



DAVENPORT
Community Schools
G R O W I N G E X C E L L E N C E

**Affirmative Action and Equal Employment Opportunity
Commission Plan
2020-2025**

**Davenport Community School District
1702 N. Main Street
Davenport, Iowa 52803**

ACKNOWLEDGEMENTS

The District is grateful to the commitment and dedication of the following cohort participants whose willingness to meet, discuss and collaborate, at the end of their workday, has made this document possible.

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We are also indebted to the guidance and support of:

Dr. Robert Kobylski	Superintendent, Davenport Community School District
Rob Scott	Associate Superintendent, Davenport Community School District
Bill Schneden	Associate Superintendent, Davenport Community School District

Non-Discrimination Continual Notice

It is the policy of the Davenport Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and it's 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: Mr. Jabari Woods, Associate Director of Equity woods@davenportschools.org (563-336-7496) or Dr. Erica Goldstone, Director of Human Resources & Equity goldstone@davenportschools.org (563-336-7484), 1702 N. Main Street, Davenport, Iowa 52803.

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SECTION I: STATEMENTS AND RESOLUTIONS

Administrative Statement

The Davenport Community School District has a long celebrated history of diversity in our school community and in our school District. Our rich culture and diversity (racially, ethnically, linguistically, and economically) enrich the educational experiences as we prepare students to thrive in an ever-changing diverse world.

Davenport Community School District (DCSD) reaffirms its commitment to provide equal opportunities to prospective candidates and employees without regards to age, race, creed, color, sex, sexual orientation, gender identity, national origin, ancestry, religion, disability, actual or perceived parental, family, economic or marital status, or any other status protected by relevant law. Annually the District publishes a Non-Discrimination statement in the local newspaper to remind the community, parents and students of our commitment to equality for all. Equal employment opportunity applies to all individuals seeking employment at DCSD.

The Davenport Community School District offers career and technical programs for our students in the following service areas:

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

These programs are offered and open to all students regardless of age, race, creed, color, sex, sexual orientation, gender identity, national origin, ancestry, religion, disability, actual or perceived parental, family or marital status, economic or any other status protected by relevant law.

District-sponsored activities are offered to all without regard to age, race, creed, color, sex, sexual orientation, gender identity, national origin, ancestry, religion, disability, actual or perceived parental, family, economic or marital status or any other status protected by relevant law. The District continues striving to remove financial restraints that might hinder some students from participating in District sponsored activities.

The Director of Human Resources and Equity oversees and works to ensure programs and trainings promote and support diversity. The Director of Human Resources & Equity works with community groups, teachers, the District's curriculum department and others to create, develop and implement multicultural, gender-fair educational opportunities that are embedded in Culturally, Linguistically Pedagogy Responsive (CLRP) teaching strategies. The Equity cohort chooses topics to research, study and make recommendations to enhance the educational opportunities while improving the teaching/learning environment for all DCSD students.

DCSD will continue to recruit, hire and promote without regard to age, race, creed, color, sex, sexual orientation, gender identity, national origin, ancestry, religion, disability, actual or perceived parental, family or marital status or any other status protected by relevant law. Placement decisions will be based on applicant qualifications. Compensation and benefits will be administered without regard to age, race, creed, color, sex, sexual orientation, gender identity, national origin, ancestry, religion, disability actual or potential parental, family or marital status or any other status protected by relevant law. DCSD will not discriminate against any individual because of physical or mental handicap or because of disabled veteran status.

Throughout the many challenges and opportunities Davenport Community Schools are presented with, one thing remains constant; we will not be OK – we are going to be GREAT! The District is committed to “Growing Excellence” through equal opportunities for everyone.

Dr. Robert Kobylski, Superintendent

Mission Statement

Enhance each student's abilities by providing a quality education enriched by our diverse community.

Vision Statement

Education that challenges conventional thinking, prepares all students to compete in a global society, and inspires our students, parents, staff, and community to answer the question, "What if?"

Non-discrimination Statement

The Davenport Community School District (DCSD) provides equal education and employment opportunities and will not illegally discriminate on the basis of race, creed, color, sexual orientation, gender identity, national origin, sex, disability, religion, age, ancestry, or actual or potential parental, familial, or marital status. DCSD will take affirmative action in recruitment, appointment, assignment, and advancement of women and men, members of diverse racial/ethnic groups, and persons with disabilities for job categories in which any of these groups of people are underrepresented.

Inquiries related to this policy may be directed to Dr. Erica Goldstone, Director of Human Resources & Equity, 1702 North Main Street, Davenport, IA 52803 or by phone 563-336-7487. Inquiries may also be directed to the Iowa Civil Rights Commission, the Region VII Office of the United States Equal Employment Opportunities Commission or the Region VII Office of Civil Rights, United States Department of Education.

Public Notice from the Quad City Times: August 13, 2019

It is the policy of the Davenport Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the district's Equity Coordinator, Mr. Jabari Woods, Associate Director of Equity (563-336-7496), woods@dapenschools.org, 1702 N. Main Street, Davenport, Iowa 52803 or Dr. Erica Goldstone, Director of Human Resources & Equity (563-336-7487) goldstone@dapenschools.org, 1702 N. Main Street, Davenport, Iowa 52803.

The Davenport Community School District offers career and technical programs in the following service areas:

- Arts, Communication, and Information Systems
- Business Finance, Marketing, and Management
- Human Services

DESIGNATION OF ADMINISTRATOR RESPONSIBILITY

- **Superintendent:**
 - The Superintendent maintains overall responsibility of the implementation of this plan and will:
 - inform the Board of Education and the district administration of any changes in the scope and objectives of the Affirmative Action Plan of the district, and
 - assure provisions are in the budget for implementation of the district's Affirmative Action Plan.

- **District Administrators:**
 - District Administrators will ensure that:
 - the spirit and intent of Administration Code 95 containing the provisions of Equal Employment Opportunity and Affirmative Action in Educational Agencies is carried out,
 - employees are not discriminated against in any aspect or condition of employment, and
 - Equal Employment Opportunity and Affirmative Action standards are not included in the performance evaluations of those directly supervised.

- **Director of Human Resources & Equity**
 - The Director of Human Resources has the following responsibilities:
 - develop, implement, and monitor the district's Affirmative Action Plan and EEOC policies,
 - measure and monitor effectiveness of the district's Equal Employment/Affirmative Action plan
 - identify problem areas and measure for corrective action,
 - establish specific goals and objectives,
 - work with the Equity Committee, and
 - publicize and communicate the contents of the Affirmative Action Plan, both internally and externally.

- **Associate Director of Equity**
 - The Associate Director of Equity has the following responsibilities:
 - investigate discriminatory complaints formally and informally - attempting resolution when possible,
 - establish and work with an Equity Committee composed of employees and district patrons who are representative for both non-protected and protected classes, and who have a high level of commitment to affirmative action,
 - monitor and provide feedback to the district regarding affirmative action and equity program efforts,

- review policies of the district that pertain to or have an impact upon equity efforts and making recommendations for change,
- assess district professional development needs in the areas of multicultural gender-fair education, equal opportunity, affirmative actions and human relations
- plan for, provide, and monitor district professional development in the areas of multicultural gender fair education, equal opportunity, affirmative actions and human relations, and make recommendations within the district that provide information about, and commitment to multicultural gender-fair education, equal employment opportunity, and Affirmative Action.

