

Letter to the CCHS Board of Education

I appreciate your time and thoughtful reflection on my message. I only hope I can do justice to this message.

First, I would like to say, I am thankful for CCHS providing a good education for my 5 children. I have been here a long time; since 2001 when my oldest, Claire, was a freshman through spring of 2020 when my youngest, Scott, graduated (Maggie, Ginger and Faith in between). I've been involved with CCHS and the community as an Athletic Booster Board Member, Spirit Wear coordinator, Environmental Club volunteer, Soccer Concessions and Volunteer Organizer (for many years), chaperone for overnight Soccer Team tournament trips, "After Prom" and much more throughout the years. I love our school and I love our community.

This has been a tough year... with the pandemic, the lost lives, lost jobs and financial instability for many, greatly affecting the poorest of our region and country. I know how difficult it has been trying to organize online school and everything it entails. During the midst of this, as we were all social distancing in our homes, we witnessed the terrible death of George Floyd.

Wow, that was so wrong.

And as we were watching, we began to see earlier cases of racism and brutality that we might have missed, like Ahmaud Arbery, Breonna Taylor to name a few.

We continue to witness more, with Jonathan Price being murdered only a week ago.

I am outraged and devastated that this happens in our country. The sad thing is that Black people have been trying to tell us this; but we did not see and we did not listen. Not because we are bad people, but because it did not directly affect our lives, we could continue with our busyness and avoid the uncomfortableness. We could justify, not knowing all the details, that there must be some reason that explained the response.

I think because we were all stopped due to COVID-19, some of us saw for the first time. I really saw it for the first time.

I felt called to do something about these violations of human rights. I regularly consult my daughter, Ginger, when I want to talk something through as she is a counselor, good listener and generally provides me with sound feedback. I asked her if I could go speak with one of her Black co-workers to inquire what I should do and how I should get involved. She said, "Mom, Black people are so exhausted and traumatized, do not add to that now." Ginger instructed me to not place the burden of change onto Black people, as it is not their responsibility to fix an issue they did not cause. Instead, to start educating ourselves to prepare to be allies to the cause. So I did - I began reading books and articles, as well as watching and listening to documentaries. I did so with other White people in our community, and we were moved by books such as *Me and White Supremacy* (Layla F. Saad), *Stamped: Racism, Antiracism, and You*,

(Jason Reynolds, Ibram X. Kendi), *13th* (Documentary on Netflix), *1619 Project* (Nikole Hannah-Jones, NYT documentary ongoing), and *White Privilege* (Peggy McIntosh). I highly recommend reading a recent article published in the Daily Egyptian by Staff Reporter and our own CCHS graduate, Oreoluwa Ojewuyi, '*The Most Disrespected Person in America is the Black Woman.*' We commonly make decisions about issues using our own experiences, but I think it's particularly important that we turn to Black people and voices to understand what their experience has been. Oreoluwa's article is a great and helpful example of that.

If you would have asked me a year ago if I was a racist, I would have been offended. I am kind to all people (or try to be), I have friends of all races and ethnicities, my children have Black friends, partners, etc. I donate money to help support those who do not have resources that I have available to me, raise money for those in need, and volunteer. But after educating myself and listening to Black people's experiences, I learned:

I am racist.

After years of being uncomfortable about talking about racism and denying I was, this revelation actually sets me free to help make changes.

I believe I am a good person. I believe my parents are good people. I believe everyone here in this room is a good person.

We have been brought up in a system that gives advantage and privilege to white people which is systemic racism. "As a white person, I realized I had been taught about racism as something that puts others at a disadvantage, but had been taught not to see one of its corollary aspects, white privilege, which puts me at an advantage." (McIntosh) We have data that things like generational wealth sometimes accompany privilege. As of 2016, the most recent year for which data is available, you would have to combine the net worth of 11.5 Black households to get the net worth of a typical White U.S. household (*The black-white economic divide is as wide as it was in 1968*, Long and Van Dam, 2020).

And that is why I am here. I have to be the change. We have to be the change.

I have joined the Racial Justice Coalition just recently. They have a "Call to Action" list previously provided to the school board (attached).

Promote anti-racist curriculum and affirm students of color, their cultures and their histories. Fight against xenophobia in all of its forms.

"While Black kids in general lag behind in national education standards, those who are taught their history see improvements in attendance, grades (even in STEM subjects) and graduation rates." Leonard Pitts

Here are some curriculum recommendations for Students & Staff education:

- *Stamped: Racism, Antiracism and You* (Reynolds & Kendi, 2020)

- While some students are reading this in an English class, I wanted to include it on this list as it provides a lot of information that was not previously prioritized in school curriculum.
- *1619 Project-New York Times* (Hannah-Jones, 2019)
- *Who We Are-the Archive of African-American History* (Leonard Pitts, 2020)
- *Me and White Supremacy* (Saad. 2020).

Me and White Supremacy was a required reading this summer for Oregon State University Honors College where my youngest is attending school. At North Carolina State University, where my sister is the campus architect, employees have required diversity training. This year they have added a voluntary 21 Day Racial Equity and Habit Building Challenge for Higher Education Leaders, which was recommended by one of their Black directors. They have also offered an Unconscious Bias Session with safe-share “my story” small groups.

The Administration, Board of Education and Teaching Staff should reflect the diversity of the student population. This does not need to be a hardcore number match, but it should be in the ballpark.

