

**Ankeny Community School District**

**AFFIRMATIVE ACTION PLAN  
2017-2019**

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306 SW School Street, Ankeny, Iowa 50023  
Phone 515-965-9600

The Ankeny Community School District does not discriminate on the basis of sex, race, national origin or disability in its educational programs, activities or employment policies as required by Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Educational Amendments, and Section 504 of the Federal Rehabilitation Act of 1973.

Inquiries regarding compliance with these policies may be directed to Dr. Matt Adams, Ankeny Community School District, 306 SW School Street, Ankeny, IA 50023; or to the Director of the Iowa Civil Rights Commission, Des Moines, Iowa; or to the Director of the Region VII Office of Civil Rights, Department of Education, Chicago, Illinois.

The Ankeny Community School District complaint procedure in its entirety is located in the Board of Directors' Policy Manual. Procedures for staff are outlined in Board policy 400. Procedures for parents, students and community members are referred to in Board policy 500 and 1000. Copies of the Policy Manual are located in the Administrative Office and the District's website, [www.ankenyschools.org](http://www.ankenyschools.org)

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## **Requirements of the State for an Affirmative Action Plan:**

### **Summary of Equal Employment Opportunity/Affirmative Action Requirements in Chapter 19B Iowa Code and Chapter 95 of the Iowa Administrative Code (IAC)**

#### **Duties of Board of Directors**

Boards of directors of school districts, area education agencies, and community colleges shall adopt policy statements and develop plans for implementation of equal employment opportunity standards and affirmative action programs. The plans must be evaluated and updated on a biennial basis

#### **Definition of Equal Employment Opportunity**

Equal access to employment, training, and advancement, and employment benefits, on the basis of race, creed, color, religion, sex, age, national origin, 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

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

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

#### **Equal employment Opportunity/Affirmative Action Plans must:**

- Be written
- Document input from diverse racial/ethnic groups, women, men, and persons with disabilities into its development and implementation
- Include plans for periodic professional development for all employees who hire and supervise personnel
- Include a process for recordkeeping and reporting

## **Components Required Equal Employment Opportunity/Affirmative Action Plan**

**Board policy on non-discrimination** in employment and personnel practices on the basis of race, color, national origin, gender, disability, religion, creed, age, marital status, sexual orientation and gender identity

**Board policy on affirmative action** to hire and retain persons from underrepresented groups in the workforce on the basis of race, national origin, gender, and disability

**Board policy on harassment and bullying** by/of employees and students on the basis of race, national origin, color, language, gender, sex, sexual orientation, gender identity, marital status, familial status, physical and mental ability or disability, age, religion, creed, physical attributes, ancestry, socioeconomic status, political party preference and political beliefs.

**Name, position, phone number and e-mail address** of Equal Employment Opportunity/Affirmative Action Coordinator

**An Administrative statement**, signed and dated by the chief administrative officer, which provides staff with the rationale for the plan, the responsibilities of staff for its implementation, and the internal system for monitoring the implementation of the plan

**Qualitative Analyses** or periodic self-evaluation of employment and personnel policies and practices for fairness on the basis of race, creed, color, religion, sex, age, national origin, sexual orientation, gender identity, or disability

**Qualitative goals** which specify actions with timelines for modifying employment /personnel practices or conditions which have been identified in the self evaluation to contribute to less than equitable access and treatment.

**Workforce analyses** or profile of the current workforce by race, gender and disability within each major job category

**Quantitative Analyses** or comparison of the representation of diverse racial/ethnic groups, women, men and persons with disabilities within each major job category in the workforce with their availability in the relevant labor market

**Numerical goals**, not rigid and inflexible quotas, which reflect realistic aspirations for increasing the numbers of persons from underrepresented groups in the workforce

### **Notification and Distribution**

**The plan** should be annually distributed to staff members involved in the hiring and supervision of personnel. The same staff must be provided periodic professional development on their responsibilities for implementation of the plan.

**The policies** on non-discrimination, affirmative action, and harassment must be disseminated to employees, students, parents, and applicants for employment on an on-going basis

**An annual progress report** must be made to the local board of directors annually

## **Administrative Statement of Purpose**

The Ankeny Community School District will provide equal opportunity to employees and applicants for employment in accordance with applicable equal employment opportunity and affirmative action laws, directives and regulations of federal, state and local governing bodies. Opportunity to all employees and applicants for employment includes hiring, placement, promotion, transfer or demotion, recruitment, advertising or solicitation for employment, treatment during employment, rates of pay or other forms of compensation, and layoff or termination. The school district will take affirmative action in major job categories where women, men, minorities and persons with disabilities are underrepresented. Employees will support and comply with the district's established equal employment opportunity and affirmative action policies. It is the policy of the District to provide equal employment opportunity and not to illegally discriminate on the basis of race, national origin, religion, sex, disability, sexual orientation, gender identity, age or marital status in its employment and personnel practices. Employees will be given notice of this policy annually, in the staff handbook.

Compensation, benefits and district-sponsored activities and programs will be administered on an equal opportunity basis, and the district will not discriminate against any individual because of a physical or mental handicap or because of disabled veteran status.

The Ankeny Community School District equal opportunity/affirmative action message, policy and procedures will be disseminated by reminding employees annually of the district's written statement of policy, by referring to this policy in all personnel handbooks and the Web site, by publicizing the policy when appropriate, and by discussing the policy at administrative and staff meetings.

Employment advertisements will assure applicants and prospects that the Ankeny Community School District is committed to equal employment opportunity and affirmative action and all employment and recruiting sources will be reminded of the district's policy. Notices will be posted in appropriate locations to inform applicants and employees of their rights under federal and state civil rights laws.

The Ankeny Board of Directors and administration are committed to fostering equal employment opportunity within our workforce as we strive to hire the best and most qualified candidates.

A handwritten signature in black ink that reads "Bruce A. Kimpston" with a stylized flourish at the end.

Dr. Bruce Kimpston  
Superintendent

# **Ankeny Community School District Evaluation of Employment and Personnel Policies and Practices**

## Board Policies

The Board of Directors has disseminated its Equal Employment Opportunity and Affirmative Action Policies. The Board has also developed and distributed its policies regarding grievance procedures and harassment in the workplace. All of these policies are located in the Ankeny Community School District Board Policy Manual, as well as on the district's website at [www.ankenyschools.org](http://www.ankenyschools.org).

Educational Policy – 100  
Educational Objectives – 101  
Equal Educational Opportunity – 102.00  
Public Participation in Board Meeting – 213.00  
Communication Channels – 307  
Statement of Guiding Principles – 400  
Equal Employment Opportunity/Affirmative Action – 401.01  
Harassment – 402.13  
Student Complaints and Grievances – 502.04

**SERIES 100**  
**EDUCATIONAL PHILOSOPHY**

**#100.00-STATEMENT OF EDUCATIONAL PHILOSOPHY**

It is the educational philosophy of the District to meet the needs of all citizens in this District. The educational opportunities are both comprehensive and flexible enough to provide for the changing requirements of society. A prime concern is to provide a learning environment of superior quality for all citizens.

To ensure equity for all people, it is the policy of the District not to discriminate on the basis of race, color, gender, national origin, creed, sexual orientation, gender identity, age, religion, marital status, socioeconomic status, as well as individual abilities and/or disabilities in its educational programs, activities, or employment policies as required by Title VI and Title XIII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendment, Federal Rehabilitation Act of 1973, and the Iowa Code #216.9.

Because education is a life-long process, the purpose of the school requires the teaching of specific skills, background information, and basic understandings which will prepare students for life-long learning experiences. A vital part of this process must involve instruction to aid students in understanding and respecting the American heritage and our pluralistic society. The District is dedicated to providing academic, cultural, social, vocational, and co-curricular as well as extracurricular experiences. In addition, the District joins the home and the community in helping individuals develop a system of mores, standards, personal values, and global understanding.

