











# Workforce Analysis

The workforce analysis shows the racial and gender composition of the District’s staff. The workforce analysis is a necessary first step for determining where underrepresentation exists and for establishing numerical goals.

## Staff Statistics by Gender 2019-20

	Gender			
	Male		Female	
	Count	%	Count	%
<b>District Staff</b>	365	<b>21.30%</b>	1349	<b>78.70%</b>
Administrators	7	58.33%	5	41.67%
Principals	10	52.63%	9	47.37%
Assistant Principals	10	62.50%	6	37.50%
Elementary Classroom Teachers	33	8.94%	336	91.06%
Secondary Classroom Teachers	126	38.18%	204	61.82%
Special Education Teachers	34	21.66%	123	78.34%
Guidance and Counseling Teachers	4	12.90%	27	87.10%
Librarians and Media Specialists	0	0.00%	13	100.00%
Other Professional Staff	40	32.00%	85	68.00%
Paraeducators	35	9.56%	331	90.44%
Clerical and Secretarial Staff	0	0.00%	64	100.00%
Service Workers	45	23.56%	146	76.44%
Skilled Craft Workers	21	100.00%	0	0.00%

**Total Staff: 1714**

## Staff Statistics by Gender 2018-19

	Gender			
	Male		Female	
	Count	%	Count	%
<b>District Staff</b>	339	<b>21.79%</b>	1217	<b>78.21%</b>
Administrators	7	63.64%	4	36.36%
Principals	10	55.56%	8	44.44%
Assistant Principals	10	62.50%	6	37.50%
Elementary Classroom Teachers	30	9.04%	302	90.96%
Secondary Classroom Teachers	116	38.80%	183	61.20%
Special Education Teachers	31	20.95%	117	79.05%
Guidance and Counseling Teachers	4	13.33%	26	86.67%
Librarians and Media Specialists	0	0.00%	13	100.00%
Other Professional Staff	39	32.50%	81	67.50%
Paraeducators	30	9.71%	279	90.29%
Clerical and Secretarial Staff	0	0.00%	58	100.00%
Service Workers	44	23.91%	140	76.09%
Skilled Craft Workers	18	100.00%	0	0.00%

## Staff Statistics by Race/Ethnicity 2019-20

	Race/Ethnicity											
	White		African American/ Black		Hispanic/ Latino		Asian		American Indian/ Alaska Native		Native Hawaiian /Pacific Islander	
<b>District Staff</b>	1381	<b>80.57%</b>	271	<b>15.81%</b>	34	<b>1.98%</b>	22	<b>1.28%</b>	3	<b>0.18%</b>	3	<b>0.18%</b>
Administrators	9	75.00%	3	25.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Principals	14	73.68%	5	26.32%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Assistant Principals	8	50.00%	7	43.75%	1	6.25%	0	0.00%	0	0.00%	0	0.00%
Elementary Classroom Teachers	337	91.33%	24	6.50%	6	1.63%	1	0.27%	1	0.27%	0	0.00%
Secondary Classroom Teachers	307	93.03%	13	3.94%	6	1.82%	3	0.91%	0	0.00%	1	0.30%
Special Education Teachers	150	95.54%	3	1.91%	2	1.27%	2	1.27%	0	0.00%	0	0.00%
Guidance and Counseling Teachers	24	77.42%	5	16.13%	1	3.23%	1	3.23%	0	0.00%	0	0.00%
Librarians and Media Specialists	12	92.31%	1	7.69%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Other Professional Staff	73	58.40%	32	25.60%	9	7.20%	10	8.00%	0	0.00%	1	0.80%
Paraeducators	238	65.03%	120	32.79%	4	1.09%	2	0.55%	2	0.55%	0	0.00%
Clerical and Secretarial Staff	46	71.88%	17	26.56%	1	1.56%	0	0.00%	0	0.00%	0	0.00%
Service Workers	144	75.39%	39	20.42%	4	2.09%	3	1.57%	0	0.00%	1	0.52%
Skilled Craft Workers	19	90.48%	2	9.52%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