STRATEGIC FOCUS AREAS AND OBJECTIVES

People

- Enhance and clarify hiring protocol to ensure awareness and consistency between buildings.
- Align staff with talent and workforce needs (striving to make placements based on strengths---the right person in the right position.)
- Optimize our workforce through professional learning with clear expectations.
- Always striving to improve the organizational health of the District expectations, skill attainment, perfecting and deepening practice and understanding.

For additional information: Employment Policies and Practices – Employment and personnel policies, practices, and materials are to be free of stereotyping and bias on the basis of sex, race, national origin, disability, sexual orientation, gender identification, and age. Notification of the district's policy on non-discrimination is to be given to all potential employees. [Board Policy 401.01](#) Equal Employment Opportunity/Affirmative Action Plan – As of July 1, 1990, districts must have a Board adopted Equal Employment Opportunity/Affirmative Action Plan. [Board Policy 401.02](#).

Achievement

- Increase the percentage of students proficient in math, literacy and science, particularly students of color, low socioeconomic status, as examples.
- Accelerate the learning for all students while narrowing the achievement gap by 8% for all subgroups by 2025.
- Create schools that are responsive to the personal, emotional and academic achievement as students are prepared for academic achievement beyond high school whether it is in a work, technical or college environment.

For additional information and CSIP goals: Equity in the School Improvement Process – Chapter 12 of Iowa Administrative Code requires districts to have a board adopted [Comprehensive School Improvement Plan \(CSIP\)](#) that incorporates multi-cultural, gender-fair goals. Curriculum and Multicultural, Gender-Fair Education – Iowa school standards for accreditation require districts to have a policy and plan for [developing](#), [implementing](#), and [evaluating](#) its total curriculum. Each area must have the following components: [standards](#) for what students should know, be like, and be able to do; [benchmarks](#) for determining if the standards are being met; recommended instructional materials; and multiple forms of assessment. [Board Policy 605.10](#).

Community

- Communicate with the community whether it is the State of the District, focus on achievement or ways inappropriate behavior are resolved.
- Work with community partners to share the Davenport story helping the community understand the individual achievement of students but the collective achievement of the District.

District

- Empower parents to understand the success of every student is dependent upon the collaborative relationship as the foundation for growth and achievement between the school and home.

Environment

- Provide a physical environment that fosters safety.
- Provide opportunities for students to explore/develop their talents in athletic and extra-curricular activities including art, band and music as examples.
- With intentionality, plan for future facility needs and capital expenditures that accompany those needs.
- Fiscal responsibility is the linchpin to stability, growth, achievement and success.

***For additional information:** Athletics – Under Title IX, all physical education classes are to be integrated and the curriculum offerings are to be the same for both males and females. Both state and federal laws require equitable opportunity to participate in interscholastic athletics. This requires an equal number of options for both males and females in athletic competition at the junior and senior high school level. Extra-Curricular Activities – Students involved in extracurricular activities tend to achieve at higher levels than students who do not. For this reason alone, it is important to examine sub-group participation in these activities. Integration of students on the basis of sex, race, national origin, and disability in extracurricular activities is a good indicator that a school district has achieved an inclusive culture. [Board Policy 602.14](#).*

COMMUNICATION OF AFFIRMATIVE ACTION AND EQUAL EMPLOYMENT OPPORTUNITY PLAN

The Davenport Community School District is committed to providing equal employment opportunities for all. This commitment is outlined in the District Affirmative Action and Equal Employment Opportunity Plan. The District will communicate the plan to both internal and external groups in the following ways:

- **Internal Communication**

- The Superintendent and the Director of Equity and Student Services will communicate in writing the goals of the Affirmative Action and Equal Employment Opportunity Plan on a yearly basis.
- The Director of Human Resources will review the District "Hiring Process" with all persons in charge of hiring on a yearly basis.
- Materials and in-service training will be provided to hiring managers yearly.
 - All employees will be informed of the District's policy on affirmative action and equal employment opportunity through yearly inservice training by the Director of Equity and Student Services and through the District website.
 - District personnel will meet with employee bargaining organization officials during labor management meetings to inform them of the District's Affirmative Action and Equal Employment Opportunity Plan.

- **External Communication**

- A copy of the Board Employment Policy will be posted in each District building website.
- A full copy of the Affirmative Action and Equal Employment Opportunity Plan shall be placed on the District's website and can be made available upon request.
- Upon request, the Director of Human Resource & Equity (Dr. Erica Goldstone; goldstonee@davenportschools.org-563-336-7487) and/or the Associate Director of Equity (Jabari Woods; woods@j@davenportschools.org-563-336-7496) will be available to share the Affirmative Action and Equal Employment Opportunity Plan with organizations that serve minorities, women, the disabled and veterans.

SECTION II: POLICIES AND REGULATIONS

DAVENPORT COMMUNITY SCHOOL DISTRICT AFFIRMATIVE ACTION PLAN

INTRODUCTION

This document reflects the commitment of the Davenport Community School District (DCSD) in the completion of this Affirmative Action Plan. This plan is a comprehensive, goal-oriented human resource program developed specifically to address the need for equity in all areas of employment practices for employees and prospective applicants.

Department of Education rules and regulations, State and Federal legislation, and Executive Orders mandate the District conduct its employment program in a nondiscriminatory manner. The purpose of the Affirmative Action Plan is to ensure that equal opportunity is provided for all individuals in all aspects of employment within the District. This would include, but not be limited to, all personnel practices and procedures in regard to compensation, benefits, recruitment, opportunity, assignment, and promotion.

It is the policy of DCSD to provide equal employment opportunities and to not discriminate on the basis of age, race, creed, color, sex, sexual orientation, gender identity, national origin, ancestry, religion, disability, actual or potential parental, family or marital status, or any other status protected by relevant law in its employment and personnel policies, procedures, and practices.

The effective date of the Affirmative Action Plan is January 1, 2020 through December 31, 2025. Sections of this plan may be revised and/or updated annually to reflect any changes in policy or procedure.

OVERVIEW

Equal Employment Opportunity Commission (EEOC) is the right of all people and the responsibility of all employers in the United States. Most employees and applicants are protected by Federal and State laws and Executive Orders from discrimination on the basis of age, race, creed, color, sex, sexual orientation, gender identity, national origin, ancestry, religion, disability, actual or potential parental, family or marital status, or any other status protected by relevant law. Federal laws and other requirements which prohibit employment discrimination include the Civil Rights Act of 1866, the Equal Pay Act of 1963, the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, the

Rehabilitation Act of 1973, the Vietnam Era Veterans Readjustment Act, Executive Order 11246, and the American with Disabilities Act of 1990.