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

*Adopted:*

*July 13, 1987*

*Reviewed:*

*February 1, 1999*

*March 10, 2003*

*February 4, 2008*

*June 21, 2010*

*February 16, 2015*

*Revised:*

*February 4, 2008*

*June 21, 2010*

*February 16, 2015*

*Ankeny Community School District*

## **SERIES 100 EDUCATIONAL PHILOSOPHY**

### **#101.00 – MISSION STATEMENT AND ESSENTIAL LEARNINGS**

#### **Mission (Our Core Purpose and Distinction)**

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

#### **Core Values (Drivers of Our Words and Actions)**

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

#### **Vision (What We Intend to Create)**

Ankeny Community Schools will establish a culture known for:

##### **Achievement and Responsiveness whereby:**

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

##### **Innovation and Professionalism whereby:**

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

##### **Leadership and Unity whereby:**

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

## **Strategic Directions (Prioritized Allocation of Resources)**

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

*Cross Reference:  
103.00 Strategic Plan*

*Adopted:  
March 1, 1999*

*Reviewed:  
March 10, 2003  
November 15, 2010  
February 16, 2015*

*Revised:  
November 15, 2010  
February 16, 2015*

**SERIES 100**  
**EDUCATIONAL PHILOSOPHY**

**#102.00-EQUAL EDUCATIONAL OPPORTUNITY**

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

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

*Adopted: December 21, 2015*

*Reviewed:*

*Revised:*

*Ankeny Community School District*

**102.00 E1**

**ANNUAL NOTICE OF NONDISCRIMINATION**

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

Business

Introduction to Business  
Entrepreneurship  
Business Law  
Desktop Publishing  
Accounting 1  
Internship  
School-To-Work/MOC  
Emerging Technologies  
Web Development  
Marketing  
Managing Your Money  
Video, Web, & More  
Video and Audio Broadcasting

Family/Consumer Science

Interior Design  
Relationship in Reality  
Child Development  
Parenthood  
Fashion Merchandising  
Fashion Analysis and Design  
Textiles  
Introduction to Foods  
Food Prep 1  
Teacher Academy: Intro to Education  
Teacher Academy: Internship in Education

## Industrial Technology

Beginning House Design

Computer Aided Design 1 (CAD 1)

Computer Aided Design 2 (CAD 2)

Architectural CAD

Introduction to Engineering & Design

Principles of Engineering Shop Fundamentals & Minor Services

Auto Engine Rebuild

Brakes & Driveline

Introduction to Construction

Building Construction

Cabinetry

Advanced Trim & Finish

Home Repair and Maintenance

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

*Reviewed:*

*Revised:*

102.00 E2

**CONTINUOUS NOTICE OF NONDISCRIMINATION**

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

*Reviewed:*

*Revised:*

**NOTICE OF SECTION 504 STUDENT AND PARENTAL RIGHTS**

The Ankeny Community School District does not discriminate in its educational programs and activities on the basis of a student's disability. It has been determined that your child has a qualifying disability for which accommodations may need to be made to meet his or her individual needs as adequately as the needs of other students. As a parent, you have the right to the following:

- Participation of your child in school district programs and activities, including extracurricular programs and activities, to the maximum extent appropriate, free of discrimination based upon the student's disability and at the same level as students without disabilities;
- Receipt of free educational services to the extent they are provided students without disabilities;
- Receipt of information about your child and your child's educational programs and activities in your native language;
- Notice of identification of your child as having a qualifying disability for which accommodations may need to be made and notice prior to evaluation and placement of your child and right to periodically request a re-evaluation of your child;
- Inspect and review your child's educational records including a right to copy those records for a reasonable fee; you also have a right to ask the school district to amend your child's educational records if you feel the information in the records is misleading or inaccurate; should the school district refuse to amend the records, you have a right to a hearing and to place an explanatory letter in your child's file explaining why you feel the records are misleading or inaccurate; and
- Hearing before an impartial hearing officer if you disagree with your child's evaluation or placement; you have a right to counsel at the hearing and have the decision of the impartial hearing officer reviewed.

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

*Review:*

*Revised*

**COMPLAINT FORM  
(Discrimination, Anti-Bullying, and Anti-Harassment)**

Date of complaint: \_\_\_\_\_

Name of Complainant: \_\_\_\_\_

Are you filling out this form for yourself or someone else (please identify the individual if you are submitting on behalf of someone else):  
 \_\_\_\_\_  
 \_\_\_\_\_

Who or what entity do you believe discriminated against, harassed, or bullied you (or someone else)?  
 \_\_\_\_\_  
 \_\_\_\_\_

Date and place of alleged incident(s):  
 \_\_\_\_\_  
 \_\_\_\_\_

Names of any witnesses (if any): \_\_\_\_\_

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

<input type="checkbox"/>	Age	<input type="checkbox"/>	Physical Attribute	<input type="checkbox"/>	Sex
<input type="checkbox"/>	Disability	<input type="checkbox"/>	Physical/Mental Ability	<input type="checkbox"/>	Sexual Orientation
<input type="checkbox"/>	Familial Status	<input type="checkbox"/>	Political Belief	<input type="checkbox"/>	Socio-economic Background
<input type="checkbox"/>	Gender Identity	<input type="checkbox"/>	Political Party Preference	<input type="checkbox"/>	Other – Please Specify:
<input type="checkbox"/>	Marital Status	<input type="checkbox"/>	Race/Color	<input type="checkbox"/>	
<input type="checkbox"/>	National Origin/Ethnic Background/Ancestry	<input type="checkbox"/>	Religion/Creed	<input type="checkbox"/>	

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

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewed:

Revised:

**WITNESS DISCLOSURE FORM**

Name of Witness: \_\_\_\_\_

Date of interview: \_\_\_\_\_

Date of initial complaint: \_\_\_\_\_

Name of Complainant (include whether the Complainant is a student or employee):  
\_\_\_\_\_  
\_\_\_\_\_

Date and place of alleged incident(s):  
\_\_\_\_\_  
\_\_\_\_\_

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

<input type="checkbox"/>	Age	<input type="checkbox"/>	Physical Attribute	<input type="checkbox"/>	Sex
<input type="checkbox"/>	Disability	<input type="checkbox"/>	Physical/Mental Ability	<input type="checkbox"/>	Sexual Orientation
<input type="checkbox"/>	Familial Status	<input type="checkbox"/>	Political Belief	<input type="checkbox"/>	Socio-economic Background
<input type="checkbox"/>	Gender Identity	<input type="checkbox"/>	Political Party Preference	<input type="checkbox"/>	Other – Please Specify:
<input type="checkbox"/>	Marital Status	<input type="checkbox"/>	Race/Color		
<input type="checkbox"/>	National Origin/Ethnic Background/Ancestry	<input type="checkbox"/>	Religion/Creed		

Description of incident witnessed:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional information: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Reviewed:*

*Revised:*

**DISPOSITION OF COMPLAINT FORM**

Date: \_\_\_\_\_

Date of initial complaint: \_\_\_\_\_

Name of Complainant (include whether the Complainant is a student or employee): \_\_\_\_\_

Date and place of alleged incident(s): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Name of Respondent (include whether the Respondent is a student or employee): \_\_\_\_\_

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

<input type="checkbox"/>	Age	<input type="checkbox"/>	Physical Attribute	<input type="checkbox"/>	Sex
<input type="checkbox"/>	Disability	<input type="checkbox"/>	Physical/Mental Ability	<input type="checkbox"/>	Sexual Orientation
<input type="checkbox"/>	Familial Status	<input type="checkbox"/>	Political Belief	<input type="checkbox"/>	Socio-economic Background
<input type="checkbox"/>	Gender Identity	<input type="checkbox"/>	Political Party Preference	<input type="checkbox"/>	Other – Please Specify:
<input type="checkbox"/>	Marital Status	<input type="checkbox"/>	Race/Color		
<input type="checkbox"/>	National Origin/Ethnic Background/Ancestry	<input type="checkbox"/>	Religion/Creed		

Summary of Investigation: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Reviewed:*

*Revised:*

## **GRIEVANCE PROCEDURE**

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

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

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

### **Filing a Complaint**

A Complainant who wishes to avail himself/herself of this grievance procedure may do so by filing a complaint with the equity coordinator(s). The alternate is Dr. Matt Adams, Chief Operations Officer. An alternate will be designated in the event it is claimed that the Equity Coordinator or Superintendent committed the alleged discrimination or some other conflict of interest exists. Complaints shall be filed within 20 days (twenty) of the event giving rise to the complaint or from the date the Complainant could reasonably become aware of such occurrence. The Complainant will state the nature of the complaint and the remedy requested. The equity coordinator(s) shall assist the Complainant as needed.

### **Investigation**

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

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

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

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

**Decision and Appeal**

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

The decision of the Superintendent shall be final.

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

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

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

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

*Reviewed:*

*Revised:*

**SERIES 200**  
**BOARD OF DIRECTORS**

**#213.00 PUBLIC PARTICIPATION IN BOARD MEETING**

The Board recognizes the importance of citizen participation and encourages the community to participate in District matters. There are two ways that the public may participate. The public may choose to participate in the section on the agenda titled Communication from the Public or by placing an official agenda item before the Board.

For citizens that desire to participate during the segment reserved for Communication from the Public, the Board of Education will not deliberate or take action on the comments. State law does not permit, except for emergency situations, the Board of Education to deliberate and take action on items that are not specifically identified on the agenda. The Board has the option of tabling an agenda item for the purpose of further discussion of any information presented. Only topics that are publically posted in advance of the Board meeting for the entire community to review may be considered for deliberation and action by the Board of Education.

For citizens that desire to officially request an agenda item at a Board of Education meeting, you must notify the Superintendent/designee. All agenda items pursuant to state open meeting laws must be posted 24 hours prior to any scheduled meeting to ensure community transparency and review. The Board of Education reserves the right to deliberate and take action on official agenda items.

In either situation the president/designee will allow three minutes for each citizen to address the Board of Education. The time limit is intended to allow others to address the Board of Education and allow timely completion of meetings. The Board of Education reserves the discretion to extend, limit or suspend community participation.

Individuals who have a complaint about employees may bring their complaint to the Board only after they have followed Board policy addressing citizens' complaints. Students who have a complaint may only bring their complaint to the Board after they have followed Board policy addressing students' complaints. In accordance to state law, citizens are not allowed to discuss specific employees or their job performance and student discipline issues without proper legal clearance.

