



**SIoux CITY COMMUNITY SCHOOL DISTRICT
EQUAL EMPLOYMENT OPPORTUNITY/
AFFIRMATIVE ACTION PLAN
2020 - 2022**



CENTRAL ADMINISTRATION

Dr. Paul R. Gausman.....	Superintendent of Schools
Dr. Kim Buryanek.....	Associate Superintendent
Heidi Anthony.....	Director of Curriculum/Assessment/Instruction
Patty Blankenship.....	Chief Financial Officer
Dr. Brian Burnight.....	Director of Elementary Education
Brian Fahrendholz.....	Director of Operations & Maintenance
Jennifer Gomez.....	Director of Student Services and Equity Education
Mandie Mayo.....	Director of Communications
Kimberly Neal.....	Director of Learning Supports
John Pritchard.....	Director of Technology
James Vanderloo.....	Director of Secondary Education
Dr. Rita Vannatta.....	Director of Human Resources

EDUCATIONAL EQUITY COMMITTEE

Tito Parker, Chairperson
 Stephan Pearson, Vice-Chairperson
 Dr. Juline Albert, Board Representative

Stephanie Alcaraz
 Lori Gentry
 Jennifer Gomez
 Jeremy Granger
 Antonette Green
 Bernadette Hess
 Jason Jackson
 Karen Mackey
 LaShawna Moyle
 Johnny Nash
 Joseph Riker
 Amber Sackmann
 Dulce Sanchez

AFFIRMATIVE ACTION SUBCOMMITTEE

Jennifer Gomez, Director of Student Services and Equity Education
 Dr. Rita Vannatta, Director of Human Resources
 Stefanie Verros, Assistant Director of Human Resources

The Sioux City Community School District is an equal opportunity/affirmative action employer. It is an unfair or discriminatory practice for any educational institution to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, religion, age (for employment), disability, socioeconomic status (for programs), marital status (for programs), or veteran status in its educational programs and its employment practices. Inquiries or grievances may be directed to Jen Gomez, Director of Student Services & Equity Education at 627 4th Street, Sioux City, IA 51101, (712) 279-6075, gomezj2@live.siouxcityschools.com.

TABLE OF CONTENTS

I.	Administrative Statement.....	4
II.	Board Policy 103..... Non-discrimination	5
III.	Board Policy 401.3 Equal Employment, Recruitment, Selection and Affirmative Action Policy (401.3) Nondiscrimination/Affirmative Action	7
IV.	Board Policy 403.5 Workplace Bullying.....	10
V.	Board Policy 431 Employee Complaints.....	12
VI.	Board Policy 504.4 Anti-Bullying/Harassment/Hazing (Students).....	13
VII.	Designation of Responsibility for the Equal Employment Opportunity and Affirmative Action Plan	15
VIII.	Dissemination of Equal Employment Opportunity and Affirmative Action Plan.....	17
IX.	Work Force Analysis.....	18
	Table A: EEO-5 Job title, Positions and Job Groups	19
	Table B & C: EEO-5 Work Force Data Summary	20-21
	Table D: Labor Force Data	22
	Table E: Race by Ethnicity	22
	Table F: Total Population by Race and Age Group	23
	Table G: Highest Level of Educational Attainment	23
	Table H: Sioux City Community School District Students by Race	24
	Table I: Diversity within Student Population	25
X.	Quantitative Analysis	26
XI.	Qualitative Analysis.....	27

ADMINISTRATIVE STATEMENT

It is the purpose of this Affirmative Action Plan to advance, monitor, and maintain the Sioux City Community School District's Equal Employment, Recruitment, Selection and Affirmative Action Policy, 401.3 which ensures equal employment opportunities for all employees and applicants in all aspects of employment, including recruitment, hiring, retention, assignment, transfer, promotion, and training. These opportunities will be provided without regard to race, color, creed, religion, sex, age, national origin, ethnicity, marital status, sexual orientation, gender identity or veteran status.

A primary goal of the Affirmative Action Plan is to correct staffing imbalances that currently exist and to ensure that imbalances are addressed through monitoring and implementation of qualitative goals that have been established, as part of this plan.

The Educational Equity Committee and the Affirmative Action Subcommittee have reviewed, commented, and provided recommendations for revising the Plan, especially in the areas of affirmative action goals and objectives. The Educational Equity Committee, which is a diverse representation of community members and some District employees, meets on a monthly basis. A list of current committee members is listed on the inside cover of this Plan. The Affirmative Action Subcommittee membership is also listed. In addition, the Superintendent's cabinet, and other appropriate staff have submitted recommendations.

All employees will be informed annually, at the beginning of the school year, of the District's policies on nondiscrimination and equal employment opportunity/affirmative action through written format and through staff meetings with immediate supervisors. Information about the policies and Affirmative Action Plan will be shared with new hires, as part of the District's employment orientation. A copy of the plan will be made available on the District website.

The Board of Directors has designated a compliance officer. Currently, that employee is Jennifer Gomez, Director of Student Services and Equity Education. The Director can be contacted at the Equity Office, Educational Service Center, Sioux City Community School District, 627 4th Street, Sioux City, Iowa, 51101, 712-279-6075.

Dr. Paul R. Gausman
Superintendent of Schools
Sioux City Community School District

Board Policy Document

Policy Title: Discrimination and Harassment on the Basis of Race, Creed, Color, Sex, Sexual Orientation, Gender-Identity, Genetic information (for employment), National Origin, Religion, Age (for employment), Disability, Socioeconomic Status (for programs), Marital Status (for programs), or Veteran Status (for employment)

Code Number: I03

The District prohibits discrimination based on race, creed, color, sex, sexual orientation, gender-identity, genetic information (for employment), national origin, religion, age (for employment), disability, socioeconomic status, (for programs), marital status (for programs), or veteran status (for employment) in its educational programs, activities, and its employment practices.

