

***GEORGE-LITTLE ROCK  
SCHOOL DISTRICT***

***AFFIRMATIVE ACTION PLAN  
MULTI-CULTURAL/GENDER FAIR  
PROCESSES***

***2014-2015***

**Revised 2014**

**Adopted by G-LR Board of Education  
July 14, 2014**

Web Site

**MATTERS OF BOARD POLICY  
GEORGE-LITTLE ROCK COMMUNITY SCHOOL DISTRICT**

- A. The George-Little Rock Community School Board of Education has approved the following Equal Opportunity Employment/Affirmative Action Plan by action of the board.

\_\_\_\_\_  
School Board President

\_\_\_\_\_  
Date

- B. ADMINISTRATIVE STATEMENT: This Affirmative Action Plan will be implemented, and that implementation will be monitored and reported in accordance with the Plan content and all applicable laws and administrative rules of the State of Iowa.

\_\_\_\_\_  
Superintendent of Schools  
George-Little Rock Community School District

## EMPLOYEES

### Series 400

Title Equal Employment Opportunity

Code No. \_\_\_\_\_

401.01

The George-Little Rock 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 under-represented. 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.

The board will appoint an affirmative action coordinator. The affirmative action coordinator will have the responsibility for drafting the affirmative action plan. The affirmative action plan will be reviewed by the board at least every two years.

Individuals who file an application with the school 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 school 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 school 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 George-Little Rock 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 by writing to the Affirmative Action Coordinator, George-Little Rock Community School District, 500 E. Indiana Ave. PO Box 6, George, IA 51237; or by telephoning 712-475-3311.

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 Employment Opportunity Commission, Milwaukee Area Office, Reuss Federal Plaza, 310 West Wisconsin Ave., Suite 800, Milwaukee, WI, 53203-2292, (800) 669-4000 or TTY (800) 669-6820. [Http://www.eeoc.gov/field/milwaukee/index.cfm](http://www.eeoc.gov/field/milwaukee/index.cfm), or the Iowa

Civil Rights Commission, 400 E. 14<sup>th</sup> St., Des Moines, Iowa, 50309-1004, (515) 281-4121 or 1-800-457-4416, <http://www.state.ia.us/government/crc/index.html>.

**EMPLOYEES**

**Series 400**

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Code No. \_\_\_\_\_

401.01

This inquiry or complaint to the federal office may be done instead of, or in addition to, an inquiry or complaint at the local level.

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

**Legal Reference:**

29 U.S.C. §§ 621-634 (2010).

42 U.S.C. §§ 2000e *et seq.* (2010).

42 U.S.C. §§ 12101 *et seq.* (2010).

Iowa Code §§ 19B; 20; 35C; 73; 216; 279.8; (2011).

281 I.A.C. 12.4; 14.1; 95.

**Cross Reference:**

102.00 Equal Educational Opportunity

104.00 Bullying/Harassment

405.02 Licensed Employee Qualifications, Recruitment, Selection

411.02 Classified Employee Qualifications, Recruitment, Selection

Date of Adoption: June 10, 2013 (Revised)

Related Administrative Rules and Regulations: \_\_\_\_\_



# **ADMINISTRATIVE STATEMENT AND GOALS**

## **ADMINISTRATIVE STATEMENT**

The EEO/AA plan will be established relative to data generated from the district's EEO/AA needs assessment. The needs assessment data will be used to establish goals and objectives for the district's EEO/AA program. The EEO/AA program will be implemented in a manner that is congruent with EEO/AA regulations.

The EEO/AA program will be audited annually and progress noted. Those areas that need attention will be identified. These needs will become the basis for program development for the ensuing year. The district's equity coordinator will be instrumental in assessing and reporting progress.

The EEO/AA program and goals will be reviewed and explained to staff yearly. The staff will have an opportunity for input via the equity coordinator.

Administrators and supervisors who employ will be provided training on hiring and the principles of equal employment opportunity. Moreover, this training will emphasize the implementation of the district's EEO/AA program. This training will be ongoing and will be developmental in nature. It will involve employment/personnel practices which facilitate equal opportunity as well as the specifics of the district's EEO/AA program.

The district's MC-GF committee will also address issues relative to EEO/AA program. This committee will be the School Improvement Cadre.

Superintendent of Schools  
George-Little Rock Community School District

## **GOALS**

Our primary goal is to create a more equitable distribution of male and female in these identified job classification and to seek racial and ethnic origin persons across all job classifications regardless of male and female equality.

- \* The districts presently employ no persons of minority descent.
- \* Deficiencies in ratios of male to female and female to male exists in certain areas.

## **NUMERICAL GOALS**

The identified numerical goals address those job classifications where a balance of male and female should occur. It can generally be stated that racial and ethnic origin persons need to be sought and employed, if qualified, in all job classifications.

The numerical goals listed below will be three years in length, with an annual review and, if necessary, due to a status change as a result of employment practices. The period will be July 1, 2012 to June 30, 2015.

The reaching of the goals listed below is contingent upon vacancies present during the three year period.

1. To employ at least two (2) female bus drivers.
2. To employ at least one (1) male food service person.
3. To employ at least two (2) male elementary teachers.
4. To maintain an equitable male and female balance in those job classifications where a balance is present currently.
5. To continue to encourage women to seek school board positions.
6. To seek the employment of racial and ethnic origin persons for all positions.

## **QUALITATIVE GOALS**

1. To in-service supervisory and administrative staff on the requirements of EEO/AA and MC/GF.  
Timeline: Begin immediately.
2. To increase the coverage of teacher/administrator vacancy notices to include web based resources.  
Timeline: Begin immediately.
3. To evaluate job classifications to determine whether vertical advancement is possible. Presently employed will be considered for advancement with job classifications or for other positions for which the employee is qualified and certified,

given the needs of the district.  
Timeline: When vacancies occur.



4. To inform the employees of the EEO/AA guideline yearly.  
Timeline: Begin immediately
5. To identify the EEO/AA and MC/Gender Fair committee to assist with implementation and the monitoring of the progress.  
Timeline: Appointed in September, 2004

**WORK FORCE ANALYSIS  
Summary Information**

**By Gender:** Analysis of employees as of May, 2012, in the George-Little Rock Community School District reveals the following:

| <u>Positions</u>   | <u>Male</u>         | <u>Female</u> |
|--|---------------------|---------------|
|  | FTE                 | FTE           |
| Administrators (including Curriculum Coordinator)          | 1.0                 | 1.5           |
| Elementary faculty (including guidance and technology)     | 0.0                 | 15.2          |
| Middle school faculty (including guidance and technology)  | 5.0                 | 3.0           |
| High school faculty (including guidance and technology)    | 4.125               | 10.0          |
| Nursing staff (Health Services of Lyon County)             | 0.0                 | .2            |
| Special Education  | 0.0                 | 4.0           |
|  | Number of Employees |               |
| Custodial staff  | 0.0                 | 4.0           |
| Administrative support staff (secretarial, clerical, etc.) | 0.0                 | 5.0           |
| Classified/Certified aides                                 | 8.75                | 8.36          |
| Transportation personnel                                   | 3.25                | 0.0           |
| Food service   | 0.0                 | 5.05          |

**By Disability:** The district has no employee at this time who is disabled.

**By Racial/Ethnic Group:** The district has no employee at this time who is minority.

**QUANTITATIVE ANALYSIS**

**By Gender:** Areas of deficiencies that are apparent from the analysis is the ratio of males to females and vice-versa.

| <u>Position</u>           | <u>Male</u> | <u>Female</u> |
|---------------------------|-------------|---------------|
| Elementary teaching staff | 0.0         | 15.2          |
| Food service              | 0.0         | 5.05          |
| Transportation personnel  | 3.25        | 0.0           |

**By Disability:** No person employed who is disabled.

**By Racial/Ethnic Group:** Every opportunity is afforded racial/ethnic groups for equal employment. The demographic characteristics of the area limit the number of persons available in the racial/ethnic groups. The pool of racial/ethnic groups appears to be very small in number.

