



2021 Affirmative Action Program

Table of Contents

Introduction.....	3
DMPS Commitment Statement.....	3
Our Commitment	3
Equity Statement.....	4
DMPS Educational Philosophy.....	4
Vision	4
Mission Statement.....	4
Student Expectations.....	4
DMPS Board Smart Goals	4
Responsibilities for Implementation of the Written Affirmative Action Program	5
DMPS Organizational Chart	6
City of Des Moines Demographic Information	7
Development and Implementation of Action-Oriented Programs	7
Establishment and Engagement of an AAP Review Committee.....	7
Recruitment Goals	7
Selection	9
Professional Growth Experiences.....	9
Legislative and Administrative Guidelines.....	9
Affirmative Action and Equal Employment Opportunity Policy Statement and Supportive Board Policies	10

Introduction

State and federal laws prohibit discrimination in employment based on age, race, creed, color, sex, marital status, national origin, religion, or disability. Those laws apply to all aspects of the employer-employee relationship. Because those laws are directed toward conduct, those laws regulate what may not be done. Iowa law requires each school district, area education agency, and community college to "develop affirmative action standards." This program has been developed to meet the requirements of [Iowa Code Section 19B.11](#) and Department of Education rules in the Iowa Administrative Code, 281-[Chapter 95](#) "Affirmative Action" is defined as "action appropriate to overcome the effects of past or present practices, policies, or other barriers to equal employment opportunity." Thus, anti-discrimination law regulates what shall not be done and affirmative action law regulates what shall be done.

The Iowa affirmative action law and rules apply exclusively to "recruitment, appointment, assignment, and advancement of personnel." The term "underrepresentation" will appear frequently in this plan. It means "having fewer members of a racial/ethnic group, women, men, or persons with disabilities in a particular job category than would be reasonably expected based on their availability in the relevant job market." For purposes of non-discrimination, equal employment opportunity, and affirmative action, the term "disabled" means "any person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment or is regarded as having such an impairment. If the analysis that is required to be done by the school district identifies under-representation in a job category, goals are required in an attempt to eradicate the underrepresentation.

The goals are not to be treated or understood as rigid and inflexible quotas that must be met, but as reasonable aspirations toward correcting imbalance in the work force. Change can occur only when vacancies occur. In the selection process for filling vacancies in job groups where underrepresentation exists, race, sex or disability will serve as a selection criteria but will not be the sole criteria. Such elements, among other "job-related criteria", will serve as a "plus" factor for individuals from an underrepresented group who are qualified for the position to be filled.

DMPS Commitment Statement

Our Commitment

Diversity, inclusion, and equity is fundamental and essential to the success of the Des Moines Public School District. All individuals thrive in an environment that fosters respect, openness, diversity, inclusivity, and equity. We are committed to the vitality of public education in Des Moines, and in support of all its people the District pledges its commitment to diversity, inclusion, and equity as they relate to all students and employees. Our commitment is ongoing and ever-renewing.

All aspects of education are enhanced in valuing different viewpoints and perspectives that can only be gained from the inclusion and fair treatment of people. As drivers of the future, young people must be supported by the District. Otherwise, those young people have not been fully prepared for their futures. In support of its students and employees, the District must model values based in diversity, inclusion, and equity. The Des Moines Public School District 2021 Affirmative Action Plan is designed to further align the District with a culture that is reflective of our greater society by setting and achieving goals to further improve our workforce.

As part of the District's commitment, we work in accordance with federal regulations in revising an affirmative action plan that supports diversity, inclusion, and equity for all individuals. This plan not only reaffirms the District's policies and responsibilities but also sets forth specific action steps designed to further the District's

commitment. Further, the District's equal employment opportunity policies are applied to make sound and appropriate board and administrative decisions that assure equal employment opportunities in the following:

- Recruitment
- Promotions and Transfers
- Selection
- Compensation and benefits
- Assignment
- Professional growth experience

Equity Statement

Federal and State law and District policy prohibit discrimination 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. These protections apply to applicants for employment as well as employees.