Positive outcomes sparked by same-race role models can last into adulthood and potentially shrink educational attainment gap, study finds. Having one Black teacher in elementary school not only makes children more likely to graduate high school—it also makes them significantly more likely to enroll in college. (Black students who have one Black teacher are more likely to go to college, Jill Rosen:2018)

If there is difficulty with applicants, we need to work on recruiting. How can we help as a community to improve this? I believe there are many people in the community who would support this through financial donations or time and effort. What about scholarships awarded to Black students with an agreement to work for CCHS for a designated amount of time? What do we need to do to retain Black teachers? What is the environment like for them at CCHS?

Sense of Community, this has come up a lot lately with the police extreme use of violence. It is proposed that if an officer lived in the same community as he/she worked and knew the person, we would potentially have better outcomes. The same is true for teachers and faculty. Faculty/Staff/Administration would support the students and community in which they live. The teacher and student may be neighbors, what a great connection.

Uphold Oath of being on School Board: “As part of the Board of Education, I shall accept the responsibility for my role in the equitable and quality of education of every student in the School district: and I shall strive to work together with the District Superintendent to lead the School District toward fulfilling the vision the Board has created, fostering excellence for every student in the areas of academic skills, knowledge, citizenship and personal development.” Black people aren’t feeling heard or feel like they aren’t being treated equitably. This can be seen by:

1. **Test scores** – There are significant differences between White scores compared to Black and Hispanic test scores as seen on the Illinois Report Card attached charts. I don’t

believe that White people are just smarter than everyone else. I do believe we are afforded the opportunities and privileges that the others are not.

2. **Racial characteristics-**

	<u>Teachers</u>	<u>Student Body</u>
White	93%	53%
Black	1.3%	29%
Hispanic	2.7%	11%
Asian	1.5%	4%
Bi-Racial	1.3%	3%

* also to note 61% of student population is considered low income (Illinois Report Card) (Did not have breakdown on racial characteristics of the Administration)

3. **Disciplinary statistics** (see attached) 60% or > of all in school suspensions, detentions and out of school suspensions are Black Students. White students range from 26-29%. I do not feel Black students inherently have worse behavior than White students. I believe that it is our responsibility to address this to best serve ALL of our students, not just some.

Resource officer – replace with licensed Social Workers and/or Counselors that represent the student population. Increase the number of Peace makers.

...“school-to-prison pipeline,” a disturbing national trend wherein children are funneled out of public schools and into the juvenile and criminal justice systems. Many of these children have learning disabilities or histories of poverty, abuse, or neglect, and would benefit from additional educational and counseling services. Instead, they are isolated, punished, and pushed out.

“Zero-tolerance” policies criminalize minor infractions of school rules, while cops in schools lead to students being criminalized for behavior that should be handled inside the school. Students of color are especially vulnerable to push-out trends and the discriminatory application of discipline.(aclu.org)

This is demonstrated as stated previously and in the attached Disciplinary Statistics breakdown from CCHS. Confidentiality for students to freely discuss difficulties they may be going through is not afforded if they speak with a police officer. This shuts down the lines of communication for students who are struggling and provides no opportunity for their personal development by working through the issues. We should divest from punitive responses to our students, and instead invest in their growth and success.

Now is the time for change. As the leaders of our children’s education, we need to continue to educate ourselves. We need to acknowledge the systemic racism in us, our school and our community before we are able to make meaningful change. Let Carbondale and CCHS be the leader in our region to address systemic racism by making positive change for the future of our Black students, which will benefit all students and our community.

Paula Golz

DEMANDS TO CCHS District #165 Board of Education

- Select an actively anti- racist Curriculum which reflects and affirms students of color, their cultures and their histories as well as one that fights against xenophobia in all of its forms.
- Prioritize hiring, retaining and promoting educators of color.
- Implement equitable hiring practices.
- Recruit culturally competent teachers of color.
- Establish a terse Vision Statement which includes specific goals with time lines for success of how to increase the numbers under-represented ethnic minority faculty is to be increased.
- Initiate a Residence Policy that requires that new Faculty live in the Carbondale School District at hiring and/or no later than 6 months after hiring.
- Solicit a professional, out of State entity to examine the demographics of the number of Faculty that don't reside in the District and which includes possible short and long term results and implications for Students, Families, District/ and Municipalities with such demographics for population of those
- In our District.

- **Uphold your oath:** specifically the following points- As part of the Board of Education, I shall accept the responsibility for my role in the equitable and quality **education** of every student in the School District; and I shall strive to work together with the District Superintendent to lead the School District toward fulfilling the vision the Board has created, fostering excellence for every student in the areas of academic skills, knowledge, citizenship, and personal development.
- **Remove** the School Resource Officer. **Add** 6 licensed, School Social Workers and/or Counselors; **Increase** number of Peace makers.

School Snapshot

Academic Progress

School Environment

Students

Teachers

Demographics

Teacher Education

Student/Teacher Ratios

Retention

Salary

Total Teachers FTE

Teacher Attendance

Teacher Evaluation

Administrators

School Highlights

Feeder Schools

Retired Teachers

CARBONDALE COMM H S (9 - 12)

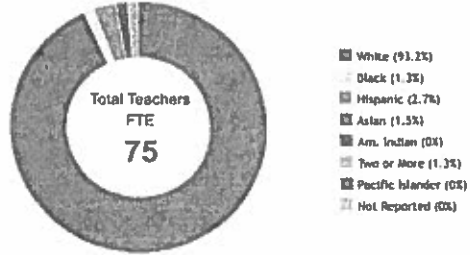
CARBONDALE CHSD 165

View All-a-Glance PDF

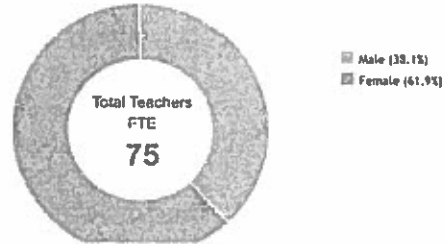
Demographics

Displays the race/ethnicity and gender of teachers

District Teacher Demographics By Ethnicity (2019)



District Teacher Demographics By Gender (2019)



[View All-a-Glance PDF](#) [Contact](#) [Resources](#)

The chart displays the demographics for teachers in this district. The numeral within the circle is the total number of teachers (FTE). Scroll over any color in the pie chart or in the key to the right of the chart. The percentage for that subgroup will then appear in the center of the circle.