*Legal Reference:*

*Iowa Code §§ 21; 22; 279.8 (2007).*

*Cross Reference:*

*200.00 Statement of Guiding Principles*

*210.90 Consent Agenda*

*307.00 Communication Channels*

*400.56 Public Complaints About Employees*

*402.12 Discrimination Grievance Procedure*

*502.04 Student Complaints and Grievances*

*Approved: April 21, 2008*

*Reviewed: February 16, 2009*  
*March 24, 2014*

*Revised: February 16, 2009*  
*March 24, 2014*

**SERIES 300  
ADMINISTRATION**

**#307-COMMUNICATION CHANNELS**

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

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

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

*Legal Reference:*  
*Iowa Code § 279.8 (2009).*

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

*Adopted:*            *January 18, 2010*

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

*Revised:*            *May 21, 2012*  
                          *March 20, 2017*

*Ankeny Community School District*

**SERIES 400  
STAFF PERSONNEL**

**#400.00-STATEMENT OF GUIDING PRINCIPLES**

The goal of the Board is to provide an educational program of the highest possible standard.

It shall be the policy of the Board to recruit and retain qualified and effective employees of the highest caliber. As role models for the students, employees will promote a cooperative, enthusiastic, and supportive learning environment for the students.

Before an administrative or certified position can be filled, the Board must approve the newly created position. The administration may add positions without Board approval to fulfill the requirements of an IEP, based on unforeseen enrollment projections, or due to student participation.

It should be the policy of the Board to approve Administrative recommendations before contracts can be issued. For licensed staff the Board delegates the authority to offer a contract to the Superintendent/designee. The Board also delegates the authority to hire confidential and classified staff to the Superintendent/designee.

*Reference:*

*401.01 Equal Employment Opportunity*

*Adopted: April 2, 1990*

*Reviewed: February 10, 2010  
December 19, 2011  
February 15, 2016  
July 1, 2016*

*Revised: April 19, 2010  
December 19, 2011  
July 1, 2016*

*Ankeny Community School District*

**SERIES 400**  
**STAFF PERSONNEL**

**#401.01 – EQUAL EMPLOYMENT OPPORTUNITY**

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

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

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

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

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

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, will be directed to the Affirmative Action Coordinator, Ankeny Community School District, Ankeny, Iowa 50023; or by telephoning (515)965-9600.

## **EQUAL EMPLOYMENT OPPORTUNITY**

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

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

### *Legal Reference:*

*29 U.S.C. §§ 621-634 (2006).*

*42 U.S.C. §§ 2000e et seq. (2006).*

*42 U.S.C. §§ 12101 et seq. (2006).*

*Iowa Code §§ 19B; 20; 35C; 73; 216; 279.8;*

*281 I.A.C. 12.4; 95.*

*281 I.A.C. 14.1; 2000.*

### *Cross Reference:*

*402.13 Harassment*

*401.20 Recruitment Qualifications - Certified*

*407.20 Recruitment and Selection - Classified*

*Approved: June 18, 1986*

*Reviewed: March 31, 2003*

*May 17, 2010*

*August 19, 2013*

*Revised: May 17, 2010*

*August 19, 2014*

*Ankeny Community School District*

**DISCRIMINATION COMPLAINT FORM**

Please complete the following as fully as possible. If you need assistance, contact the compliance officer.

Date of Complaint: \_\_\_\_\_

Name of Complainant: \_\_\_\_\_

Position and Building of Complainant: \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Name and Position of Alleged Perpetrator: \_\_\_\_\_

Discrimination Alleged:

\_\_\_\_\_ Race, Color                      \_\_\_\_\_ Marital Status

\_\_\_\_\_ Sex                                      \_\_\_\_\_ Parental Status

\_\_\_\_\_ Religion, Creed                      \_\_\_\_\_ Age

\_\_\_\_\_ National Origin                      \_\_\_\_\_ Disability

\_\_\_\_\_ Sexual Orientation                      \_\_\_\_\_ Gender Identity

Statement of Discrimination: (Include dates, places and persons involved in incident, if known. List any witnesses, their positions and addresses and telephone numbers. Attach any pertinent written documents. Describe any actions you took in response to the incidents.)

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

Signature: \_\_\_\_\_

Name Printed: \_\_\_\_\_

Date: \_\_\_\_\_

*Reviewed:                      May 17, 2010  
   August 19, 2013*

**WITNESS STATEMENT**

Date of Interview: \_\_\_\_\_

Interviewer: \_\_\_\_\_

Name of Person Giving Statement: \_\_\_\_\_

Position and Building of Witness: \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Statement: (Include dates, places and persons involved if known.)

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

Signature: \_\_\_\_\_

Name Printed: \_\_\_\_\_

Date: \_\_\_\_\_

*Reviewed: May 17, 2010  
August 19, 2013*

**SUMMARY OF DISPOSITION OF DISCRIMINATION COMPLAINT**

Name of Complainant: \_\_\_\_\_

Position and Building of Complainant: \_\_\_\_\_

Name and Position of Alleged Perpetrator/Respondent: \_\_\_\_\_

Date of Initial Complaint: \_\_\_\_\_

Nature of Discrimination Alleged:

- |                          |                       |
|--------------------------|-----------------------|
| _____ Race, Color        | _____ Marital Status  |
| _____ Sex                | _____ Parental Status |
| _____ Religion, Creed    | _____ Age             |
| _____ National Origin    | _____ Disability      |
| _____ Sexual Orientation | _____ Gender Identity |

Summary of Investigation:

Conclusion: \_\_\_\_\_Founded (The evidence reasonably demonstrates the actions occurred)

\_\_\_\_\_ Unfounded (It is reasonable to believe that the actions complained of did not occur)

\_\_\_\_\_ Inconclusive

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Typed or Printed Name

\_\_\_\_\_  
Position

\_\_\_\_\_  
Address

\_\_\_\_\_  
Date

Copies to:

\_\_\_\_\_ Complainant

\_\_\_\_\_ Alleged Perpetrator/Respondent

\_\_\_\_\_ Superintendent

*Reviewed: May 17, 2010  
August 19, 2013*

**SERIES 400**  
**STAFF PERSONNEL**

**#402.13 – HARASSMENT**

A. Harassment of Staff, Volunteers, Parents and Business Associates

1. It is the policy of the Ankeny Community School District to maintain an academic and work environment that is free from harassment and sexual harassment. It is a violation of this policy for any staff member, volunteer or business associate to harass any staff member, volunteer, parent or business associate on the basis of race, color, creed, religion, national origin, sex, gender, gender identity, age, physical attributes, physical or mental ability or disability, marital status, ancestry, political party preference, political belief, military affiliation, socioeconomic status or familial status or sexual orientation when at work, on or in school property or vehicles, at school sponsored functions, or when acting on behalf of the District any time or place. Harassment which occurs at other times but which directly affects the good order, efficient management, or welfare of the District's employees, volunteers, parents, or business associates is also prohibited.
2. The terms "harassment" and "sexual harassment" include conduct when:
  - a. submission to such conduct is either explicitly ~~of~~ *or* implicitly a term or condition of a person's employment, volunteer participation, parental participation or business relationship with the school or its activities;
  - b. submission to or rejection of such conduct by an employee, volunteer, parent, or business associate is used as the basis for decisions effecting the employee, volunteer, parent or business associate; or,
  - c. such conduct has the purpose or effect of unreasonably interfering with an employee's, volunteer's, parent's or business associate's performance, or of creating an intimidating or hostile work or participation environment.
3. Examples of harassing behavior include, but are not limited to the following:
  - a. verbal, physical, or written harassment or abuse;
  - b. pressure for sexual activity;
  - c. unwelcome touching
  - d. repeated remarks, jokes, stories or activities with sexual or demeaning implications; and,
  - e. suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning another's job, volunteer position, parental involvement, or business opportunities.

4. For the purpose of this policy the term “volunteer” includes a person performing a service for the benefit of and at the request of the District. “Parental involvement” includes the permitted participation of a student’s parent, step parent, guardian, or primary care giver in the educational activities of the student. The term “business associate” includes persons who have a business relationship with the District as a vendor of goods or services, or who is lawfully seeking to enter into such a relationship with the District.
5. Employees, volunteers, parents or business associates who believe they have suffered harassment shall immediately report the incident or incidents to their supervisor, the Chief Human Resource Officer or the Level 1 Investigator.
6. A person who violates this harassment prohibition shall be subject to discipline including, but not limited to termination of employment, volunteer status or business relationship, or other sanction determined appropriate by the Superintendent/designee.

#### B. Harassment or Bullying of Students by Staff, Volunteers, or Business Associates

1. Harassment or bullying of students, as defined below, in school, on District property, and at any District function or District sponsored activity, regardless of the activity’s location, by District employees, and by volunteers or business associates with significant contact with students, is prohibited by the State of Iowa and this District policy.
2. “Harassment and bullying of students” includes 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 which creates an objectively hostile school environment that meets one or more of the following conditions:
  - a. places a student in reasonable fear of harm to the student’s person or property;
  - b. has a substantially detrimental effect on the student’s physical or mental health;
  - c. has the effect of substantially interfering with a student’s academic performance; or,
  - d. 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.
3. The terms “trait or characteristic of the student” includes, but is not limited to, age, creed, national origin, race, color, religion, marital status, sex, sexual orientation, gender, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, military affiliation, socioeconomic status, or familial status.
4. The term “electronic” means any communication involving the transmission of information by wire, radio, optical cable, electromagnetic, or other similar means, and includes, but is not limited to communication via electronic mail, internet – based communications, pager service, cell phone, and electronic text or instant messaging.
5. Employees, volunteers and business associates shall not engage in reprisal, retaliation, or false accusation against a victim, a witness, or an individual who has reliable information about an act of harassment or bullying.