	Race/Ethnicity Totals		
	Position Total	Non-White Employees Total	
		Count	%
<b>District Staff</b>	1714	333	<b>19.43%</b>
Administrators	12	3	25.00%
Principals	19	5	26.32%
Assistant Principals	16	8	50.00%
Elementary Classroom Teachers	369	32	8.67%
Secondary Classroom Teachers	330	23	6.97%
Special Education Teachers	157	7	4.46%
Guidance and Counseling Teachers	31	7	22.58%
Librarians and Media Specialists	13	1	7.69%
Other Professional Staff	125	52	41.60%
Paraeducators	366	128	34.97%
Clerical and Secretarial Staff	64	18	28.13%
Service Workers	191	47	24.61%
Skilled Craft Workers	21	2	9.52%

## Staff Statistics by Race/Ethnicity 2018-19

	Race/Ethnicity											
	White		African American/ Black		Hispanic/ Latino		Asian		American Indian/ Alaska Native		Native Hawaiian/ Pacific Islander	
District Staff	1263	81.17%	240	15.42%	28	1.80%	20	1.29%	3	0.19%	2	0.13%
Administrators	8	72.73%	3	27.27%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Principals	14	77.78%	4	22.22%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Assistant Principals	8	50.00%	7	43.75%	1	6.25%	0	0.00%	0	0.00%	0	0.00%
Elementary Classroom Teachers	307	92.47%	21	6.33%	3	0.90%	0	0.00%	1	0.30%	0	0.00%
Secondary Classroom Teachers	280	93.65%	12	4.01%	5	1.67%	2	0.67%	0	0.00%	0	0.00%
Special Education Teachers	143	96.62%	2	1.35%	1	0.68%	2	1.35%	0	0.00%	0	0.00%
Guidance and Counseling Teachers	23	76.67%	5	16.67%	1	3.33%	1	3.33%	0	0.00%	0	0.00%
Librarians and Media Specialists	12	92.31%	1	7.69%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Other Professional Staff	70	58.33%	30	25.00%	9	7.50%	10	8.33%	0	0.00%	1	0.83%
Paraeducators	202	65.37%	100	32.36%	3	0.97%	2	0.65%	2	0.65%	0	0.00%
Clerical and Secretarial Staff	41	70.69%	16	27.59%	1	1.72%	0	0.00%	0	0.00%	0	0.00%
Service Workers	139	75.54%	37	20.11%	4	2.17%	3	1.63%	0	0.00%	1	0.54%
Skilled Craft Workers	16	88.89%	2	11.11%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

	Race/Ethnicity Totals		
	Position Total	Non-White Employees Total	
		Count	%
<b>District Staff</b>	1556	293	18.83%
Administrators	11	3	27.27%
Principals	18	4	22.22%
Assistant Principals	16	8	50.00%
Elementary Classroom Teachers	332	25	7.53%
Secondary Classroom Teachers	299	19	6.35%
Special Education Teachers	148	5	3.38%
Guidance and Counseling Teachers	30	7	23.33%
Librarians and Media Specialists	13	1	7.69%
Other Professional Staff	120	50	41.67%
Paraeducators	309	107	34.63%
Clerical and Secretarial Staff	58	17	29.31%
Service Workers	184	45	24.46%
Skilled Craft Workers	18	2	11.11%



## Employees with Disabilities

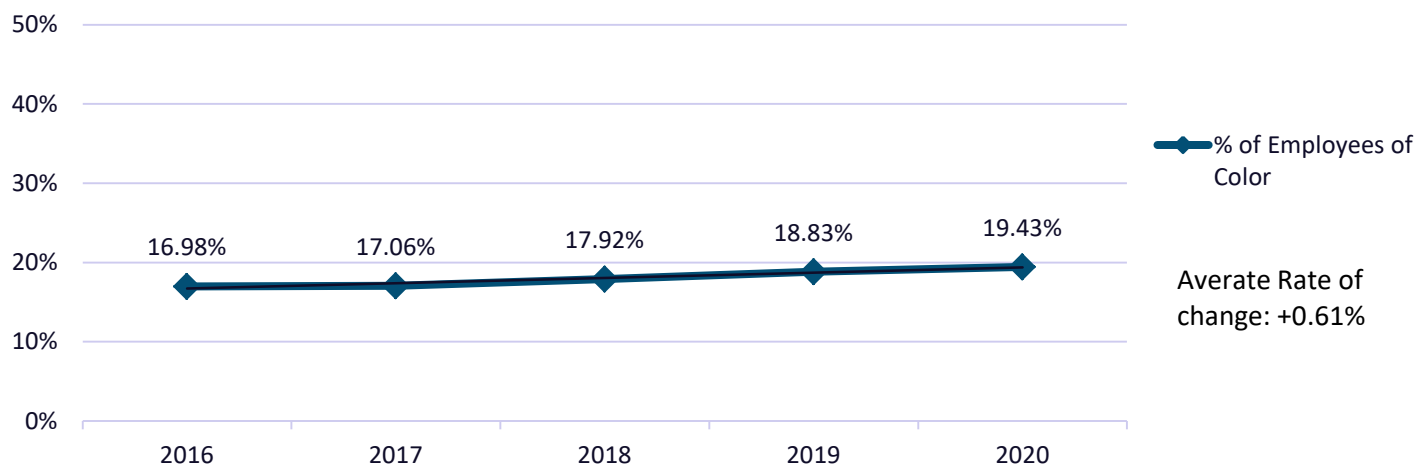
For the purposes of confidentiality, we will be reporting only total numbers for this employee group per IAC 95.5(3) recommendation. Overall, the district employs 15 individuals receiving accommodations or working with restrictions in 2019-2020. They represent .87% of our employee population. Starting with this year's AA/EEO report, this number will be tracked and updated with each fiscal year and trend data will be reported alongside other employee groups.