- **Equal Employment Opportunity** *is* equal consideration for a job, applicable to all citizens, and essential for fair employment practices and is required by state and federal law. Equal Employment Opportunity *is not* a guarantee of a job, applicable to minorities and females only, nor a social program.
- **Affirmative Action** *is* designed to correct statistical disparities aimed at achieving equal employment opportunity and a tool to reach the goal of fair employment. Affirmative Action *is not* required by law, a piece of paper only, so-called "reverse discrimination", nor a quota system.
- **Administrative Statement** signed and dated by the chief administrative officer which provides staff with the rationale for the plan, the responsibilities of the staff for its implementation, and the internal system for monitoring the implementation of the plan.
- **Definition of Equal Employment Opportunity:** Equal access to employment, training, advancement, and employment benefits is achieved with regard to one's race, creed, color, religion, sex, age, national origin, economic status sexual orientation, gender identity, or disability.
- **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.

901.03 BY-LAWS OF THE BOARD: Powers and Responsibilities

As the governing board of the school district, and acting on behalf of the people of the district, the board has three duties to perform: a legislative duty, an executive duty and an evaluative duty. It is the responsibility of the board to enact policy for its own governance, for employees, for students, and for district facilities.

Enacted board policy has the force and effect of law for the management and operation of the school district.

It is the responsibility of the board, under the board's executive duty, to select its chief executive officer, the superintendent, to operate the district on the board's behalf. The board delegates to the superintendent its authority to carry out board policy, to formulate and carry out rules and regulations and to handle the administrative details in a manner which supports, and is consistent with, board policy.

It is the responsibility of the board to review the education program's performance under its evaluative duty. The board regularly reviews the education program and ancillary services. The review includes a careful study and examination of the facts, conditions and circumstances surrounding the amount of funds received or expended and the education program's ability to achieve the board's educational philosophy and goals for the district.

The board is also empowered to enforce its policies. The board may, through its quasi-judicial power, conduct hearings and rule on issues and disputes confronting the school district.

The board has these powers and all other powers expressly granted to it in federal and state law as well as the powers that can be reasonably implied from the expressed powers

Legal References: Code of Iowa Chapter 279, Iowa Constitution - Article IX

By action of the Board 12/13/76, 7/11/83; Revised 5/27/97; Revised 1/14/02; Revised 12/14/09

Edited 01/02, 12/09; Reviewed 3/23/15

401.01 PERSONNEL–GENERAL:

Board policy on Non-discrimination and Affirmative Action:

Employment Equity and Non-Discrimination

It is the policy of the Davenport Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices.

There is a grievance procedure for processing complaints of **discrimination**. If you have questions or a grievance related to this policy please contact the District's Director of Human Resources: Dr. Erica Goldstone, Director of Human Resources & Equity (563-336-7487); goldstonee@davenportschools.org), or Equity Coordinator, Jabari Woods, (woods@j@davenportschools.org) Associate Director of Equity (563-336-7496) at 1702 N. Main Street, Davenport, Iowa 52803.

The District will strive to provide a fair and supportive environment for all employees regardless of their age, race, creed, color, sex, sexual orientation, gender identity, national origin, ancestry, religion, disability, actual or potential parental, family or marital status, or any other status protected by relevant law

Persons filing an application with the District shall be given consideration for employment if the application is completed accurately/truthfully and they meet or exceed the qualifications set by the Board, administration, and the Iowa Department of Education for the position for which they apply. Once hired, employees must meet and maintain the competencies set for the positions. In employing personnel, the Board shall consider the qualifications, credentials, and records of the applicants without regard to age, race, creed, color, sex, sexual orientation, gender identity, national origin, ancestry, religion, disability, actual or potential parental, family or marital status, or any other status protected by relevant law. In keeping with the law, the Board shall also consider the veteran status of applicants.

The procedure for filing a **discrimination** complaint is outlined in [Board Policy 103.02](#). Inquiries or grievances related to **discrimination** may be directed to Director of Human Resources & Equity (Dr. Erica Goldstone, goldstonee@davenportschools.org) located at 1702 Main Street; Davenport, Iowa 52803; phone 563/336-7487 or Associate Director of Equity (Jabari Woods, woods@j@davenportschools.org) located at 1702 Main Street, Davenport, Iowa 52803; phone 563/336-7496; to the Director of the Iowa Civil Rights Commission, 211 East Maple Street, 2nd Floor, Des Moines 50319; or the Kansas City Office for Civil Rights, U.S. Department of Education, Office for Civil Rights, 8930 Ward Parkway, Suite 2037, Kansas City, Missouri 64114; Phone number 816.268.0550; FAX 816.823.1404. Telecommunication Device for the Deaf is 800.437.0833. The E-mail address is OCR.KansasCity@ed.gov; Website is <http://www.ed.gov/ocr>. Inquires may also be directed to the Director, Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319.

- Cross References to other policies: [Board Policy 401.02](#) Affirmative Action Statement; [103.02](#) Complaints Against School Personnel Contract Service Providers
- Legal References: Title IX of the Educational Amendments of 1972; Iowa Code 216.9; Davenport Municipal code 2.58.100 Unfair practices–Employment–Exceptions
- By action of the Board: 2/10/75, 12/8/75, 12/8/75, 1/12/76, 10/11/76, 4/11/83, 7/9/87, Revised 1/13/92, 11/8/93; Revised 10/27/97; Revised 7/14/03; Revised 5/09/05; Revised 9/29/08
- Edited 9/08; Revised 11/12/13; Revised 5/14/18

401.42 PERSONNEL – GENERAL:

Anti-Harassment Policy: Employees

It is the policy of the Davenport Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (from employment) marital status, (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs, and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district's Equity Coordinator: Mr. Jabari Woods, Associate Director of Equity (563-336-7496) or Dr. Erica Goldstone, Director of Human Resources & Equity (563-336-7487), 1702 Main Street, Davenport, Iowa 52803.

Policy of Nondiscrimination. The Davenport Community School District is an equal-opportunity employer and does not discriminate against applicants for employment or employees because of their age, race, creed, color, sex, sexual orientation, gender identity, national origin, religion, disability, or any other trait or characteristic protected by law.

Harassment Prohibited. Harassment of employees is against federal and state law and against District policy. The District prohibits harassment of employees based on the employee's age, race, creed, color, sex, sexual orientation, gender identity, national origin, religion, disability, or any other trait or characteristic protected by law.

This policy applies to harassment of employees by students, employees, parents/guardians, or volunteers. This policy also governs vendors or any others having business or contact with District employees.

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

Harassment Defined. When looking at the totality of the circumstances, harassment means any electronic, written, or verbal communication or physical act or conduct toward an employee that is based on the employee's protected status as noted above that creates an objectively hostile school environment. An objectively hostile school environment may be created if the communication, act or conduct:

- Has the purpose or effect of creating an intimidating, hostile, or offensive work environment;
- Has the purpose or effect of unreasonably interfering with an employee's work performance; or
- Otherwise adversely impacts an employee's employment opportunities.

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

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

- Repeated remarks of a demeaning nature;
- Demeaning jokes, stories, or activities directed at the employee;
- Unreasonable interference with an employee's performance;
- Name-calling, derogatory slurs, or wearing or possessing items depicting or implying hatred or prejudice of one of the protected classes noted above;
- Requiring explicitly or implicitly that an employee submit to **harassment** as a term or condition of employment; or
- Requiring submission to or rejection of such conduct as a basis for decisions affecting the employee.

Racial Harassment Defined. By way of example of how the above applies to a specific protected trait, the District provides the following guidance regarding prohibited **harassment** based on race.