6. Complaints of harassment or bullying may be filed as explained in Policy 504.43. The District will promptly investigate complaints of harassment or bullying. The Chief Human Resource Officer is responsible for investigating complaints. When investigating complaints, the totality of the circumstances will be considered in determining whether the conduct objectively constitutes harassment or bullying as defined in this policy.
7. An employee, volunteer, or a student's parent or guardian who promptly, reasonably, and in good faith reports an incident of harassment or bullying in compliance with the procedures in this policy to the Chief Human Resource Officer is immune from state civil or criminal liability relating to such report. Employees, volunteers or business associates who knowingly file false complaints may be subject to discipline up to and including termination, or other sanctions determined to be appropriate by the District.
8. An employee who physically or sexually abuses a student is subject to discipline or discharge as provided in Policy 504.41.
9. This policy will be distributed to employees upon its adoption and will be posted on the District's website. It is the responsibility of the Superintendent/designee to establish procedures regarding this policy.

*Cross Reference:  
#401.01 Equal Employment Opportunity*

*Adopted: February 3, 1986*

*Reviewed: March 31, 2003  
March 21, 2011  
February 15, 2016*

*Revised: March 31, 2003  
August 20, 2007  
March 21, 2011  
February 15, 2016*

*Ankeny Community School District*

**Ankeny Community School District**

***Harassment Complaint Form***

***Your Name:*** \_\_\_\_\_

***Your Position (student, teacher, etc.):*** \_\_\_\_\_

***Date of Complaint:*** \_\_\_\_\_

Name of Alleged Harasser/Bully: \_\_\_\_\_

Date(s) and Place(s) of Incident or Incidents: \_\_\_\_\_

Description of Misconduct/Incident (Include what was said/done by those present, how you felt, etc.):

Name of Witnesses (if any): \_\_\_\_\_

Evidence of Harassment/Bullying, i.e., letters, photos, etc. (attach evidence, if possible): \_\_\_\_\_

Any Other Information: \_\_\_\_\_

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

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Ankeny Community School District**

***Witness Disclosure Form***

*Name of Witness:* \_\_\_\_\_

Position of Witness: \_\_\_\_\_

Date of Testimony, Interview: \_\_\_\_\_

Description of Instance Witnessed: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

Any Other Information: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Ankeny Community School District**

***Summary of Disposition of Harassment/Bullying Complaint***

*Name of Complainant:* \_\_\_\_\_

Position of Complainant: \_\_\_\_\_

Name of Position of Alleged Harasser/Bully: \_\_\_\_\_

Name of Investigator: \_\_\_\_\_

Date of Initial Complaint: \_\_\_\_\_

Summary of Investigation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Conclusion:            Founded \_\_\_\_\_            Unfounded \_\_\_\_\_            Inconclusive \_\_\_\_\_

Investigator's Signature \_\_\_\_\_

Copies to:

- \_\_\_\_\_ Complainant
- \_\_\_\_\_ Alleged Harasser
- \_\_\_\_\_ Superintendent

**SERIES 500**  
**STUDENT PERSONNEL**

**#502.04-STUDENT COMPLAINTS AND GRIEVANCES**

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

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

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

*Legal Reference:*  
*Iowa Code § 279.8 (2007).*

*Cross Reference:*  
*210.08 Board Meeting Agenda??*  
*213.00 Public Participation in Board Meetings*  
*307.00 Communication Channels*  
*502 Series: Student Behavior and Discipline*

*Adopted:*            *July 2, 1990*

*Reviewed:*        *November 16, 2009*  
                         *June 17, 2013*

*Revised:*           *November 16, 2009*  
                         *June 17, 2013*

*Ankeny Community School District*

## **Designation of Affirmative Action Coordinator**

The Ankeny Community School District has identified Jenifer Owenson as Affirmative Action Coordinator. Jenifer Owenson is currently Chief Officer of Human Resources and Legal Affairs for the Ankeny School District and will coordinate the following responsibilities:

- Oversee development, adoption, and implementation of EEO/AA
- Monitors implementation of plans
- Maintains communication with administrative staff, recruitment agencies, students, and clients
- Coordinates required staff development
- Provides advice and assistance to district administration
- Has full knowledge of grievance procedure and employment policies
- Maintains records and reports to the Board and coordinates outside progress reports
- Serves as coordinator and liaison to the District's Equity Advisory Committee

# Ankeny Community School District

Availability/Representation/Under Representation, FORM E-1: November 2017

FULL-TIME STAFF		FEMALES					MINORITIES				
Job Group	Total	Representation		Availability		Number	Representation		Availability		Number
		Number	%	Number	%	Under representation	Number	%	Number	%	Under representation
Management (1,2,3,4)	70	31	44.28%		53.0% <sup>1</sup>	Yes	0	0%		4.0% <sup>1</sup>	Yes
Elementary Classroom (5)	345	320	92.75%		52.1% <sup>1</sup>	No	1	.81%		8.4% <sup>1</sup>	Yes
Secondary Classroom (6)	367	233	63.48%		52.1% <sup>1</sup>	No	2	.78%		8.4% <sup>1</sup>	Yes
Other Classroom Teachers (7)	6	3	0		0	No	0	0%			Yes
Guidance, Media, Consultants & Other Professional (8, 10, 11, 12)	56	51	91.07%		52.1% <sup>1</sup>	No	0	0%		8.4% <sup>1</sup>	Yes
Teacher Assistant (13)	112	107	95.53%		63.1% <sup>2</sup>	No	2	1.7		11.3% <sup>2</sup>	Yes
Technicians (14)	4	0	0%		63.1% <sup>2</sup>	Yes	0	0%		11.3% <sup>2</sup>	Yes
Clerical/Secretarial (16)	55	55	100%		72.0% <sup>2</sup>	No	1	1.8		16.9% <sup>2</sup>	Yes
Service Workers (16)	21	17	80.95%		61.3% <sup>2</sup>	No	0	0%		24.7% <sup>2</sup>	Yes
Skilled Crafts/Laborers (17, 18)	84	10	11.90%		9.7% <sup>2</sup>	No	0	0%		15.1% <sup>2</sup>	Yes
<b>TOTAL FULL-TIME</b>	<b>1,120</b>	<b>827</b>	<b>73.83%</b>			<b>No</b>	<b>6</b>	<b>.72%</b>			<b>Yes</b>

PART TIME STAFF		FEMALES					MINORITIES				
Job Group	Total	Representation		Availability		Number	Representation		Availability		Number
		Number	%	Number	%	Under representation	Number	%	Number	%	Under representation
Professional Instructional (20)	12	12	100%		52.6% <sup>1</sup>	No	0	0%		8.65% <sup>1</sup>	Yes
All Others (21)	413	377	91.28%		58.0% <sup>2</sup>	No	15	3.9%		18.6% <sup>2</sup>	Yes
<b>TOTAL PART-TIME</b>	<b>425</b>	<b>389</b>	<b>91.25%</b>				<b>15</b>	<b>3.8%</b>			

All STAFF		FEMALES					MINORITIES				
TOTAL	1,545	Representation		Availability		Number	Representation		Availability		Number
		1,216	78.70%				21	1.72%			

## Vacancy Projection

### Background

Ankeny Schools is currently the second fastest growing district in the state of Iowa. In the 2017-2018 school year the District hired approximately 67 certified staff. The District will open another elementary in the 2017-2018 school year. The school district enrollment for the 2017-2018 school year is at 11,766. Enrollment is expected to continue to grow. Therefore, staffing at all levels in the District will continue to increase.

### Certified Staff

Ankeny Community Schools employs thirty one licensed administrators. Of the thirty three administrators, 13 administrators are female:

Superintendent of Schools (1)  
Chief Operation Officer (1)  
Chief Academic Officer (1)  
Chief Human Resources Officer (1)  
Chief Financial Officer (1)  
Director Special Programs (1)  
Director of Professional Development (1)  
Head High School Principal (2)  
Head Middle School Principal (4)  
Elementary Principal (10)  
Secondary Associate Principal (6)  
Secondary Assistant Principal (2)  
High School Athletic Director (2)  
Middle School Athletic Director (2)

The District employs six Directors that support District Operations. Of those Directors, two are female and serve in the following roles:

Director of Human Resources  
Director of Financial Services

92.78% of the elementary teachers are female, and 7.2% are male. 62.94% of the secondary teachers are female and 35.96% are male.

There are 38 head coaches at the varsity level. Of the thirty-eight, 33 are male and 5 are female. Seventy-nine assistant coaches at the varsity level in; baseball, basketball, football, golf, track, soccer, cross country, softball, swimming, tennis, wrestling, and volleyball. Of the seventy-nine, 66 are male and 13 are female.