DMPS Educational Philosophy

Vision

Becoming the model for urban education in the United States.

Mission Statement

The Des Moines Public Schools Exist So That Graduates Possess the Knowledge, Skills and Abilities to Be Successful at the Next Stage of Their Lives.

Student Expectations

Students demonstrate proficiency and understanding of a rigorous core curriculum:

1. They demonstrate proficiency in literacy; mathematics; and science. Students demonstrating below grade level performance will demonstrate significant growth each school year.
 - a. Gaps between the lowest and highest performing students will be eliminated, including disproportionality by race, socio-economic status, and/or zip code of residence.
 - b. Gaps in performance between students identified as Males of Color and other student groups will be eliminated.
 - c. Third grade students will read at grade level. Students grades K-3 demonstrating below grade level performance in literacy skills will demonstrate significant growth each year.
 - d. Students will demonstrate proficiency and understanding of Algebra.
 - e. DMPS Preschool students will be socially, emotionally and academically ready for kindergarten.
2. They demonstrate financial and economic literacy.
3. They demonstrate an understanding of the value of fine and performing arts in society.
4. They demonstrate proficiency in technological and information literacy.

DMPS Board Smart Goals

Des Moines Public Schools serves over 32,000 students from a diverse set of backgrounds. Our students have multiple countries of birth spanning over 80 nations, and with over 100 languages and dialects spoken. We believe that diversity strengthens us. DMPS expect every student to succeed academically, socially, and emotionally. However, the opportunity gaps, which often result in achievement gaps, for several student

populations persist.

While many factors contribute to these disproportionate outcomes, we simply cannot regard these outcomes as outside our locus of control. To serve all students, we must intentionally focus on student populations experiencing the biggest disparities in opportunity and outcomes. During the 2018-2019 school year, the Des Moines School Board facilitated a number of public sessions that engaged parents, community members/partners, district staff, and students to collect information around two critical questions:

- What is the impact you want our school system to make on our students?
- What do you want students to know and be able to do?

Participants were then asked to list three student outcomes representative of their answers, which were collected, categorized and prioritized.

All the information gathered from those sessions, as well as a host of district data, was collaboratively reviewed and analyzed by the Board, the Superintendent and district staff. In addition, our data revealed black males have the lowest rates of achievement in the district. It doesn't mean that black males are low achievers, but that our system's performance in creating success for black males is critically low and it needs to be named and addressed. It recognizes the need for change within the system to evolve into one that does not continue to marginalize various student populations — doing things the same way and expecting different results has proven to be ineffective. As a result, the three priority areas that were determined will be analyzed through the focus lens of black male achievement.

As a result, the Board's community engagement efforts produced specific, measurable, time-targeted goals around three priority areas.

EARLY LITERACY

- Goal 1: The percent of all third grade students on track in reading will increase from 52% to 72% by June 2023, as measured by FAST.
- Goal 2: The percent of black male third grade students on track in reading will increase from 35% to 72% by June 2023, as measured by FAST.

ALGEBRA

- Goal 3: The percent of black male students earning a 'B' or higher in Algebra 1 by the end of 9th grade will increase from 17% to 35% by August 2023.

SOCIAL EMOTIONAL LEARNING

- A goal will be developed once a baseline measure for social emotional learning is determined.