Racial **harassment** consists of physical or verbal conduct toward an employee that is based on that employee's race that creates an objectively hostile working environment. An objectively hostile working environment may be created if the communication, act or conduct:

- Has the purpose or effect of creating an intimidating, hostile, or offensive work environment;
- Has the purpose or effect of unreasonably interfering with an employee's work performance; or
- Otherwise adversely impacts an employee's employment opportunities.

Examples of conduct that may constitute **harassment** based on race include: graffiti containing racially offensive language; name-calling, jokes or rumors based on race; threatening or intimidating conduct directed at another because of the other's race; notes or cartoons; racial slurs, negative stereotypes and hostile acts based on another's race; written or graphic material containing racial comments or stereotypes that are posted or circulated and are aimed at degrading individuals based on race; a physical act or aggression or assault on another because of, or in a manner reasonably related to, race; and other kinds of aggressive conduct such as theft or damage to property that is motivated by race. This conduct may also constitute **harassment** when based on any other protected status noted above.

Sexual Harassment Defined. It is a violation of this policy for any person to harass an employee through conduct or communications of a sexual nature. Sexual **harassment** consists of unwelcome sexual advances, requests for sexual acts or favors, or other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made either implicitly or explicitly a term or condition of an individual's employment;
- Submission to or rejection of the conduct is used as the basis for employment decisions affecting an individual (i.e., promotion, demotion or transfer); or
- The conduct has the purpose or effect of substantially interfering with an employee's work performance by creating an intimidating, hostile, or offensive working environment.

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

- Requests or pressure for sexual activity;
- Unwelcome touching; or

- Other verbal or physical conduct of a sexual nature, such as inappropriate jokes or pictures, teasing related to sexual characteristics, unwanted discussions of sexual activities, or repeated remarks to a person with sexual or demeaning implications.

Reporting Instances of Harassment, including Sexual Harassment. Employees who believe they are being harassed by other employees, students, parents/guardians, or volunteers or who have witnessed **harassment**, are strongly encouraged to report the conduct immediately to their Immediate Supervisor, the Building Principal, Assistant Building Principal, or the Human Resources Director.

Upon receipt of a report or complaint alleging **harassment**, the Immediate Supervisor, Building Principal or Assistant Building Principal shall immediately notify the Human Resources & Equity Director, Dr. Erica Goldstone (563-336-7487); goldstonee@davenportschools.org located at 1702 N. Main Street, Davenport, Iowa 52803 or the Associate Director of Equity Jabari Woods (563-336-7496). woods@j@davenportschools.org located at 1702 Main Street; Davenport, Iowa 52803.

The complainant may be required to complete a written form (**COMPLAINT FORM**) and to turn over copies of evidence of **harassment** including but not limited to letters, emails, and pictures. The complainant and the accused's confidentiality will be respected to the extent possible but confidentiality cannot be guaranteed given the necessity of the District to investigate the allegations of misconduct and to take corrective action when the alleged conduct has occurred.

Investigation. The Human Resources Director or his or her designee will investigate any and all complaints of **harassment**. The investigation of the complaint will be undertaken promptly. Both the complainant and the accused will be given an opportunity to provide a statement. The investigator will also interview others who may have knowledge of the alleged incident or the circumstances giving rise to the complaint and evaluate any information or documents relevant to the complaint. This information may include emails, texts, videotapes, or any other physical evidence.

District employees, students, parents/guardians, and volunteers shall fully and fairly cooperate in the investigation. The District will take action to stop the **harassment**, remedy the **harassment**, prevent recurrence, and take immediate interim measures to protect the complainant, if necessary.

Individuals who knowingly file false **harassment** complaints and any person who gives false statements in an investigation shall be subject to discipline by appropriate measures, up to and including termination.

Unless extenuating circumstances prevent otherwise, the investigation shall be completed no later than ten (10) school days from the receipt of the complaint. The Director of Human Resources or his or her designee shall draft a written report upon completion of the investigation. The report shall include a determination of whether the allegation has been substantiated as factual and whether there is a violation of this policy.

The investigator will consider the totality of circumstances presented in determining whether conduct objectively constitutes **harassment**. In regard to complaints regarding a hostile environment, the investigator will determine if the alleged **harassment** is so severe, pervasive or persistent that it creates an abusive environment, when looked at both objectively (meaning that a "reasonable person" would find the environment hostile) and subjectively (meaning the affected individual felt the environment was hostile). The investigator will examine the context, nature, scope, frequency, duration, history, and location of incidents, as well as the identity, number, and relationships of the persons involved.

A summary of the report, including a finding that the complaint was founded, unfounded, or inconclusive will be forwarded to the complainant and to the accused.

The Human Resources Director shall be responsible for maintaining the written reports for at least five (5) years.

If the complaint involves the Human Resources Director the investigation and report will be completed by the Equity Director

Corrective Action. Acts of **harassment** may be grounds for discipline. Upon receipt of the report of the Human Resources Director or designee that a violation has occurred, the District will take prompt, appropriate formal or informal action to address, and where appropriate, remediate the violation. Discipline may include suspension, expulsion or exclusion of a student, termination of an employee, and exclusion of a parent/guardian or volunteer from District activities or school premises. In addition, the District may take action other than discipline to halt **harassment** including counseling, training, teacher-parent conferences, transfer, remediation, or other appropriate corrective action.

No Retaliation. No person shall retaliate against any person because the person has filed a **harassment** complaint, assisted or participated in an investigation, or opposed conduct that violates this policy. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to and including termination of employment. Any school volunteer or parent/guardian found to have retaliated in violation of this policy shall be subject to measures up to and including exclusion from school grounds.

Notification. The District will annually publish this policy. Publication may occur by inclusion in handbooks, including those for students, employees, and volunteers; inclusion in registration materials; and/or inclusion on the school or District's website. A copy of this policy is available at the central administrative office at 1702 Main Street, Davenport, Iowa 52803.

- Cross Reference: Board Policy [401.42 Harassment](#); Personnel; [401.46 Student Abuse by Employees \(includes reference to level I ; II\)](#); Administrative Regulation 504.10A, 504.10B, 504.10C
- Legal References: 20 U.S.C. §§ 1221-1234i (2004); 29 U.S.C. § 794 (1994); 42 U.S.C. §§ 2000d-2000d-7 (2004); 42 U.S.C. §§ 12001 *et seq.* (2004); Senate File 61, 1st Regular Session, 82nd General Assembly (2007); Iowa Code §§ 280.12; 280.28; 216.9; 280.3; 216.9 (2007); 281 I.A.C. 12.3(6).
- Adopted by the Board: Adoption 10/10/05; Revised 10/08/07; Revised 09/29/08
- Edited: 09/08; Revised 5/14/12
- Revised 5/14/18

The Director of Human Resources & Equity (Dr. Erica Goldstone, goldstonee@davenportschools.org, located at 1702 N. Main Street, Davenport, Iowa 52803, phone 563/336-7487 or Associate Director of Equity Jabari Woods, woodsji@davenportschools.org, located at 1702 N. Main Street, Davenport, Iowa 52803; phone 563/336-7486 will conduct the assessment and evaluate the effectiveness of the District's anti-bullying/anti-harassment efforts.

