

Dear Archbishop Mitty,

We, the undersigned alumni, write to express our disappointment towards your lack of accountability in recognizing the school's negligence in protecting its students. In reading the comments from our peers, engaging in conversations and reflecting on our own experiences at Mitty, we realize that the school and administration have failed to provide necessary support services for Black students and help students who have fallen victim to racial discrimination, despite pleas for justice. Not only have you, the Archbishop Mitty administration, been complicit in the perpetuation of anti-Blackness, but you have also failed to educate students about the true history of this nation stolen from Indigenous people and built by Black communities. You have focused on your image at the expense of your students' voices. Disabling the comment section of the AMHS Instagram post was symptomatic of this reality. It has taken numerous deaths in the Black community, global protests, and a viral hashtag for Mitty to propose amending its structure.

In your recent response **released on June 4th, 2020**, you delineated a list of policy changes you would be enacting to address the issues surrounding your inaction and therefore compliance towards the history of racism and discrimination at Archbishop Mitty. However, we believe that this list is inadequate in addressing the ongoing concerns that Black students continue to face.

Some changes you have noted, such as reviewing curriculum in academic departments to address racism or "seek[ing] greater diversity in applicant pools for faculty and staff hiring," are vague and lack a clear timeline. In order to immediately invoke real change in the Archbishop Mitty community, there must be a committed plan to ensure that the Black teachers and staff you hire have a background and commitment to Black students and their community. In addition, these new hires should be in charge of determining future curricula which encompass Black theology, Black revolutionaries, Black Queer scholars, and diverse Black voices that intersect with the other identities of Blackness.

Other changes you have listed, such as "implement[ing] biannual meetings between students of color and the administration to provide listening sessions on the student experience at AMHS," have been suggested with good intentions. However, relying on these meetings as the only form of focused education on anti-Blackness will burden Black students with the responsibility of continually educating white and non-Black peers and superiors. There are more sustainable ways to learn about the Black experience without inducing emotional fatigue in your students.

Additionally, it is imperative that you are transparent with students, alumni, and the public on the specific actionable items to which you have committed. This must include disclosing timelines of action, the allocation of funds, and updates for interested parties via regular newsletters. In order to properly address the needs and ensure the safety of the Black community, you must first take the necessary steps to involve Black people—namely, parents and alumni—in these conversations as you enact new policy changes.

Listed below are just a few of many demands required to ensure Black wellness and the *essential* education of Black history. The Archbishop Mitty faculty and student body must expand their education of the continual fight for Black liberation and Black history as it is a lifelong pursuit. It is

your responsibility to educate yourselves and future generations about the anti-Blackness that has stained our world and to equip yourself with the knowledge to dismantle America's oppressive system. We are expecting you to uphold the safety and health of Black students and to prioritize the teaching of Black history in each of your classrooms.

We, concerned AMHS Alumni, urge that the administration make following changes:

1. Archbishop Mitty High School must make the commitment to leverage donations to initiatives that support Black lives, fight against racial injustice, and support mental health of Black people, such as: Each Mind Matters and Racial Equity Action Institute.
 - a. As a 501(c)(3), Archbishop Mitty can donate to other 501(c)(3) organizations that are committed to the above. We demand that Mitty propose tangible ways they will be supporting the Black Lives Matter Movement and announce these action items to all constituents, providing full transparency of this financial support. We encourage Mitty to engage with donors, alumni, parents, etc., about ways to support the Black Lives Matter Movement.
2. Increased financial support and transparency of funds for the Outreach Program and for Outreach development.
 - a. The creation of both External and an Internal Outreach Coordinator roles as well as expansion of the Outreach Committee. The External Outreach Coordinator must primarily work with and reach out to communities of color. The Internal Outreach Coordinator must work internally within the school and with current and former students of Archbishop Mitty.
 - b. Transparency of funding that goes towards the Outreach Program and its students each year (past, present, and future), and where the money is used or spent.
 - c. The creation of an official and larger space for Outreach. Currently, the "Outreach space" is the small office. We demand a proper space, one that compares to the spaces of Campus Ministry and Student Activities, that includes amenities like a fridge, a microwave, a couch, large tables, and seatings for large groups. This place can act as a safe space for students during off-periods, lunches, *and* after-school.
3. The establishment of an independent auditing system to evaluate grievances levied against Archbishop Mitty faculty and administration. This auditor should have a secure, anonymous complaint form for students. The auditor(s) need to be Black, Indigenous, and/or People of Color (BIPOC) identifying. Other Catholic schools in the diocese have already committed to implementing this type of initiative.
 - a. Grievances must not be used against students in any way.