Equal opportunity in educational programs and activities shall be provided to all students in the District. In order to monitor progress, course enrollment and other relevant data, as required by the Department and the Office of Civil Rights, shall be collected on the basis of designated categories and shall be updated annually.

Further, the District expressly prohibits any form of harassment of students or employees. Harassment or intimidation is defined as annoying, tormenting, teasing or using derogatory words or statements pertaining to or as a result of one's race, creed, color, sex, sexual orientation, gender-identity, genetic information (for employment), national origin, religion, age (for employment), disability, socioeconomic status, (for programs), marital status (for programs), or veteran status (for employment), when made by any students, employee, agent of or person under the control or supervision of the District, while on school property or engaged in or attending any school sponsored activity. Harassment may include, but is not limited to the following:

1. Submission to harassment is made directly or indirectly a term of condition of any individual's employment or education;
2. Harassment interferes with or affects an individual's academic or professional performance or creates an intimidating, hostile, offensive, abusive, employment or educational environment.

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.

No employee, agent or person under the control or supervision of the District shall tolerate discrimination or harassment of any other individual, including students, or other school personnel, who are on school property or who are engaged in or attending any school sponsored activity. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact Jen

Gomez, Director of Student Services & Equity Education, 627 4th Street, Sioux City, IA 51101, (712) 279-6975, gomezj2@live.siouxcityschools.com. Any such incidents of discrimination or harassment must be reported to an immediate supervisor or to the Director of Student Services and Equity Education.

Submission of a good faith complaint or report of discrimination or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment or work assignments. All complaints will be fully investigated and acted upon as necessary to ensure that the discrimination or harassment stops and does not recur.

The District will take any and all appropriate action, including any necessary discipline, against any employee, student, agent or any other person under the control or supervision of the District, who retaliates against any person who reports, testifies, assists, and/or participates in a proceeding, investigation or hearing relating to an incident of alleged discrimination or harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

This policy should not be read to abrogate other District policies prohibiting other forms of unlawful discrimination, inappropriate behavior and/or hate crimes within this District. It is the intent of the District that all such policies be read consistently to provide the highest level of protection from unlawful discrimination in the provision of educational and employment services opportunities.

First Adoption: May 11, 1993/March 17, 2008

Reviewed Date: May 21, 2018

Revision Adoption: February 28, 1995/September 18, 1999/November 26, 2002/March 17, 2008/October 10, 2011/ February 9, 2015/March 14, 2016/June 25, 2018

Legal Reference: 20 U.S.C. §§ 1221 et seq. 20 U.S.C. §§ 1681 et seq. 20 U.S.C. §§ 1701 et seq. 29 U.S.C. § 206 et seq. 29 U.S.C. § 621 et seq. 29 U.S.C. § 794 42 U.S.C. §§ 2000d, 2000e, and 2000ff 42 U.S.C. §§ 6101 et seq. 42 U.S.C. §§ 12101 et seq. 28 C.F.R. Pt. 35 29 C.F.R. Pt. 1600 et seq. 34 C.F.R. Pts. 100, 104, 106, 110 Iowa Code §§19B.11; 216.6, .9; 256.11; 280.3 281 I.A.C. 12, 95

Cross References: AR103(a), AR103(b), AR103(c), 401.3, 504.4, 602.9

Board Policy Document
Policy Title: Equal Employment, Recruitment, Selection and Affirmative
Action
Code Number: 401.3

Every effort shall be made to recruit the most qualified candidates for all positions within the District. The District also recognizes that diversity is an asset to be valued and will strive to encourage diversity among its workforce. The selection process may vary depending upon the position being filled (i.e. filling a food service position has different requirements than a teaching position) but must include at a minimum reference checking with prior employers (or college advisors and student teaching sponsors where no prior employment exists), in depth interviews, background checks, and appropriate documentation that the employee meets all education, certification and/or licensing requirements for the position.

I. Recruitment

The oversight of recruitment of District employees shall be the responsibility of the Superintendent, or the Director of Human Resources, as assigned. All candidates for open positions must meet all pre-employment requirements mandated by state and federal law or as deemed necessary by the Superintendent. These include, but are not limited to:

1. Proper certification, licensing and educational transcripts from an accredited college or university as may be required for certain positions.
2. Successful completion of criminal history record check, reference check, and other checks either required by law or deemed appropriate for the position by the Director of Human Resources.
3. Satisfactory completion of any other testing required by statute or regulation.

II. Selection

A. Selection of Certified Staff

The administration shall select qualified employees for certified positions, based, at a minimum, on the following criteria:

1. Knowledge of current educational theory and practice.
2. Demonstrated ability to effectively teach all children by using a variety of teaching strategies.
3. Positive recommendations from previous employers including the candidate's immediate supervisor(s).

4. Appropriate education and training for the position.
5. Experience and competence using technology and computerized educational tools.
6. High professional standards.
7. Demonstrated ability to work well with other staff and support a culture where all employees are focused on the children we educate.

B. Selection of Non-Certified Staff

The administration shall select qualified employees for non-certified positions based, at a minimum, on the following criteria:

1. Positive recommendations from previous employers, including the candidate's immediate supervisor(s).
2. Appropriate education and training for the position.
3. The ability to meet all physical requirements for the essential functions of the job.
4. High professional standards.
5. Demonstrated ability to work well with other staff and support a culture where all employees are focused on the children we educate.

C. Selection of Extra-curricular Sponsors/Coaches

As with other positions, the administration shall seek the best candidate for the position based upon a thorough process of due diligence. At a minimum, this should include a screening for the following criteria:

1. Positive recommendations from previous employers, including the candidate's immediate supervisor(s).
2. Appropriate education, certification and training for the position.
3. The ability to meet all physical requirements for the essential functions of the job.
4. High professional standards.
5. A demonstrated ability to help students develop appropriate skills for the activity, and to create a sense of involvement and team spirit.
6. Demonstrated ability to work with building staff to keep kids on track with their education and involved in the classroom.