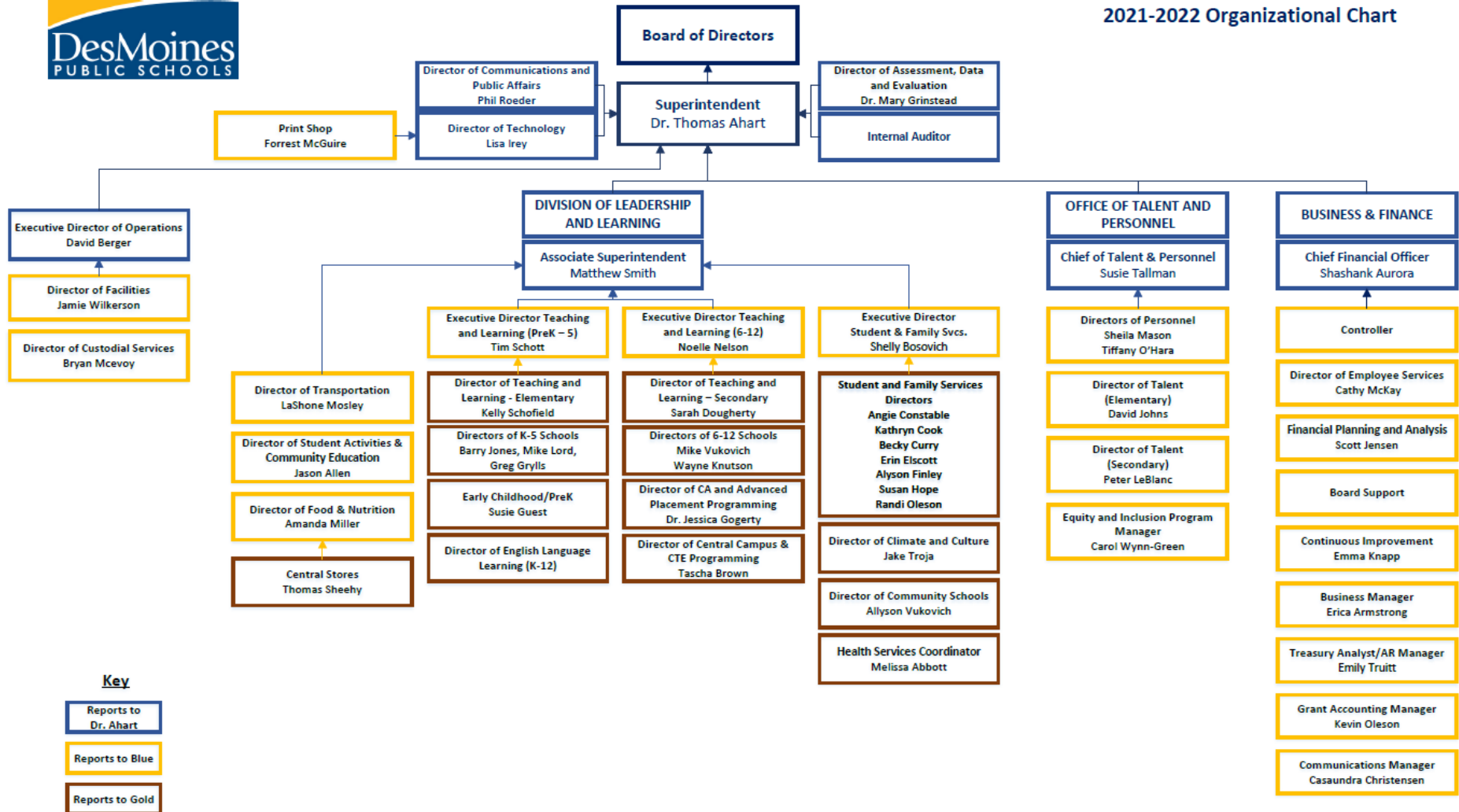
Responsibilities for Implementation of the Written Affirmative Action Program

The Equity and Inclusion Program Manager has the primary responsibility for the management of the DMPS Affirmative Action Plan and ensuring it is implemented in accordance with applicable regulations. The responsibilities of the EIP Manager include, but are not limited to:

- Developing EEO policy statements, Affirmative Action Programs, and internal and external communication procedures;
- Assisting in the management and solutions of related AAP/EEO issues;
- Designing and maintaining an internal reporting system including:
 - Measuring the effectiveness of the AAP;
 - Determining whether AAP goals and objectives are met; and
 - Determining remedial action where needed;
- Informs district management of equal opportunity progress and potential problem areas; and
- Facilitates interaction between departments to achieve outcomes.