**Transfer and Promotions Policies and Practices:** The George-Little Rock Community School District consists of three major school divisions and school buildings; i.e., the elementary school or division is housed in a separate elementary building at George and in the middle school and elementary building at Little Rock. The middle school is in a building that was designed as a high school/junior high building at Little Rock. The high school is a separate facility at George housing grades 9-12.

The master contracts set forth the procedures for voluntary and involuntary transfers for certificated staff. Often transfers between and among the school divisions is possible within the parameters governing state certification and endorsements, and the specified needs of the district at any given time.

When an opening occurs within the school district, certified positions are both advertised in newspapers with mid-states circulation and posted with selected colleges. Classified staff positions are advertised in the local newspaper and newspapers with county-wide circulation. All positions are also posted on our website for internal posting.

**RATE AND COMPOSITION OF DISTRICT  
Turnover From 2007 through 2012**

The turnover rate is categorized by departments within the districts; i.e., administrators, high school faculty, junior high faculty, elementary faculty, guidance, nurses, supervisors, custodians, food service, bus drivers, secretaries, and aides.

**Administration**

|                                |   |          |                  |   |                              |
|--------------------------------|---|----------|------------------|---|------------------------------|
| <u>2008-2009</u>               |   |          | <u>2009-2010</u> |   |                              |
| None                           |   |          |                  |   |                              |
| <u>2009-2010</u>               |   |          | <u>2010-2011</u> |   |                              |
| None                           |   |          | Curt Schilling   | M | Athletic Director (New)      |
| <u>2010-2011</u>               |   |          | <u>2011-2012</u> |   |                              |
| David Ackerman                 | M |          | Janel Guse       | F | Replacement                  |
| (Sharing Contract not renewed) |   |          | Geoff Kruse      | M | Contract for Services        |
|                                |   |          | Molly Schilling  | F | Prin./Dean of Students (New) |
| <u>2011-2012</u>               |   |          | <u>2012-2013</u> |   |                              |
| None                           |   |          |                  |   |                              |
| <u>2012-2013</u>               |   |          | <u>2013-2014</u> |   |                              |
| Janel Guse                     | F | Resigned | Steven Barber    | F | Replacement                  |

Summary: Two (2) administrative positions were open to employment during the past five years. Two male administrators resigned and one male and two male administrators were employed. One administrative position was added in 1999. This position was .50% elementary principal and .50% curriculum director. This position was eliminated in June 2001. Mrs. Guse moved to the middle school/elementary at Little Rock. She will continue to serve .25% time as curriculum director. In 2001-02, the high school principal also added the elementary building to his responsibilities. This position continues. In 2008-2009 the superintendent position will be a shared position at .40 FTE.

**High School Faculty**

|                   |   |                   |  |   |                        |
|-------------------|---|-------------------|--|---|------------------------|
| <u>2008-2009</u>  |   |                   | <u>2009-2010</u>                       |   |                        |
| John Wayne Kalda  | M | Resigned          | Sarah Schultz                          | F | Replacement            |
| Sondra Francis    | F | Resigned          | Cindy DeWandel                         | F | Shared with CL         |
| <u>2009-2010</u>  |   |                   | <u>2010-2011</u>                       |   |                        |
| Sarah Schultz     | F | Resigned<br>12/09 | Steve Weier                            | M | Long Term Substitute   |
| Steve Weier       | M | Sub. Ended        | Jenna Noble                            | F | Replacement            |
| Audrey Foltz      | F | Resigned          | Brooke Murphy                          | F | Replacement            |
| Charles Oldenkamp | M | Resigned          | Joseph Timmer                          | M | Replacement            |
| Billy Middendorp  | M | Resigned          | Lori Fiedler                           | F | Transfer to HS         |
| Ben Gerleman      | M | Resigned          | Rachelle Munson                        | F | Replacement (Business) |
|                   |   |                   | Other subjects to be absorbed in-house |   |                        |
| <u>2010-2011</u>  |   |                   | <u>2011-2012</u>                       |   |                        |
| Erin Dirks        | F | Resigned          | Jill Christensen                       | F | Replacement            |
| Angela Ogle       | F | Resigned          | Brian Luenberger                       | M | Replacement            |
| Cindy DeWandel    | F | Retired (CL)      | Cindy DeWandel                         | F | Contract for Services  |
| <u>2011-2012</u>  |   |                   | <u>2012-2013</u>                       |   |                        |
| Marcia Rosenboom  | F | Retired           | Brittany Klaahsen                      | F | Replacement            |
| Jason Van Holland | M | Resigned          | Tara Fastert                           | F | Replacement            |
| Joseph Timmer     | M | Resigned          | Shannon Smith                          | F | Replacement            |
| Brooke Murphy     | F | Resigned          | Chelsey Mersbergen                     | F | Replacement            |
| <u>2012-2013</u>  |   |                   | <u>2013-2014</u>                       |   |                        |
| None              |   |                   | None                                   |   |                        |

Summary: The high school staff is relatively stable. The ratio of male to female has not changed significantly during the last five years.



### Middle School Faculty

|                  |   |          |                         |   |             |
|------------------|---|----------|-------------------------|---|-------------|
| <u>2008-2009</u> |   |          | <u>2009-2010</u>        |   |             |
| None             |   |          |                         |   |             |
| <u>2009-2010</u> |   |          | <u>2010-2011</u>        |   |             |
| None             |   |          |                         |   |             |
| <u>2010-2011</u> |   |          | <u>2011-2012</u>        |   |             |
| Amy Renner       | F | Resigned | Tara Madsen (Half-time) | F | Replacement |
| <u>2011-2012</u> |   |          | <u>2012-2013</u>        |   |             |
| None             |   |          |                         |   |             |
| <u>2012-2013</u> |   |          | <u>2013-2014</u>        |   |             |
| None             |   |          | None                    |   |             |

Summary: The middle school is evenly balanced, male and female.