D. Selection During an Emergency

The Superintendent will have the authority to hire personnel in an emergency until the next regularly scheduled board meeting.

III. Non-Discrimination/Affirmative Action

In furtherance of its commitment to the goals of equal employment and nondiscrimination, the District will appoint, assign, recruit, select, hire, train, promote, transfer, and apply all other terms, conditions and privileges of employment to employees without regard to race, creed, color, religion, national origin, sex, age, physical or mental disability, gender identity, sexual orientation, genetic information, or veteran status, except to the extent that such action is taken with respect to an underrepresented group pursuant to the District's affirmative action plan. In accordance with the law, the District may give preference in hiring to veterans.

All persons shall have equal access to employment, limited only by their qualifications for, and ability to perform, the duties required for the specific position (with reasonable accommodations for religion or disability, if necessary).

All job openings shall be submitted to the Iowa Department of Education for posting on Teachlowa, the online state job posting system. Additional announcements of the position may occur in a manner which the Superintendent believes will inform potential applicants about the position.

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

The District has designated Jen Gomez, Director of Student Services and Equity Education to receive any inquiries or grievances from job applicants or employees related to the District's compliance with this equal employment/affirmative action policy. The contact information for Jen Gomez, Director of Student Services and Equity Education is 627 4th Street, Sioux City, IA 51101, (712) 279-6075, gomezj2@live.siouxcityschools.com.

First Adoption:	December 20, 1983
Reviewed Date:	August 22, 2018
Revision Adoption:	January 24, 1995/January 26, 1999/January 11, 2005/March 17, 2008/ December 14, 2009/June 11, 2012/June 13, 2016/September 10, 2018
Legal Reference:	Maintain all federal references. Iowa Code §§ 19B.11; 35C; 216.6; 216.9; 281 I.A.C. 95.
Cross Reference:	Board Policy 103, 103(b)

Board Policy Document
Policy Title: Workplace Bullying
Code Number: 403.5

The purpose of this policy is to promote a healthy, positive workplace climate so that every individual is able to contribute fully to our educational community. Every person has the right to dignity at work. The rights and responsibilities described in this policy apply to all employees, parents, and all who utilize or visit District facilities.

Bullying is defined as conduct that a reasonable person would find hostile, intimidating, offensive, humiliating or an abuse of authority. It may be verbal, nonverbal, public or private. It is typically behavior repeated across multiple incidents; a single incident is usually not a violation, unless it is a serious incident. It may originate from any employee or from any individual to another. It is also bullying to continue such conduct when the targeted individual requests that it cease.

Bullying can include, but is not limited to:

1. Provocative or dehumanizing name calling
2. Belittling the person
3. Exclusion
4. Physical isolation
5. Rumors or gossip about a person which is libelous, defamatory, obscene, or maliciously false or which is meant to harm a person's reputation
6. Discounting or humiliating people at meetings
7. Deliberate exclusion from job-critical decision-making opportunities
8. Yelling at, or threatening a person, or prohibiting a person from speaking to others
9. Intentional deception about the true purpose of an investigatory or disciplinary meeting
10. Preventing an employee from meeting students' needs.
11. Moving or hiding items required for productive work

For an individual to allege a policy violation, to call it bullying according to this policy's standard, the targeted individual must be able to demonstrate that due to the alleged bullying activity that he/she has experienced negative consequences which are affecting the ability to perform his/her job. It is the intent of this policy that such issues are identified early by the targeted individual, a co-worker or colleague, and the issue is resolved at the earliest possible stage.

This policy supplements but does not replace the District's Discrimination and Harassment Policy (Board Policy 103).

Bullying must not be confused with the non-abusive exercise of management rights to assign tasks, coach, and reprimand or take disciplinary actions against employees. Any administrator, supervisor or individual in a position of leadership to whom a complaint is reported (verbally or

in writing) must take appropriate action according to internal procedures. Failure to comply may result in disciplinary action.

Freedom from retaliation is protected under this policy. Retaliation is a separate offense from the original claim of bullying. Protected individuals include complainants, or anyone who testifies, assists, or participates in any manner in an investigation or proceeding, internal or external, pertaining to the allegation of bullying.

Misuse of the policy is a violation of the policy itself.

First Adoption: March 9, 2009
Reviewed Date: December 16, 2019
Revision Adoption: February 11, 2013/July 20, 2015/January 27, 2020
Legal Reference: Iowa Code §§279.8
Cross Reference: Board Policy 103

Board Policy Document
Policy Title: Employee Complaints
Code Number: 43 I

The District encourages its employees to discuss job-related problems, concerns, or issues they have with their immediate supervisor. Supervisors should strive for an open, two-way dialogue with employees. The Employee Handbook sets out a complaint procedure for workplace concerns. For employees covered by a negotiated contract, any applicable provisions related to grievances will govern.

First Adoption: October 11, 1994
Reviewed Date: December 17, 2018
Revision Adoption: August 18, 1998/September 28, 1999/August 17, 2004/November 9, 2009
January 28, 2013/January 28, 2019
Legal Reference: Iowa Code §§ 20.7, .9; 279.8

Board Policy Document
Policy Title: Anti-Bullying/Harassment/Hazing (Students)
Code Number: 504.4

The District is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. Bullying, harassing, and hazing behavior as described below violates both state and district policy as it can seriously disrupt the ability of students to learn and succeed and the ability of school employees to maintain a safe and civil environment.

The District's policies and procedures against the bullying, harassment and hazing of students apply to incidents, including those occurring off school grounds, which have the effect of creating a hostile environment on school grounds or at school-sponsored activities.

It is therefore the policy of the District that school employees, volunteers and students in the District shall not engage in bullying, harassing or hazing of students in school, on school property, or at any school function or school sponsored activity regardless of its location and shall not engage in reprisal, retaliation or false accusation against a victim, witness, or an individual who has reliable information about such behavior.

