen (15) working days after receipt of the complaint. A copy of the complaint and supervisor's response will be filed with the Section 504 Compliance Coordinator, which is the Director of Special Education and 504 Plans.

**LEVEL 3 (FORMAL):** If the complaint is not resolved at Level 2, the grievant may present a copy of the grievance complaint, the supervisor's response, and a written appeal to the Section 504 Compliance Coordinator within fifteen (15) working days after receiving the response from the immediate supervisor or building principal.

An investigation of the complaint will be completed by the Section 504 Compliance Coordinator, and an attempt will be made to resolve it. A written report will be sent to the grievant within fifteen (15) working days after receipt of the appeal.

If the issue is not resolved through the grievance process, students/parents have a right to an impartial hearing with a third party from outside of West Des Moines Community Schools (WDMCS) to resolve the issue, with opportunity for participation by the parents or guardians and representation by counsel.

Inquiries concerning WDMCS' compliance with Section 504 and its implementing regulations should be directed to the Section 504 Compliance Coordinator, which is the Director of Special Education and 504 Plans. This procedure in no way denies the right of the grievant to file formal complaints with the Iowa Civil Rights Commission, the U.S. Department of Education for Civil Rights, or the Iowa Department of Education for mediation or rectification of civil rights grievances, or to seek private counsel for complaints alleging discrimination.

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**Policy 901.02: ACCESS TO PUBLIC INFORMATION**

**Status:** ADOPTED

**Original Adopted Date:** 04/10/1989 | **Last Revised Date:** 08/14/2023 | **Last Reviewed Date:** 08/14/2023

The Board of Education recognizes the public's right of access to information not of a confidential nature. Through its public relations department, West Des Moines Community Schools (WDMCS) intends to provide public information on pertinent topics in a timely manner, in accordance with law.

Public records of the school district may be viewed by the public during the regular business hours of the administration offices of the school district. These hours are 8 a.m. to 4:30 p.m. Monday through Friday, except for holidays. Persons wishing to view the school district's public records will contact the Board Secretary and make arrangements for the viewing. The Board Secretary will make arrangements for viewing the records as soon as practicable, depending on the nature of the request.

Persons may request copies of public records by telephone or in writing, including electronically. Persons wanting copies may be assessed a fee as allowed by law for the time required for personnel to compile requested information as well as for copies of the documents. WDMCS may require pre-payment of the costs prior to compiling, copying, and/or mailing the records requested.

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**Policy 906.01: COMPLAINTS CONCERNING SCHOOL PERSONNEL**

**Status:** ADOPTED

**Original Adopted Date:** 04/10/1989 | **Last Revised Date:** 01/12/2015 | **Last Reviewed Date:** 08/12/2019

Whenever a citizen is aggrieved at the action of any employee, concerns should first be expressed directly with that employee. If the issue is not resolved, concerns should be discussed with the employee's immediate supervisor. In the event that the matter is not satisfactorily resolved among the citizen, employee, and employee's immediate supervisor, the citizen may pursue the below appeal process in the following order:

1. The complainant must file a formal, written complaint with the employee's immediate supervisor. The immediate supervisor shall provide the disposition of the complaint to the complainant in writing.
2. If the complainant feels that the complaint is not satisfactorily resolved by the immediate supervisor, the appeal process may be implemented by contacting — in order — the next supervisor(s) in the line of responsibility, as applicable, then the appropriate member of the Superintendentcy. At each of these contact points, the complainant shall file the written complaint and any prior dispositions, and the disposition of the appeal shall be provided to the complainant in writing. The issue may be resolved at any step in the appeal process.
3. The Board of Education is the final appeal body. If specific information is shared with an individual Board member, he or she may be recused from participating in an appeal hearing.

No appeal will be heard by the Board unless the concern is submitted in written form, signed by the person lodging the complaint, and submitted to the Board through the Superintendent together with all prior dispositions of the complaint. Due process rights dictate that information should not be shared with the Board until it formally convenes as a hearing or appeal body. The employee may respond to the complaint at the meeting at which the complaint is heard by the Board. Prior to the meeting at which the complaint will be heard, the Board Secretary or Superintendent shall ascertain whether the matter may be discussed in closed session in accordance with law.

The Board may refuse in its sole discretion to take action on the complaint, or the Board shall decide the matter as soon as practicable, and the Board Secretary shall communicate the Board's decision to the complainant in writing. If the Board declines to decide the matter, the disposition of the Superintendentcy shall be final.

If there is another, more specific complaint procedure relating to a matter, the complaint shall be brought under such procedure rather than pursuant to this policy.

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