### Elementary Faculty

|                      |   |              |                        |   |                       |
|----------------------|---|--------------|------------------------|---|-----------------------|
| <u>2008-2009</u>     |   |              | <u>2009-2010</u>       |   |                       |
| Sondra Francis       | F |              | Cindy DeWandel         | F | Shared with CL        |
| Contract not renewed |   |              |                        |   |                       |
| Karissa Fischer      | F | Resigned     | Heather Block Transfer | F | Replacement           |
| <u>2009-2010</u>     |   |              | <u>2010-2011</u>       |   |                       |
| Erin Wolf            | F | Resigned     | Melia Winter           | F | Transfer from Para    |
| <u>2010-2012</u>     |   |              |                        |   |                       |
| Cindy DeWandel       | F | Retired (CL) | Cindy DeWandel         | F | Contract for Services |
| <u>2011-2012</u>     |   |              | <u>2012-2013</u>       |   |                       |
| None                 |   |              |                        |   |                       |
| <u>2012-2013</u>     |   |              | <u>2013-2014</u>       |   |                       |
| Lynette Kruger       | F | Retired      | Nyla Norton            | F | Position Absorbed     |

Summary: With resignations, the elementary has experienced an average turnover during the past five years. Declining student population has decreased positions to be filled.

### Guidance

|                  |                  |
|------------------|------------------|
| <u>2008-2009</u> | <u>2009-2010</u> |
|                  |                  |
| <u>2009-2010</u> | <u>2010-2011</u> |
| None             |                  |
| <u>2011-2012</u> | <u>2011-2012</u> |
| None             |                  |
| <u>2011-2012</u> | <u>2012-2013</u> |
| None             |                  |
| <u>2012-2013</u> | <u>2013-2014</u> |
| None             |                  |

### Food Services

|                  |   |          |                     |   |                    |
|------------------|---|----------|---------------------|---|--------------------|
| <u>2008-2009</u> |   |          | <u>2009-2010</u>    |   |                    |
| None             |   |          |                     |   |                    |
| <u>2009-2010</u> |   |          | <u>2010-2011</u>    |   |                    |
| Bonnie Venenga   | F | Retired  | Linda Kannegieter   | F | Transfer from Para |
| Brenda Gerken    | F | Resigned | Leann Gerken        | F | Transfer from PT   |
| <u>2010-2011</u> |   |          | <u>2011-2012</u>    |   |                    |
| Tammy Heibult    | F | Resigned | Connie Haugen       | F | Replacement        |
| Lisa Klaassen    | F | Resigned | Sarah Skoglund      | F | Replacement (PT)   |
|                  |   |          | Antoinette Walker   | F | Replacement (PT)   |
| Connie Haugen    | F | Resigned | Jennie Fugitt       | F | Replacement        |
| Leann Gerken     | F | Resigned | Replacement pending |   |                    |
| <u>2011-2012</u> |   |          | <u>2012-2013</u>    |   |                    |

|                |                         |   |          |                  |   |                      |
|----------------|-------------------------|---|----------|------------------|---|----------------------|
|                | Darla Eeten             | F | Resigned | Deanna Scott     | F | Long term Substitute |
| Sarah Skoglund |                         | F | Resigned | Pam Nachtigal    | F | Replacement          |
|                | Linda Kannegieter       | F | Resigned | Char Bathke      | F | Duties Absorbed      |
|                | LR Vacancy from 2011-12 | F |          | Janet Hayden     | F | Replacement          |
|                | Deanna Scott            | F | Resigned | Melissa Bathke   | F | Replacement          |
|                | <u>2012-2013</u>        |   |          | <u>2013-2014</u> |   |                      |
|                | None                    |   |          | None             |   |                      |

### Transportation

|                  |   |                |  |                     |   |             |
|------------------|---|----------------|--|---------------------|---|-------------|
| <u>2008-2009</u> |   |                |  | <u>2009-2010</u>    |   |             |
| Ken Koerselman   | M | Retired        |  | No Replacement      |   |             |
| <u>2009-2010</u> |   |                |  | <u>2010-2011</u>    |   |             |
| Billy Middendorp | M | Resigned       |  | Bert Reitsma        | M | Replacement |
|                  |   |                |  | Gary Jager          | M | Substitute  |
| <u>2010-2011</u> |   |                |  | <u>2011-2012</u>    |   |             |
| Marvin Winkel    | M | Resigned       |  | No Replacement      |   |             |
| <u>2011-2012</u> |   |                |  |                     |   |             |
| Kennis Peters    | M | Resigned       |  | Replacement Pending |   |             |
| <u>2012-2013</u> |   |                |  | <u>2013-2014</u>    |   |             |
| Lynn Grotluschen | M | Resigned 10/13 |  | Paul Denekas        | M | Replacement |

Summary: The transportation department has had few replacements during the past five years. There is gender imbalance, with the staff being predominantly male.

### Support Staff/Classified Aides/Custodial/Liaison Officer

|                   |   |                 |  |                   |   |                                   |
|-------------------|---|-----------------|--|-------------------|---|-----------------------------------|
| <u>2008-2009</u>  |   |                 |  | <u>2009-2010</u>  |   |                                   |
| Joseph Johnson    | M | Resigned        |  | Position Absorbed |   |                                   |
| <u>2009-2010</u>  |   |                 |  | <u>2010-2011</u>  |   |                                   |
| Linda Kannegieter | F | Transferred     |  | Using Substitutes |   |                                   |
| <u>2010-2011</u>  |   |                 |  | <u>2011-2012</u>  |   |                                   |
| Amber Brinkhous   | F | Resigned 3/11   |  | Using Substitutes |   |                                   |
| <u>2011-2012</u>  |   |                 |  | <u>2012-2013</u>  |   |                                   |
| None              |   |                 |  | Sharilyn Reemtsma | F | New Position                      |
| <u>2012-2013</u>  |   |                 |  | <u>2013-2014</u>  |   |                                   |
| Klarice Rypkema   | F | Will not return |  | Using substitutes |   |                                   |
| Nadine Dykstra    | F | Deceased        |  | Trisha Hengeveld  | F | Replacement (New Job Description) |
|                   |   |                 |  | Dawn Hayenga      | F | New Job Description               |

Summary: Aides are employed on an as-needed basis. Effective August 2012 the Food Service Director duties at Little Rock have been absorbed by the Director at the George site.

Early retirements: The district has an early retirement incentive plan for certified staff members.  
 Purpose: To effect a cost savings to the districts while providing the security of continued insurance protection for the retiree; to encourage staff turnover in a non-disruptive manner, thus a more equitable mix of young and older staff members; and to serve as an aid in attracting and retaining highly qualified teachers in our district. This policy terminated in November, 2007.

Complete information/procedure for regarding applications is found in the master contract and board policy.