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

"Bullying" and "Harassment" shall be construed to mean any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions:

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

"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.

"Hazing" occurs when the person intentionally or recklessly engages in any act or acts involving forced activity which endanger the physical health or safety of a student for the purpose of initiation or admission into, or affiliation with, any organization operating in connection with a District school regardless of the student's willingness to participate in the activity.

"Trait or characteristic of the student" includes but is not limited to the student's actual or perceived 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.

School employees, volunteers, parents or guardians, and students are all expected to assist with the enforcement of this policy, including but not limited to, assisting with educational and preventative measures, reporting, and investigations of bullying, harassment, or hazing.

Violation of this policy shall subject a student, employee, or volunteer to appropriate discipline or other action pursuant to District policies and administrative regulations and authorizes the District to take any other measures that the District believes to be reasonable and appropriate under the circumstances. The Superintendent shall oversee the District's policies and administrative procedures concerning prevention measures, reporting and investigation, and publication of bullying and harassment data

The District's procedures for reporting and investigating complaints of bullying, harassment, or hazing are set out in AR504.4. Questions related to this policy or the procedures in AR504.4, can be directed to Jen Gomez, Director of Student Services and Equity Education at 627 4th Street, Sioux City, IA 51101, (712) 279-6075, gomezj2@live.siouxcityschools.com.

First Adoption: July 17, 2007
 Reviewed Date: April 30, 2018
 Revision Adoption: February 28, 2011/June 11, 2012/March 14, 2016/June 11, 2018
 Legal Reference: Iowa Code §§ 216.2,.9; 280.3, .12,.28; 708.10
 281 I.A.C. 12.3(13)

DESIGNATION OF RESPONSIBILITY FOR THE EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION PLAN

The responsibility for the Equal Employment Opportunity/Affirmative Action Plan's success must include not only the Board of Directors and top-level administrators, but also all employees who have an impact on the employment or retention of personnel.

A. Board of Directors

The Board of Directors will actively support the District's Equal Employment Opportunity/Affirmative Action Plan. The Board will review the annual progress report as submitted by the Directors of Human Resources and Student Services and Equity Education.

B. Superintendent

The Superintendent shall annually review the affirmative action efforts of all administrators as submitted by the Director of Student Services and Equity Education in cooperation with the Director of Human Resources, in an annual progress report to the Board of Directors.

C. School Administrators

Administrators shall adhere to the policy and intent of the Equal Employment/Affirmative Action Plan. Principals and supervisors shall also make a good faith effort to meet realistic goals as provided by the Department of Human Resources, and outlined in the Affirmative Action Plan. A progress report will be provided periodically.

D. Director of Student Services and Equity Education

The Director of Student Services and Equity Education shall be responsible for working with the Human Resources Department to coordinate, plan and evaluate the effectiveness of the activities that have been outlined within the Equal Employment/Affirmative Action Plan.

In addition, the Director of Student Services and Equity Education will:

- Develop methods and strategies for improving the District's nondiscrimination, equal employment opportunity and affirmative action efforts.
- Prepare information for the Office of Civil Rights data collection.
- Receive, investigate and work to resolve internal complaints of alleged discrimination.
- Serve as a liaison between District departments, as well as between enforcement agencies, groups representing minorities, women, individuals with disabilities, and other community action groups.
- Plan, coordinate, and evaluate training activities related to the Equal Employment Opportunity and Affirmative Action Plan.
- Provide technical assistance to staff regarding policies, procedures and resources available to facilitate the implementation of the plan.

E. The Human Resources Department

The Director of Human Resources shall be responsible for the following:

The Human Resources Department will develop and maintain a record of hiring practices and employment data for work force composition. This will ensure that ongoing monitoring of affirmative action progress.

The Human Resources Department will ensure that all employment decisions, including the development of job descriptions and skill requirements, interviews, offers of employment and compensation commitments, assignment, training and evaluation, and employee relations are consistent with the District's personnel, nondiscrimination, equal employment opportunity and affirmative action policies.

In addition, the Director of Human Resources will work in cooperation with the Director of Student Services and Equity Education to implement the following activities:

- Disseminate internally and externally the Equal Employment Opportunity and Affirmative Action Plan.
- Develop and present training programs designed to sensitize administrators and supervisors to the issues involved in nondiscrimination, equal employment opportunity and affirmative action.
- Prepare reports to assist the Superintendent and the Board of Directors in monitoring progress and developing policy in the areas of equal employment opportunity and affirmative action.

F. Educational Equity Committee

The Educational Equity Committee is a districtwide advisory committee whose members are appointed in accordance with guidelines established by the Board of Directors for the selection of members to districtwide committees. The committee is a diverse representation of community members from key organizations that represent affected groups and District employees. Ex-officio members include one representative of the Board of Directors, the Director of Student Services and Equity Education, and the administrative secretary for the Equity Office. All meeting agendas and minutes are kept on file in the Equity Office. A list of current members is listed on the inside cover of this plan.

DISSEMINATION OF EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION PLAN

Internal Communication

- Administrators and first line supervisors will be fully informed through written communication regarding the Affirmative Action Plan.
- Educational materials and training sessions will be provided to outline the responsibilities of administrators.
- Staff meetings and new hire orientation sessions with immediate supervisors will be held annually at the beginning of the school year to review the Affirmative Action Plan.
- Information will be contained in Employee Handbook for use with new employees.
- The nondiscrimination notification statement will be included on all internal vacancy announcements.