Click 5 Years Trend or 10 Years Trend to see long term data. Scroll over any color in the chart to view the name of that subgroup.

Note: FTE = Full Time Equivalent





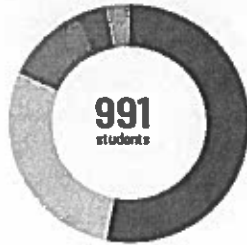
Carbondale Comm H S

1301 E Walnut St Carbondale, IL 62901 | (618) 457-3371

Grades: 9 - 12
District: Carbondale CHSD 165

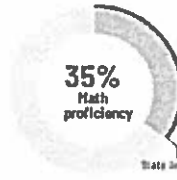
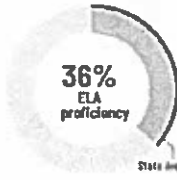
Principal: Mr. Ryan Thomas
Superintendent: Mr. Stephen Murphy

Fast Facts



Student Characteristics

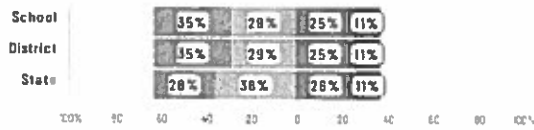
White	53%
Black	28%
Hispanic	11%
Asian	4%
American Indian	0%
Two or More Races	3%
Pacific Islander	0%
Low Income	61%
English Learners	4%
With IEPs	13%
With Disabilities	-
Homeless	4%



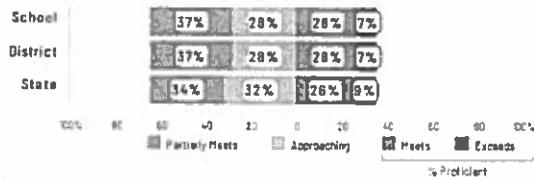
Academic Success

High school students take the SAT in English Language Arts and Math. The display shows SAT ELA & Math results in four performance levels.

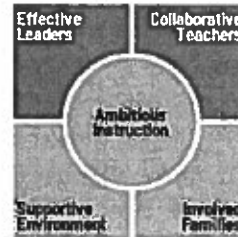
English Language Arts



Mathematics



School Environment



The 5Essentials Survey allows students in grades 5-12 and all teachers to share their perspectives on essential conditions for learning. The anonymous survey consists of 5 components.

- Most implementation
- More implementation
- Average implementation
- Less implementation
- Least implementation
- Not Applicable/Low Response

Response Rates
Students: 76%
Teachers: 82%

None Effective Leaders

Do principals and teachers implement a shared vision for success?

None Collaborative Teachers

Do teachers collaborate to promote professional growth?

Average Ambitious Instruction

Are classes challenging and engaging?

Average Supportive Environment

Is the school safe, demanding, and supportive?

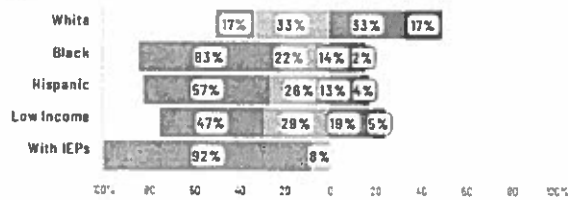
Average Involved Families

Does the entire staff build strong external relationships?

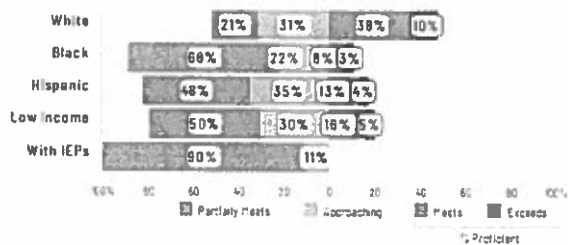
Success by Student Group

This display shows SAT ELA & Math performance levels for each student group. No data is shown for groups with fewer than 10 students.

English Language Arts



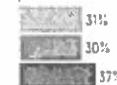
Mathematics



College Readiness

Early College Coursework

Students taking early college coursework in grades 10, 11, and 12



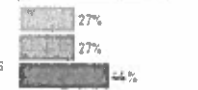
Postsecondary Enrollment

Students who enroll at colleges and universities



Community College Remediation (lower is better)

Students enrolled in Illinois community colleges who require remedial coursework



Graduation Rate

Percentage of students who graduated within 4 years





Carbondale Comm H S

School Highlights

Academic Courses

CCHS provides a comprehensive curriculum to meet the needs of a diverse student population. Educational courses include 10 Advanced Placement courses, 16 Dual Credit, 18 Fine Arts, 14 Foreign Language, numerous elective offerings, and other curricular supports including Summer Enrichment, After School Tutoring, Credit Recovery, and SAT Prep.

Physical Education, Health and Wellness

Health and Physical Education classes promote the health and wellness of students, by affording them opportunities to participate in activities that contribute to improving their overall health and fitness. All courses aim to promote positive attitudes toward lifetime physical activity, fitness, and sports skills.