### Vacancies

Due to continued student enrollment growth, the district will be required to fill a number of vacancies at both the elementary and secondary level. At least two vacancies are expected due to the usual turnover of part-time food service workers. There are also expected job vacancies in the clerical or custodial departments due to the rapid growth of district.

### Classified Staff

Clerical and food service staff is predominantly women, with six male food service workers. There are three female laborers/unskilled workers and seven female skilled crafts.

## Qualitative Analysis

### Analysis

- **93.98%** of the city of Ankeny population are white. (See attached 2016 demographic report – Appendix)
- Student body population is 85.38% white and 14.62% minority. The minority population includes 2.54% Asian Americans, 2.22% African-Americans, 5.23% Hispanic Americans, 0.10% American Indian, 0.11% Native Hawaiian/Other, and 4.41% 2 or more Races. The district enrollment is becoming more diverse as the enrollment grows.
- Below are the certified administrators in the District. All certified administrators are Caucasian. There are no Certified administrators that possess a disability. The gender is noted by either (M=male or F=female)

#### **Administrators**

Superintendent (1M)

Chief Officer of Operations 1(M)

Chief Officer Academic (1F)

Director of Special Education (1F)

Director of Special Programs (1F)

Director of Orbis (1F)

Director of Professional Learning (1F)

Director of Secondary and Elementary Services Curriculum (2F)

High School Principals (1M), (1F)

Middle School Principals (3M), (1F)

Elementary Principals (2F; 8M)

Secondary Associate Principals (2F; 4M)

Secondary Assistant Principal (1F; 1M)

High School Athletic Director (2M)

Middle School Athletic Director (1F; 1M)

#### **Certified Teachers**

786 teachers, counselors, and librarians

367 secondary – 235 female, 132 male

345 elementary teachers – 320 female, 25 male

25 Other Professional Staff – 23 female, 2 male

5 minority staff members are female – (1) elementary, (4) secondary

- There are 134 open enrollment applications into the district, 299 departing;
- Sixteen school nurses – Sixteen- females
- 582 classified staff:
  - 272 full-time – 193 female, 79 male
  - 414 part-time – 377 female, 37 male
  - Total - 570 females, 116 Male

## Vacancy Projections

### **Certified Staff**

The district normally has a turnover of approximately 6.25% of staff and will also review population growth to determine the need for additional elementary and secondary teachers for the 2018-2019 academic years.

### **Classified Staff**

Regular turnover is anticipated in part-time positions.

Under representation identified:

Underrepresented minority populations in all positions

## **Policies and Practices Review Summary**

Job descriptions are revised and updated on a continual basis to accurately reflect the qualification and needs of the position. Recruitment of certified staff is accomplished by the District's Recruitment Job Fair, advertising in the Des Moines Register and by posting according to the master contract. The Iowa Department of Education, "Teach Iowa" website has also been used for positions and will be used according to the new legislative requirements. When recruiting for administrative positions, professional associations and School Leader websites are used to advertise for administrative jobs. Recruitment of classified staff is accomplished by advertising in the Ankeny Press Citizen / Des Moines Register for full-time and part-time positions. All of these positions are also advertised on the district's website at <http://www.ankenyschools.org>.

Applicants are notified of the district's equal employment opportunity and AA policies. Steps have been taken with application forms to ensure that this occurs.

Board Policies and collective bargaining agreements govern demotions, terminations, layoffs and recall criteria and practices. The provisions of the master contract govern certified and classified personnel.

## Quantitative Numeric Goals

<u>Administrative Staff</u>	<u>Responsibility</u>	<u>Timeline</u>
1 minority	Board & Admin	Next 2 years
<u>Certified Staff</u>		
2 male elementary teachers	Board & Admin	Next 2 years
2 minority teachers	Board & Admin	Next 2 years
<u>Classified Staff</u>		
1 male clerical worker	Board & Admin	if unexpected vacancies occur
1 female service worker/laborer	Board & Admin	if unexpected skilled vacancies occur
1 minority worker	if unexpected vacancies occur	Next 2 years

## Qualitative Goals and Strategies

<u>Qualitative Goals &amp; Strategies</u>	<u>Responsibility</u>	<u>Timelines</u>
Annual review of a portion of job descriptions, policy and handbooks for discriminatory language.	Chief Officer of HR	Immediate & Continuing
Introduction of “Stay Interviews” for current staff to inquire about why staff stay at Ankeny.	Chief Officer of HR	May
A review of the student teacher recruitment and the Teaching Academy with a focus on recruitment from underrepresented populations.	Chief Officer of HR	Immediate & Continuing
Continue to provide required training to Staff on a number of subjects including diversity, inclusiveness, and strategies targeted to assist DOP/SES students.	Chief Officer of HR	Immediate & Continuing
Develop a recruitment flyer for current teachers to use and disseminate to encourage applications to the District.	Chief Officer of HR	January - May

## Goal Progress

Since the last Affirmative Action Manual was developed the District has made some progress toward the outlined goals. There has been a female hired in the maintenance unit. She is a certified electrician. During the hiring that occurred for the opening of the new high school there were several female teachers hired to teach at the secondary.

### Administrative Staff

### Responsibility

### Timeline

1 minority

Board & Admin

Next 2 years (unmet)

### Certified Staff

2 male elementary teachers

Board & Admin

Next 2 years

(the District has met its goal in the last two year period of hiring male teachers at the elementary)

2 minority teachers

Board & Admin

Next 2 years

(the District has met its goals of hiring non-white teachers)

### Classified Staff

1 male clerical worker

Board & Admin

if unexpected  
vacancies occur (unmet)

1 female service worker/laborer

Board & Admin

if unexpected skilled  
vacancies occur

(the District made its goal of hiring a female service worker /laborer)

1 minority worker

if unexpected vacancies occur

Next 2 years

(the District made its goal of hiring a non-white minority worker)

While the District still struggles in our ability to attract and recruit minority applicants, the District continues to investigate and assess ways to bring minority applicants into the system.

## **Internal Monitoring**

1. Maintain a continuing record of applicants for positions. Analyze past applicant pool if necessary.
2. Maintain a continuing record of employee mobility of employees on staff. An analysis will permit a review of the results of existing policies and practices and a review in the future of changes in such policies.
3. Maintain a continuing record of exits. Analyze developing trends in retirement, etc. and provide information for vacancy projections.
4. Maintain a continuing record of referral sources.
5. Analyze data to determine whether a source is helpful in efforts to change the demographic composition of the applicant pool and of the work force.

## New Goals

Job Group	Total	New Goals			Up to 2 years Short Term			Up to 4 years Long Term		
		Female	Male	Minority	Female	Male	Minority	Female	Male	Minority
Administrative	31	0	0	1						
Cert Elementary	244	0	2	1						
Cert Secondary	254	2	0	1						
Cert Staff	624	0	0	2						
Clerical	40	0	1	1						
Skilled Laborer	58	1	0	0						
Minority Worker	8	0	0	1						
Food Service	15	NA	NA	NA						

## Appendix

**Ankeny Community School District**  
**Student Demographic Summary**  
**2017-2018**

Grade Level	Total in Grade		Asian/Pacific Islander		Black/African American		Hispanic/Latino		American Indian/Alaskan Native		White		Native Hawaiian/Other Pacific Islander		2 or more Races	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	-1	403		13		9		31		0		328		0		22
	208	195	5	8	5	4	19	12	0	0	170	158	0	0	9	13
	51.61%	48.39%	1.24%	1.99%	1.24%	0.99%	4.71%	2.98%	0.00%	0.00%	42.18%	39.21%	0.00%	0.00%	2.23%	3.23%
			3.23%		2.23%		7.69%		0.00%		81.39%		0.00%		5.46%	
K	938		22		29		42		0		781		0		64	
	473	465	14	8	16	13	21	21	0	0	392	389	0	0	30	34
	50.43%	49.57%	1.49%	0.85%	1.71%	1.39%	2.24%	2.24%	0.00%	0.00%	41.79%	41.47%	0.00%	0.00%	3.20%	3.62%
			2.35%		3.09%		4.48%		0.00%		83.26%		0.00%		6.82%	
1	947		23		20		69		2		793		0		40	
	481	466	11	12	14	6	32	37	1	1	406	387	0	0	17	23
	50.79%	49.21%	1.16%	1.27%	1.48%	0.63%	3.38%	3.91%	0.11%	0.11%	42.87%	40.87%	0.00%	0.00%	1.80%	2.43%
			2.43%		2.11%		7.29%		0.21%		83.74%		0.00%		4.22%	
2	929		30		23		48		2		771		0		55	
	478	451	17	13	13	10	24	24	2	0	396	375	0	0	26	29
	51.45%	48.55%	1.83%	1.40%	1.40%	1.08%	2.58%	2.58%	0.22%	0.00%	42.63%	40.37%	0.00%	0.00%	2.80%	3.12%
			3.23%		2.48%		5.17%		0.22%		82.99%		0.00%		5.92%	
3	902		17		20		47		1		767		0		50	
	480	422	10	7	13	7	24	23	0	1	406	361	0	0	27	23
	53.22%	46.78%	1.11%	0.78%	1.44%	0.78%	2.66%	2.55%	0.00%	0.11%	45.01%	40.02%	0.00%	0.00%	2.99%	2.55%
			1.88%		2.22%		5.21%		0.11%		85.03%		0.00%		5.54%	
4	964		23		16		54		1		828		2		40	
	505	459	13	10	4	12	29	25	0	1	435	393	1	1	23	17
	52.39%	47.61%	1.35%	1.04%	0.41%	1.24%	3.01%	2.59%	0.00%	0.10%	45.12%	40.77%	0.10%	0.10%	2.39%	1.76%
			2.39%		1.66%		5.60%		0.10%		85.89%		0.21%		4.15%	

