

STAFFING RECOMMENDATIONS Revised:

The process of recruiting and retaining faculty, staff and administration with appropriate qualifications and experience to fill a position.

(1) ~~(1)~~ Create a Diverse Employee Base:

- (a) ~~—(a)—~~ Increase the percentage of qualified ~~people of color~~ employees ~~by 30% with at least 20% of color to reflect the diverse student body specifically from~~ African American ~~by the 2022/2023 school year~~, Hispanic, Native Indigenous, and AAPI, communities. Appropriate candidates must have experience with justice, equity, diversity and inclusion.
- (i) AAA will ~~incrementally reach 33% of that goal each year starting~~ consult with the ~~2020/2021 school year culminating in reaching 100% of~~ AAA Focus Group, as well as the ~~goal by the 2022/2023 school year~~. Walla Walla University Center for Educational Equity and Diversity to seek additional avenues for recruiting diverse candidates with strategies such as student teacher internships, additional advertising, university visitations, etc.

Note: If Auburn Adventist Academy falls behind their incremental goal, they will consult with the AAA Focus Group, as well as the Walla Walla University Center for Educational Equity and Diversity.

(2) ~~(2)~~ Create a Diverse Recruiting Personnel Committee/Team:

- (a) ~~—(a)—~~ Create a team of individuals to assist in the employee recruitment process. At least 50% of the team should be persons of color with ~~some~~ experience in education and/or HR procedures. ~~This goal should be reached~~ implemented by January 1, ~~2021~~ 2022. 2023
- ~~—(i)—~~ This goal should identify and remove potential biases
 - (i) ~~in~~ sourcing, screening, and shortlisting candidates. ~~This process should also eliminate turning off or unintentionally discriminating against qualified, diverse candidates.~~
 - ~~(ii)—~~ ~~We should remember~~ Remember that diversity attracts diversity. We

- (ii) recommend ~~taking a look~~ looking at the pictures and videos of AAA's workplace on ~~your~~ the website and social profiles. Pictures and videos of school activities and employees ~~should appear~~ must be diverse in nature.

~~(iii) — It is important that the recruitment team reach out to our~~

- (iii) Reach out to Adventist educational institutions to specifically share with qualified candidates of color the benefits of working at AAA.
- (iv) ~~—————(iv) — Recruiting Committee/Team should ensure~~ that Ensure job openings are posted on appropriate job boards, and websites, such as the NAD Education website.
- (v) ~~—————(v) —~~ Language on job postings should have a statement regarding AAA's belief in, and support of, creating a diverse workforce.
- (vi) ~~—————(vi) —~~ At all cost, the hiring practices and support of employees should adhere to the North American Division HR policies and procedures.

- (b) Pertaining to Recruitment on the Personnel Committee: This goal identifies and removes potential biases in sourcing, screening, and shortlisting candidates. This process also minimizes unintentional discrimination against qualified, diverse candidates.

- (c) Create a diverse School Board:
 - (i) At least 30% of the Board should be persons of color. This goal should be implemented by January 1, 2023.

Note: It is critical that the AAA School Board reflect the diversity inherent in the schools they serve. A diverse school board will better understand, be supportive

of, and provide appropriate leadership on issues related to equity, diversity and inclusion at the school level.

- (3) Staff, Faculty, and Administration vow to embrace and support the AAA diversity statement through personal and professional development and training.**

AAA Diversity Statement:

"Auburn Adventist Academy pledges to live out Micah 6:8 — "to do justice, to love mercy, and to walk humbly with our God". We are intent on fostering an environment of diversity, equity and inclusion in our enrollment process, hiring practices, curriculum and teaching, and all areas of campus life. We desire to nurture and grow a multicultural-aware staff and student body to be good citizens of this world. As followers of Christ, it is our duty to live as Jesus lived by treating all humanity with unconditional dignity and love regardless of race, religion, color, gender, national origin, financial status, age, or ability. Therefore, all forms of racism, discrimination, bullying, harassment, hatred, and bigotry will not be tolerated at Auburn Adventist Academy. It is our redemptive honor to celebrate the sacred diversity of all humanity, as it is a small picture of the Kingdom of God, where "every nation, tribe, people and language will stand before the throne and before the Lamb," (Revelation 7:9).

CURRICULUM:

The planned interaction of students with instructional content, materials, resources and processes for evaluating the attainment of educational objectives.

(1) Create a curriculum that supports diversity, equity and inclusion.

(a) Develop a curriculum committee that can begin to review the current instructional content, materials and resources creating tangible recommendations for change to supplementary material. The committee should consist of individuals outside of the faculty and staff of AAA. This committee should be in place by mid school year 2022/2023. 50% of their recommendations should be implemented by mid school year 2023/2024.

The committee should review materials that are being used in the curriculum and recommend changes with the goal of accurately representing history, our diverse society, and fairness. Changing the curriculum is a daunting task and requires patience. The committee should be in place for at least 5 years taking time to meticulously evaluate the curriculum for change.