DMPS Organizational Chart

2021-2022 Organizational Chart



Approved 9/16/2021

City of Des Moines Demographic Information

The law and state administrative rules require that comparisons be made to applicable markets. Hiring targets that are established are goals and not quotas, the nature of the availability data for this Affirmative Action and Equal Employment Opportunity Plan under the state law should not cause concern. The overall job market from the Des Moines Area offers some comparison. An overall underrepresentation conclusion was the primary driver of analysis, however there are large variability in the composition of the relevant labor market for demographics and job categories. Currently, no consistent comparative data exist to compare DMPS demographic figures for all staff or specific staffing classifications with similar size districts nationally. A reliable comparison to similar size districts nationwide might reveal DMPS can still increase its diverse teaching staff when it compares to similar size urban districts. This hypothesis, along with information presented in the workforce analysis, assist in the development of numerical goals for this plan.

Based on the most recent census data, demographic information regarding the Des Moines Area was gathered from two different sources. The data refers to the overall population, and not necessarily the working-age population. However, the data is significant in offering a guide to population dynamics in the area. In the Workforce Analysis section below, it can be seen that many different departments are below the percentages for different groups in the area.

Development and Implementation of Action-Oriented Programs

The Affirmative Action Plan development and implementation of action-oriented programs should encompass five areas: policies, procedures, recruitment, retention, and staff development. The qualitative analysis and goals should examine and make recommendations to areas where District practices might exclude, disadvantage, restrict or result in adverse impact on current or prospective employees. The goal of the District is to prevent any such occurrences.

Establishment and Engagement of an AAP Review Committee

1. Beginning in FY21, the administrator of the District AAP shall establish a departmental committee to meet quarterly during the fiscal year for the purpose of:
 - a. Identifying ongoing areas of concern;
 - b. Serving as a collaborative entity connecting units, departments, buildings, etc., experiencing areas of concern and those groups, e.g., human resources, anti-racist leadership group, iCare team, who can aid in such areas of concerns in furtherance of the AAP; and
 - c. Assessing and reporting the District's progress toward AAP goals.
2. The administrator, with the assistance of the committee, shall provide an assessment of District AAP goals at the conclusion of the fiscal year. This assessment shall come in the form of an annual report that will be published along with the AAP and provided to the School Board after the conclusion of the fiscal year.
3. The administrator, with the assistance of the committee, shall identify any areas of new concern and have the ability to amend and update the existing AAP goals.

Recruitment Goals

1. Goals
 - a. To increase the number of teachers of color in Kindergarten by 8%
 - b. To increase the number of teachers of color in First Grade by 8%
 - c. To increase the number of teachers of color in Second Grade by 5%
 - d. To increase the number of teachers of color in Third Grade by 5%