SECTION III: QUANTITATIVE ANALYSIS

CITY AND DISTRICT DEMOGRAPHICS

Davenport is the county seat of Scott County in Iowa and is located along the Mississippi River on the eastern border of the state. Geographically defined by the path of the Mississippi River, the only place where the Mississippi runs from east to west, residents like to say that the sun always shines on their city. Davenport offers some of the nation's best schools, friendliest neighborhoods, highest quality public services and a distinguished reputation for the arts, entertainment and especially music. It is the largest of the Quad Cities, a metropolitan area with a population estimate of 382,630 and a CSA population of 474,226. Davenport is frequently described as a "vibrant and progressive community that has been declared "The Most Livable Small City in America." Davenport, "Where the Mississippi Celebrates", is a great place to live, work, play, raise a family and visit.

Davenport was founded on May 14, 1836 by Antoine Le Claire and was named for his friend George Davenport, a former English sailor who served in the U.S. Army during the War of 1812, served as a supplier Fort Armstrong, worked as a fur trader with the American Fur Company, and was appointed a quartermaster with the rank of colonel during the Black Hawk War. According to the 2010 census, the city had a population of 99,685 (making it Iowa's third-largest city). The city appealed this figure, arguing that the Census Bureau missed a section of residents, and that its total population was more than 100,000. The Census Bureau estimated Davenport's 2018 population to be 102,085. (Wikipedia 2019)

Our District strives to reflect our community demographics whether it is certified or classified staff. A review of the data guides us in our decision making process while identifying specific classifications we need to actively strive to increase our diversity.

Our recruitment strategies for certified staff have typically stayed in the State of Iowa. Failing to see large numbers of students of color graduating with a bachelors in education has caused us to look beyond Iowa. We made strong connections with Chicago State University, Tennessee State University and Fisk University. While our commitment has not waned, two issues loom large. a.) It has proven to be an obstacle to convince prospective candidates of color to move to Iowa and, b.) the licensing requirements in Iowa result in out of state students having to take additional classes and pass the Praxis test. Those obstacles are realities yet we still pursue the goal of diversifying our teaching staff.

CITY DATA FOR DAVENPORT

Davenport, Iowa offers many opportunities to participate on the Mississippi River front whether it is to watch a semi-pro baseball game, the annual POPS Concert in the fall or to enjoy a number of summertime activities, such as the BIX festival, on the riverfront. Demographic information about Davenport is displayed in the following graphs.

Population estimates, July 1, 2019, (V2019)	102,085
Population estimates base, April 1, 2010, (V2019)	99,693
Population, percent change - April 1, 2010 (estimates base) to July 1, 2019, (V2019)	2.4%
Population, Census, April 1, 2010	99,685

CITY DATA FOR DAVENPORT

Age and Sex

Under 5 Years	6.92%
5 To 17	16.56%
18 To 24	10.15%
25 To 34	15.34%
35 To 54	24.50%
55 To 64	14.18%

CITY DATA FOR DAVENPORT

Racial Diversity

White alone	74.3%
Black or African American alone	11.0%
American Indian and Alaska Native alone	0.4%
Asian alone	2.6%
Native Hawaiian and Other Pacific Islander alone	0.0%
Two or More Races	3.2%
Hispanic or Latino	8.5%

CITY DATA FOR DAVENPORT

Foreign Born Davenport Residents: 4.0%

Languages Spoken (Top 20)

Languages	Percentage
English	93.1
Spanish	4.0
Vietnamese	1.0
German/Yiddish	0.2
Native American languages	0.2
Polish	0.1
African languages	0.1
Chinese	0.1
Other Asian languages	0.1
Serbo-Croatian	0.1
Slavic languages	0.1
Tagalog	0.1
Korean	0.1
Scandinavian languages	0.1
Arabic	0.1
Urdu	0.1
Japanese	0.1
West Germanic languages	0.0

CITY DATA FOR DAVENPORT

Education

High school graduate or higher, percent of persons age 25 years+, 2014-2018 90.7%

Bachelor's degree or higher, percent of persons age 25 years+, 2014-2018 26.2%

Income & Poverty

Median household income (in 2018 dollars), 2014-2018 \$50,001

Per capita income in the past 12 months (in 2018 dollars), 2014-2018 \$27,328

Persons in poverty, percent 16%

DAVENPORT COMMUNITY SCHOOL DISTRICT

QUICK REFERENCE

Davenport Community School District is described as “a public school district in Scott County, Iowa. The school district covers 109 square miles that includes the city of Davenport, where it is based, and the western Scott County communities of Blue Grass, Buffalo and Walcott.” Davenport Community School District has the distinction of encompassing rural and urban schools with a commitment to academic achievement for each student.

Davenport Schools at a Glance:

<u>Level</u>	<u>Grades</u>	<u>Number of Schools</u>
Elementary	K-5	19
Intermediate	6-8	5
Multi-level	K-8	1
High School	9-12	4
Creative Arts	6-12	1
Alternative	9-12	1

Athletic conference: MAC (Mississippi Athletic Conference)

Athletic competition includes:

- Football
- Tennis
- Basketball
- Golf
- Cross Country
- Wrestling
- Volleyball
- Track & Field

High School Students can choose to participate specialized areas in the with a strong core program and accelerated learning opportunities including TAG, Honors courses, including the following career and technical programs:

- STEM
- Dual Credit graduating with a high school diploma and an Associate of Arts Degree
- ROTC
- Creative Arts (Instrumental and voice music programs, visual arts)
- Industrial and Automotive Technology
- Arts, Communication and Information Systems
- Business, Finance, Marketing and Management
- Applied Science, Technology, Engineering and Manufacturing

DAVENPORT COMMUNITY SCHOOL DISTRICT STUDENT DATA

Enrollment	
Level	#
PreK	409
Elementary	6501
Intermediate	3392
High School	4434

DAVENPORT COMMUNITY SCHOOL DISTRICT

STUDENT DATA BY GRADE

Low SES		
GRADE	#	%
PS	221	24.80%
KF	826	71.60%
1	798	70.90%
2	748	72.00%
3	783	70.90%
4	749	73.40%
5	807	73.20%
6	807	69.70%
7	819	71.30%
8	781	71.10%
9	835	69.00%
10	796	65.30%
11	666	62.20%
12	663	59.70%
Grand Total	10299	66.37%

DAVENPORT COMMUNITY SCHOOL DISTRICT
STUDENT DATA BY RACE/ETHNICITY

Ethnicity/Race								
GRADE	Asian	Black	Hawaiian/ PI	Hispanic	Native American	Two or more races	White	Total
PS	2.9%	23.7%		15.7%	0.2%	11.5%	46.0%	100.0%
K	1.4%	20.9%	0.1%	13.0%	0.2%	12.6%	51.9%	100.0%
1	1.3%	20.8%		14.3%	0.1%	12.1%	51.5%	100.0%
2	1.1%	22.5%	0.1%	14.4%	0.3%	11.2%	50.4%	100.0%
3	1.1%	20.2%		15.1%	0.4%	10.2%	53.1%	100.0%
4	1.7%	21.3%		14.7%	0.3%	10.3%	51.7%	100.0%
5	1.3%	23.0%		14.3%	0.1%	9.9%	51.5%	100.0%
6	1.6%	19.8%	0.4%	15.0%	0.3%	11.4%	51.7%	100.0%
7	1.1%	20.3%	0.1%	13.5%	0.3%	11.1%	53.7%	100.0%
8	1.4%	20.7%	0.2%	13.2%	0.3%	10.4%	54.0%	100.0%
9	1.6%	17.0%	0.1%	14.6%	0.1%	9.9%	56.8%	100.0%
10	2.2%	19.7%	0.1%	13.8%	0.3%	9.7%	54.3%	100.0%
11	2.4%	19.7%		13.0%	0.5%	7.3%	57.1%	100.0%
12	2.3%	15.7%	0.1%	16.1%	0.1%	7.3%	58.4%	100.0%
Grand Total	1.6%	20.2%	0.1%	14.3%	0.2%	10.3%	53.3%	100.0%

