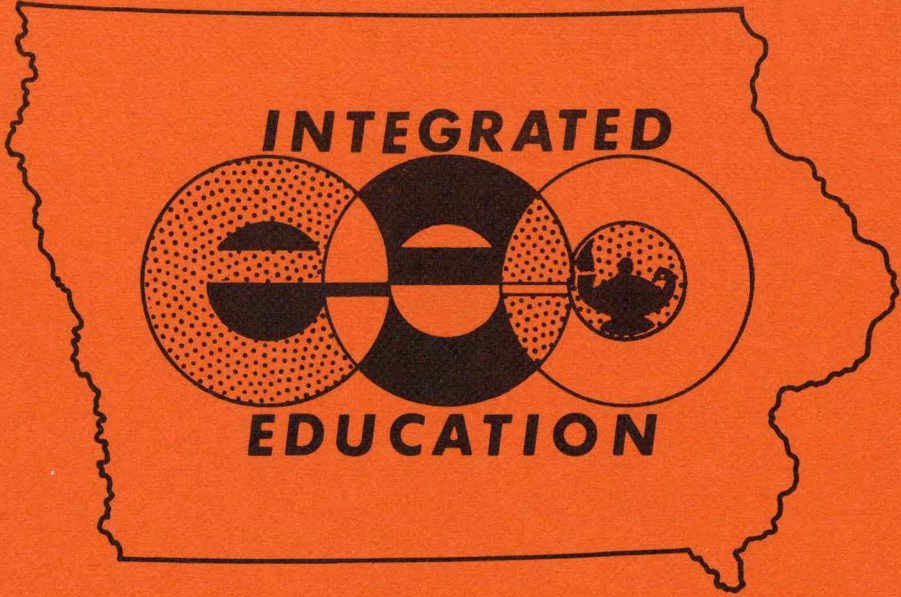


III Integration in Education



# Policy & Guidelines on Non-Discrimination in Iowa Schools

3-902

# **Policy & Guidelines on Non - Discrimination in Iowa Schools**

State of Iowa  
**DEPARTMENT OF PUBLIC INSTRUCTION**  
Urban Education Section  
Grimes State Office Building  
Des Moines, Iowa 50319

**STATE OF IOWA  
DEPARTMENT OF PUBLIC INSTRUCTION  
GRIMES STATE OFFICE BUILDING  
DES MOINES, IOWA 50319**

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## FOREWORD

On May 20, 1971, the State Board of Public Instruction adopted a policy statement on "Non-Discrimination In Iowa Schools." The State Board unanimously endorsed the concept that "In this state there should be no barrier to education based on the fact that a child may be the member of any minority group." The Board also stated, "Any form of segregation which divides children by color, creed, economic status, or national origin deprives them of a full view of, and participation in, our society."

The State Board on November 9, 1972, restated its position that racial segregation is detrimental to quality education and set forth "Guidelines" for the implementation of its policy on "Non-Discrimination In Iowa Schools." The Board further declared that educational considerations are primary in eliminating minority group isolation or racial segregation. Any action taken by a local school district pursuant to the conditions of these "Guidelines" should reflect a strong commitment to the improvement of its educational programs.

The policy statement and the accompanying guidelines are being forwarded to aid the administrative staffs and boards of local education agencies in planning for school desegregation and integration.

The Office of the State Superintendent of Public Instruction and the Department of Public Instruction join the State Board in soliciting your cooperation in carrying out the provisions set forth in the "Guidelines."

**ROBERT D. BENTON Ed.D.**  
**State Superintendent of Public Instruction**

**POLICY STATEMENT  
OF THE  
IOWA STATE BOARD OF PUBLIC INSTRUCTION  
ON  
NON-DISCRIMINATION IN IOWA SCHOOLS**

The Constitution of the State of Iowa (Article IX, Section 12) states that provision shall be made ". . . for the education of all youths of the State." The school laws of Iowa provide for the establishment, governance, and financial support of schools. If a school district does not provide school facilities, such district is required to pay the tuition and transportation costs for all its pupils attending the public school or schools it shall designate.

Iowa not only provides school for all children, it also requires that all children ". . . over seven and under sixteen years of age in proper physical and mental condition to attend school. . ." shall be caused to attend school.

In this state there should be no barrier to education based on the fact that a child may be the member of any minority group. Segregation deprives all segments of society, both the minority and the majority, of the vital life experiences without which they are culturally and educationally disadvantaged. Any form of segregation which divides children by color, creed, economic status, or national origin deprives them of a full view of, and participation in, our society.