### VACANCY PROJECTIONS

Based on an analysis of school year 2008-2011; based on the projected enrollment; based on projected program needs; and based on known and suspected attrition; the following are reasonable projections of vacancies by job category:

| Category                                     | Actual vacancies 2009-2010 | Actual vacancies 2010-2011 | Actual vacancies 2011-2012 | Actual vacancies 2012-2013 | Actual Vacancies 2013-2014 | Projected Vacancies 2014-2015 |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-------------------------------|
| Administrative                               | 0                          | 1                          | 1                          | 0                          | 1                          | 0                             |
| High School Faculty                          | 5                          | 2                          | 1.4                        | 4                          | 0                          | 0                             |
| Middle School Faculty                        | 0                          | 0                          | .7                         | 0                          | 0                          | 0                             |
| Elementary Faculty                           | 1                          | 0                          | .4                         | 0                          | 1                          | 0                             |
| Clerical/Aides/Food Services/Liaison Officer | 3                          | 4                          | .5                         | 2                          | 2                          | 0                             |
| Maintenance/Transportation                   | 1                          | 1                          | 0                          | 1                          | 0                          | 0                             |

### **RESIGNATION POLICY FOR CERTIFIED STAFF PERSONNEL**

Resignations shall be in writing, signed by the resigning party, directed to the superintendent, and referred to the Board of Education as provided by statute.

The board recognizes that there are circumstances which may force an employee to request release from a contract before the contract expiration date. The board will recognize these resignations if suitable replacements can be secured subject to Policy No. 407.02.

In the event an employee terminates employment without proper release, the superintendent is directed to file a complaint with the Iowa Professional Teaching Practices Commission.

A teacher may be discharged at any time during the contract year. The superintendent may suspend a teacher pending hearing before the Board of Education as provided by Iowa Code Section 279.27.

The procedure for dismissal (contract termination at year-end) shall be as provided in Iowa Code, Chapter 279.15(2) to 279.19.

Promotability addresses the issue of qualification for promotion within the work force of the district. To be considered for promotion, an employee must meet the qualifications for the position the employee seeks to obtain. If an employee is so qualified, he/she will be considered with all other candidates for the position. The employee may be expected to interview for the position and meet the standards set for all candidates who seek the position.

The administration may adjust personnel to formulate staffing patterns that will most readily provide avenues for meeting the goals of the EEO/AA program. This may result in promotability patterns less than direct in some cases. Employees who seek promotion will be screened initially using information found on the EEO/AA Promotability Analysis of Current Staff form located in the Appendix of this document.

### **PROMOTABILITY and RECRUITMENT**

**Certified:** Recruitment of certified staff members shall be the responsibility of the Superintendent. The Superintendent shall make such use of other administrators and staff members as may be both practical and effective.

**Qualifications:** Selection of staff personnel shall be based on the following qualifications:

- A. Training and Certification
- B. Demonstrated Professional Competency
- C. Personality
- D. Suitability for the Position

Staff personnel qualifications shall be evaluated upon the merits of candidates without regard to race or ethnicity, religion, sex, national origin, age or physical/mental handicap or disability, or marital status, sexual orientation and gender identity.

**Certification:** All professional employees shall be properly certificated, as required by law and by Department of Education regulations. A copy of the certificate shall be presented to the Secretary of the Board prior to payment of any annual salary.



## CLASSIFIED STAFF PERSONNEL

**Definition:** The term classified personnel shall include the following employees whether full-time or part-time.

|                       |              |                         |
|-----------------------|--------------|-------------------------|
| Custodial/Maintenance | Food Service | Paraprofessionals/Aides |
| Clerical              | Bus Drivers  | Summer Maintenance      |
| Liaison Officer       |              |                         |

Job descriptions and job specifications shall be established by the school administration for all positions that require classified personnel. These job requirements are on file in the Central Office.

**Recruitment and Selection:** Recruitment and selection of classified personnel shall be the responsibility of the administration. Whenever possible, the preliminary screening of candidates shall be conducted by the immediate supervisor. The superintendent shall have the authority to delegate recruitment and selection responsibilities to staff members. Selection shall be based upon the merits of the candidates without regard to race, creed, color, religion, sex, national origin, age, physical/mental handicap or disability, marital status, sexual orientation and gender identity.

**Qualifications:** Selection shall be based on the following factors:

- Training, experience, skill, and certification
- Personality and compatibility
- Demonstrated competency
- Suitability for the position
- Must possess, or be able to qualify for, state license if required by law

Contracts for full-time, classified personnel, required by state statute, shall be in writing and shall state the length of time the contract shall be in force, the total compensation or rate of pay for the contract period, and the schedule of payment. Contracts for substitute bus drivers shall be in writing.

**Assignment and Transfer:** Assignment of support staff shall be based upon the qualifications of the employee and the philosophy and needs of the school district.

Change in assignment may be made at the initiative of the superintendent or the supervisory staff members, or at the request of the employee. All changes in assignment shall be made with full knowledge and approved by the Board.

**Assignment of Responsibilities:** The principal at Little Rock is the designated Affirmative Action Coordinator for the George-Little Rock School District. As Principal, he/she is in a key position to be an effective coordinator of this plan. Responsibilities will include updating the boards as to status of the affirmative action plan, submission of the completed written plan for consideration and action by the board.

The following district committees exist as a concrete effort to equalize the male-female ratio and affirm equal employment opportunity standards and representation:

- Multi-cultural/Gender Fair Committee
- Building Assistance Team
- Staff Development

Any question regarding the affirmative action plan should be forwarded to:

- Superintendent of Schools
- George-Little Rock School District
- PO Box 6
- George, IA 51237



## **AFFIRMATIVE ACTION COORDINATOR DUTIES**

Established Duties of the Affirmative Action Coordinator:

1. Submit proposed equal opportunity and affirmative action policy to board for action.
2. Complete an analysis of current work force yearly.
3. Determine relevant labor market area for each job category on staff.
4. Complete a promotability analysis of current staff.
5. For each job (or job group), use data from promotable list and sources that show availability of people with requisite skills in the relevant labor market. Determine number and percentage of women, minorities and disables that are available.
6. Compare demographic composition of current work force for each job (or job group) with that of the relevant labor market. Decide if under-representation exists.
7. If it does, examine vacancy trends and other factors.
8. Do qualitative analysis, using checklists.
9. Work with advisory committee, or process for receiving systematic input.
10. If numerical goals are needed due to under-representation and the estimated vacancies permit, prepare recommendations of "goals." If use of checklists reveals problems in policies and practices, prepare recommendation of strategies and a schedule for implementation of the action needed.
11. Submit quantitative analysis, summary of result of qualitative analysis, goals and strategies and other ingredients of Affirmative Action program to board for action.
12. Follow schedule for implementation.
13. Be available to receive "complaints."

## **AFFIRMATIVE ACTION COORDINATOR JOB DESCRIPTION**

### **GEORGE-LITTLE ROCK COMMUNITY SCHOOL**

**POSITION TITLE:** Equity Coordinator

**GENERAL CHARACTERISTICS:**

**Recruited by:** Superintendent

**Recommended for appointment by:** Superintendent

**REPORTS TO:** Superintendent and Board of Education

**SUPERVISOR:** None

**BASIC FUNCTION:**

To help the district achieve its goal of providing full and equal opportunity to all personnel and students, regardless of sex, race, religion, creed, political belief, handicap, or national origin.