**DAVENPORT COMMUNITY SCHOOL DISTRICT STUDENT DATA
BY LANGUAGE SPOKEN OTHER THAN ENGLISH**

Grade	Home Primary Language	Total
K	Arabic	3
	Bantu Languages	1
	Ewe	2
	French	1
	Fulah	2
	Gujarati	1
	Rundi	1
	Spanish	26
	Swahili	2
	Vietnamese	11
Grade K Total		50
1	Arabic	1
	Chinese	2
	Fulah	1
	Gujarati	1
	Rundi	1
	Spanish	35
	Swahili	1
	Telugu	1
	Tigrinya	1
	Timne	2
Vietnamese	6	
Grade 1 Total		52

2	Bantu Languages	1
	Ewe	4
	French	2
	Nepali	1
	Rundi	1
	Spanish	31
	Tagalog	1
	Vietnamese	5
Grade 2 Total		46
3	Fulah	3
	Nepali	1
	Spanish	16
	Vietnamese	2
Grade 3 Total		23
4	Albanian	2
	Arabic	1
	Ewe	3
	French	2
	Gujarati	1
	Spanish	21
	Telugu	1
	Vietnamese	5
Grade 4 Total		36
5	French	1
	Gujarati	2
	Haitian	2

	Spanish	22
	Swahili	4
	Vietnamese	3
Grade 5 Total		34
6	Albanian	1
	Arabic	1
	Bosnian	1
	Chinese	2
	Ewe	1
	German	1
	Persian	1
	Rundi	1
	Spanish	32
	Swahili	2
	Vietnamese	7
Grade 6 Total		50
7	Cebuano	1
	Filipino	1
	French	1
	Spanish	31
	Vietnamese	2
Grade 7 Total		39
8	Albanian	1
	Arabic	1
	Fulah	1
	Haitian	1

	Portuguese	1
	Spanish	23
	Swahili	1
	Vietnamese	5
Grade 8 Total		34
9	Bosnian	1
	Spanish	25
	Swahili	2
	Vietnamese	9
Grade 9 Total		37
10	Cebuano	1
	Chinese	1
	Ewe	1
	Persian	2
	Rundi	2
	Spanish	20
	Vietnamese	6
Grade 10 Total		33
11	Chinese	1
	Lingala	1
	Nepali	1
	Persian	1
	Spanish	15
	Vietnamese	2
Grade 11 Total		21
12	Chinese	1
	Pidgin English/Creole	1

	Spanish	19
	Swahili	2
	Vietnamese	7
Grade 12 Total		30

DCSD STAFF RACE BY GENDER & BARGAINING UNIT

Teachers

Count of Gender	Column Labels		
Row Labels	F	M	Grand Total
1	6	3	9=-0.7%
2	4	2	6=0.5%
3	25	7	32=-2.6%
3-5	1		13=0.08%
4	3		3=0.2%
5	909	283	11925=95.8%
5-3-1	1		1= 0.08%
Grand Total	949	295	1244

The graphic depicts significant disparity relative to diversity in the District's teaching structure. 95.8% of District teachers are White/Caucasian, while African American comprise 2.6%, and other administrators of color represent 0.156% of the District's teachers.

Looking at the demographic data comparing student ethnic/racial totals to teachers there is an imbalance of racial diversity for the teaching staff. Efforts have been made and we continue to look for ways to attract a more diverse teaching staff. Although the racial/ethnic diversity is not in par, the demographics show approximately 4% diversity.

Our recruitment efforts have looked to HBCU whether it has been Chicago State University, Fisk University and/or Tennessee State University. The obstacle we constantly face is recruiting potential candidates of color to the State of Iowa along with a limited pool of candidates. The other hurdle we face is getting out of state candidates licensed in the State of Iowa.

Ethnic Codes:

- 1-Native American 2-Asian 3-African American**
4-Native Hawaiian/Pacific Islander 5- Caucasian/White
Biracial- Number combinations

DCSD STAFF RACE BY GENDER & BARGAINING UNIT

Custodian

Count of Gender	Column Labels		
Row Labels	F	M	Grand Total
1	1	1	2=1.2%
2	1		1=0.6%
3	6	27	33=20.4%
5	33	93	126=77.78%
Grand Total	41	121	162

The graphic depicts significant disparity relative to diversity in the District's custodial staff structure. 77.78% of District custodians are White/Caucasian, while African American comprise 20.4%, and other custodial staff of color represent 1.8% of the District's custodial team.

Custodial demographics shows approximately 22% diversity which represents the most diverse employee group.

Ethnic Codes:

- 1-Native American
 - 2-Asian
 - 3-African American
 - 4-Native Hawaiian/Pacific Islander
 - 5- Caucasian/White
- Biracial- Number combinations**

DCSD STAFF RACE BY GENDER & BARGAINING UNIT

Para Educators

Count of Gender	Column Labels		
Row Labels	F	M	Grand Total
1	5		5=1.2%
1-5	1		1=0.2%
2	4		4=0.9%
3	40	11	51=12%
3-5-1	1		10=0.2%
5	334	27	361=85%
5-1	1		1=0.2%
Grand Total	386	38	424

The graphic depicts significant disparity relative to diversity in the District's Para Educator structure. 85% of District para educators are White/Caucasian, while African American comprises 12%, and other para educators of color represent 2.7% of the District's para educator team.

Para educators percentage of racial/ethnic diversity is 15%.

Ethnic Codes:

- 1-Native American
- 2-Asian
- 3-African American
- 4-Native Hawaiian/Pacific Islander
- 5- Caucasian/White
- Biracial- Number combinations

DCSD STAFF RACE BY GENDER & BARGAINING UNIT

Professional Secretary

Count of Gender	Column Labels	
Row Labels	F	Grand Total
1	1	1=1.4%
3	2	2=2.7%
4	1	1=1.4%
5	9	69=94.5%
Grand Total	73	73

The graphic depicts significant disparity relative to diversity in the District's secretarial structure. 94.5% of District secretarial staff are White/Caucasian, while African American comprise 2.7%, and other secretarial staff of color represent 2.8% of the team.

The wide spread between employees of colors and their counterparts closely mirrors the teacher group with 5% employees of color. Our efforts to increase diversity through Iowa workforce recruitment activities have yielded few results. This is also the group that has no males in their bargaining unit.