External Communication

- A copy of the Equal Employment Opportunity/Affirmative Action policy will be posted in the Human Resources Department.
- The nondiscrimination notification statement will be included on all internal and external vacancy announcements and application for employment forms.
- The Directors of Student Services and Equity Education and Human Resources will contact, in writing or personally, organizations that serve minorities, women and individuals with disabilities to share hiring goals contained in the Equal Employment Opportunity/Affirmative Action Plan.
- The Equal Employment Opportunity/Affirmative Action Plan report will be made public via the Sioux City Community School District's Board of Directors.
- The nondiscrimination statement is included on all printed pieces for the Sioux City Community School District including all forms and newsletters.
- The Equal Employment Opportunity/Affirmative Action Plan will be posted on the District website.

WORK FORCE ANALYSIS

Iowa Administrative Code Chapter 95.5 (3)

The work force analysis identifies the composition of the District's work force according to job categories as reported to the Equal Employment Opportunity Commission (EEOC) on EEO-5 forms and EEO-6 occupational categories reported to the United States Equal Employment Opportunity Commission. This numerical breakdown of full-time and part-time employees within each major job category by racial/ethnic group and gender is a first step for determining where under representation exists and for establishing numerical goals. In an effort to maintain confidentiality, disability data may be based on total district workforce figures, rather than major job categories.

Table A matches the Sioux City Community School District positions to the EEO-5 job titles.

Table B is the Workforce Data Summary (November 2019).

Table C is the Workforce Data Summary as percentages (November 2019).

Table D shows the Labor Force Data (October 2018).

Table E shows Race by Ethnicity (U.S. Census 2010).

Table F shows total population by race and age (2019).

Table G shows Highest Level of Educational Attainment (2012-2016).

Tables H and I shows Sioux City Community School District student demographics and diversity (November 2019).

The relevant labor market is the geographic area in which the school district can reasonably be expected to recruit for a particular job group. The comparison of work force analysis figures with the availability of qualified persons of racial/ethnic groups, women, men and persons with disabilities within the relevant labor market is referred to as a quantitative analysis. Therefore, the quantitative analysis produces the information needed to determine whether under representation exists in the District work force. (Source: 2010 U.S. Census)

Table A--EEO-5 Job Titles and Sioux City School Positions

Each of the Sioux City Community Schools positions were matched with one of the standard EEO-5 job titles. The positions were also placed in one of five job groups, which correlate and are commensurate with the educational requirements and the labor market from which the perspective employee is recruited.

EEO-5#	EEO-5 Titles	SCCSD Positions
1	Officials, Administrators, Managers	Superintendent, Directors, Supervisors
2	Principals	Secondary, Elementary
3	Assistant Principal, Teaching	N.A.
4	Assistant Principals, Non-teaching	K-12
5	Elementary Classroom Teachers	K-5
6	Secondary Classroom Teachers	6-12
7	Other Classroom Teachers	Title I, Instructional Coaches
8	Guidance	K-12 Counselors
9	Psychological	
10	Librarian/Audio Visual Staff	Media Specialists
11	Consultants & Supervisors of Instruction	Head Teachers
12	Other Professional Staff	Associate and ESSP
13	Teacher Aides	Instructional Assistants/Para-professional
14	Technicians	Technicians
15	Administrative Support Workers	ESC, Building Level
16	Service Workers	Food Service Building Services Technicians
17	Skilled Crafts	Operations/Maintenance
18	Laborers and Helpers	Operations/Maintenance

**Table B--Workforce Data Summary
EEO-5 Form November 2019**

Count of EEO Race Code	Column Labels														
	Female						Female Total	Male						Male Total	Grand Total
Row Labels	Asian	Black or African American	Hispanic or Latino	American Indian or Alaskan Native	Two or more Races	White		Asian	Black or African American	Hispanic or Latino	American Indian or Alaskan Native	Two or more Races	Native Hawaiian or Pacific Islander	White	
Officials, Administrators, Managers			1			8	9							5	14
Principals			1			10	11		1					8	20
Assistant Principals, Non-teaching			1			10	11							10	21
Elementary Classroom Teachers	3	3	14	1		383	404	1	2	5				41	453
Secondary Classroom Teachers			6	2	1	274	283		2	4		1		146	436
Other Classroom Teachers						7	7							2	9
Guidance				2		21	23		1					9	33
Librarians/Audio Visual Staff			1			20	21								21
Consultants & Supervisors of Instruction		1	1			47	49							8	57
Other Professional Staff		3	1			25	29		5	3				14	51
Teachers Aids	2	6	36	2	1	204	251		2	4				20	277
Technicians						4	4							10	14
Clerical/Secretarial Staff	1	3	13		1	94	112		1	1				2	114
Service Workers			5	1		67	73		2	3	1			73	152
Skilled Crafts														20	20
Laborers, Unskilled													1	13	14
Grand Total	6	16	80	8	3	1174	1287	1	16	20	1	1	1	379	1706

Table B is the Workforce Data summary. The majority of the Sioux City Community School District workforce is white, female employees, followed by white male employees, and then Hispanic females.

