

**West Delaware
County Community School District**

Affirmative Action Plan

2025-2030

Administrative Statement

West Delaware County Community School District has been and will continue to be deeply committed to the principles of equal opportunity and affirmative action to attain a workforce representative of student and community diversity in race, national origin, gender and disability.

All employees at West Delaware play a vital role in promoting equal employment opportunities and diversity in the workplace. In the 2025 – 2026 school year we will target recruitment efforts to boost applicants in underrepresented categories, review application and interview materials to ensure non-discrimination, and provide equal employment opportunity, affirmative action and intergroup relations training or employees who hire and supervise.

It is the policy of the West Delaware County 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, and socioeconomic status (for programs) in its educational programs and its employment practices. These employment practices include but are not limited to: placement, compensation, benefits, transfers, layoffs, return from layoffs and district-sponsored programs and activities.

This plan is designed to meet the requirements of Iowa Code chapter 19B.11 and Iowa Administrative Code chapter 95.

All district staff were invited to provide input either in writing or in person at a meeting held on December 19, 2024.

This plan was approved by the West Delaware County Community School District Board of Directors on July 14, 2025.

Jen Vance, Superintendent

Identification of Coordinator

The employee responsible for coordinating the development and implementation of the equal employment opportunity and affirmative action plan is the Superintendent of Schools. Inquiries or grievances related to the West Delaware County Community School District's Equal Employment Opportunity/Affirmative Action policies or plan may be directed to Matt O'Loughlin, Director of Student Services, West Delaware County Community School District, 701 New Street, Manchester, Iowa 52057, 563-927-3515, mattoloughlin@w-delaware.k12.ia.us or to the Director of the Iowa Civil Rights

Commission, to the Director of the Region VII Office of the United States Equal Opportunity Commission, or the Region VII Office of Civil Rights within the United States Education Department. In addition, inquiries may also be directed to the Director, Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, 515-281-5294.

Administrators

Chart 1 shows the gender and the racial/ethnic composition of the District's administrative staff. There is a balance of male and female administrative staff. Nonwhite racial and ethnic groups are underrepresented in this category.

Chart 1: Gender and Ethnic composition of administrative staff

	<i>Nonwhite</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Superintendent	0	0	1	1
Principals	0	2	1	3
Assistant Principal/Activities Director	0	1	0	1
Directors	0	3	2	5
Total	0	6	4	10
Percentage	0	60%	40%	100%

Teachers and Other Professional Staff

Chart 2 shows the gender and the racial/ethnic composition of the District's teaching and other professional staff. Males are underrepresented in the following categories: elementary teachers, middle school teachers, special education teachers, and counselors. There is a balance of males and females in the categories of high school teachers and TAG teachers. Nonwhite racial and ethnic groups are underrepresented in all categories of teachers and other professional staff.

Chart 2: Gender and Racial/Ethnic composition of teachers and other professional staff.

	<i>Nonwhite</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Elementary Teachers (PS-4)	0	0	27	27
Middle School Teachers (5-8)	0	7	17	24
High School Teachers (9-12)	0	15	16	31
Special Education Teachers (K-12)	1	1	14	15
Counselors (K-12) & Brain Health Liaison	0	1	5	6
Media Specialists (K-12)	0	0	2	2
School Nurse (K-12)	0	0	1	1
TAG (K-12)	0	1	1	2
Instructional Coaches	0	0	3	3
ELL	0	0	1	1
Total	1	25	87	112
Percentage	.017%	25%	75%	100%

Support Staff

Chart 3 shows the distribution of support staff over position categories according to gender and race/ethnicity. Males and females each dominate job categories traditionally gender-bound. Specifically, males are underrepresented in the categories of teacher associates, food service workers, and secretary. Females are underrepresented in the category mechanic and driver. Nonwhite racial and ethnic groups are underrepresented in all categories of support staff.

Chart 3: Gender and Racial/Ethnic composition of support staff.

	Nonwhite	Male	Female	Total
Teacher Associates	0	2	48	50
Food Service	0	0	16	16
Custodian/Housekeeper/Maintenance	1	8	6	14
Bus/Van Driver	0	15	4	19
Payroll/Accounts Payable	0	0	2	2
Secretary/Volunteer Coordinator	0	0	10	10
Mechanic	0	2	0	2
Technology Technician	0	1	0	1
Auditorium Coordinator	0	0	1	1
Media Technician (Print Shop)	0	0	1	1
Total	1	28	88	116
Percentage	.008%	24%	76%	100%

Coaches and Sponsors

Chart 4 shows the distribution of coaches and sponsors over position categories according to gender and race/ethnicity. Males are underrepresented in the category of high school sponsor. Females are underrepresented in the categories of high school and middle school coach. When taken as a whole, there is gender balance among coaches and sponsors in the district. Nonwhite racial and ethnic groups are underrepresented in all categories of support staff.