Ethnic Codes:

- 1-Native American
 - 2-Asian
 - 3-African American
 - 4-Native Hawaiian/Pacific Islander
 - 5- Caucasian/White
- Biracial- Number combinations**

DCSD STAFF RACE BY GENDER & BARGAINING UNIT

FNS (Food and Nutrition Services)

Count of Gender	Column Labels		
Row Labels	F	M	Grand Total
2	3		3=2.1%
3	16	1	17=12%
5	121	3	124=86%
5-3	1		1=0.7%
Grand Total	141	4	145

The graphic depicts significant disparity relative to diversity in the District's Food and Nutrition Services (FNS) structure. 86% of District FNS staff are White/Caucasian while African American account for 12%, and other FNS staff of color represent 2.8% of the FNS team.

The low numbers frequently reflect the part time status of most FNS positions with persons of color representing 14%. Many who are looking for employment are seeking full time employment.

Ethnic Codes:

- 1-Native American
 - 2-Asian
 - 3-African American
 - 4-Native Hawaiian/Pacific Islander
 - 5- Caucasian/White
- Biracial- Number combinations**

DCSD STAFF RACE BY GENDER & BARGAINING UNIT

Maintenance

Count of Gender	Column Labels		
Row Labels	F	M	Grand Total
3		3	3=13%
5	2	19	21=87%
Grand Total	2	22	24

13% of the maintenance staff is diverse. This is a group that is very static so "new" hires only replaced retired employees. The graphic depicts significant disparity relative to diversity in the District's maintenance structure. 87% of District maintenance staff are White/Caucasian while African Americans comprise 13%.

Ethnic Codes:

- 1-Native American
 - 2-Asian
 - 3-African American
 - 4-Native Hawaiian/Pacific Islander
 - 5- Caucasian/White
- Biracial- Number combinations**

DCSD STAFF RACE BY GENDER & BARGAINING UNIT

Non-Bargaining

Count of Gender	Column Labels		
Row Labels	F	M	Grand Total
1	2		2=1.3%
2	2	1	3=1.9%
3	9	9	18=11.6%
5	94	38	132=85%
Grand Total	107	48	155

15% of the Non-Bargaining staff is diverse. This group represents a variety of job responsibilities some which require a bachelor's degree while others do not. The graphic depicts significant disparity relative to diversity in the District's non-bargaining structure. 85% of District non-bargaining staff are White/Caucasian while African American 11.6%, and other staff members of color represent 3.2% of the non-bargaining group.

Ethnic Codes:

- 1-Native American
- 2-Asian
- 3-African American
- 4-Native Hawaiian/Pacific Islander
- 5- Caucasian/White
- Biracial- Number combinations

DCSD STAFF RACE BY GENDER & BARGAINING UNIT

Administrators

Count of Gender	Column Labels		
Row Labels	F	M	Grand Total
1		1	1=1.6%
3	2	2	4=6.5%
5	27	30	57=92%
Grand Total	29	33	62

The graphic depicts significant disparity relative to diversity in the District’s administrative structure. 92% of District administrators are White/Caucasian while African American 6%, and other administrators of color represent 2% of the administrative team.

Ethnic Codes:

1 Native American 2 Asian 3 African American

4 Native Hawaiian /Pacific Islander 5 Caucasian/White

Biracial—Number combinations

APPENDIX A: DEFINITIONS

Accessibility-a barrier free environment in which the mobility of physically handicapped persons are not inhibited by external forces such as architectural design.

Adverse impact-a policy or procedure that is neutral in form, but has a discriminatory effect or result against members of a protected class.

Affirmative Action-action appropriate to overcome the effects of past or present practices, policies, or other barriers to equal employment opportunity.

Availability-the extent to which members of a racial/ethnic group, women, men, or persons with disabilities are present within the relevant labor market.

District-the local school district (Davenport Community School District-DCSD)

Equal Employment Opportunity-equal access to employment, training, advancement, or employment benefits regardless of sex, race, ethnicity, national origin, creed, age, marital status, veteran status, or disability.

Handicapped Person-as defined by Section 504 of the Rehabilitation Act of 1973, any person who:

- Has a physical or mental impairment which substantially limits one or more life activities.
- Has a record of such an impairment, or
- Is regarded as having such an impairment.

Person with a Disability-any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, as defined by Civil Rights Commission sub-rule 161-9.26(1)

Protected Class-certain class of people who are protected by law against employment discrimination. These classes include minorities, females, persons between ages 40-70, and the physically and mentally disabled.

Racial/Ethnic Minority Person-any person who is African-American, Hispanic, Asian or Pacific Islander, American Indian or Alaskan Native.

Reasonable Accommodation-Section 504 of the Rehabilitation Act of 1973, as amended, requires that an employer "make reasonable accommodation to the known physical or mental limitations of an otherwise qualified applicant or employee unless the employer can demonstrate that the accommodation would impose an undue hardship on the operation of its program." Reasonable accommodation includes such actions as making facilities accessible to and usable by persons with disabilities, job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, adjustment or modification of examinations, and provisions of readers for visually impaired persons, qualified language interpreters for hearing impaired persons and personal assistants for otherwise handicapped persons.

Relevant Labor Market-the geographic area in which a district can reasonably be expected to recruit for a particular job category.

Section 504-one of the sections of the Rehabilitation Act of 1973, as amended. It prohibits discrimination in employment and in the provision of services without regard to physical or mental disability.

Under-representation-having fewer members of a racial/ethnic group, women, men, or persons with disabilities in a particular job category than would be reasonably expected based on the availability of that group in the relevant market place.

Workforce-an organizations' full-time and part-time employees.

APPENDIX B: DAVENPORT COMMUNITY SCHOOL DISTRICT

QUALITATIVE DEMOGRAPHIC GOALS

As we identify the following goals we will better utilize Iowa Workforce recruiting for our classified employees. We will continue to build relationships with HBCU's (Historically Black Colleges and Universities) as we find creative ways to attract prospective candidates to look at the State of Iowa as a viable employment option. We will continue our recruiting efforts but will deeply explore cultivated ways to "Grow Our Own" teachers internally looking to business/industry to fund the education of our employees to become educators in our District.

We'd begun an internal "Grow Our Own" program several years ago but it could not be sustained due to lack of funding. Our future depends on finding outside funding to build a sustainable program to help employees become educators in our District.

- Identify business/industry outside funding to build a robust sustainable funding source for an internal "Grow Your Own" program and have a functioning sustainable program by 2025.
- To increase our employees of color by 5% in the certified teaching staff by 2025.
- To increase males of color by 5% in the certified teaching staff by 2025.
- To increase secretarial bargaining diversity by 5% by 2025.
- To increase administrative diversity within buildings and central office by 5% by 2025.
- To increase custodial diversity particularly head custodian by 5% by 2025.
- To increase FNS workers diversity including cafeteria managers by 3% by 2025.
- To increase maintenance workers diversity including females by 4% by 2025.
- To increase para educators diversity by 3% by 2025.
- To increase non-bargaining employee diversity by 3% by 2025.