- b. The auditor must use information and grievances gathered to evaluate the positions of staff and faculty.
 - c. There must be thorough investigations conducted into teachers, staff, and students who use racially-charged language, use racial slurs (including in literature), and make inappropriate comments towards other students. Any complaint made by a student must be thoroughly investigated.
 4. Mandatory communication training with local organizations and community building groups centered around racial justice for every current and future staff, faculty, and security member.
 - a. The local organization and community building group that is contacted for the training must be Black-led and focused on addressing anti-Blackness in the community. An example would be the BlackOUT Collective, based in the Bay Area.
 - b. Trainings should take place annually, and administration should follow up on any complaints after training.
 5. Increased hiring of administrators and teachers of color, particularly Black teachers.
 - a. There must be transparency of the hiring process and of potential candidates, including the opportunity for students to interview and get to know potential candidates before they are hired.
 - b. There must be transparency in the demographics of teachers, faculty, and staff. The current population of Black teachers and teachers of color is extremely insufficient and does not contribute to the education and wellness of the BIPOC student demographic.
 - c. By the end of 2024, Archbishop Mitty must have increased the diversity within the teacher population, *particularly* Black teachers and across different departments. Your hiring initiatives should focus on this.
 - d. There must be at least two Black academic advisors.
 6. Creation of an ethnic studies curricula that goes beyond a single optional elective course.
 - a. One mandatory course taken one semester during freshman year (in lieu of previous Civics courses), focusing on internalized biases and dismantling thoughts rooted in racism, sexism, etc.
 - b. One mandatory course taken one semester during senior year, focusing on topics such as but not limited to: history of American racial justice, environmental racism, health disparities within the Black community in comparison to others, and educational accessibility.

- c. These courses must incorporate the past and present history of American racial injustice, and future actions required to dismantle institutionalized racism curated by respective BIPOC educators to provide an expansive understanding of the experiences across the African Diaspora.
7. Increased transparency in the Student Review Board and the standardization of the disciplinary process for all students regardless of race or financial contribution to the school.
 - a. A complete reevaluation of the Student Review Board to ensure a fair and consistent trial for each student who commits a serious behavioral infraction.
 - b. Students should have an advocate for emotional support in attendance for any meeting with the Student Review Board.
8. Abolishment of the current “work-study” program for students who are receiving financial aid or scholarships from Archbishop Mitty.
 - a. Current program is demoralizing and ostracizing for students and creates a power dynamic and publicizes students who are receiving financial aid.
9. More diversity in subject matter and resources taught in various courses (religion, history, english) – specifically texts written by Black and Indigenous authors and theorists.
 - a. Include resources and texts written by domestic and international Black and Indigenous authors and theorists.
 - b. Documents and course plans for analyzing content should be thoroughly reviewed and evaluated by a Black educator.
10. Creation of mental health services equipped with BIPOC therapists, separate from academic counselors, who are culturally conscious of student needs and concerns.
 - a. Current assigned “counselors” should be renamed to “academic advisors.”
 - b. BIPOC therapists should be educated in LGBTQIA+ services and should be able to fully support students with disabilities. BIPOC therapists should be able to aid students with an intersectional approach to issues students may have.
 - c. BIPOC students must have clear accessibility to these resources and to scheduling appointments.

We invite and urge you to speak with us this week to further discuss this list of demands and grievances from former and current students.

We will be following the progress. Thank you.

Regards,
Concerned AMHS Alumni

Kristian Jordan % 2018

Erica Johnson % 2017

Kristiana Jordan % 2015

Yabsera Grum % 2018

Trinity Billingslea % 2017

Faizon Bannister % 2018

Mariamawit Amare % 2017

Mary Celestin % 2017

Franchon Warmack % 2016

Shannon Lam % 2015

Giulia Travostino % 2016

Veronica Marquez % 2015

Mahak Kumari % 2015

Sebastian Ong-Osmond % 2015