**POSITION RESPONSIBILITIES:**

1. Administers and monitors the Board policy on all matters of recruitment, hiring, training, transfers, promotion, compensation, grievances, and other related matters.
2. Reports progress, problems, and needs in the areas of affirmative action and educational equity to the superintendent.
3. Works closely with guidance counselor in disseminating information regarding education and career opportunities, and to assure a proportional mix of boys and girls in vocational classes and other classes boys and girls may over-enroll.
4. Serves as a resource person to textbook selection and curriculum revision committees on the topics of sex, race, class stereotyping, and education equity.
5. Monitors all curricular and extra curricular offerings in the district to ensure full opportunity for participation of all students regardless of their status.
6. Works closely with the administration on all matters of mutual concern in the area of equity education and affirmative action.
7. Will develop appropriate in-service programs for all staff and students where needed and required in the areas of Affirmative Action, Multi-cultural/Gender Fair, and Equity Education.

The work year to be established by the Board of Education.

**MINIMUM REQUIREMENTS:**

A BA degree and interest in equity issues.

**EQUITY COORDINATOR**

**GOALS:** There are two basic goals for the Equity Coordinator for the 2013-2014 school year. These goals are:

- A. To develop an in-service program that will provide an awareness for staff of the underlying principals of Equity Education, Affirmative Action, and Multi-Cultural/Gender Fair.

**ACTION PLAN:**

- 1. Conduct a needs-assessment of staff to determine topics which need to be addressed.
- 2. Contract a consultant who can present the required information.
- 3. Establish dates for in-service programs and clear these dates with the Superintendent.
- 4. Assess the effectiveness of the in-service program

**TIMELINE:** Complete by August, 2008

- B. To review all district materials, publications, policies, etc., which relate to Equity Education, Affirmative Action, and Multi-Cultural/Gender Fair, to determine where revisions are required and to establish a plan for the monitoring of all aspects of this program.

**ACTION PLAN:**

- 1. Read and revise all publications, policies, handbooks, etc., which address equity issues. Submit revisions to the superintendent and board of education.

**TIMELINE:** Complete by August, 2009

**EMPLOYEES**

**Series 400**

Policy Title Licensed Employee Contract Release Code No. 407.02

Licensed employees who wish to be released from an executed contract must give twenty-one (21) days notice to the superintendent. Licensed employees may be released at the discretion of the board. Only in unusual and extreme circumstances will the board release a licensed employee from a contract. The board will have sole discretion to determine what constitutes unusual and extreme circumstances.

Release from a contract shall be contingent upon finding a suitable replacement. Licensed employees requesting release from a contract after it has been signed and before it expires will be required to pay the board the cost of advertising incurred to locate and hire a suitable replacement. Upon written mutual agreement between the employee and the superintendent, the costs may be deducted from the employee's salary. Payment of these costs is a condition for release from the contract at the discretion of the board. Failure of the licensed employee to pay these expenses may result in a cause of action being filed in small claims court.

The superintendent is required to file a complaint with the Iowa Board of Educational Examiners against any licensed employee who leaves without proper release from the board.

**Legal Reference:**

Iowa Code §§ 216; 272; 279.13, .19A, .46 (2009).  
1978 Op. Att'y Gen. 247.  
1974 Op. Att'y Gen. 11, 322.

**Cross Reference:**

405.03 Licensed Employee Individual Contracts  
405.04 Licensed Employee Continuing Contracts  
407.03 Licensed Employee Retirement

Date of Adoption: November 4, 2009 (Revised)

Related Administrative Rules and Regulations: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**QUALITATIVE ANALYSIS SURVEY**  
**Self-Evaluation of Employment and Personnel**  
**Policies and Practices**

Chapter 95 requires education agencies to establish qualitative goals for those areas where an agency evaluates itself with weaknesses. The George-Little Rock Community School District conducted a self-evaluation, blank answers indicate where there still remain weaknesses within the district. Every means will be made within the next five years to correct any area that a weakness has been determined. Areas of concern will be addressed by the Qualitative Goals.

Note: The following questions will be updated on a continuous basis, until all questions are completed with an affirmative answer.

I. Board Policy

- \_\_\_\_\_ 1. The board of directors had adopted a policy statement speaking to non-discrimination, equal employment opportunity and affirmative action?
- \_\_\_\_\_ 2. This policy includes all the following protected classes required by Iowa and federal legislation?
- \_\_\_\_\_ 3. The policy speaks to each of the following: Non-discrimination/Equal Employment Opportunity/Affirmative Action/Harassment in the workplace?
- \_\_\_\_\_ 4. The policy and its official adoption date are found in the official board policy book?
- \_\_\_\_\_ 5. The policy is disseminated annually to employees, students and parents?
- \_\_\_\_\_ 6. The policy is included in all the following major agency publications: Staff Handbooks, Parent Handbooks, Student Handbooks, Technical Assistance Publications?
- \_\_\_\_\_ 7. The policy is periodically distributed to applicants for employment and recruitment agencies?
- \_\_\_\_\_ 8. The policy is communicated consistently in all these publications?

II. Equal Employment Opportunity and Affirmative Action Plan

- \_\_\_\_\_ 9. The board of directors has adopted an equal employment opportunity/affirmative action plan?
- \_\_\_\_\_ 10. The equal employment opportunity/affirmative action plan includes all of the following components:
  - \* Assignment of responsibility for plan implementation
  - \* An administrative statement from the chief executive officer
  - \* A current workforce profile/analysis
  - \* Identification of areas of under-representation
  - \* Documentation of a recent evaluation of employment and personnel practices
  - \* Plans for and documentation of training for staff that hire and manage employees
    - \* Action plan goals for areas where the self-evaluation identified weaknesses
    - \* Numerical goals with timelines for job categories where under-representation has been identified
    - \* Strategies for disseminating information about the plan
- \_\_\_\_\_ 11. There is evidence of official board adoption of the plan?
- \_\_\_\_\_ 12. There is a system in place for holding the appropriate staff members accountable for implementation of the plan?

III. Designation of Employee

- \_\_\_\_\_ 13. The agency has designated an employee to coordinate the agency's equal employment opportunity/affirmative action program?
- \_\_\_\_\_ 14. All of the following are regularly notified of the identity of the address and phone number of the Equal Employment Opportunity Coordinator: Employees, Parents, Students, Employment Applicants?
- \_\_\_\_\_ 15. The above information about the coordinator is included in all of the following documents: Staff Handbooks, Parent-Student Handbook?
- \_\_\_\_\_ 16. There is evidence to show that the coordinator has been functioning?

IV. Evidence of Systematic Input

- \_\_\_\_\_ 17. The agency's equal employment opportunity/affirmative action plan includes evidence of systematic input from women and men, diverse racial/cultural groups and persons with disabilities to the development and implementation of the plan?
- \_\_\_\_\_ 18. The agency has appointed an educational equity advisory committee?
- \_\_\_\_\_ 19. The committee includes: a balance of men and women; diverse racial/cultural groups; persons with disabilities; students and senior citizens?
- \_\_\_\_\_ 20. Agendas and minutes of past meetings are on file?
- \_\_\_\_\_ 21. The committee meets no less than twice a year?
- \_\_\_\_\_ 22. The committee members have received an orientation and is aware of its role?
- \_\_\_\_\_ 23. Agency staff provides adequate leadership, coordination and support to the committee?