All school districts of Iowa should move toward the goal of providing equal educational opportunities for all children. The State Board further declares that it will foster in all schools measures to guarantee that every pupil will be given education and treatment that is in no way biased on a basis of race, creed, economic status, or national origin.

Persons or agencies responsible for the establishment of school attendance centers or the assignment of pupils thereto should exert all effort to prevent and eliminate racial segregation or racial imbalance in pupil enrollment. The prevention and elimination of such segregation or imbalance should guide decisions relating to school building sites, school attendance areas, and school enrollment practices.

Efforts should be made to prevent and to eliminate segregation of children and staff by reason of race, creed, economic status, or national origin in programs administered, supervised, or controlled by the Department of Public Instruction.

**Board Approved  
May 20, 1971**

**GUIDELINES FOR  
POLICY STATEMENT  
OF THE  
IOWA STATE BOARD OF PUBLIC INSTRUCTION  
ON  
NON-DISCRIMINATION IN IOWA SCHOOLS**

These guidelines have been adopted by the State Board of Public Instruction to aid administrative staffs and boards of local education agencies in planning for school desegregation and integration. The Department of Public Instruction staff will, at the request of local school boards, provide assistance for carrying out these guidelines.

Educational considerations are primary in eliminating school segregation. The elimination of minority group isolation is not to be sought as an end in itself, but because such isolation denies equal educational opportunity to all children.

For the purpose of these guidelines the following definitions apply:

**DESEGREGATION:** The affirmative act of a local school board which effects the elimination and prevention of racial segregation with respect to (a) all pupils at all schools, and in all grades and departments, within that local school board's jurisdiction, and (b) the employment and assignment of all faculty and staff personnel.

**EQUAL EDUCATIONAL OPPORTUNITY:** "Equal educational opportunity" means the provision of educational processes of the highest quality and diversity, organized to promote understanding across cultural lines; where each child of school age residing within a school district has equal access to the educational programs of the district essential to his needs and abilities, made available to all persons regardless of race, social, or economic backgrounds.

**MINORITY GROUP:** The term "minority group" refers to (a) persons who are considered by themselves, by the school, or by the community to be Afro-American, American Indian, Spanish Surnamed Americans (persons of Mexican, Puerto Rican, Cuban or Spanish origin or ancestry) and Oriental.

(b) persons who are from environments in which the dominant language is other than English and who, as a result of language barriers and cultural differences, do not have an equal educational opportunity.

**MINORITY GROUP ISOLATION:** The term "minority group isolation" in reference to a school means a condition in which minority group children constitute more than twenty per centum of a school's enrollment.

**INTEGRATED SCHOOL:** The term "integrated school" means (a) a school in which the proportion of minority group children is at least fifty per centum of the proportion of minority group children enrolled in all schools in the district and

(b) a school in which the minority enrollment is not more than twenty percentage points above the percentage of minority group children enrolled in all the schools of the district and

(c) a faculty which is representative of the minority and non-minority group population of the larger community in which it is located or when it can be determined that the local school board concerned is attempting to significantly increase the proportion of minority group teachers, supervisors, and administrators in its employ and

(d) a learning environment that is characterized by mutual cultural respect, inter-racial acceptance, and a curriculum and staff that are responsive to the educational needs of all participants.

**CORRECTIVE PLAN:** The term "corrective plan" means a comprehensive school district plan that includes, but is not limited to, staffing patterns, curriculum changes, recognition of multi-ethnic and educational achievement of students, staff preparation and projected inservice programs.

**LOW INCOME FAMILY:** Any family whose mean income would fall within the guidelines established by the Office of Economic Opportunity.

**DISCRIMINATION:** Denial of an opportunity solely on the basis of one's race, creed, national origin, or income level.

### **PROCEDURES:**

#### **I. Prevention or Elimination of Racially Segregated or Minority Group Isolated Schools**

1.1 The State Board, pursuant to these guidelines, recommends that each board continue to submit to the Department of Public Instruction, on an annual basis, data on the racial composition of all the schools within its jurisdiction.