Other Programs and Activities

Academic Enrichment is found in clubs for Science, Math, Languages, Writing, Journalism, Social Studies, Fine Arts and CTE. Service clubs include LifeSavers, Key Club, NHS, Student Council, and GIO. After school tutoring & Credit Recovery support academic progress. Community partnerships are demonstrated with events like the Multicultural Festival.

School Awards

Students: 3 Perfect ACT Scores in 2013; 1 Perfect ACT Score in 2014; 40 Illinois State Scholars; 9 National Merit Commended Honorees; 1 National Merit Finalist; 2015 Regional, State & National awards in Music, Art, CTE, Science, Math, Writing, & Foreign Language. Faculty: Membership & Leadership roles in an array of Educational Organizations.

Career Development Courses and Programs

Career Readiness is addressed through 42 Career and Technical Education Courses, an OJT Work Study Program, Career Exploration/Job Shadowing, a Career Readiness course, STEM emphasis, and Career Counseling. CTE courses include the areas of Business, Agriculture, Computer Technology, Drafting, Construction, Family and Consumer Science, and Nursing.

Athletics

CCHS has a proud tradition of excellent athletic programs with a wide range of interscholastic sports for boys and girls including Baseball, Basketball, Bowling, Cross Country, Football, Golf, Soccer, Softball, Swimming, Tennis, Track, Volleyball, & Wrestling. Additional CCHS IHSA activity areas are Scholastic Bowl, Music, Speech, & 3PT Showdown.

School Personnel Resources

CCHS provides all students services and support by employing 4 School Counselors, 1 School Social Worker, a Special Education Director, Curriculum Director, Student Activities Director, School Resource Officer, Speech Language Pathologist, 3 access to Terrier Care School Based Health Center complete with a Registered Nurse & Physician Assistant.

Facilities

CCHS's facilities include a Media Center, Auditorium, multiple computer labs, science labs, a commercial cooking lab, photo lab, ceramics lab, CAD lab, construction lab, band & chorus rooms, weight room, wrestling room, cardio room, football field, track & a gymnasium w/3 courts and rock climbing wall, 6 tennis courts, baseball & softball fields.

School-Level Finance

The Every Student Succeeds Act requires LEAs to report school-level expenditure data, beginning with School Year 18-19 data. LEAs are required to report actual personnel and non-personnel expenditures of both site-specific and district centralized expenditures. Expenditures are shown at the site level and must be disaggregated by source of funds (Federal vs. state/local). These data are self-reported and may differ from AFR data.



Educator Measures

This school has had **2 principal(s)** over the past 6 years. In the last three years, an average of **91% of teachers** return to this school each year.

FOR MORE INFORMATION

Visit IllinoisReportCard.com to see additional details about each item of information for this school. There you will find charts spanning multiple years, detailed explanations, resources, more of the school's programs and activities, and powerful tools that let you dig deeper into data.

Student Attendance and Mobility

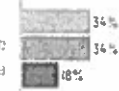
Attendance Rate

Rate at which students are present at school, not including excused or unexcused absences



Chronic Absenteeism

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse



Student Mobility

Percentage of students who transfer in or out of the school during the school year, not including graduates



Teacher Retention

Percentage of full-time teachers who return to the same school year to year



Most of this data has been collected by ISBE from school districts through data systems. Some information, such as the School Highlights, is entered directly by principals and can be updated throughout the year.

2018-2019 Requested Information*

ISS by Ethnicity	Count	
American Indian	11	1.4%
Black	450	60%
Hispanic	39	5.2%
Two or more races	39	5.2%
White	209	27.9%
Total:	749	

ISS by Grade	Count
Freshmen	172
Sophomores	261
Juniors	233
Seniors	83
Total:	749

ISS by Gender	Count
Male	448
Female	301
Total:	749

Detentions by Ethnicity	Count	
American Indian	22	4%
Asian	21	6.7%
Black	2122	61%
Hispanic	206	6%
Two or more races	191	5.5%
White	909	26.1%
Total:	3471	

Detentions by Grade	Count
Freshmen	1189
Sophomores	918
Juniors	878
Seniors	486
Total:	3471

Detentions by Gender	Count
Male	2305
Female	1166
Total:	3471

OSS by Ethnicity	Count	
Black	30	61%
Hispanic		
Two or more races		
White	14	29%
Total:	49	

OSS by Grade	Count
Freshmen	17
Sophomores	15
Juniors	
Seniors	
Total:	49

OSS by Gender	Count
Male	34
Female	15
Total:	49

*There were no expulsions for the 2018-2019 School Year.

STUDENT CHARACTERISTICS

53% white

28% African American

Latino - 11%

Asian 5%

Multiracial 3%

2019-2020 Requested information through 12/5/19 *

ISS by Ethnicity	Count
American Indian	
Asian	21
Black	288
Hispanic	22
Two or more races	38
White	76
Total:	431

Detentions by Ethnicity	Count
Asian	21
Black	1071
Hispanic	90
Two or more races	159
White	400
Total:	1745

ISS by Grade	Count
Freshmen	110
Sophomores	147
Juniors	103
Seniors	71
Total:	431

Detentions by Grade	Count
Freshmen	594
Sophomores	612
Juniors	288
Seniors	251
Total:	1745

ISS by Gender	Count
Male	294
Female	137
Total:	431

Detentions by Gender	Count
Male	1165
Female	580
Total:	1745

OSS by Ethnicity	Count
Black	16
White	
Asian	
Total:	21

OSS by Grade	Count
Freshmen	
Sophomores	
Juniors	
Seniors	
Total:	21

OSS by Gender	Count
Male	
Female	
Total:	21

* There have been no expulsions through 12/5/19.