## Summary of Staff Diversity Statistics

The District staff is composed of 79% females and 21% of males. Females appear to be underrepresented in administrators (42%), principals (47%), assistant principals (38%), and skilled craft workers (0%). Males are underrepresented in nearly every job category except administrators (58%), principals (52%), assistant principals (63%), and skilled craft workers (100%). Additionally, secondary teachers have a higher percentage of males (38%) compared to elementary teachers (9%).

The District staff is composed of 81% White, 16% Black, 2% Hispanic, 1% Asian, and less than one percent American Indian or Alaska Native and Native Hawaiian or Pacific Islander employees. Overall, non-white employees are underrepresented in District staff. There is a higher percentage of Black employees as administrators (25%), principals (26%), and assistant principals (44%) compared to as elementary teachers (7%), secondary teachers (4%), and special education teachers (2%). Hispanic educators are underrepresented in all of the job categories, notably only about 2% of teachers are Hispanic. This percentage is even less for Asian educators where less than 1% are teachers. Looking at our 5 year trend, there has been an overall increase in staff diversity, though at a slow rate on average.

FIGURE 2. STAFF DIVERSITY COMPOSITION 5 YEAR TREND



## Applicant Flow

The percentage of new hires by gender and race are representative of the application pool, meaning that the percentage of applicants from each group matches the percentage of new hires. However, both the applications and new hire demographic are not reflective of the student population. The District hired 43% of the total White applicant pool, slightly higher than 41% of the Black applicant pool and then the 29% of Hispanic applicants hired. In order to increase teacher diversity, both the application pool of nonwhite applications and the percentage at which these applicants are hired must be increased.

	Applications <sup>+</sup>		New Hires		% of Applicants Hired
	Count	%	Count	%	
<b>Gender</b>					
Male	97	19.28%	44	22.00%	45.36%
Female	406	80.72%	156	78.00%	38.42%
<b>Race/Ethnicity</b>					
White	355	74.42%	151	75.50%	42.54%
Black	95	19.92%	39	19.50%	41.05%
Hispanic	24	5.03%	7	3.50%	29.17%
Asian	1	0.21%	2	1.00%	200.00% <sup>±</sup>
American Indian or Alaska Native	1	0.21%	1	0.50%	100.00%
Native Hawaiian or Pacific Islander	1	0.21%	0	0.00%	0.00%
Non-White Applicants Total	122	25.58%	49	24.50%	40.16%
<b>Totals</b>	636 <sup>*</sup>		200		31.44%

<sup>+</sup> Applications include current employees applying for openings

<sup>\*</sup> 145 Applicants did not report race/ethnicity and 133 Applicants did not report gender

<sup>±</sup> Applicants can opt to report Gender, Race/Ethnicity. New Hires are offered the opportunity to self-identify at orientation and this is preferred, however if an employee declines other employment records or observer identification is used per EEO reporting instructions.