5	900		18		22		42		1		770		0		47	
	464	436	13	5	11	11	22	20	0	1	394	376	0	0	24	23
	51.56%	48.44%	1.44%	0.56%	1.22%	1.22%	2.44%	2.22%	0.00%	0.11%	43.78%	41.78%	0.00%	0.00%	2.67%	2.56%
			2.00%		2.44%		4.67%		0.11%		85.56%		0.00%		5.22%	
PreK-5	5983		146		139		333		7		5038		2		318	
	3089	2894	83	63	76	63	171	162	3	4	2599	2439	1	1	156	162
	51.63%	48.37%	1.39%	1.05%	1.27%	1.05%	2.86%	2.71%	0.05%	0.07%	43.44%	40.77%	0.02%	0.02%	2.61%	2.71%
			2.44%		2.32%		5.57%		0.12%		84.21%		0.03%		5.32%	
6	906		22		20		47		1		768		1		47	
	470	436	12	10	10	10	21	26	1	0	399	369	1	0	26	21
	51.88%	48.12%	1.32%	1.10%	1.10%	1.10%	2.32%	2.87%	0.11%	0.00%	44.04%	40.73%	0.11%	0.00%	2.87%	2.32%
			2.43%		2.21%		5.19%		0.11%		84.77%		0.11%		5.19%	
7	911		31		27		52		1		760		0		40	
	449	462	13	18	15	12	26	26	0	1	374	386	0	0	21	19
	49.29%	50.71%	1.43%	1.98%	1.65%	1.32%	2.85%	2.85%	0.00%	0.11%	41.05%	42.37%	0.00%	0.00%	2.31%	2.09%
			3.40%		2.96%		5.71%		0.11%		83.42%		0.00%		4.39%	
8	878		20		20		45		0		757		1		35	
	443	435	11	9	11	9	25	20	0	0	378	379	1	0	17	18
	50.46%	49.54%	1.25%	1.03%	1.25%	1.03%	2.85%	2.28%	0.00%	0.00%	43.05%	43.17%	0.11%	0.00%	1.94%	2.05%
			2.28%		2.28%		5.13%		0.00%		86.22%		0.11%		3.99%	
9	846		36		22		39		1		729		0		19	
	394	452	13	23	11	11	22	17	1	0	338	391	0	0	9	10
	46.57%	53.43%	1.54%	2.72%	1.30%	1.30%	2.60%	2.01%	0.12%	0.00%	39.95%	46.22%	0.00%	0.00%	1.06%	1.18%
			4.26%		2.60%		4.61%		0.12%		86.17%		0.00%		2.25%	
10	808		15		23		39		2		699		4		26	
	427	381	7	8	16	7	23	16	2	0	369	330	2	2	8	18
	52.85%	47.15%	0.87%	0.99%	1.98%	0.87%	2.85%	1.98%	0.25%	0.00%	45.67%	40.84%	0.25%	0.25%	0.99%	2.23%
			1.86%		2.85%		4.83%		0.25%		86.51%		0.50%		3.22%	
11	746		17		14		31		0		663		1		20	
	374	372	5	12	7	7	19	12	0	0	334	329	0	1	9	11
	50.13%	49.87%	0.67%	1.61%	0.94%	0.94%	2.55%	1.61%	0.00%	0.00%	44.77%	44.10%	0.00%	0.13%	1.21%	1.47%
			2.28%		1.88%		4.16%		0.00%		88.87%		0.13%		2.68%	

<b>12</b>	<b>723</b>		<b>18</b>		<b>8</b>		<b>27</b>		<b>1</b>		<b>652</b>		<b>0</b>		<b>17</b>	
	<b>372</b>	<b>351</b>	<b>12</b>	<b>6</b>	<b>5</b>	<b>3</b>	<b>18</b>	<b>9</b>	<b>1</b>	<b>0</b>	<b>325</b>	<b>327</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>6</b>
	51.45%	48.55%	1.66%	0.83%	0.69%	0.41%	2.49%	1.24%	0.14%	0.00%	44.95%	45.23%	0.00%	0.00%	1.52%	0.83%
			2.49%		1.11%		3.73%		0.14%		90.18%		0.00%		2.35%	
<b>6-12</b>	<b>5818</b>		<b>159</b>		<b>134</b>		<b>280</b>		<b>6</b>		<b>5028</b>		<b>7</b>		<b>204</b>	
	<b>2929</b>	<b>2889</b>	<b>73</b>	<b>86</b>	<b>75</b>	<b>59</b>	<b>154</b>	<b>126</b>	<b>5</b>	<b>1</b>	<b>2517</b>	<b>2511</b>	<b>4</b>	<b>3</b>	<b>101</b>	<b>103</b>
	50.34%	49.66%	1.25%	1.48%	1.29%	1.01%	2.65%	2.17%	0.09%	0.02%	43.26%	43.16%	0.07%	0.05%	1.74%	1.77%
			2.73%		2.30%		4.81%		0.10%		86.42%		0.12%		3.51%	
<b>Total</b>	<b>11801</b>		<b>305</b>		<b>273</b>		<b>613</b>		<b>13</b>		<b>10066</b>		<b>9</b>		<b>522</b>	
	<b>6018</b>	<b>5783</b>	<b>156</b>	<b>149</b>	<b>151</b>	<b>122</b>	<b>325</b>	<b>288</b>	<b>8</b>	<b>5</b>	<b>5116</b>	<b>4950</b>	<b>5</b>	<b>4</b>	<b>257</b>	<b>265</b>
	51.00%	49.00%	1.32%	1.26%	1.28%	1.03%	2.75%	2.44%	0.07%	0.04%	43.35%	41.95%	0.04%	0.03%	2.18%	2.25%
			2.58%		2.31%		5.19%		0.11%		85.30%		0.08%		4.42%	

# City of Ankeny Demographic Report

## PEOPLE

### Population

Population estimates, July 1, 2016, (V2016)	58,627
Population estimates base, April 1, 2010, (V2016)	45,582
Population, percent change - April 1, 2010 (estimates base) to July 1, 2016, (V2016)	28.6%
Population, Census, April 1, 2010	45,582

### Age and Sex

Persons under 5 years, percent, July 1, 2016, (V2016)	<a href="#"><u>X</u></a>
Persons under 5 years, percent, April 1, 2010	9.2%
Persons under 18 years, percent, July 1, 2016, (V2016)	<a href="#"><u>X</u></a>
Persons under 18 years, percent, April 1, 2010	27.7%
Persons 65 years and over, percent, July 1, 2016, (V2016)	<a href="#"><u>X</u></a>
Persons 65 years and over, percent, April 1, 2010	8.3%
Female persons, percent, July 1, 2016, (V2016)	<a href="#"><u>X</u></a>
Female persons, percent, April 1, 2010	51.0%

### Race and Hispanic Origin

White alone, percent, July 1, 2016, (V2016)(a)	<a href="#"><u>X</u></a>
Black or African American alone, percent, July 1, 2016, (V2016)(a)	<a href="#"><u>X</u></a>
American Indian and Alaska Native alone, percent, July 1, 2016, (V2016)(a)	<a href="#"><u>X</u></a>
Asian alone, percent, July 1, 2016, (V2016)(a)	<a href="#"><u>X</u></a>
Native Hawaiian and Other Pacific Islander alone, percent, July 1, 2016, (V2016)(a)	<a href="#"><u>X</u></a>
Two or More Races, percent, July 1, 2016, (V2016)	<a href="#"><u>X</u></a>
Hispanic or Latino, percent, July 1, 2016, (V2016)(b)	<a href="#"><u>X</u></a>

White alone, not Hispanic or Latino, percent, July 1, 2016, (V2016)	<a href="#">X</a>
<b>Population Characteristics</b>	
Veterans, 2011-2015	3,145
Foreign born persons, percent, 2011-2015	4.2%
<b>Housing</b>	
Housing units, July 1, 2016, (V2016)	<a href="#">X</a>
Housing units, April 1, 2010	18,339
Owner-occupied housing unit rate, 2011-2015	72.8%
Median value of owner-occupied housing units, 2011-2015	\$175,700
Median selected monthly owner costs -with a mortgage, 2011-2015	\$1,471
Median selected monthly owner costs -without a mortgage, 2011-2015	\$594
Median gross rent, 2011-2015	\$837
Building permits, 2016	<a href="#">X</a>
<b>Families &amp; Living Arrangements</b>	
Households, 2011-2015	19,569
Persons per household, 2011-2015	2.60
Living in same house 1 year ago, percent of persons age 1 year+, 2011-2015	79.1%
Language other than English spoken at home, percent of persons age 5 years+, 2011-2015	6.4%
<b>Education</b>	
High school graduate or higher, percent of persons age 25 years+, 2011-2015	97.3%
Bachelor's degree or higher, percent of persons age 25 years+, 2011-2015	45.7%
<b>Health</b>	
With a disability, under age 65 years, percent, 2011-2015	5.0%
Persons without health insurance, under age 65 years, percent	<a href="#">X</a> 3.7%