V. Grievance Procedures

- \_\_\_\_\_ 24. The board of education has adopted a procedure for processing complaints of discrimination from employees and employee applicants?
- \_\_\_\_\_ 25. The grievance process includes complaints of discrimination based on: race and national origin; gender; gender identity; sexual orientation; disability; age; religion; marital status?
- \_\_\_\_\_ 26. Employees and applicants for employment are regularly notified of the existence of the grievance process?
- \_\_\_\_\_ 27. Information about the grievance process is included in the following documents: Staff Handbooks; application forms and packets; communications to recruitment agencies?
- \_\_\_\_\_ 28. Staff members are aware of the grievance procedures?
- \_\_\_\_\_ 29. Forms exist for filing a grievance using the process?
- \_\_\_\_\_ 30. Grievances have been filed under this procedure?
- \_\_\_\_\_ 31. Documentation on grievances filed is available?
- \_\_\_\_\_ 32. If the grievance procedure under the collective bargaining agreement is used as the procedure for processing employee complaints of discrimination, the following conditions exist:
  - \* There is a non-discrimination clause in the collective bargaining agreement?
  - \* Staff are notified in major documents that the collective bargaining grievance procedure is to be used for complaints of discrimination.

VI. Job Descriptions and Employment Profiles

- \_\_\_\_\_ 33. Current job descriptions are available for all major job categories?
- \_\_\_\_\_ 34. Job descriptions are written in sex inclusive language and do not infer in any way that the job is linked to either men or women?
- \_\_\_\_\_ 35. Job description include equity criteria which clearly communicates the staff will work with all staff and serve students and parents equitable regardless of their race, national origin, gender, disability, sexual orientation, gender identity, age or socio-economic status?
- \_\_\_\_\_ 36. Job descriptions include the following components: Major and minor tasks involved in the job; methods, techniques or tools to be used; skills, knowledge and abilities need to do the job; the end products of major and minor tasks?
- \_\_\_\_\_ 37. The job description of the equity coordinator visibly includes a listing of their equity related responsibilities?
- \_\_\_\_\_ 38. A current work force analysis or job category profile exists showing the representation of men and women, diverse racial/ethnic groups and persons with disabilities in each job category?
- \_\_\_\_\_ 39. Job categories where men or women, diverse racial/ethnic groups and persons with disabilities and under-represented have been identified and documented?
- \_\_\_\_\_ 40. Numerical goals with timetables for increasing the representation of underrepresented groups have been developed?
- \_\_\_\_\_ 41. The job descriptions, the workforce analysis with areas of underrepresentation defined and the numerical goals are given periodically to the employees who hire or supervise staff.
- \_\_\_\_\_ 42. Minimum qualifications listed on job descriptions describe the general background; that is training, experience knowledge, skills and abilities, that an individual needs for entrance into a job. They do not describe the kinds of experiences that are normally acquired on the job after appointment?

VII. Staff Development

- \_\_\_\_\_ 43. Training on policies and practices related to equal employment opportunity has been provided for all staff that hire or supervise employees?
- \_\_\_\_\_ 44. Training related to implementation of the affirmative action plan has been provided for all staff members who hire or supervise employees?
- \_\_\_\_\_ 45. Training for management staff, including training or employment and personnel practices is an integral part of the agency's staff development plan?

VIII. Recruitment of Employees

- \_\_\_\_\_ 46. All job vacancies are advertised both within the agency and outside the agency?
- \_\_\_\_\_ 47. All advertisement of vacancies includes the agency's non-discrimination policy or a statement declaring the agency's equal employment opportunity status?
- \_\_\_\_\_ 48. The agency has a method for determining if current advertising and recruitment practices are reaching both men and women, members of diverse racial/cultural groups and persons with disabilities, sexual orientation or gender identity?
- \_\_\_\_\_ 49. Current recruitment nets have been broadened to insure that they tap sources that are more apt to

include both women and men, diverse racial/cultural groups and persons with disabilities?

- \_\_\_\_\_ 50. Are all institutions through whom this agency recruits are notified of our desire to employ women or men, diverse racial/cultural group members and the disabled when they are under-represented in job categories?
- \_\_\_\_\_ 51. Efforts are made to avoid word of mouth, walk in methods or personal referrals as the primary recruitment vehicle?
- \_\_\_\_\_ 52. Job openings at all levels are listed with public employment agencies?
- \_\_\_\_\_ 53. Community agencies, minority representatives, women's organizations and organizations that work with persons with disabilities are involved in recruitment efforts?
- \_\_\_\_\_ 54. Working recruitment ties with high schools, colleges and universities have been developed and maintained?
- \_\_\_\_\_ 55. The agency has worked to negotiate revisions in the collective bargaining agreement where it contains clauses which adversely limit affirmative action efforts?

IX. The Application Process

- \_\_\_\_\_ 56. Standard employment application forms are used for: Administrative positions; all teaching positions; all support positions?
- \_\_\_\_\_ 57. Applicants for employment are notified of the agency's non-discrimination policy, the identity of its equity coordinator and the existence of its grievance procedure?
- \_\_\_\_\_ 58. Employment application forms include the above information?
- \_\_\_\_\_ 59. Job descriptions are available.
- \_\_\_\_\_ 60. Application forms have been reviewed and revised to assure that they include only information about education and experience necessary to meet the requirements of the job description?
- \_\_\_\_\_ 61. Application forms have been reviewed and revised to eliminate the following items of a personal nature: age, marital status, race, gender, photos, religion, disability, relatives, membership organizations outside of education or work related areas?
- \_\_\_\_\_ 62. Criteria for determining which applicants are interviewed is determined at the beginning of the recruitment process, documented in writing, and consistent with the job description?
- \_\_\_\_\_ 63. Race, gender and disability is included in this criteria when dealing with a job category where under-representation has been identified?
- \_\_\_\_\_ 64. Experience and expertise in living and working in diverse environments is included in the criteria?

X. The Interview Process

- \_\_\_\_\_ 65. A survey instrument, other than the application form, is used to determine if applicants are members of under-represented protected class groups?
- \_\_\_\_\_ 66. Several persons from diverse job categories are involved in interviewing all job applicants?
- \_\_\_\_\_ 67. Staff members involved in interviewing have received training to insure that questioning is related to the job description and that references to the same personnel insures that are illegal in the application forms are avoided in interviews?
- \_\_\_\_\_ 68. Interview structure and the questions to be asked are worked out before hand and are similar for all interviewers?
- \_\_\_\_\_ 69. Efforts are made to keep questions job specific, to avoid stereotyping, and to avoid small talk in interviews?
- \_\_\_\_\_ 70. Situational questions are used as an effective vehicle for keeping interviews job related?
- \_\_\_\_\_ 71. Questions related to experience, sensitivity to and willingness to work supportively with students, parents and staff regardless of their race, gender or disability are included in the interview process?
- \_\_\_\_\_ 72. Common selection criteria is distributed to all interviewers for rating purposes?
- \_\_\_\_\_ 73. Equity criteria is included among the selection criteria?
- \_\_\_\_\_ 74. Race, gender and disability is one of the criteria when looking at a vacancy in a job category where under-representation exists?
- \_\_\_\_\_ 75. Applicants who are interviewed are provided with the opportunity to meet staff and to tour the facilities and the community?
- \_\_\_\_\_ 76. Information on who will make the final employment decision, when it will be made and how it will be communicated is shared openly with all interviewees?