## Blackhawk Labor Statistics 5-Year Estimate

WCSD utilized the Iowa Workforce American Community Survey Data Tool to examine and compare the makeup of the potential workforce. The non-white population in Blackhawk county is 13%, compared to 19% of non-white district employees. There is a 50/50 gender breakdown in Blackhawk county, whereas females are overwhelmingly represented in District staff in almost all job categories. Additionally, about 9% of the Blackhawk population identifies as having a disability compared to less than 1% of the total Waterloo staff population.

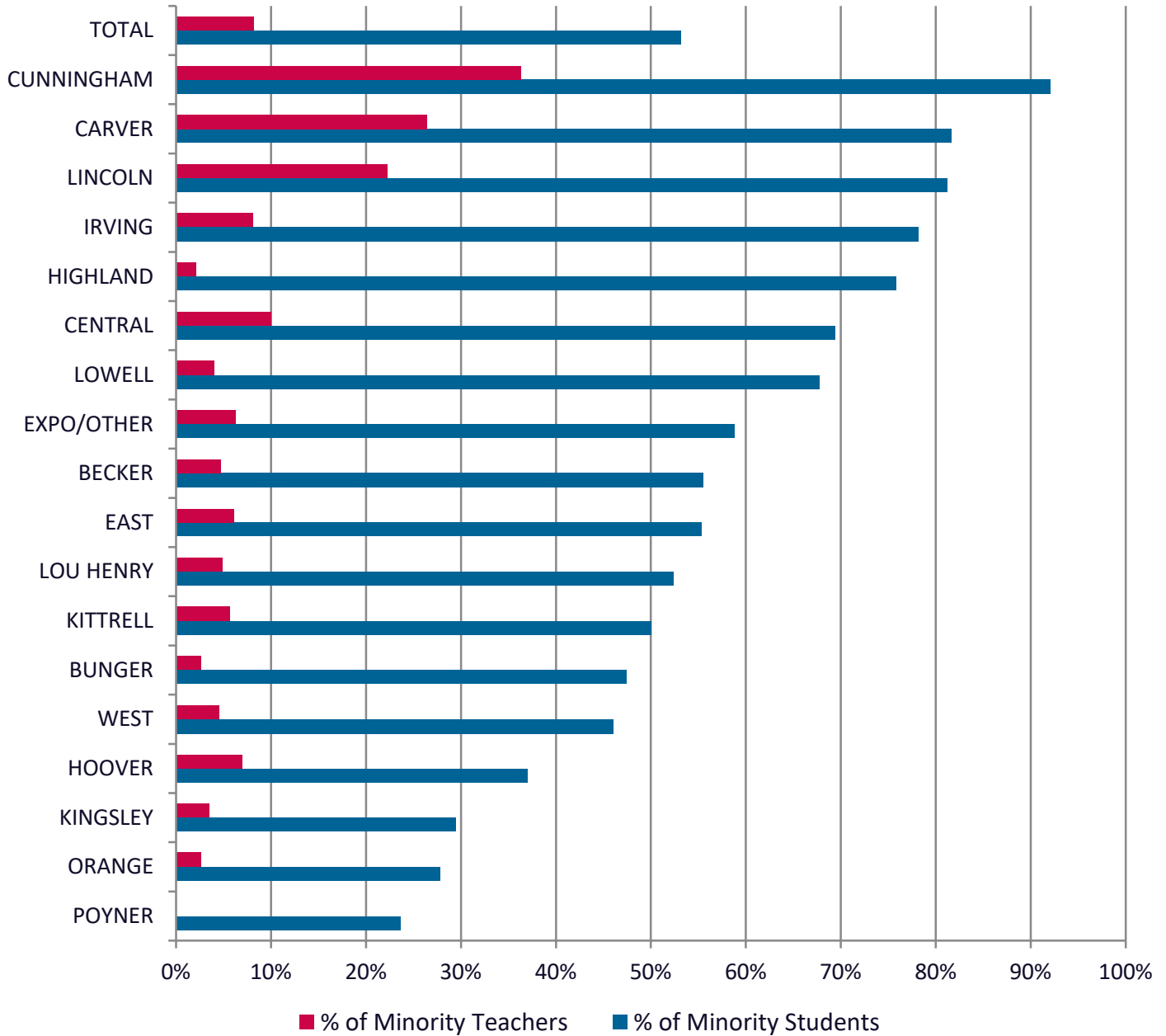
	Population Total		Labor Force Participation Rate
	Count	%	%
<b>Gender</b>			
Male	39230	50.02%	85.20%
Female	39204	49.98%	79.90%
<b>Race/Ethnicity</b>			
White	92921	86.62%	68.40%
Black	8680	8.09%	64.00%
Hispanic	3688	3.44%	78.70%
Asian	2132	1.99%	61.90%
American Indian or Alaska Native	413	0.39%	70.90%
Native Hawaiian or Pacific Islander	232	0.22%	87.10%
Some other race	1537	1.43%	74.50%
Two or more races	1347	1.26%	64.80%
<b>Disability</b>			
Those With Disabilities	7,307	9.31%	48.80%
<b>Totals*</b>	107262		68.00%