### Economy

In civilian labor force, total, percent of population age 16 years+, 2011-2015	78.2%
In civilian labor force, female, percent of population age 16 years+, 2011-2015	72.9%
Total accommodation and food services sales, 2012 (\$1,000)(c)	109,436
Total health care and social assistance receipts/revenue, 2012 (\$1,000)(c)	91,365
Total manufacturers shipments, 2012 (\$1,000)(c)	3,100,716
Total merchant wholesaler sales, 2012 (\$1,000)(c)	1,852,509
Total retail sales, 2012 (\$1,000)(c)	1,175,898
Total retail sales per capita, 2012(c)	\$23,959

### Transportation

Mean travel time to work (minutes), workers age 16 years+, 2011-2015	20.9
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### Income & Poverty

Median household income (in 2015 dollars), 2011-2015	\$75,465
Per capita income in past 12 months (in 2015 dollars), 2011-2015	\$33,025
Persons in poverty, percent	7.8%

## BUSINESSES

### Businesses

Total employer establishments, 2015	<a href="#">X</a>
Total employment, 2015	<a href="#">X</a>
Total annual payroll, 2015 (\$1,000)	<a href="#">X</a>
Total employment, percent change, 2014-2015	<a href="#">X</a>
Total nonemployer establishments, 2015	<a href="#">X</a>

All firms, 2012	4,388
Men-owned firms, 2012	2,238
Women-owned firms, 2012	1,538
Minority-owned firms, 2012	256
Nonminority-owned firms, 2012	3,965
Veteran-owned firms, 2012	408
Nonveteran-owned firms, 2012	3,770

## GEOGRAPHY

### Geography

Population per square mile, 2010	1,554.2
Land area in square miles, 2010	29.33
FIPS Code	1902305

## City of Des Moines Metro Area Demographic Report

	Population	DSM	United States
Population estimates, July 1, 2016, (V2016)		215,472	323,127,513
Population estimates base, April 1, 2010, (V2016)		204,190	308,758,105
Population, percent change - April 1, 2010 (estimates base) to July 1, 2016, (V2016)		5.5%	4.7%
Population, Census, April 1, 2010		203,433	308,745,538
	Age and Sex		
Persons under 5 years, percent, July 1, 2016, (V2016)		<u>X</u>	6.2%
Persons under 5 years, percent, April 1, 2010		7.9%	6.5%
Persons under 18 years, percent, July 1, 2016, (V2016)		<u>X</u>	22.8%
Persons under 18 years, percent, April 1, 2010		24.8%	24.0%
Persons 65 years and over, percent, July 1, 2016, (V2016)		<u>X</u>	15.2%
Persons 65 years and over, percent, April 1, 2010		11.0%	13.0%
Female persons, percent, July 1, 2016, (V2016)		<u>X</u>	50.8%
Female persons, percent, April 1, 2010		51.1%	50.8%
	Race and Hispanic Origin		
White alone, percent, July 1, 2016, (V2016)(a)		<u>X</u>	76.9%
Black or African American alone, percent, July 1, 2016, (V2016)(a)		<u>X</u>	13.3%
American Indian and Alaska Native alone, percent, July 1, 2016, (V2016)(a)		<u>X</u>	1.3%
Asian alone, percent, July 1, 2016, (V2016)(a)		<u>X</u>	5.7%
Native Hawaiian and Other Pacific Islander alone, percent, July 1, 2016, (V2016)(a)		<u>X</u>	0.2%
Two or More Races, percent, July 1, 2016, (V2016)		<u>X</u>	2.6%
Hispanic or Latino, percent, July 1, 2016, (V2016)(b)		<u>X</u>	17.8%

White alone, not Hispanic or Latino, percent, July 1, 2016, (V2016)	<a href="#">X</a>	61.3%
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#### Population Characteristics

Veterans, 2011-2015	11,607	20,108,332
Foreign born persons, percent, 2011-2015	11.6%	13.2%

#### Housing

Housing units, July 1, 2016, (V2016)	<a href="#">X</a>	135,697,926
Housing units, April 1, 2010	88,729	131,704,730
Owner-occupied housing unit rate, 2011-2015	61.0%	63.9%
Median value of owner-occupied housing units, 2011-2015	\$117,800	\$178,600
Median selected monthly owner costs -with a mortgage, 2011-2015	\$1,156	\$1,492
Median selected monthly owner costs -without a mortgage, 2011-2015	\$466	\$458
Median gross rent, 2011-2015	\$754	\$928
Building permits, 2016	<a href="#">X</a>	1,206,642

#### Families & Living Arrangements

Households, 2011-2015	81,717	116,926,305
Persons per household, 2011-2015	2.48	2.64
Living in same house 1 year ago, percent of persons age 1 year+, 2011-2015	78.5%	85.1%
Language other than English spoken at home, percent of persons age 5 years+, 2011-2015	17.3%	21.0%

#### Education

High school graduate or higher, percent of persons age 25 years+, 2011-2015	87.3%	86.7%
Bachelor's degree or higher, percent of persons age 25 years+, 2011-2015	25.1%	29.8%

#### Health

With a disability, under age 65 years, percent, 2011-2015	10.3%	8.6%
Persons without health insurance, under age 65 years, percent	<a href="#">翀</a>	<a href="#">翀</a>
	10.9%	10.1%

#### Economy

In civilian labor force, total, percent of population age 16 years+, 2011-2015	70.4%	63.3%
In civilian labor force, female, percent of population age 16 years+, 2011-2015	66.1%	58.5%
Total accommodation and food services sales, 2012 (\$1,000)(c)	464,153	708,138,598
Total health care and social assistance receipts/revenue, 2012 (\$1,000)(c)	2,758,297	2,040,441,203
Total manufacturers shipments, 2012 (\$1,000)(c)	4,837,810	5,696,729,632
Total merchant wholesaler sales, 2012 (\$1,000)(c)	3,586,516	5,208,023,478
Total retail sales, 2012 (\$1,000)(c)	2,190,058	4,219,821,871
Total retail sales per capita, 2012(c)	\$10,596	\$13,443
<b>Transportation</b>		
Mean travel time to work (minutes), workers age 16 years+, 2011-2015	19.0	25.9
<b>Income &amp; Poverty</b>		
Median household income (in 2015 dollars), 2011-2015	\$46,290	\$53,889
Per capita income in past 12 months (in 2015 dollars), 2011-2015	\$24,430	\$28,930
Persons in poverty, percent	20.0%	12.7%

## BUSINESSES

<b>Businesses</b>		
Total employer establishments, 2015	<a href="#">X</a>	7,663,938
Total employment, 2015	<a href="#">X</a>	124,085,947
Total annual payroll, 2015 (\$1,000)	<a href="#">X</a>	6,253,488,252
Total employment, percent change, 2014-2015	<a href="#">X</a>	2.5%
Total nonemployer establishments, 2015	<a href="#">X</a>	24,331,403
All firms, 2012	16,543	27,626,360
Men-owned firms, 2012	8,529	14,844,597
Women-owned firms, 2012	5,681	9,878,397
Minority-owned firms, 2012	3,000	7,952,386

Nonminority-owned firms, 2012	12,427	18,987,918
Veteran-owned firms, 2012	1,581	2,521,682
Nonveteran-owned firms, 2012	13,561	24,070,685

**GEOGRAPHY**

	Geography	
Population per square mile, 2010	2,515.6	87.4
Land area in square miles, 2010	80.87	3,531,905.43
FIPS Code	1921000	00

## Polk County Demographic Report

### PEOPLE

#### Population

Population estimates, July 1, 2016, (V2016)	474,045
Population estimates base, April 1, 2010, (V2016)	430,635
Population, percent change - April 1, 2010 (estimates base) to July 1, 2016, (V2016)	10.1%
Population, Census, April 1, 2010	430,640

#### Age and Sex

Persons under 5 years, percent, July 1, 2016, (V2016)	7.4%
Persons under 5 years, percent, April 1, 2010	7.6%
Persons under 18 years, percent, July 1, 2016, (V2016)	25.2%
Persons under 18 years, percent, April 1, 2010	25.5%
Persons 65 years and over, percent, July 1, 2016, (V2016)	12.3%
Persons 65 years and over, percent, April 1, 2010	10.8%
Female persons, percent, July 1, 2016, (V2016)	50.8%
Female persons, percent, April 1, 2010	51.0%