- e. To increase the number of teachers of color in Fourth Grade by 5%
 - f. To increase the number of teachers of color in Fifth Grade by 5%
2. In furtherance of these recruitment goals, the District takes the following actions:
- a. Place employment advertisements in local and national minority news media and recruiting outlets;
 - b. Disseminating information on job opportunities to organizations representing minorities and to employment development agencies when job opportunities become available;
 - c. Encouraging all employees to refer qualified applicants;
 - d. Establishing close relationships with schools or colleges of education at local and nearby colleges and universities;
 - e. Participating in career fairs or events targeted toward minority groups;
 - f. [Blue Contract](#)
 - i. The vision for Des Moines Public Schools is to become the model for urban education in the United States. The vision applies not only to how we educate students but to every aspect of our work, including support for our teachers.
 - ii. That is exemplified thanks to our partnership with Drake University. Together, DMPS and Drake developed a Masters of Science in Education degree in Culturally Responsive Leadership. This degree is specifically designed for educators in urban school environments, such as Des Moines, to support both your students and your work in the classroom.
 - iii. The MSE in Culturally Responsive Leadership is available in one of two ways. First, new teachers who join DMPS on our BLUE contract are eligible to earn the degree – free of charge – through the additional professional development and training they will receive. Second, veteran teachers may also earn the degree through Drake at a greatly reduced tuition rate.
 - iv. Finally, for school leaders and administrator who have already have a Masters degree, DMPS and Drake have partnered to help you earn your Specialist degree, also at a greatly reduced tuition.
 - v. The ability of DMPS to realize our vision of becoming the model for urban education rests in our success in the classroom. The opportunity for teachers to advance their own education will help that vision become a reality.
 - vi. For teachers new to the profession and to Des Moines Public Schools, the BLUE contract is a one-of-a-kind opportunity to advance both your education and your career:
 - 1. Drake’s M.S.E. in Culturally Responsive Leadership and Instruction has six required courses focusing on effective teaching, cultural proficiency, and teacher leadership. Students may then select five classes from the following elective strands: DMPS, Leadership, Equity in Mathematics, STEM, ELL, SPED, Reading, or Gifted and Talented.
 - 2. The mandatory courses in the degree were created with DMPS’ administrators, coaches, teachers, and Drake faculty to ensure practical application of the theoretical works we study to a DMPS classroom. Program explicitly designed to complement your experience as a DMPS teacher at no cost.
 - 3. New teachers on the BLUE contract earn a higher starting salary.
 - 4. Professional Development – 27 hours a year and two additional contract days. First year professional development focus on developing strong foundational teaching practices. Years two and three explore cultural proficiency in order to better serve students in urban and diverse classrooms. Years four through six coursework begins at Drake University.
 - 5. Develop leadership capacity – several of our BLUE teachers are in leadership roles: mentors, school leadership teams, PLC leaders, demonstration classroom teachers, innovation teachers, leading cultural proficiency professional development

- g. Dream to Teach
 - i. Dream to Teach is an extracurricular activity that aims to establish a supply line of minorities into a profession where they are underrepresented. That's especially troublesome in a district where students of color are a majority of enrollment.
 - ii. Students in grades 6-12 are assigned teacher mentors who encourage them in their quest to teach. D2T also forges partnerships with community and higher education institutions to provide scholarships and other supports.
 - iii. The Dream to Teach courses introduce students to the profession of teaching and working in the field of education. Class topics include the process to become a teacher, curriculum, instructional strategies, student engagement, formal and informal assessment, educational leadership, and classroom management. The Introduction to Education I course examines the history of education through a social justice lens, asks students to critique their own educational experiences and then offer equitable solutions for all students.
 - iv. In the Introduction to Education II course, students use their foundation from Dream to Teach: Intro to Ed I as a springboard to dive deeper into topics about how our educational system previously and currently serves students within various groups. The course examines systemic injustices and the laws and policies that influence education today. Students are engaged in examining the impacts of race, socioeconomic status, social/emotional health, language, and ways to become trans-formative educators in the future.

Selection

The District shall evaluate the total selection process to ensure freedom from bias by (1) reviewing job applications and other pre-employment forms to ensure information requested is job-related, and (2) training personnel and management staff on proper interview and selection procedures.

Professional Growth Experiences

The District will support and implement affinity groups for the purpose of providing support networks for District members. The affinity groups will be designed to help ensure the professional growth and support of participating District members.

Legislative and Administrative Guidelines

In our efforts to achieve Equal Employment Opportunity for all in the District service, we will be guided by the intent and mandate of relevant laws and regulations, including but not limited to the following:

- a. Civil Rights Act of 1964 As Amended, 42 U.S.C. Section 2000e et. seq. Title VII, Section 703 (a): It shall be unlawful employment practice for an employer
 - i. to fail or refuse to hire or to discharge an individual, or otherwise to discriminate against any individual with respect to compensation, because of such individual's race, color, religion, gender, or nationality; or
 - ii. to limit, segregate, or classify employees or applicants for employment in any way that would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect status as an employee because of such individual's race, color, religion, sex, or national origin.
 - iii. It shall be an unlawful employment practice for an employment agency to fail or refuse for employment or otherwise to discriminate against any individual because of race, color, religion, sex, or national origin, or to classify or refer for employment any individual on the basis of race, color, religion, sex, or national origin.