XI. Selection

- \_\_\_\_\_ 77. Race, gender and disability serve as one of the several selection criteria utilized when filling a vacancy in a job category where under-representation has been identified?
- \_\_\_\_\_ 78. Experience with and sensitivity to working with students, staff, parents and clients regardless of their

gender, sexual orientation, gender identity, race, disability, age or religion serves as one criteria in the selection process?

XII. Personnel and Staff Managerial Practices

- \_\_\_\_\_ 79. Staff goals and the staff evaluation system includes equity components related to the employee's effectiveness and sensitivity to working with other employees, students, parents and clients of diverse racial/cultural backgrounds, both males and females and persons with disabilities. This is true for administrators, instructional staff and support staff:
- \_\_\_\_\_ 80. The formal evaluation forms visibly include such a component?
- \_\_\_\_\_ 81. All staff members have been trained in the prevention of harassment based upon sex, race, national origin, disability, relation or age in the work environment, sexual orientation and gender identity?
- \_\_\_\_\_ 82. The agency has a policy on employee pregnancy and maternity leave?
- \_\_\_\_\_ 83. The agency has a policy on employee temporary disability in relation to use of leave policy and disability benefits?
- \_\_\_\_\_ 84. The agency's policies on pregnancy and maternity leave are consistent with its policy on temporary disability of an employee?
- \_\_\_\_\_ 85. The agency has recently revised employment practices to incorporate flexibility which supports nontraditional employees and family responsibilities?
- \_\_\_\_\_ 86. When salaries within major job categories are reviewed there appears to be no disparities based upon gender, race or disability?
- \_\_\_\_\_ 87. Cost of insurance and insurance coverage is the same for male and female employees?
- \_\_\_\_\_ 88. The cost and benefits of pension plans are equitable for both men and women?
- \_\_\_\_\_ 89. Salary schedules do not directly or indirectly discriminate on the basis of gender, race or disability?
- \_\_\_\_\_ 90. Staff placement and assignment decisions are based on certification for an ability to do the job, not on gender, sexual orientation, gender identity, race, national origin, disability, age or religion?
- \_\_\_\_\_ 91. Within the above parameters affirmative efforts are made to provide diverse staff role models for students?
- \_\_\_\_\_ 92. Written and oral communications with staff, including memos and handbooks are sex inclusive and sensitive to diverse racial/ethnic groups, persons with disabilities and persons of diverse age groups and religions?
- \_\_\_\_\_ 93. A mentoring system in place for all new employees with emphasis on non-traditional employees?
- \_\_\_\_\_ 94. A staff development and staff assistance program is in place to provide a support system to help employees succeed in their responsibilities. Supplemental support systems are provided to non-traditional employees?
- \_\_\_\_\_ 95. The agency has taken preventive measures to prevent harassment of employees based upon gender, race, national origin, disability, age, religion or marital status, sexual orientation, gender identity?
- \_\_\_\_\_ 96. The agency has taken preventive measures to prevent the social and professional isolation of nontraditional staff?
- \_\_\_\_\_ 97. Efforts have been made to create multi-cultural, non-sexist environments in the school offices, the hallways and common areas and in all classrooms?
- \_\_\_\_\_ 98. The assignment of current staff members to supplemental and extracurricular duties have been reviewed to insure that patterns related to gender, race, national origin, disability, age, religion or marital status, sexual orientation, gender identity are not visible?
- \_\_\_\_\_ 99. Access to mobility, promotion and training opportunities has been equitable regardless of the race, gender, national origin, disability, age, religion or marital status of employees?
- \_\_\_\_\_ 100. Affirmative programs are in place to identify non-traditional employees with potential for success in under-represented job categories, and to provide positive training, experiences and encouragement for professional growth?
- \_\_\_\_\_ 101. Efforts have been made to assure that staff decisions related to transfer, promotion and reduction in force are based on multiple factors, not seniority alone, and they allow for reasonable affirmative action to take place?
- \_\_\_\_\_ 102. Staff reduction provisions which perpetuate discrimination have been identified and modified?
- \_\_\_\_\_ 103. Are exit interviews scheduled and implemented as part of the termination process?
- \_\_\_\_\_ 104. Buildings, facilities and all program areas are accessible to employees who are mobility impaired?
- \_\_\_\_\_ 105. Surveys of our buildings have been done to insure that comparable equipment and facilities exist for all employees regardless of their gender, race, national origin, disabilities, religion or age, sexual orientation, gender identity?
- \_\_\_\_\_ 106. The collective bargaining agreements have been reviewed by both employees and the administration to insure that none of the provisions violate federal and state equal employment opportunity

requirements?

- \_\_\_\_\_ 107. A non-discrimination statement, mutually agreed upon by administration and employees is disseminated to all parties in the bargaining process before bargaining begins?



The George-Little Rock Community School District is an Equal Opportunity Employer. The information requested will assist the district in reaching its affirmative action goals.

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

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

\_\_\_\_\_

Position applied for: \_\_\_\_\_

Gender: Female \_\_\_\_\_ Male \_\_\_\_\_

PLEASE CHECK ONE:

Race:  White (not of Hispanic origin)

Black (not of Hispanic origin)

Hispanic

Asian or Pacific Islander

American Indian or Alaska Native

Handicapped:

Please state condition:

Referral Source: Placement Bulletin from \_\_\_\_\_

Direct Contact \_\_\_\_\_

Job Service \_\_\_\_\_

Newspaper (Name of Paper) \_\_\_\_\_

This form is optional. It is for the purpose of helping us improve our Equal Employment Opportunity and Affirmative Action Plan.

(Mailed with application form)

**GEORGE-LITTLE ROCK COMMUNITY SCHOOL DISTRICT**  
EQUAL EMPLOYMENT OPPORTUNITY  
AND  
AFFIRMATIVE ACTION PROMOTABILITY ANALYSIS OF CURRENT STAFF

TO: All Staff

Please complete this survey and return it to the Central Office. We need this information to help us in completing our Affirmative Action Plan.

Thank you.