Table C--Workforce Data Summary as Percentages

	Female						Female Total	Male						Male Total	Grand Total	
Row Labels	Asian	Black or African American	Hispanic or Latino	American Indian or Alaskan Native	Two or more Races	White		Asian	Black or African American	Hispanic or Latino	American Indian or Alaskan Native	Two or more Races	Native Hawaiian or Pacific Islander	White		
Officials, Administrators, Managers	0.00%	0.00%	0.06%	0.00%	0.00%	0.47%	0.53%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.29%	0.29%	0.82%
Principals	0.00%	0.00%	0.06%	0.00%	0.00%	0.59%	0.64%	0.00%	0.06%	0.00%	0.00%	0.00%	0.00%	0.47%	0.53%	1.17%
Assistant Principals, Non-teaching	0.00%	0.00%	0.06%	0.00%	0.00%	0.59%	0.64%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.59%	0.59%	1.23%
Elementary Classroom Teachers	0.18%	0.18%	0.82%	0.06%	0.00%	22.45%	23.68%	0.06%	0.12%	0.29%	0.00%	0.00%	0.00%	2.40%	2.87%	26.55%
Secondary Classroom Teachers	0.00%	0.00%	0.35%	0.12%	0.06%	16.06%	16.59%	0.00%	0.12%	0.23%	0.00%	0.06%	0.00%	8.56%	8.97%	25.56%
Other Classroom Teachers	0.00%	0.00%	0.00%	0.00%	0.00%	0.41%	0.41%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.12%	0.12%	0.53%
Guidance	0.00%	0.00%	0.00%	0.12%	0.00%	1.23%	1.35%	0.00%	0.06%	0.00%	0.00%	0.00%	0.00%	0.53%	0.59%	1.93%
Librarians/Audio Visual Staff	0.00%	0.00%	0.06%	0.00%	0.00%	1.17%	1.23%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.23%
Consultants & Supervisors of Instruction	0.00%	0.06%	0.06%	0.00%	0.00%	2.75%	2.87%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.47%	0.47%	3.34%
Other Professional Staff	0.00%	0.18%	0.06%	0.00%	0.00%	1.47%	1.70%	0.00%	0.29%	0.18%	0.00%	0.00%	0.00%	0.82%	1.29%	2.99%
Teachers Aids	0.12%	0.35%	2.11%	0.12%	0.06%	11.96%	14.71%	0.00%	0.12%	0.23%	0.00%	0.00%	0.00%	1.17%	1.52%	16.24%
Technicians	0.00%	0.00%	0.00%	0.00%	0.00%	0.23%	0.23%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.59%	0.59%	0.82%
Clerical/Secretarial Staff	0.06%	0.18%	0.76%	0.00%	0.06%	5.51%	6.57%	0.00%	0.06%	0.06%	0.00%	0.00%	0.00%	0.00%	0.12%	6.68%
Service Workers	0.00%	0.00%	0.29%	0.06%	0.00%	3.93%	4.28%	0.00%	0.12%	0.18%	0.06%	0.00%	0.00%	4.28%	4.63%	8.91%
Skilled Crafts	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.17%	1.17%	1.17%
Laborers	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.06%	0.76%	0.82%	0.82%
Grand Total	0.35%	0.94%	4.69%	0.47%	0.18%	68.82%	75.44%	0.06%	0.94%	1.17%	0.06%	0.06%	0.06%	22.22%	24.56%	100.00%

Table C is the Workforce Data Summary by percent. Seventy-five percent of the District employees are white females.

Table D--Labor Force Data

Sioux City MSA Labor Force Data		
	October 2018	October 2017
Civilian Labor Force	91,600	90,200
Employed	89,800	87,900
Unemployed	1,800	2,300
Unemployment Rate – Sioux City MSA	2.0%	2.9%
Unemployment Rate – Iowa	2.4%	3.1%
Unemployment Rate – U.S.	3.7%	4.1%
Source: Iowa Workforce Development, South Dakota Dept. of Labor & Regulation, Nebraska Dept. of Labor, Bureau of Labor Statistics		

Table D displays the Labor Force Data in the Sioux City Metropolitan Area. In 2018, the unemployment rate was 2%.

Table E—Race by Ethnicity

RACE BY ETHNICITY: Sioux City, IA-NE-SD MSA – 2010				
Race	Non-Hispanic		Hispanic	
	Number	Percent of Total Population	Number	Percent of Total Population
White	119,503	83.2	9,724	6.8
Black or African American	3,229	2.2	101	0.1
American Indian/ Alaska Native	2,923	2.0	569	0.4
Asian	3,193	2.2	40	0.0
Native Hawaiian/ Other Pacific Islander	166	0.1	8	0.0
Some other single race	10,484	0.13	10,410	7.3
Two or more races	4,079	1.26	1,487	1.0
Total	143,577	91.09	22,339	15.6
Source: U.S. Census Bureau				

Table E shows the Sioux City Metropolitan Statistical Area race by ethnicity. Eighty-three percent of the population is white.

Table F—Total Population by Race and Age Group**Total Population by Race**

	White	Black	Asian	Native American / Alaska Native	Hispanic or Latino	Other Races
Sioux City	75.2%	4.5%	3.7%	2.6%	20.9%	7.4%
Woodbury County	79.0%	3.7%	3.2%	2.2%	17.4%	6.1%
Iowa	88.0%	4.0%	2.8%	0.3%	6.4%	2.3%
United States	73.4%	12.6%	5.8%	0.8%	17.3%	3.1%

Data Source: ESRI Data, 2019

Population by Age Group

	Under 5	Under 18	18-24	25-44	45-64	65+
Sioux City	7.4%	25.3%	10.3%	26.4%	22.9%	15.1%
Woodbury County	7.1%	24.9%	9.8%	25.5%	24.0%	15.8%
Iowa	6.1%	22.1%	12.1%	24.7%	23.3%	17.8%
United States	6.0%	22.0%	9.4%	26.6%	25.6%	16.4%

Data Source: ESRI Data

Community Action Agency 2019 Community Needs Assessment

Table F indicates the total population by race and age group. In Sioux City, over 75% are white followed by 20% Hispanic. The majority in Sioux City are between 24-44 years of age.

Table G—Highest Level of Educational Attainment**Highest Level of Educational Attainment**

	Less than 9th grade	9th - 12th grade, no diploma	High school graduate and equivalency	Some college, no degree	Associate degree	Bachelor's degree	Graduate or Professional degree
Sioux City	7.2%	8.3%	32.0%	20.6%	9.1%	15.4%	7.4%
Woodbury County	6.1%	7.5%	31.6%	21.5%	9.6%	16.6%	7.4%
Iowa	3.1%	4.7%	30.1%	21.0%	11.7%	19.7%	9.8%
United States	5.6%	7.4%	27.5%	21.0%	8.2%	18.8%	11.5%

Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates

Community Action Agency 2019 Community Needs Assessment

Table G shows the Highest Level of Educational Attainment. The majority (32%) of Sioux City residents are high school graduates.