- b. Title IX Non-Discrimination in Federally Assisted Education Programs, 20 U.S.C. Section 1681 Prohibits discrimination on the basis of sex against students in educational programs within educational agencies that receive federal funds.
- c. Fourteenth Amendment of the U.S. Constitution Section 1 declares that all persons born or naturalized in the United States, and subject to the jurisdiction thereof are citizens of the United States and of the state wherein they reside and that no state shall make or enforce any law which shall abridge the privileges and immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property without due process of law; nor deny persons within its jurisdiction the equal protection of the laws.
- d. The Vocational Rehabilitation Act of 1973, 29 U.S.C. Section 794 et. seq. Section 504. Prohibits discrimination based on handicap for both employment and the provision of services.
- e. Age Discrimination In Employment Act of 1967, 29 U.S.C. Section 621 et seq. Seeks to prevent employment discrimination because of age against persons 40 years old and above.
- f. The Equal Pay Act of 1963, 29 U.S.C. Section 206 (d) Affirmative Action and Equal Employment Opportunity Plan 2016 22 The Equal Pay Act was the first federal law specifically aimed at correcting discrimination in employment. Basically, it mandates "Equal pay for equal work" regardless of sex. The law's three benchmarks for a job are skill, effort, and responsibility.
- g. Pregnancy Discrimination Act of 1978, 42 U.S.C. Section 2000e(k) The Pregnancy Discrimination Act of 1978 requires employers to provide the same sick leave benefits to pregnant employees as would be provided to any other employee with a disability.
- h. Equal Employment Opportunity Commission (EEOC) Guidelines 29 CFR, paragraph 1608.1 (b) (1985).
 - i. The EEOC has issued guidelines that encourage employers to voluntarily undertake programs which, "...Improve opportunities for minorities and women." The United States Supreme Court has generally deferred to EEOC interpretation of Title VII and the guidelines which support that agency's position.
- i. Iowa Code Chapter 601A (1989) The Iowa Civil Rights Act was adopted in 1965.
 - i. The Act, as amended, prescribes the powers and duties of the Civil Rights Commission and the definitions of unfair practices related to employment, accommodations or services, housing, education, and credit. The Chapter contains the procedures for processing complaints of discrimination.
- j. Iowa Code, Section 19B.11 (1989)
 - i. This section of the Iowa Code requires equal employment opportunity and affirmative action in school districts, area education agencies, and community colleges. The State Board of Education adopted rules to implement Section 19B.11, codified as Iowa Administrative Code 281-95.1 through 281-95.7. The rules require specific steps to accomplish the goals of affirmative action in the recruitment, appointment, assignment, and advancement of personnel.

Affirmative Action and Equal Employment Opportunity Policy Statement and Supportive Board Policies

[Series 400](#)

[Code 402](#)

Title: Non-Discrimination, Affirmative Action and Equal Employment Opportunity

It is the policy of the Des Moines Public School District not to illegally discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (employment only), marital status, sexual orientation, gender identity and socioeconomic status (students/program only) 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 [Carol Wynn-Green](#), Equity and Inclusion Program Manager, 2100 Fleur Drive, 515-242-7709, carol.wyngreen@dmschools.org.

The district will provide a non-discriminatory work environment for all employees regardless of their age, race, creed, color, gender, marital status, national origin, religion, sexual orientation, gender identity, or disability. Discriminatory harassment is defined as unwelcome verbal or physical conduct relating to age, race, creed, color, marital status, national origin, religion, disability or sexual orientation when made by any member of the school staff to a student, when made by any member of the staff to another staff member, when made by a student to a staff member or when made by any student to another student when:

1. Submission to such conduct is made directly or indirectly a term or condition of an individual's employment or education, or when:
2. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual, or when:
3. Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or offensive employment or education environment.