From: Ginger Golz <gingergolz9@gmail.com>
Sent: Tuesday, October 13, 2020 11:09 AM
To: Steve Murphy <Steve.Murphy@cchs165.com>
Subject: Concern related to public engagement at board meetings

Hi, Mr. Murphy!

I'd like to request that the CCHS Board of Education address the lack of opportunity for the public to speak at virtual board meetings. We've been addressing the pandemic for over seven months now, and will continue to do so for the foreseeable future. As a result, I think it is reasonable for appropriate accommodations to be in place to meet policy requirements outlined by policy 2:230: "Public Participation at Board of Education Meetings and Petitions to the Board."

I am involved in other community board meetings, and many have made accommodations to allow community members to comment virtually during the meeting. Policy 2:230 dictates that community members should have around five minutes to speak directly to the board.

I understand that you are collecting public comments before the meetings and presenting them as an alternative, but many pertinent issues are coming up right now that community organizations would like to speak about directly to the board.

I would like to request that the board adhere to policy 2:230 of allowing the community to speak directly to the board. There are reasonable accommodations that can allow the public to do so in a virtual manner, maintaining the safety of everyone involved.

I will be calling into the meeting on Thursday and look forward to hearing the board address this concern.

Thank you!
Ginger Golz

From: Elise Grabowska <elisegrabowska@gmail.com>

Sent: Tuesday, October 13, 2020 12:27 PM

To: Steve Murphy <Steve.Murphy@cchs165.com>

Subject: A Call to Action: Regarding Racism towards faculty and students & support to Terminate School Police Programs

Dear Carbondale Community High School Board Members;

My name is Elise Grabowska and I am both live and work in the Carbondale community. As a concerned community member, I am writing to you with a firm commitment to challenge racism towards faculty and students at CCHS. The current climate of CCHS needs to change immediately. Faculty and staff of color do not feel welcome and valued and I would like to see an end to this type of environment at our community high school. The teachers at CCHS are 93.2% white and 6.8% teachers of color. This is not acceptable and we would like to see immediate changes. The recent history of CCHS hiring and maintaining teachers of color does not reflect well on CCHS.

The community would like to send these changes that need to be made at CCHS and we would like notice of a clear and adopted plan on the changes that will be made.

CCHS District 165 Board of Education

- Select an actively anti- racist Curriculum which reflects and affirms students of color, their cultures and their histories as well as one that fights against xenophobia in all of its forms.
- Prioritize hiring, retaining and promoting educators of color.
- Implement equitable hiring practices.
- Recruit culturally competent teachers of color.
- Establishing a terse Vision Statement which includes specific goals with timelines for success of how to increase the numbers under-represented ethnic minority faculty is to be increased.
- Initiate a Residence Policy that requires that new Faculty live in the Carbondale School District at hiring and/or no later than 6 months after hiring.
- Solicit a professional, out of State entity to examine the demographics of the number of Faculty that don't reside in the District and which includes possible short and long term results and implications for Students, Families, District/ and Municipalities with such demographics for the population of those in our District.
- Uphold your oath: specifically, the following points- As part of the Board of Education, I shall accept the responsibility for my role in the equitable and quality education of every student in the School District; and I shall strive to work together with the District Superintendent to lead the School District toward fulfilling the vision the Board has created, fostering excellence for every student in the areas of academic skills, knowledge, citizenship, and personal development.
- Remove the School Resource Officer position. Add 6 licensed, School Social Workers and/or Counselors; increase the number of Peace makers.

I look forward to hearing the path CCHS will take moving forward to implement these changes.

Thank you for your time and consideration.

Best Regards,

Elise Grabowska

From: Alexander Grabowska <alexander.grabowska@gmail.com>
Sent: Tuesday, October 13, 2020 2:53 PM
To: Steve Murphy <Steve.Murphy@cchs165.com>
Subject: Addressing Racism at CCHS

Dear Carbondale Community High School Board Members;

My name is Alex Grabowska and I both live and work in the Carbondale community. As a concerned community member, I am writing to you with a firm commitment to challenge racism towards faculty and students at CCHS. The current climate of CCHS needs to change immediately.

Faculty and staff of color do not feel welcome and valued at CCHS. This is well known outside the school walls. Whether or not it reaches your ears (which in and of itself should be a red flag), it is an accepted fact by many in the surrounding community. To put it bluntly: CCHS is known by folks, primarily those who hold marginalized identities, as being uncomfortable and unsafe for them. This is a sentiment shared by students and staff alike. And it must end.

The teachers at CCHS are 93.2% white and 6.8% teachers of color. Given the fact that roughly one fourth of Carbondale residents are Black/African-American, this dynamic is, in and of itself, embarrassing and certainly does not reflect the racial make-up of the community the school represents. In this statistic alone--how, in good conscience, could one argue that the school is doing enough? Why is it that white staff are being hired AND maintained over teachers of color? Who could be adequately convinced that this does not reflect issues of systemic racism?

If one fourth of the student population only spoke German, the school would have to invest in teachers, curricula, and policies that could adequately accommodate that dynamic. Staff would need to be trained. German-speaking staff would have to be hired. Special programs would need to be set up—because a public institution *must* serve its public. Anything but adopting these sorts of changes would be ludicrous—because the school wouldn't be serving that one fourth of its public.

If you can understand this last example, why is it so hard to understand how it relates to the specific needs of BIPOC (Black, Indigenous, People of Color)? This very minute, the surrounding community is *telling* you that there are issues that must be resolved. This is coming from the folks who are being inadequately served, and even harmed by the institution. These folks are not only outlining the problems, but they are pitching solutions! Listen, and seek to understand!