**Table H--Sioux City Community School District Students by Race
2019-2020**

SIoux CITY COMMUNITY SCHOOL DISTRICT ETHNICITY
2019-2020

	HISPANIC	Non-Hispanic						TOTAL STUDENTS
		WHITE	BLACK	ASIAN	PACIFIC ISLANDER	NATIVE AMERICAN	2+ RACES	
EAST HIGH	293	991	63	29	10	34	54	1,474
	19.9%	67.2%	4.3%	2.0%	0.7%	2.3%	3.7%	100.0%
NORTH HIGH	665	584	168	81	12	44	45	1,597
	41.6%	36.6%	10.4%	5.1%	0.8%	2.8%	2.8%	100.0%
WEST HIGH	507	523	79	41	10	61	72	1,293
	39.2%	40.4%	6.1%	3.2%	0.8%	4.7%	5.6%	100.0%
EAST MIDDLE	274	699	54	21	7	10	55	1,120
	24.5%	62.4%	4.8%	1.9%	0.6%	0.9%	4.9%	100.0%
NORTH MIDDLE	519	493	137	52	9	37	45	1,292
	40.2%	38.2%	10.6%	4.0%	0.7%	2.9%	3.5%	100.0%
WEST MIDDLE	393	379	70	27	11	35	70	985
	39.9%	38.5%	7.1%	2.7%	1.1%	3.6%	7.1%	100.0%
BRYANT	163	171	88	18	9	14	37	500
	32.6%	34.2%	17.6%	3.6%	1.8%	2.8%	7.4%	100.0%
CLARK EARLY CC	26	107	12	1	0	2	10	158
	16.5%	67.7%	7.6%	0.6%	0.0%	1.3%	6.3%	100.0%
HUNT	145	43	36	12	12	24	7	279
	52.0%	15.4%	12.9%	4.3%	4.3%	8.6%	2.5%	100.0%
IRVING	602	40	72	16	7	26	17	780
	77.2%	5.1%	9.2%	2.1%	0.9%	3.3%	2.2%	100.0%
LEEDS	179	362	47	21	10	19	43	681
	26.3%	53.2%	6.9%	3.1%	1.5%	2.8%	6.3%	100.0%
LIBERTY	349	130	85	17	24	55	70	730
	47.8%	17.8%	11.6%	2.3%	3.3%	7.5%	9.6%	100.0%
LOESS HILLS	249	231	38	13	8	25	62	626
	39.8%	36.9%	6.1%	2.1%	1.3%	4.0%	9.9%	100.0%
MORNINGSIDE	172	397	32	7	7	7	56	678
	25.4%	58.6%	4.7%	1.0%	1.0%	1.0%	8.3%	100.0%
NODLAND	19	202	3	5	0	6	11	246
	7.7%	82.1%	1.2%	2.0%	0.0%	2.4%	4.5%	100.0%
PERRY CREEK	88	353	39	16	1	5	50	552
	15.9%	63.9%	7.1%	2.9%	0.2%	0.9%	9.1%	99.1%
RIVERSIDE	64	192	7	1	3	6	26	299
	21.4%	64.2%	2.3%	0.3%	1.0%	2.0%	8.7%	100.0%
SPALDING PARK	167	324	73	3	21	15	59	662
	25.2%	48.9%	11.0%	0.5%	3.2%	2.3%	8.9%	100.0%
SUNNYSIDE	26	188	5	9	0	2	16	246
	10.6%	76.4%	2.0%	3.7%	0.0%	0.8%	6.5%	100.0%
UNITY	174	245	27	13	0	12	38	509
	34.2%	48.1%	5.3%	2.6%	0.0%	2.4%	7.5%	100.0%
PRESCHOOL*	20	39	11	2	0	2	10	84
	23.8%	46.4%	13.1%	2.4%	0.0%	2.4%	11.9%	100.0%
TOTOAL STUDENTS:	5094	6693	1144	405	161	441	853	14791
% of Total District students	HISPANIC	NON-HISPANIC						
		WHITE	BLACK	ASIAN	PACIFIC ISLANDER	NATIVE AMERICAN	2+ RACES	
	34.44%	45.25%	7.73%	2.74%	1.09%	2.98%	5.77%	100.00%
This number includes Open Enrolled In , Tuton In and Shared Time students.								
PRESCHOOL*	Preschool students with IEP only -							
TAKEN FROM BEDS NUMBERS								
TOTAL WITHOUT PRESCHOOL								
	5074	6654	1133	403	161	439	843	14707
	HISPANIC	NON-HISPANIC						
		WHITE	BLACK	ASIAN	PACIFIC ISLANDER	NATIVE AMERICAN	2+ RACES	
	34.50%	45.24%	7.70%	2.74%	1.09%	2.98%	5.73%	100.00%

Table H displays the student enrollment by race. The District is a minority majority with 53.6% minority and 46.4% white.