<sup>+</sup> The total population is reported for 16 years and over. Race/ethnicity is also reported for 16 years and over. Gender and disability are reported for 20 to 64 years.

## Student to Teacher Diversity Mismatch

There is a significant mismatch between the percentage of minority students and teachers in every school in the District. Overall, there is only 8% of minority teachers compared to 53% of minority students.

FIGURE 3. TEACHER/STUDENT DIVERSITY MISMATCH 2019-20



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## Quantitative Goals

Numerical hiring goals must be established for each major job category where underrepresentation exists. The goals should be seen as reasonable aspirations for correcting imbalances in the District's workforce. They will not be treated as rigid and inflexible quotas that must be met. The goals will not cause any group of applicants to be excluded from the hiring process.

The factors taken into consideration when developing these goals are:

- The numbers and percentages from the work force analysis
- The number of projected vacancies in the job categories
- The availability of qualified persons from underrepresented groups within the relevant labor market
- The demographic makeup of the student population
- The demographic makeup of the population of Waterloo and surrounding Blackhawk county.

### ***Numerical Goals and Timetables***

#### Short Term Goals

- 1. Increase the number of applications from applicants of color from 20% to 30% by 2022-2023.**
- 2. Increase the percentage of Hispanic teachers from 2% to 5% by 2022-2023.**
- 3. Increase the overall percentage of teachers of color from 8% to 12% by 2022-2023.**
- 4. Increase the percentage of non-white administrators from 34% to 45% by 2022-2023.**

#### Long Term Goals

- 1. Increase the overall percentage of male teacher at the elementary level from 9% to 30% by 2025-2026.**
- 2. Increase the overall percentage of special education teachers of color from 2% to 7% by 2025-2026.**
- 3. Increase the percentage of female skilled craft workers from 0% to 5% by 2025-2026.**
- 4. Increase the percentage of administrators of color from 34% to 50% by 2025-2026.**

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# Qualitative Analysis and Goals

The qualitative analysis is a review of employment policies and practices to determine if and where those policies and practices tend to exclude, disadvantage, restrict or result in adverse impact on the basis of racial/ethnic origin, gender, or disability. The goal of the District is to prevent any such occurrences.

## Recruitment and Hiring

Recruitment practices and policies are annually evaluated by the Chief Officer of Human Resources and Equity. Goals are set, annually reviewed, and new goals established based on the hiring needs of the District and outcome of the study. These goals are set as a result of examining our quantitative employee data, the local employment data, and our application data and identifying underrepresentation based on race/ethnicity, gender, and disability overall in specific job categories of interest. The qualitative goals established for this plan include:

- Continue to work with IASPA (Iowa Association of School Personnel Administrators) to analyze related issues and utilize a UEN minority recruitment consortium.
- Enhance relationships with more HBCU institutions.
- Participate in National Minority Teacher Recruitment Fair
- Provide support to identify future educators (collaborations with the University of Northern Iowa and Wartburg College)
- Attend local community job fairs and engage other administrators and mentor teachers in attendance.
- Recruit existing staff to participate in recruitment initiatives.
- Ensure a person of color is represented on every hiring committee.
- Implement a means of assessing interview committee implicit bias.
- Examine & refine our hiring policies and procedures in depth to ensure they are conducive to furthering diversity, inclusion, and equity.
- Further examine the historical and contemporary factors that inform recruitment and retention of teachers of color.
- Look at how our hiring and recruitment process may disadvantage or discourage applicants with disabilities, and examining how we can create a better work environment for individuals with disabilities and LGBTQ employees.