If you are exhausted by these conversations, or critiques, of racism that are being brought to your attention—imagine what it would be like to instead *live* through the effects of racism. Simply having to talk about it would be a real privilege. If combating racism matters to you, you must question what role you hold in perpetuating it. Despite the frequent cries of white CCHS parents who claim, “We know racism exists—it just doesn't exist here!”—the irony cannot be lost. The idea that racism has not permeated CCHS's walls, like every other institution in this country, is ludicrous. In a city where racial segregation is so visible that it is almost cliché—in a city that is surrounded by towns who have proudly hung signs reading, “N*gger, don't let the sun set on you here”—in a city with one in four residents identifying as black/African American—yet run, overwhelmingly, by white staff—I am not convinced that CCHS is doing, or has done, enough.

This is not acceptable and we must see immediate changes. These conversations and critiques of racism won't end for as long as the problems remain. The recent history of CCHS hiring and struggling to maintain teachers of color reflects poorly on the institution because it demonstrates that there is a real problem within the school.

If you want to know what those problems are—and how to begin to resolve them--begin by listening to those highlighting the issues and proposing solutions. Listen to those negatively impacted by the policies, procedures, and the culture. Listen to understand. Listen to empathize. Ask yourself, are the demands detrimental? Are they destructive—or are they seeking to build?

For example: In what world would adopting an, “anti-racist Curriculum which reflects and affirms students of color, their cultures and their histories as well as one that fights against xenophobia in all of its forms” be destructive? How could this be viewed as anything but what we should be aspiring to implement? If you suggest that the curriculum is already ‘anti-racist’, lay it out there—and let the folks actually impacted by racism be the judge and jury of its quality.

For another example, with regard to the CCHS School Resource Officer (SRO): How could replacing a single SRO with even ONE licensed, School Social Workers and/or Counselors be destructive? Having completed a master’s degree in education and counseling—my education *never* involved de-escalation using violence. Every *other* option was explored. My skills and my trainings were rooted in measuring learning, listening, conflict mediation, understanding oppression and trauma, and assisting individuals with pursuing the lives they want to live. In what world do we live where it makes sense to have armed personnel assisting with conflict or addressing behavior? In what world do we live where it makes more sense to hire and retain armed personnel, as someone intended to keep peace, over folks solely dedicated to non-violent solutions? Each time a staff member relies on the SRO to address behaviors/conflict—what does that show the students involved? What does it show students about the necessary tools to maintain peace and relationships? What does it show a student, whose behavior is in response to hunger and/or abuse at home, about the possible repercussions for expressing the pain they are experiencing? It shows students that violence *is* an answer—even if the capacity of violence is simply threatened. It shows students that in moments of confusion, disagreement, or pain, that the solution is to grab someone capable of inflicting violence. It shows that when conflicts arise between students, or between students and staff, that a viable solution is one that involves a gun—or pepper spray—or a taser—or a baton. It shows, contrary to what I was taught, that violence is an answer—and when times get tough, that it is THE answer. I don’t accept this, and I don’t accept having armed personnel involved in *any* interactions with students. You need armed security? Hire them—and ensure that they have zero contact with students. You want to teach students conflict resolution? You want to support students experiencing hunger, poverty, oppression and/or abuse? Hire folks whose sole training and responsibility is exactly that. You’re not hiring those folks for security? Why Not? Well--you don’t grab a hammer when you need to butter bread. You don’t hire a horse jockey to drive a formula one car. You don’t hire a police officer to teach children about non-violent conflict resolution—or to be the person called when someone gets uncomfortable; especially at an institution where 93.2% of its employees are white. White folks, largely, do not face the same experiences as BIPOC. An oppressed child is going to have different ideas of what is ‘normal’ and ‘not normal’ when compared to staff who overwhelmingly hold identities that are privileged in this society.

As one voice in the larger community, I would like to join fellow voices in demanding changes. As a member of the governing body for a public institution, you have a responsibility to serve the public. You have a responsibility to employ the public. You have a responsibility to educate the public. Currently, the institution is failing in these responsibilities. If the make-up of the staff doesn’t reflect the surrounding community, if the make-up of the student body doesn’t reflect the surrounding community, if the policies, procedures, and existing culture don’t equitably support the members of the surrounding community—the institution is failing in its purpose. Without meeting these responsibilities, you have no measure to ensure that all members of our community are receiving an education that reflects them, and their needs. You aren’t ensuring that all students have equitable access to resources, opportunity, and support. This fails the public—and harms those that are already vulnerable, most.

When students who hold marginalized identities, whether they be related to race, religion, gender, size, ability, etc., have specific needs, to whom do they go? Who can they trust to understand what they're going through? If you have a token individual here and there to whom these students go, how long could those individuals possibly persist at an institution that refuses to acknowledge its contributions to the problem.

To begin to address the existing issues at CCHS, you must listen. Please read the proposed changes below, and *listen*. Seek to understand. Follow-up, clarify, name the points of conflict. Outline the challenges these changes would make—and then address them. Make the changes we need to ensure that we continue to pursue an equitable and peaceful society with justice for all—not some. This is the responsibility of a public institution—to serve the public.