APPENDIX C: COMMUNITY RESOURCES

Bi-State Regional Commission
1504 3rd Avenue
Rock Island, IL 61201
309-793-6300

National Association for Advancement of
Colored People
NAACP Branch #4019
PO Box 3661
Davenport, IA 52808

Community Resources Corporation
2520 E. Lombard
Davenport, IA 52803
563-323-3132

Quad Citizens Affirming Diversity (QCAD)
1608 2nd Avenue
Rock Island, IL 61201
309-786-2580

Davenport Civil Rights Office
226 W. 4th Street
Davenport, IA 52801
563-326-7888

Salvation Army
301 W. 6th Street #1
Davenport, IA 52803
563-324-4808

Diocese of Davenport
780 W. Central Park
Davenport, IA 52804

Scott Community College - Urban Center
306 W. River Drive
Davenport, IA 52803

Family Resources, Inc. 2800
Eastern Avenue
Davenport, IA 52803 563-322-1200

Friendly House
1221 Myrtle Street
Davenport, IA 52804
563-884-4657

Jewish Federation of the Quad Cities
2715 30th Street
Rock Island, IL 61201
309-793-1300

League of United Latin American Citizens
LULAC-Council #10
4224 Ricker Hill Road
PO Box 4616
Davenport, IA 52808
President: Michael Reges 563-343-4108

Scott Community College Career Assistance
Service
627 W. 2nd Street
Davenport, IA 52801
563-326-5319

Scott County Human Services
600 W. 4th Street
Davenport, IA 52801
563-326-8680

United Neighbors
808 N. Harrison Street
Davenport, IA 52803
563-322-7363

Workforce Development Center
902 W. Kimberly Road #51
Davenport, IA 52806
563-445-3200

APPENDIX D: ASSURANCES

Assurance of Compliance - Civil Rights Certificate - Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, and the Boy Scouts of America Equal Access Act of 2001.

The Davenport Community School assures that it will comply with:

- **Title VI of the Civil Rights Act of 1964 as amended, 42 USC 200d et seq., which prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving Federal financial assistance.**
- **Title IX of the Education Amendments of 1972, as amended 20 USC 1681 et seq., which prohibits discrimination on the basis of sex in any education program or activity receiving Federal financial assistance.**
- **Section 504 of the Rehabilitation Act of 1973, as amended 29 USC 794, which prohibits discrimination on the basis of handicap in any program or activity receiving Federal financial assistance.**
- **If applicable, the Boy Scouts of America Equal Access Act of 2001, 20 USC 7905, which requires equal access for the Boy Scouts of America and other designated youth groups to meet in public schools. This law applies to any public elementary school, public secondary school, local educational agency, or State educational agency that has a designated open forum or limited public forum and that receives funds made available through the Department of Education .**

APPENDIX E: Fast Facts on Civil Rights Laws

Civil Rights Act of 1866 (Section 1981).

The Civil Rights Act of 1866 (commonly referred to as Section 1981 because of its location in the United States Code) declares African Americans to be citizens, entitled to a series of rights previously reserved to white men. The law confers a number of rights, including the right to sue or be sued in court, to give evidence in a lawsuit, and to purchase property. It also confers the right to make and enforce contracts, which courts have found prohibits racial discrimination in the employment relationship.

Although the law's original purpose was to protect African Americans, courts have interpreted it to protect people of all races from discrimination and harassment. Section 1981 has also been interpreted to prohibit discrimination on the basis of ethnicity, if the discrimination is racial in character.

Title VII of the Civil Rights Act of 1964. Title VII of the Civil Rights Act, as amended, protects employees and job applicants from employment discrimination based on race, color, religion, sex and national origin. Title VII protection covers the full spectrum of employment decisions, including recruitment, selections, terminations, and other decisions concerning terms and conditions of employment. *See* EEOC guidance on [race/color](#), [religion](#), [sex](#), [sexual harassment](#), [pregnancy](#), and [national origin](#) discrimination.

Federal courts have generally agreed that [Title VII of the Civil Rights Act of 1964](#), which prohibits [sex discrimination](#) in the workplace, does not prohibit discrimination on the basis of sexual orientation although some courts following *Price Waterhouse v. Hopkins* (1989) support protecting transgender employees from discrimination as a form of sex stereotyping. In early 2018 two federal appellate courts ([Second Circuit](#) and [Seventh Circuit](#)) reversed circuit precedent on sexual orientation discrimination to hold Title VII prohibits sexual orientation discrimination.^[25] The [Sixth Circuit](#) also reversed precedent finding Title VII prohibits transgender discrimination in the workplace.^[26] The Supreme Court of the United States will hear two cases in the 2019-2020 term, *Altitude Express Inc. v. Zarda* and *R.G. & G.R. Harris Funeral Homes Inc. v. Equal Employment Opportunity Commission*, related to whether Title VII covers both sexual orientation and gender identity, respectively.^[27]

Pregnancy Discrimination Act

The Pregnancy Discrimination Act (PDA) amended Title VII to make it illegal for employers to discriminate on the basis of pregnancy, childbirth, or a related medical condition (including those related to miscarriage or termination of a pregnancy). All employers covered by Title VII are covered by the PDA

Equal Pay Act of 1963. The Equal Pay Act of 1963 protects men and women from sex-based wage discrimination in the payment of wages or benefits, who perform substantially equal work in the same establishment. *See* EEOC guidance on [equal pay and compensation discrimination](#).

Age Discrimination in Employment Act of 1967. The Age Discrimination in Employment Act (ADEA), as amended, protects persons 40 years of age or older from age-based employment discrimination. The Older Workers Benefit Protection Act amends several sections of the ADEA and establishes conditions for a waiver of ADEA protections. *See* EEOC guidance on [age discrimination](#).

The Civil Rights Act of 1991. The Civil Rights Act of 1991 amends several sections of Title VII to strengthen and improve Federal civil rights laws and provide for the recovery of compensatory damages in Federal sector cases of intentional employment discrimination.

Americans With Disabilities Act

The Americans With Disabilities Act (ADA) can be found at 42 U.S.C. 12101-12213. It prohibits employers from discriminating against people with disabilities in any aspect of employment, including applications, interviews, testing, hiring, job assignments, evaluations, compensation, leave, benefits, discipline, training, promotions, medical exams, layoffs, and firing. (For information on complying with the ADA during the hiring process, see our article on [how to avoid disability discrimination in the workplace](#).) Title I and Title V of the Americans with Disabilities Act of 1990, as amended (ADA), which prohibit employment discrimination against qualified individuals with disabilities in the private sector, and in state and local governments

**APPENDIX F: Do these anti-discrimination laws
apply to our District?**

Federal and state laws make it illegal for an employer to discriminate against employees or job applicants who are members of a protected group in hiring, firing, pay, or other terms and conditions of employment. These laws apply, however, only if the employer has at least the number of employees indicated below:

Civil Rights Act of 1964 (Title VII)	Federal Law	15 employees
Americans with Disabilities Act (ADA)	Federal Law	15 employees
Age Discrimination in Employment Act,(ADEA)	Federal Law	20 employees
Immigration Reform and Control Act,(IRCA)	Federal Law	4-14 employees (for national origin,discrimination claims); 4 or more employees (for citizenship discrimination,claims)
42 U.S.C. § 1981	Federal Law	No minimum employees
Fair Employment and Housing Act (FEHA)	California law	5 employees*
California Labor Code (except Labor,Code 230.1), (Victims of Crime, Jury Duty, Domestic, Violence, Sexual Assault, and Stalking)	California law	No minimum employees