Chart 4: Gender and Racial/Ethnic composition of coaches and sponsors

	Nonwhite	Male	Female	Total
High School Coaches	0	24	10	34
High School Sponsors	0	8	20	28
Middle School Coaches	0	8	7	15
Middle School Sponsors	0	3	3	6
Drivers Ed Coord/Instructor	0	1	0	1
Total	0	44	40	84
Percentage	0%	52%	48%	100%

Employees with Disabilities

Iowa Administrative Code 95.5(3) directs that for the “purpose of confidentiality, disability data may be based on total agency figures, rather than those of major job categories.” Of the district’s 238 total employees, no employee has a known disability.

Quantitative Analysis

The district has had a stable workforce, with low turnover in most employment categories. Annually the district hires approximately 8 percent for vacant K-12 teaching positions. Over 68 percent of the district’s teaching staff has been employed by the district for five or more years.

A qualitative analysis of the district’s employment and personnel policies and practices reveal no intended or unintended bias toward or against a candidate for employment based on race, creed, color, religion, gender, age, national origin, social-economic status, sexual orientation, or disability. In employment categories where vacancies have occurred, the data indicates the district has been successful in hiring men and women in positions traditionally held by one gender. However, the data reveals that the district has been unsuccessful in hiring employees of diverse racial and ethnic backgrounds in any job category.

The district’s recruitment efforts consist of posting vacancy notices in the local newspapers, on the district’s website and social media, and on the Iowa Works and Teach Iowa websites. Periodically, when mid-year vacancies occur, targeted recruiting efforts have occurred to college and university education placement offices.

The district will need to learn how to target its recruitment efforts to boost applicants in underrepresented categories. It will need to review its application and interview materials to ensure nondiscrimination. Finally, it will need to provide more equal employment opportunity, affirmative action, and intergroup relations trainings for employees who hire and supervise.

2025-2026 Qualitative Goals/Actions/Timelines

1. Target recruitment efforts to boost applicants in underrepresented categories.
2. Review application and interview materials to ensure nondiscrimination.
3. Provide equal employment opportunity, affirmative action, and intergroup relations training for employees who hire and supervise.

Goals	Actions	Timeline
1. Target recruitment efforts	a. Participate in job fairs	As available
	b. Recruit via IowaWorks, Teach Iowa and the local newspaper, radio, social media, school website, as appropriate.	Continually
2. Review application and interview materials	a. Collect and review principals' and supervisors' application and interview materials	Collected after each hiring process; analyzed on a yearly basis
3. Provide training for employees who hire and supervise	a. Gather information on available training from DE, AEA, other school districts, community/county groups	June 2025
	b. Conduct training and complete online modules through AEA Learning Online for supervisors on an alternate year basis	December 2025

Goals

The district will aspire to the following numerical goals when hiring for the 2025-2027 biennium for those employment vacancies for which an internal transfer does not occur. The categories identified are those in which one gender is underrepresented in the current employment pool, or in those categories that typically hire on an annual basis.

	Nonwhite	Male
Elementary Teachers (PS-4)	1	1
Middle School Teachers (5-8)	1	1
Total	2	2

	Nonwhite	Male	Female
Teacher Associates	1	1	No goal
Food Service	1	1	No goal
Custodian/Housekeeper/Maintenance	1	No goal	1
Bus/Van Driver	1	No goal	1

AFFIRMATIVE ACTION PLAN

WEST DELAWARE COUNTY COMMUNITY SCHOOL DISTRICT

- I. Policy Statements by Board of Directors
 - A. Board Policy Code No. [102, Equal Education Opportunity](#)
 - B. Board Policy Code No. [104, Anti-Bullying/Harassment Policy](#)
 - C. Board Policy Code [106, Title IX-Discrimination and Harassment Based on Sex Prohibited](#)
 - D. Board Policy Code No. [400, Role of and Guiding Principles for Employees](#)
 - E. Board Policy Code No. [401.01, Equal Opportunity Employment](#)
 - F. Board Policy Code No. [500, Objectives for Equal Educational Opportunities for Students](#)