1.2 When determined that, pursuant to these guidelines, minority group isolated schools are in existence in any school district, the local board affected will be notified of this finding and will be asked to submit to the State Department of Public Instruction, within sixty days of said notice, a report detailing action taken by the local board since 1964 to prevent or eliminate minority group isolation. Reports aforementioned should include, but are not limited to:

(a) the racial count of all pupils in attendance at schools or centers maintained wholly or in part by each local school board;

(b) the racial count of the student body at each attendance center maintained by each local school board, together with information showing the grades, including special classes, programs, or courses offered at each center;

(c) the racial count of all certificated and non-certificated personnel employed by the local school board, together with information showing, with respect to each employee, his or her attendance center assignment.

1.3 The State Board recommends that local school boards adopt and maintain such special assignment practices as will prevent or eliminate minority group isolation in schools because of color, race, nationality, or economic status.

## **II. Review of Data**

2.1 Data received pursuant to provisions set forth under section 1.1 of these guidelines will be reviewed by the Department of Public Instruction and submitted to the State Board of Public Instruction for consideration and action.

2.2 Within sixty (60) days after official action by the State Board, each affected local board will receive notice of any action or recommendations from the State Board.

## **III. Requests for Plan of Action**

3.1 Local boards receiving State Board notification will be requested to submit a plan of action detailing steps to correct expressed concerns.

3.2 In preparation of a plan, the local school board should inform parents and other citizens of the pending issues and should involve in the planning, on a basis that is representative of the entire community which the system serves, interested individuals and professional and community groups.

3.3 Upon receipt of a notification, a local school board may, in connection with the development of its plan, request in writing that the State Board furnish technical assistance of an informational and advisory nature.

3.4 Each plan should contain: (a) an explicit, unqualified commitment by the local school board to fulfillment of the conditions set forth in these guidelines; (b) a detailed description of the specific actions to be taken to correct each specified problem together with a statement of the intended effect of each action proposed; (c) with respect to the entire plan, and each specific action proposed, a timetable showing dates of implementation and completion; (d) involvement of community groups and parents in the development and implementation of corrective plans.

3.5 In the formulation of plans to prevent or eliminate minority group isolation in schools, local school boards should consider and employ all methods that are educationally sound, administratively and economically feasible, including but not limited to: school pairings and groupings; grade reorganization; alteration of school and school district attendance zones and boundaries; pupil reassignments and such optional transfers as are consistent with the condition of these guidelines; establishment of educational parks and plazas; rearrangements of school feeder patterns; inter-district cooperative plans; specialized or "magnet" schools; differentiated curricular or other program offerings at schools serving children predominantly of different racial groups at the same grade level; reassignments of faculty, staff, and other personnel; affirmative recruitment, hiring, and assignment practices to insure that the faculty, staff, and other personnel, at all attendance centers within systems, become and remain broadly representative racially.

3.6 Plans that are based upon parent-pupil choices, or are otherwise voluntary or optional, will fulfill these guidelines only to the extent that they actually prevent or eliminate minority group isolation in schools because of color, race, nationality, or low income.

3.7 On the basis of race, creed, origin, or environment status, all plans to effect school desegregation and integration should be equitable and nondiscriminatory. The process of integration should be shared by all and not borne disproportionately by pupils and parents of racially identifiable or low income groups.



3.8 Local school boards should not adopt nor maintain pupil grouping or classification practices which result in racial segregation of pupils.

3.9 All decisions by local school boards concerning selection of sites for new schools and additions to existing facilities should take into account the requirements of eliminating and preventing racial segregation in schools because of color, race, or nationality.

**IV. Review of Plans and Amendments**

4.1 The State Department of Public Instruction will review plans and amendments supplied under these guidelines and will determine whether they follow these guidelines.

4.2 Upon finding that a plan or amendment meets these guidelines, the State Board will promptly give written notice to the local school board to that effect.

4.3 Upon finding that a local school board has not developed a plan or that a submitted plan or amendment is conditionally acceptable, or wholly or in part unacceptable, the State Department of Public Instruction will promptly advise the local school board in writing of its findings. This communication should specify the reasons for disapproving wholly or in part, the plan or amendment.

**V. Results of Non-Compliance**

5.1 Upon finding that a local school board has failed or refused to heed these guidelines within the time periods specified (or within a reasonable time thereafter if, in his judgment, further consultation may effect the result), the State Superintendent shall:

- (a) notify the affected local school board;
- (b) report such findings to the State Board of Public Instruction.

5.2 After a review of the findings, as provided for in section 5.1(b), the State Board may forward such findings to the Iowa Civil Rights Commission.

Approved by the State Board of Public Instruction  
November 9, 1972

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