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## Retention

Retention of employees was considered as a possible source of underrepresentation in addition to hiring policies and practices. The retention of staff members is monitored annually to assess the District's progress in this area. Exit surveys provide insight into the factors and reasons behind why staff leave the District. The goal of this survey is to better understand why staff leave and to identify trends in teacher turnover. This information can be utilized to address teacher retention efforts and inform better policies. An analysis of the 2018-2020 exit surveys is presented below:

### *Factors Affecting the Decision to Leave*

Waterloo staff were asked to select the primary factor that influenced their decision to leave the District. Twenty respondents selected a factor from a provided list while twenty-eight respondents selected the "Other" option that allowed them to provide a text response or to identify multiple factors. For the respondents who selected a single factor, the top factors for leaving were the lack of administrative support at the District and school level (N=4), student discipline challenges (N=4), and feeling that staff were not fully utilized (N=4). For the respondents who selected the "Other" category, the most common responses were that there was a lack of administrative support at the District and school levels (N=9), staff did not feel listened to or valued (N=8), and that morale was very low (N=8).

### *Reasons for Leaving*

Staff also responded to questions about their reasons for leaving the District. These were analyzed in two groups, the first including responses from all staff and the second including only the responses from non-white staff. The analysis was constructed in this way to identify possible equity issues related to staff turnover (Fig.4).















































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If the allegation involves a student, return this form to:

**Marla Padget, Executive Director of Student & At-Risk Services**  
**Education Service Center**  
**1516 Washington St. Waterloo, Iowa 50702**  
**319-433-1801**

For allegations involving nonstudents, return this form to:

**Kingsley Botchway II**  
**Chief Officer of Human Resources & Equity**  
**Education Service Center**  
**1516 Washington St. Waterloo, Iowa 50702**  
**319-433-1800**

For allegations of violation of District policy, form should initially be turned into building administrator. If the complaint is not resolved, employee may file a written request for a conference with:

**Kingsley Botchway II**  
**Chief Officer of Human Resources & Equity**

***Board Policy Document 109.0-E2: Witness Disclosure Form for Allegations of Bullying/Harassment and/or Discrimination***

**(FOR USE WITH POLICIES 103.1, 103.2, 109.0, 402.4, 403.51, 503.3)**

Please fill out the following if you are named a witness to an alleged incident of harassment and/or discrimination.

Name of witness: \_\_\_\_\_

Address of witness: \_\_\_\_\_

Position of witness (if employee): \_\_\_\_\_

Date of testimony/interview: \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

Any other information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

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## Appendix F. Equal Employment Opportunity/Affirmative Action Policy

### ***Board Policy 402.4: Equal Employment Opportunity/Affirmative Action Policy***

The Waterloo Community School District shall 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 shall take affirmative action in major job categories where women, men, minorities and persons with disabilities are underrepresented. Employees will support and comply with the district's established equal employment opportunity and affirmative action policies. Employees shall be given notice of this policy annually.

The Board shall appoint an affirmative action coordinator. The affirmative action coordinator shall have the responsibility for drafting the affirmative action plan. The affirmative action plan shall 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 shall consider the qualifications, credentials, and records of the applicants without regard to race, color, creed, sex, sexual orientation, gender identity, ethnic/national origin, religion, age, socio-economic status or disability. In keeping with the law, the Board shall consider the military veteran status of applicants.

Advertisements and notices for vacancies within the district shall contain the following statement: "The Waterloo Community School District is an equal employment opportunity/affirmative action employer." The statement shall 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, shall be directed to the Affirmative Action Coordinator by writing to Kingsley Botchway II, Affirmative Action Coordinator, Waterloo Community School District, Education Service Center, 1516 Washington Street, Waterloo, Iowa 50702; or by telephoning (319) 433-1800.

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Director of the Region VII

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Office of Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Ste. 1475, Chicago, IL, 60661-4544, (312) 730-1560 or the Iowa Civil Rights Commission, Grimes State Office Building, 400 E. 14th Street, Des Moines, Iowa, 50319-1044, (515) 281-4121. 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, the administrative office in each attendance center, and on the District's website at <http://www.waterlooschools.org/newpolicies/>

### ***Board Policy 402.4: Dissemination of Equal Employment Opportunity/Affirmative Action Policy***

Federal and state regulations require that the equal employment opportunity/affirmative action policy, the identity of the designated local coordinator and notification about the existence of the grievance procedure be disseminated to employees, and applicants for employment on an annual or ongoing basis. This notification must be included in major annual publications or communications targeted at employees, applicants for employment and unions or professional organizations holding collective bargaining or professional agreements with the agency such as:

- Teacher and Employee Handbooks
- Application Forms and Recruitment Brochures
- Media Ads Regarding Job Openings
- Formal Communications with Unions, Professional Associations or other Collective Bargaining Groups

### ***Board Policy 403.51: Resolution of Employee Complaints***

Complaints of employees against fellow employees should be discussed directly between employees. If necessary, complaints shall be brought directly to the immediate supervisor, principal or superintendent and shall be made in a constructive and professional manner. Complaints shall never be made in the presence of other employees, students or outside persons. This policy shall not apply to a complaint that has been or could be filed at the employee's discretion under the formal grievance procedure of the relevant master contract nor to a situation between an employee and his or her supervisor.

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## Appendix G. Student Non-Discrimination Policy

### ***Board Policy 503.2: Student Non-Discrimination Policy***

The Board of Education of the Waterloo Community School District is committed to providing equal educational opportunities for all students. The District will work to insure both the physical and psychological safety and well-being of all students. No employee, while representing the District, shall engage in any act of discrimination against any student because of race, color, creed, sex, sexual orientation, gender identity, ethnic/national origin, religion, marital status, socio-economic status or disability.

The following definitions shall apply to this statement and the one covering employee violations of District policies.

1. "Act of discrimination" means any act participated in by an employee which directly or indirectly, in the mind of an ordinary, reasonable person causes humiliation, derogation, or disparagement to any individual or group of individuals on account of race, color, creed, sex, sexual orientation, gender identity, ethnic/national origin, religion, marital status, socio-economic status or disability.
2. "While representing the District" means at any time or place where the employee is within the scope of his/her employment for the District.

Any student who believes he or she has been discriminated against should file a complaint with the Waterloo Community School District's Equity and Affirmative Action Coordinator, Kingsley Botchway II, or the Disability Compliance Officer. Complaint forms can be obtained in the principal's office, the counseling office, and Equity and Affirmative Action office, 1516 Washington Street, Waterloo, 319-433-1800 or on line at <http://www.waterlooschools.org/newpolicies/>.

### ***Board Policy 503.2-R: Nondiscrimination***

It is the policy of the Waterloo Community School District not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the district Equity/Affirmative Action Officer, Kingsley Botchway II, Chief Officer of Human Resources/Equity, 1516 Washington Street, 319-433-1800, [botchwayk@waterlooschools.org](mailto:botchwayk@waterlooschools.org).

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## ***Board Policy 503.3: Student Grievance Policy***

All individuals who have contact with the District must respect the policies and administrative regulations under which the District operates. It is recognized that questions concerning the interpretation, application, or possible violation of policies and/or regulations may occur and that there must be legitimate and reasonable channels through which these questions may be resolved.

### Complaints about Violation of District Policies

A student or parent/guardian who believes the District has not complied with its policies or regulations may file a complaint under this policy. A student grievance with the Waterloo Community School District shall be resolved at the lowest possible level in accordance with the grievance procedure, 503.3-R.

### Other Bases for Complaints

1. **DISCRIMINATION** Any student who believes he or she has been discriminated against in violation of Board Policy 503.2, Student Discrimination Policy, may also file a complaint with the Waterloo Community School District's Affirmative Action and Equity Officer, Kingsley Botchway II, or the Executive Director of Student and At-Risk Services, Marla Padget. Complaint forms can be obtained in the principal's office, the counseling office, and/or in the Equity and Affirmative Action Office, Education Service Center, 1516 Washington Street, Waterloo.
2. **ANTI-BULLYING/HARASSMENT** Any person who believes that he or she has been bullied/harassed should refer to district policy 103.1 Anti-Bullying/Harassment.
3. **ABUSE OF STUDENTS BY SCHOOL DISTRICT EMPLOYEES** Any student who believes that he or she has been physically abused by a district employee should refer to district policy 402.3 Abuse of Students by School District Employees.

## ***Board Policy 503.3-R: Student Grievance Regulation***

### **A. STUDENT GRIEVANCES**

1. A student who alleges a complaint may first attempt to resolve the problem by discussing it with the building administrator. The building administrator may notify the actor of the problem. If the problem cannot be solved, the parties may proceed formally to Level One. The following are not grievable:





