CCHS District 165 Board of Education

- Select an actively anti-racist Curriculum which reflects and affirms students of color, their cultures and their histories as well as one that fights against xenophobia in all of its forms.
- Prioritize hiring, retaining and promoting educators of color.
- Implement equitable hiring practices.
- Recruit culturally competent teachers of color.
- Establishing a terse Vision Statement which includes specific goals with timelines for success of how to increase the numbers under-represented ethnic minority faculty is to be increased.
- Initiate a Residence Policy that requires that new Faculty live in the Carbondale School District at hiring and/or no later than 6 months after hiring.
- Solicit a professional, out of State entity, to examine the demographics of the number of Faculty that don't reside in the District and which includes possible short and long term results and implications for Students, Families, District/ and Municipalities with such demographics for the population of those in our District.
- Uphold your oath: specifically, the following points- As part of the Board of Education, I shall accept the responsibility for my role in the equitable and quality education of every student in the School District; and I shall strive to work together with the District Superintendent to lead the School District toward fulfilling the vision the Board has created, fostering excellence for every student in the areas of academic skills, knowledge, citizenship, and personal development.
- Remove the School Resource Officer position. Add 6 licensed, School Social Workers and/or Counselors; increase the number of Peace makers.

I am interested in assisting with the implementation of these changes. If I can be of assistance, please do not hesitate to contact me. I take these dynamics seriously and I am willing to be a part of the solution.

Thank you for your time and consideration,

Alex Grabowska

October 13, 2020

Carbondale Comm High School
1301 E Walnut Street
Carbondale, IL 62901

Re: Immediate Action needed regarding racism towards faculty and students and request to Terminate School Police Programs

Dear Carbondale Community High School Board Members;

As a concerned community member, I am writing to you with a firm commitment to challenge the racism that faculty and students face at CCHS. The current environment of CCHS needs to change immediately. Faculty and staff of color do not feel welcome and valued and I would like to see an end to this at our community high school. The teachers at CCHS are 93.2% white and 6.8% teachers of color. This is not acceptable and we would like to see immediate changes. This does not accurately represent our town. For whatever reason, there is often a conclusion made that diversity and quality are mutually exclusive. I find this thought to be utterly false, and I think our community agrees that having a more diverse faculty, instead increases the quality of education and environment of our school for everyone involved. The recent history of CCHS hiring and maintaining teachers of color does not reflect well on CCHS.

The community would like to send these changes that need to be made at CCHS and we would like notice of a clear and adopted plan on the changes that will be made.

CCHS District 165 Board of Education

- Select an actively anti-racist Curriculum that reflects and affirms students of color, their cultures and their histories as well as one that fights against xenophobia in all of its forms.
- Prioritize hiring, retaining, and promoting educators of color
- Implement equitable hiring practices.
- Recruit culturally competent teachers of color.
- Establish a terse Vision Statement which includes specific goals with timelines for success of how to increase the numbers under-represented ethnic minority faculty is to be increased.

- Initiate a Residence Policy that requires that new Faculty live in the Carbondale School District at hiring and/or no later than 6 months after hiring.
- Solicit a professional, out of State entity to examine the demographics of the number of faculty that don't reside in the District and which includes possible short and long term results and implications for Students, Families, District/ and Municipalities with such demographics for population of those in our District.
- Uphold your oath: specifically, the following points- As part of the Board of Education, I shall accept the responsibility for my role in the equitable and quality education of every student in the School District; and I shall strive to work together with the District Superintendent to lead the School District toward fulfilling the vision the Board has created, fostering excellence for every student in the areas of academic skills, knowledge, citizenship, and personal development.
- Remove the School Resource Officer position. Add 6 licensed, School Social Workers and/or Counselors; increase number of Peacemakers.

I look forward to hearing the path CCHS will take moving forward to implement these changes.

Thank You,

A concerned community member and CCHS graduate,

Brennan Knop

From: Luke Herron-Titus <lht619@gmail.com>
Sent: Tuesday, October 13, 2020 4:08 PM
To: Steve Murphy <Steve.Murphy@cchs165.com>
Subject: Anti-Racist Policy Implementation and School Police Program Termination

Superintendent Murphy,

Attached but also pasted below for any and all's convenience is my submission for public comment at the upcoming Thursday, October 15th CCHS School Board Meeting:

"October 14, 2020

Carbondale Community High School
1301 E Walnut Street
Carbondale, IL 62901

Good Afternoon CCHS School Board Members,

Today I am addressing several concerns I have as a lifelong community member and CCHS alum. These concerns stem from my staunch solidarity with CCHS students and faculty who experience racism day in, day out. I challenge, protest and take exception to these conditions, they are unacceptable! Substantial and durable change is needed in these hallowed halls, forthwith! A welcoming environment where our students and teachers of color feel valued is mine and many many others' demand. We have had a school that has lived up to its name in the past and I know in my heart with your kindness, consideration, and cooperation we can have a Community High School for the 21st century. At, CCHS 93.2% of teachers are white, 6.8% of teachers are people of color: this is an unjust, unequal, and again, unacceptable state of affairs. Change is coming quickly and the community would love to have you aboard. Hiring and maintaining a faculty that includes and maintains a communally representative number of people of color in its ranks will be key to a just and good reflection of a Community High School that will forward a history and tradition of Progress.