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

Current Position & Building: \_\_\_\_\_

\_\_\_\_\_

Please list any position in the district for which you are qualified:

Would you apply for this position if it were open?

| Position | Yes   | No    |
|----------|-------|-------|
| _____    | _____ | _____ |
| _____    | _____ | _____ |
| _____    | _____ | _____ |
| _____    | _____ | _____ |
| _____    | _____ | _____ |
| _____    | _____ | _____ |
| _____    | _____ | _____ |
| _____    | _____ | _____ |
| _____    | _____ | _____ |

**GEORGE-LITTLE ROCK COMMUNITY SCHOOL DISTRICT**

**EXIT SURVEY**

Name\_\_\_\_\_

Position Held\_\_\_\_\_

Please complete the following questions. This information may be of value in analyzing and evaluating our Equal Employment Opportunity and Affirmative Action Plan.

1. What position will you be assuming?
  
  
  
  
  
  
  
  
  
  
2. Do you consider your new position an advancement?  
[ ] Yes [ ] No
  
  
  
  
  
  
  
  
  
  
3. In two to three sentences, evaluate your job satisfaction while at George-Little Rock Community School.
  
  
  
  
  
  
  
  
  
  
4. In your opinion, what best describes the work climate at George-Little Rock Community School?  
[ ] Excellent [ ] Good [ ] Fair  
Describe:
  
  
  
  
  
  
  
  
  
  
5. How could the work climate be improved in the George-Little Rock District?

Thank you for completing this survey.

## **GEORGE-LITTLE ROCK COMMUNITY SCHOOL DISTRICT**

### **GENERAL INFORMATION**

1. Current employees live: Ashton, George, Hull, Little Rock, Orange City, Rock Rapids, Sheldon, Sibley, Canton, SD, and Ellsworth, MN.
2. There is no unwritten policy that an employee must live in the district.
3. Required qualifications for positions can be found in the job description manual.
4. Locating qualified applicants - most generally advertisements will be placed in the Lyon County News (distribution local), Little Rock Free Lance (distribution local), Northwest Iowa Review (Sheldon), Lyon County Reporter (distribution in county and surrounding counties), Des Moines Register (distribution state-wide), and frequently in the Omaha World Herald, Sioux Falls Argus Leader and Sioux City Journal. These newspapers cover the mid-west region.
5. Advertising in these publications has provided sufficient applicants in the past for job openings.
6. Applicants from the mid-west who apply are generally Caucasian with a high majority being women, but this does vary with the position available.
7. Commuting distance - up to individual to decide how far they will travel, generally 15-30 miles.
8. It is the candidate's decision to move to the school district's area if they feel that it is too far to commute.
9. Past recruitment mechanisms include advertising state-wide plus notifying placement offices at state colleges, including the state universities, Drake and two out-of-state colleges.
10. Relevant labor market - classified and administrators generally will be within commuting distance. For teachers - State of Iowa and possibly surrounding states.
11. Web-based resources are also used.

## Colleges, Universities, Newspapers that will be notified of vacancies

Iowa State University  
Career Planning and Placement  
Ames, IA 50011  
<https://ecms.eng.iastate.edu/employers>

University of Iowa  
Educational Placement Office  
302 Lindquist Ctr.  
Iowa City, IA 52240  
319 335-5353  
FAX 319 335-6083  
[www.education.uiowa.edu/edplace](http://www.education.uiowa.edu/edplace)

University of Northern Iowa  
National Educator Bulletin  
Student Services Center #19  
Cedar Falls, IA 50614-0384  
319 273-2061  
FAX 319 273-6998  
[www.uni.edu/careercenter](http://www.uni.edu/careercenter)

University of Nebraska, Lincoln  
Career Services  
230 Nebraska Union  
PO Box 880451  
Lincoln, NE 68588-0451  
402 472-3145  
FAX 402 472-3552  
[www.unl.edu/career/hhl](http://www.unl.edu/career/hhl)

University of Nebraska, Omaha  
Career Center  
EAB-111  
60th & Dodge  
Omaha, NE 68182-0267  
402 554-2333  
FAX 402 554-3383  
[www.careers.unomaha.edu](http://www.careers.unomaha.edu)

Teacher Certification  
USD School of Education  
414 E Clark  
Vermillion, SD 57069  
605 677-5611  
FAX 605 677-5150

South Dakota State University  
Career Placement Office  
Box 2202  
Brookings, SD 57007  
605 688-4153  
FAX 605 688-5631  
[www.sdstate.edu](http://www.sdstate.edu)

Moorhead State University  
Career & Placement Services  
1104 7th Ave. South  
Moorhead, MN 56563  
218 236-2131  
FAX 218 236-2430  
<https://myinterfase.com/moorhead/employer>

Drake University  
Career Placement Center  
2507 University Ave.  
Des Moines, IA 50311-4505  
515 271-3721  
FAX 515 271-2376  
[www.drake-csm.symplicity.com](http://www.drake-csm.symplicity.com)

Teaching in Iowa  
[www.iowaeducationjobs.com](http://www.iowaeducationjobs.com)

University of Minnesota  
Twin Cities Campus  
Career Services  
100 church St. SE  
Minneapolis, MN 55455  
612 625-5000  
[www.goldpass.umn.edu/goldpass](http://www.goldpass.umn.edu/goldpass)

University of North Dakota  
Career Services  
PO Box 9014  
Grand Forks, ND 58202  
FAX 701 777-3850  
e-mail

University of Sioux Falls  
Career Services  
1101 W. 22nd St.  
Sioux Falls, SD 57105  
605 331-6740  
FAX 605 331-6736  
e-mail

Career Center  
Augustana College  
29th St. and Summit Ave.  
Sioux Falls, SD 57197  
605 336-4127  
FAX 605 336-5299  
e-mail

Mankato State University  
Career Development Center  
P.O. Box 8400 MSU #17  
Mankato, MN 56002-8400  
507 389-6061  
FAX 507 389-5114  
e-mail

Buena Vista University  
School of Education  
Attn: Joan Hakes  
610 West Fourth St.  
Storm Lake, IA 50588  
712 749-2107  
FAX 712 749-1408  
[www.collegecentral.com/bvu](http://www.collegecentral.com/bvu)

Dordt College  
FAX 712 722-6416  
[www.dordt.edu/offices/placement](http://www.dordt.edu/offices/placement)

Northwestern College  
Orange City, IA  
FAX 712 737-7228  
[www.nwciowa.edu](http://www.nwciowa.edu)

Hastings College  
Career Services  
P.O. Box 269  
Hastings, NE 69902-0269  
402 463-2402  
FAX 402 461-7474  
e-mail

Wayne State College  
402 375-7000  
e-mail

<http://www.iowaeducationjobs.com> Education  
Jobs  
<http://www.educationjobs.com/educationjobs>

Want to Teach  
<http://www.wanttoteach.com>

Northwest Iowa Review  
227 9th St  
Sheldon, IA 51201  
FAX 712 324-2345

Lyon County Reporter  
310 1 Ave  
Rock Rapids, IA 51246  
FAX 712 472-3414

Lyon County News  
113 E. Michigan Ave  
George, IA 51237  
FAX 475-3353

Little Rock Free Lance  
Little Rock, IA 51243  
FAX 479-2273

Doon Press  
209 Hubbard Ave.  
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