Some of their recommendations should include but not be limited to the following:

(i) Regular, if not monthly, awareness celebrations such as Hispanic Heritage Month, Black History Month, Native American History Month, Asian American History Month, etc. Individuals with the identities of those being celebrated should have a primary influence in the development and presentation of the cultural events. This awareness should cross over in the student experience in regard to ethnic and cultural food, music, dress, and chapel.

(ii) Regularly scheduled crucial conversations delivered in a Ted Talk format in the topics of racism, inequity, diversity, culture. (faculty and staff should lead out in the presentations).

(iii) Regularly scheduled (at least quarterly) visits to the regional and ethnic churches providing AAA programming such as musical, theatrical, social or other interactive events. Could also include some type of service to the community in coordination with the regional church.

~~(iv) In either history or sociology (one class per grade level) a section or the entire class should focus on multicultural perspectives. This focus should be a part of the class each year history or sociology is taught and should be compulsory.~~

(v) At the beginning of the year and throughout, get to know the students, where they are from, their culture, language etc. Make it a focus in the classroom.

(vi) There should be an observation opportunity set up for members of the committee to sit in each class with the purpose of making proactive and constructive recommendations to the teachers with regards to making changes in the curriculum. Focus should be on Pedagogy and Content.

(vii) Create a survey to measure the status and change to the curriculum. Here is a sample survey created by the NPUC K-12 Education Advisory Committee <https://www.surveymonkey.com/r/VKP7LH8>.

(viii) Develop a list of resources for the teachers to use in the acquisition of tools to incorporate in the curriculum.

(b) Through professional development and in-servicing, incorporate strategies to accomplish:

- 1) Paradigm shift in the minds of faculty and staff
- 2) A movement towards inclusive pedagogy

Resources:

1. The Knotted Line (<https://scalar.usc.edu/anvc/the-knotted-line/index>) is an open-source curriculum guide that helps students connect history to current-day issues of access. A free resource that teachers can incorporate into their curriculum.

2. The Fordham Institute (<https://fordhaminstitute.org/>) offers free resources for the advancement of teacher excellence, as well as research articles on a number of pedagogical topics. Recommend monthly in-services that focus on an article/topic/resource from this site OR an article/resource from this site can be discussed as part of regularly scheduled staff meetings.

3. For on-going, comprehensive professional development, consider "Facing History and Ourselves" (<https://www.facinghistory.org/our-work/transforming-schools>). They offer professional development, educational resources, and pedagogical support with a focus on creating more socially just schools. Note: Their website specifically highlights that they have worked with over 1,500 independent and parochial schools. However, they make specific reference to Catholic schools. Further exploration would be needed to assess their work with non-Catholic parochial schools. The cost is unknown.

4. Changing pedagogy first begins with changing mindsets. Dr. Columbus Candies is willing to offer a workshop on transformational leadership to all teachers/administrators at AAA. This workshop is based on his award-winning dissertation on the connection between individual/collective transformation and educational reform.

5. In addition to the above workshop focused on paradigm shifts, a consultant or expert on inclusive pedagogy is recommended to offer training to AAA teachers. Further exploration may be needed to identify such a person and the associated costs.

place for anonymity/privacy and retaliation. Included in the grievance policy should be steps to solve grievances, including access to the Ombudsperson. Grievance policy finalized and published by October 1, 2020.

(i) Refer to the NAD Working Policy Employee Personal Conduct.

(7) Appoint an Ombudsperson who can assist AAA students, faculty, staff and administration in the resolution of conflicts or concerns. It is highly recommended that the ombudsperson have expertise in diversity, equity and inclusion and be a person of color. The ombudsperson should be willing to serve a 2-3 year term. The ombudsperson should be in place by the beginning of the 2020/2021 school year.

(i) Ombudsperson will preserve the confidentiality of those seeking services;

(ii) Ombudsperson will maintain a neutral/impartial position with respect to concerns raised; understand the issue from the perspective of the individual which is a critical step in developing options for resolution;

(iii) Ombudsperson will work at an informal level at the organization; and is independent of the formal organizational structure;

(iv) Ombudsperson will field issues and concerns, mediate and arbitrate where appropriate, conduct investigations and make recommendations;

(v) Ombudsperson is a source of detection and early warning of new issues and a source of recommendation for systemic change to improve existing processes.

Note: We want to make clear that the Ombudsperson serving AAA will support any and all Conference, Union and Division established policies governing grievances and complaints. The ombudsperson will function as additional support to AAA and its constituents supporting the grievance process through collaborative problem identification and problem resolution, all with the goal of enhancing organizational excellence. The ombudsperson will also support achievement of the EDA goals voted by the school board.

(8) Develop a partnership with a professional or professional mental health community-based service provider to accept referrals from AAA assisting in diagnosis and treatment of students dealing with emotional, psychological, and learning challenges. Develop a critical pathway which outlines circumstances in which the student should be referred. The relationship should be in place by the beginning of the 2021/2022 school year.