Table I—Diversity within Student Population

Diversity within Student Population
2019-2020

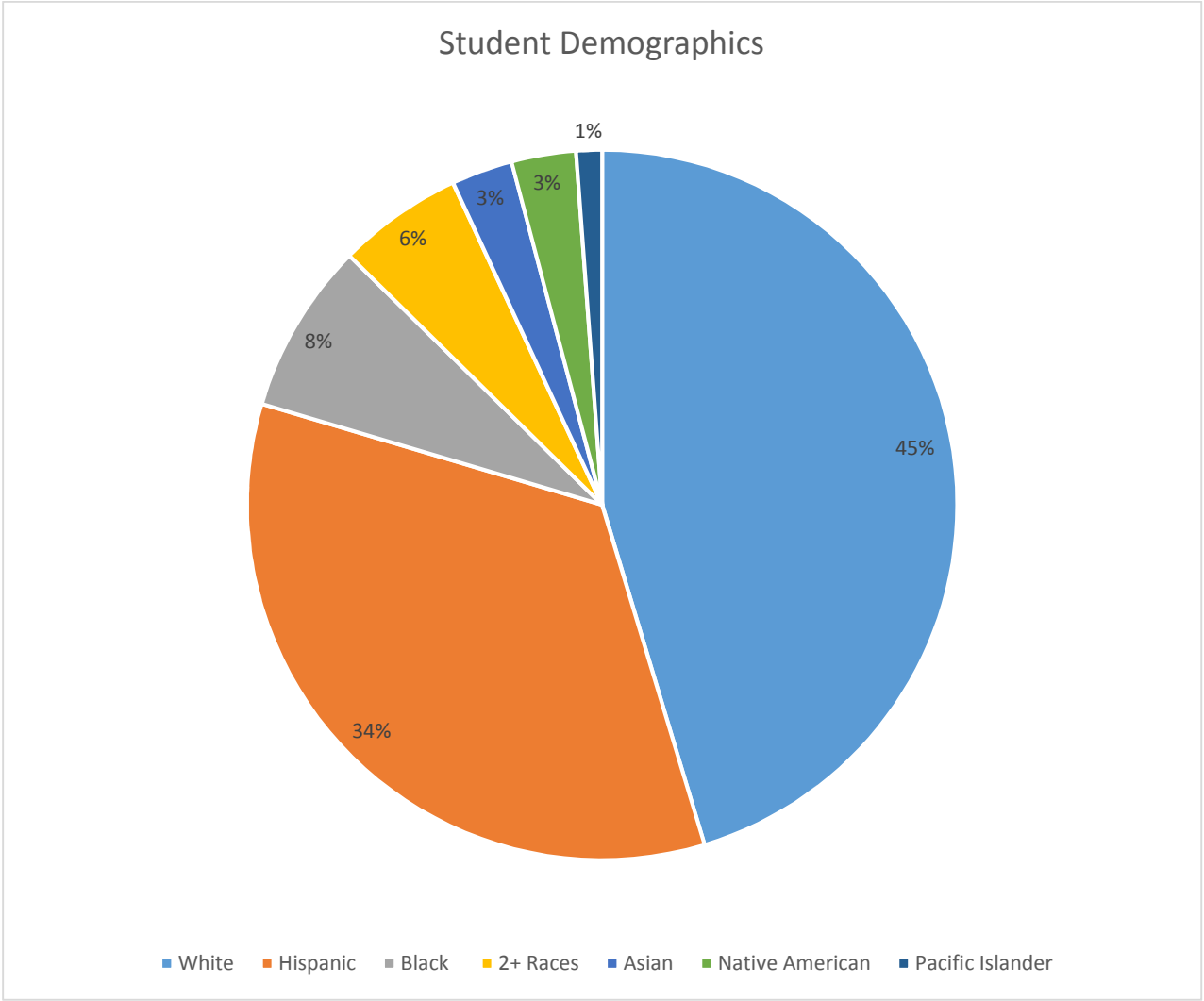


Table I displays the student demographics by race. The largest student group is white, followed by Hispanic.

QUANTITATIVE ANALYSIS

PROGRESS MADE IN REACHING GOALS

The following progress has been made after the 2016 EEO-5 report to the 2019 EEO-5 report, with respect to the assignment classifications:

- Increased the number of minority elementary classroom teachers from 25 to 29.
- Increased the number of minority administrators by one.
- Increased the number of minority guidance counselors from one to three.
- Increased the number of minority librarians by one.
- Increased the number of minority consultants by two.
- Increased the number of instructional assistants from 41 to 53.
- Increased the number of minority Other Professionals from four to 12.
- Increased the number of minority service workers from 10 to 12.
- Increased the number of minority clerical staff from 16 to 20.

QUANTITATIVE GOALS

The following quantitative goals were derived from the quantitative analysis and meetings with the Affirmative Action Subcommittee. The designated persons responsible for implementation are the Director of Student Services and Equity Education and the Director of Human Resources. The target dates are ongoing.

- There is a need to create more diversity among staff to be reflective of student population.
- There is an overall need to hire additional minority teaching staff at both the elementary and secondary levels.
- Efforts will need to occur to recruit more male elementary teachers when vacancies occur.

QUALITATIVE ANALYSIS

PROGRESS IN REACHING GOALS

The following progress has been made over the past two years:

- Providing EEO/AA information to new employees.
- Publishing the non-discrimination statement on all printed pieces for the Sioux City Community School District including all forms and newsletters.
- Supporting professional development activities related to diversity and equity.
- Providing training/assistance with the hiring process.
- Supporting multiple committees and teams devoted to diversity and equity.
- Attending career fairs in the area when determined that there is a possibility of a good ROI including minority staff.

QUALITATIVE GOALS

The following qualitative goals were derived from the qualitative analysis and meetings with the Affirmative Action Subcommittee. The designated persons responsible for implementation are the Director of Student Services and Equity Education and the Director of Human Resources. The target dates are ongoing.

- Continue to review employment, recruitment and selection policies and practices (Director of Human Resources)
- Identify vacancies by job groups as a whole, by building, and by job. (Director of Human Resources)
- Develop a system for training all persons who have responsibility for hiring or supervision of others concerning the Equal Employment Opportunity and Affirmative Action Plan. (Director of Student Services and Equity Education and Director of Human Resources)
- Encourage diverse representation on screening and interview committees. (Director of Human Resources)
- Interview minority applicants for the positions in which they are qualified based on credentials, academic training and evaluations. (Interview Teams)
- Contact area higher education institutions for the purpose of establishing cohorts of minority students who would agree to complete student teaching in the Sioux City Community School District. (Director of Human Resources)
- Advertise on TEACH Iowa website and other websites to attract diverse candidates. (Director of Human Resources)
- Attract higher number of dual language teachers. (Director of Human Resources, Directors of Elementary and Secondary Education)