We The Community submit to you a set of changes required of CCHS so that the institution may aspire to the above stated just and equal ideal. Please advise us and promptly note adoption and implementation of a plan that starts down the path towards the following required changes:

CCHS District 165 Board of Education

- Anti-racism must be taught and reflected throughout the curriculum. This curriculum should fight against all forms of xenophobia. The required curricular anti-racism must be a reflection and affirmation of students of color and their rich histories and cultures.*
- Prioritization of educators of color being hired, retained, and promoted.*
- Implementation of equitable practices of hiring.*
- Recruitment of culturally competent educators of color.*
- Establishment of a terse Vision Statement, including specific goals with timelines for success of how the numbers of under-represented ethnic minority faculty members should be increased.*
- Initiation of a Residence Policy requiring new faculty to live in the Carbondale School District, at hiring and/or no later than six months after hiring.*

- *Solicitation of a professional, out of state entity for demographic examination of faculty not residing in the district and also including the possibility of short term/long term results and implications for students, families, districts/municipalities with population demographics similar to those in our district.*
- *Uphold your oath: specifically, the following points- As part of the Board of Education, I shall accept the responsibility for my role in the equitable and quality education of every student in the School District; and I shall strive to work together with the District Superintendent to lead the School District toward fulfilling the vision the Board has created, fostering excellence for every student in the areas of academic skills, knowledge, citizenship, and personal development.*
- *Remove the School Resource Officer position. Add 6 licensed, School Social Workers and/or Counselors; increase the number of Peacemakers.*

I and many many more very very much look forward to hearing how CCHS will start down the path toward implementation of these required changes,

Thank You and Best Regards,

*Luke Herron-Titus
CCHS Class of 2006
Lifelong Community Member*

*██████████
Carbondale, IL 62901
lht619@gmail.com
██████████*

Gratefully,

Luke Herron-Titus
CCHS Class of 2006
Lifelong Community Member

██████████
Carbondale, IL 62901
lht619@gmail.com
██████████

From: Emerald Avril <emeraldavril@soillunity.com>
Sent: Tuesday, October 13, 2020 5:04 PM
To: Steve Murphy <Steve.Murphy@cchs165.com>
Subject: Former Student

Dear Carbondale Community High School Board Members;

As a concerned community member, I, Emerald McGowan, am writing to you with a firm commitment to challenge racism towards faculty and students at CCHS. The current climate of CCHS needs to change immediately. Faculty and staff of color do not feel welcome and valued and I would like to see an end to this type of environment at our community high school. The teachers at CCHS are 93.2% white and 6.8% teachers of color. This is not acceptable and we would like to see immediate changes. The recent history of CCHS hiring and maintaining teachers of color does not reflect well on CCHS.

The community would like to send these changes that need to be made at CCHS and we would like notice of a clear and adopted plan on the changes that will be made.

CCHS District 165 Board of Education

Select an actively anti-racist Curriculum which reflects and affirms students of color, their cultures and their histories as well as one that fights against xenophobia in all of its forms.

- Prioritize hiring, retaining and promoting educators of color
- Implement equitable hiring practices.
- Recruit culturally competent teachers of color.
- Establish a terse Vision Statement which includes specific goals with time lines for success of how to increase the numbers under-represented ethnic minority faculty is to be increased.
- Solicit a professional, out of State entity to examine the demographics of the number of Faculty that don't reside in the District and which includes possible short and long term results and implications for Students, Families, District/ and Municipalities with such demographics for population of those in our District.
- Uphold your oath: specifically, the following points- As part of the Board of Education, I shall accept the responsibility for my role in the equitable and quality education of every student in the School District; and I shall strive to work together with the District Superintendent to lead the School District toward fulfilling the vision the Board has created, fostering excellence for every student in the areas of academic skills, knowledge, citizenship, and personal development.
- Remove the School Resource Officer position. Add 6 licensed, School Social Workers and/or Counselors; increase number of Peace makers.

I look forward to hearing the path CCHS will take moving forward to implement these changes.

Thank you,

Emerald McGowan

From: Nancy Maxwell <soilldirectorg1@gmail.com>
Sent: Tuesday, October 13, 2020 5:57 PM
To: Steve Murphy <Steve.Murphy@cchs165.com>
Subject: Re: Immediate Action Regarding Racism at CCHS

Please read my comments before the board. Thank-you

October 5, 2020

Carbondale Comm High School
1301 E Walnut Street
Carbondale, IL 62901

Re: Immediate Action Regarding Racism towards faculty and students and support to Terminate School Police Programs

Dear Carbondale Community High School Board Members;

As a concerned community member, I am writing to you with a firm commitment to challenge racism towards faculty and students at CCHS. The current climate of CCHS needs to change immediately. Faculty and staff of color do not feel welcome and valued and I would like to see an end to this type of environment at our community high school. The teachers at CCHS are 93.2% white and 6.8% teachers of color. This is not acceptable and we would like to see immediate changes. The recent history of CCHS hiring and maintaining teachers of color does not reflect well on CCHS.

The community would like to see these changes that need to be made at CCHS and we would like notice of a clear and adopted plan on the changes that will be made.

CCHS District 165 Board of Education

- Select an actively anti-racist Curriculum which reflects and affirms students of color, their cultures and their histories as well as one that fights against xenophobia in all of its forms.
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- Establish a terse Vision Statement which includes specific goals with time lines for success of how to increase the numbers under-represented ethnic minority faculty is to be increased.
- Initiate a Residence Policy that requires that new Faculty live in the Carbondale School District at hiring and/or no later than 6 months after hiring.
- Solicit a professional, out of State entity to examine the demographics of the number of Faculty that don't reside in the District and which includes possible short and long term results and implications for Students, Families, District/ and Municipalities with such demographics for population of those in our District.
- **Uphold your oath: specifically, the following points- As part of the Board of Education, I shall accept the responsibility for my role in the equitable and quality education of every student in the School District; and I shall strive to work together with the District Superintendent to lead the School District toward fulfilling the vision the Board has created, fostering excellence for every student in the areas of academic skills, knowledge, citizenship, and personal development.**

- Remove the School Resource Officer position. Add 6 licensed, School Social Workers and/or Counselors; increase number of Peace makers.

I look forward to hearing the path CCHS will take moving forward to implement these changes.

Thank You