#### Race and Hispanic Origin

White alone, percent, July 1, 2016, (V2016)(a)	85.7%
Black or African American alone, percent, July 1, 2016, (V2016)(a)	6.8%
American Indian and Alaska Native alone, percent, July 1, 2016, (V2016)(a)	0.4%
Asian alone, percent, July 1, 2016, (V2016)(a)	4.7%
Native Hawaiian and Other Pacific Islander alone, percent, July 1, 2016, (V2016)(a)	0.1%

Two or More Races, percent, July 1, 2016, (V2016)	2.3%
Hispanic or Latino, percent, July 1, 2016, (V2016)(b)	8.2%
White alone, not Hispanic or Latino, percent, July 1, 2016, (V2016)	78.3%

#### Population Characteristics

Veterans, 2011-2015	26,146
Foreign born persons, percent, 2011-2015	8.7%

#### Housing

Housing units, July 1, 2016, (V2016)	196,673
Housing units, April 1, 2010	182,262
Owner-occupied housing unit rate, 2011-2015	67.6%
Median value of owner-occupied housing units, 2011-2015	\$157,200
Median selected monthly owner costs -with a mortgage, 2011-2015	\$1,342
Median selected monthly owner costs -without a mortgage, 2011-2015	\$508
Median gross rent, 2011-2015	\$799
Building permits, 2016	5,014

#### Families & Living Arrangements

Households, 2011-2015	177,049
Persons per household, 2011-2015	2.50
Living in same house 1 year ago, percent of persons age 1 year+, 2011-2015	81.6%
Language other than English spoken at home, percent of persons age 5 years+, 2011-2015	12.4%

#### Education

High school graduate or higher, percent of persons age 25 years+, 2011-2015	91.8%
Bachelor's degree or higher, percent of persons age 25 years+, 2011-2015	35.8%

#### Health

With a disability, under age 65 years, percent, 2011-2015	7.8%
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Persons without health insurance, under age 65 years, percent	5.7%
<b>Economy</b>	
In civilian labor force, total, percent of population age 16 years+, 2011-2015	72.6%
In civilian labor force, female, percent of population age 16 years+, 2011-2015	68.0%
Total accommodation and food services sales, 2012 (\$1,000)(c)	1,012,583
Total health care and social assistance receipts/revenue, 2012 (\$1,000)(c)	3,659,698
Total manufacturers shipments, 2012 (\$1,000)(c)	10,472,882
Total merchant wholesaler sales, 2012 (\$1,000)(c)	9,500,522
Total retail sales, 2012 (\$1,000)(c)	7,616,344
Total retail sales per capita, 2012(c)	\$17,165
<b>Transportation</b>	
Mean travel time to work (minutes), workers age 16 years+, 2011-2015	19.1
<b>Income &amp; Poverty</b>	
Median household income (in 2015 dollars), 2011-2015	\$60,061
Per capita income in past 12 months (in 2015 dollars), 2011-2015	\$31,291
Persons in poverty, percent	11.9%

## BUSINESSES

<b>Businesses</b>	
Total employer establishments, 2015	12,294
Total employment, 2015	256,340
Total annual payroll, 2015 (\$1,000)	12,701,338
Total employment, percent change, 2014-2015	2.7%
Total nonemployer establishments, 2015	31,764
All firms, 2012	39,938

Men-owned firms, 2012	21,044
Women-owned firms, 2012	13,246
Minority-owned firms, 2012	4,482
Nonminority-owned firms, 2012	33,594
Veteran-owned firms, 2012	3,648
Nonveteran-owned firms, 2012	33,639

## GEOGRAPHY

### Geography

Population per square mile, 2010	750.5
Land area in square miles, 2010	573.80
FIPS Code	19153

## State of Iowa Demographic Report

### PEOPLE

	Population	Iowa	United States
Population estimates, July 1, 2016, (V2016)		3,134,693	323,127,513
Population estimates base, April 1, 2010, (V2016)		3,046,869	308,758,105
Population, percent change - April 1, 2010 (estimates base) to July 1, 2016, (V2016)		2.9%	4.7%
Population, Census, April 1, 2010		3,046,355	308,745,538
	Age and Sex		
Persons under 5 years, percent, July 1, 2016, (V2016)		6.4%	6.2%
Persons under 5 years, percent, April 1, 2010		6.6%	6.5%
Persons under 18 years, percent, July 1, 2016, (V2016)		23.3%	22.8%
Persons under 18 years, percent, April 1, 2010		23.9%	24.0%
Persons 65 years and over, percent, July 1, 2016, (V2016)		16.4%	15.2%
Persons 65 years and over, percent, April 1, 2010		14.9%	13.0%
Female persons, percent, July 1, 2016, (V2016)		50.3%	50.8%
Female persons, percent, April 1, 2010		50.5%	50.8%
	Race and Hispanic Origin		
White alone, percent, July 1, 2016, (V2016)(a)		91.4%	76.9%
Black or African American alone, percent, July 1, 2016, (V2016)(a)		3.7%	13.3%
American Indian and Alaska Native alone, percent, July 1, 2016, (V2016)(a)		0.5%	1.3%

Asian alone, percent, July 1, 2016, (V2016)(a)	2.5%	5.7%
Native Hawaiian and Other Pacific Islander alone, percent, July 1, 2016, (V2016)(a)	0.1%	0.2%
Two or More Races, percent, July 1, 2016, (V2016)	1.8%	2.6%
Hispanic or Latino, percent, July 1, 2016, (V2016)(b)	5.8%	17.8%
White alone, not Hispanic or Latino, percent, July 1, 2016, (V2016)	86.2%	61.3%
<b>Population Characteristics</b>		
Veterans, 2011-2015	211,066	20,108,332
Foreign born persons, percent, 2011-2015	4.7%	13.2%
<b>Housing</b>		
Housing units, July 1, 2016, (V2016)	1,380,162	135,697,926
Housing units, April 1, 2010	1,336,417	131,704,730
Owner-occupied housing unit rate, 2011-2015	71.5%	63.9%
Median value of owner-occupied housing units, 2011-2015	\$129,200	\$178,600
Median selected monthly owner costs -with a mortgage, 2011-2015	\$1,171	\$1,492
Median selected monthly owner costs -without a mortgage, 2011-2015	\$434	\$458
Median gross rent, 2011-2015	\$697	\$928
Building permits, 2016	14,317	1,206,642
<b>Families &amp; Living Arrangements</b>		
Households, 2011-2015	1,236,409	116,926,305
Persons per household, 2011-2015	2.42	2.64
Living in same house 1 year ago, percent of persons age 1 year+, 2011-2015	84.8%	85.1%
Language other than English spoken at home, percent of persons age 5 years+, 2011-2015	7.4%	21.0%
<b>Education</b>		
High school graduate or higher, percent of persons age 25 years+, 2011-2015	91.5%	86.7%
Bachelor's degree or higher, percent of persons age 25 years+, 2011-2015	26.7%	29.8%
<b>Health</b>		
With a disability, under age 65 years, percent, 2011-2015	7.9%	8.6%

Persons without health insurance, under age 65 years, percent	葵脞 5.0%	葵脞 10.1%
<b>Economy</b>		
In civilian labor force, total, percent of population age 16 years+, 2011-2015	67.6%	63.3%
In civilian labor force, female, percent of population age 16 years+, 2011-2015	63.3%	58.5%
Total accommodation and food services sales, 2012 (\$1,000)(c)	5,468,687	708,138,598
Total health care and social assistance receipts/revenue, 2012 (\$1,000)(c)	18,583,828	2,040,441,203
Total manufacturers shipments, 2012 (\$1,000)(c)	116,668,830	5,696,729,632
Total merchant wholesaler sales, 2012 (\$1,000)(c)	62,318,301	5,208,023,478
Total retail sales, 2012 (\$1,000)(c)	44,905,624	4,219,821,871
Total retail sales per capita, 2012(c)	\$14,607	\$13,443
<b>Transportation</b>		
Mean travel time to work (minutes), workers age 16 years+, 2011-2015	18.9	25.9
<b>Income &amp; Poverty</b>		
Median household income (in 2015 dollars), 2011-2015	\$53,183	\$53,889
Per capita income in past 12 months (in 2015 dollars), 2011-2015	\$27,950	\$28,930
Persons in poverty, percent	葵脞 11.8%	葵脞 12.7%

## BUSINESSES

<b>Businesses</b>		
Total employer establishments, 2015	80,952 <sup>1</sup>	7,663,938
Total employment, 2015	1,338,418 <sup>1</sup>	124,085,947
Total annual payroll, 2015 (\$1,000)	55,079,743 <sup>1</sup>	6,253,488,252
Total employment, percent change, 2014-2015	1.7% <sup>1</sup>	2.5%
Total nonemployer establishments, 2015	207,167	24,331,403
All firms, 2012	259,121	27,626,360

Men-owned firms, 2012	135,382	14,844,597
Women-owned firms, 2012	82,345	9,878,397
Minority-owned firms, 2012	14,707	7,952,386
Nonminority-owned firms, 2012	236,561	18,987,918
Veteran-owned firms, 2012	25,889	2,521,682
Nonveteran-owned firms, 2012	217,779	24,070,685

## GEOGRAPHY

### Geography

Population per square mile, 2010	54.5	87.4
Land area in square miles, 2010	55,857.13	3,531,905.43
FIPS Code	19	00