Inquiries related to discrimination may be directed to contact [Carol Wynn-Green](#), Equity and Inclusion Program Manager, 2100 Fleur Drive, 515-242-7709, carol.wynngreen@dmschools.org. Complaints can also be directed to the Director of the Iowa Civil Rights Commission; to the Director, United States Equal Employment Opportunity Commission in Milwaukee, Wisconsin; or to the Region VII.

[Code 406](#)

Title: Hostile Work Environment

In order for the district to accomplish its mission and goals, it is necessary that positive, respectful and productive human relationships be maintained among people employed by, representing and receiving service from the district. Any person who purposefully and without legitimate purpose engages in conduct that creates an intimidating, hostile, or demeaning work environment will be in violation of this policy related to hostile work environment harassment. Such conduct will be a violation of this policy if it is severe, persistent or pervasive and unreasonably interferes with an individual's professional performance.

"Severe" conduct is conduct which inflicts physical discomfort, hardship, pain, or distress. Examples of behaviors that would be considered severe include, but are not limited to, the following:

- Aggressive and unwelcome physical contact;
- Abrupt, physically confrontational behavior which implies imminent danger;
- Overtly hostile, injurious, or destructive behavior;
- Verbal threats of physical harm; and
- Acts of retaliation against a staff member for filing a complaint or offering testimony during an investigative

"Persistent" conduct is conduct which is continuous or has existed for a long or longer than usual period of time without sufficient change in function. The following conduct, if persistent, could constitute hostile work environment harassment:

- Raising one's voice above conversational tones in anger, frustration, rage or with the intent of intimidating the listener;
- Directing profane and/or abusive language at others, including name-calling and/or personal, direct and intentional insults; and
- Mocking, taunting or ridiculing.

Pervasive conduct is conduct which occurs frequently and without sanction in the work environment because it has become an accepted part of the culture of the environment.

Conduct that humiliates, intimidates, excludes, bullies, frightens and or isolates another and is sufficiently severe, persistent and/or pervasive is a violation of this policy.

[Code 407](#)

Title: Discrimination and Harassment Based on Sex

Des Moines Community School District Board Policy No. 407 Discrimination and Harassment Based on Sex Prohibited. In accordance with Title IX of the Education Amendments Act of 1972, Des Moines Community School District prohibits sex discrimination, including sexual harassment as defined by the regulations implementing Title IX (34 C.F.R. § 106.30), against any individual participating in any education program or activity of the District. This prohibition on discrimination applies to students, employees, and applicants for employment.

The Board authorizes the Superintendent to adopt procedures for any individual to report sexual harassment to the District's Title IX Coordinator, for the provision of supportive measures to anyone who has been subjected to sexual harassment whether or not they proceed with a formal complaint under those procedures, and for the investigation and resolution of such complaints, as required by Title IX. This Title IX grievance process shall be used to respond to all complaints of sexual harassment that fall within the scope of Title IX. For complaints of sexual harassment that do not fall within the scope of Title IX, the District may still offer supportive measures to the target of such conduct and shall apply any other policy or procedure applicable to the alleged conduct.

Any individual with questions about the District's Title IX policy and procedures, or who would like to make a report or file a formal complaint of sex discrimination or sexual harassment may contact the District's designated Title IX Coordinator, [Carol Wynn-Green](#), 2100 Fleur Drive, Des Moines, IA 50321; phone: 515-242-7709; email: carol.wyngreen@dmschools.org.

Retaliation against a person who made a report or complaint of sexual harassment, assisted, or participated in any manner in an investigation or resolution of a sexual harassment report or complaint is strictly prohibited. Retaliation includes threats, coercion, discrimination, intimidation, reprisals, and/or adverse actions related to employment or education. Any individual who believed they have been retaliated against in violation of this Policy should immediately contact the District's Title IX Coordinator.