




EXHIBIT B


Division of a Board of Education

DPS Belief in and Commitment to Black Excellence

Our Superintendent and the Senior Leadership Team stands with the Board as we take action and speak about our commitment to justice and support for our Black and African American students.

Equity starts from the top.

We have outlined below an acknowledgment of harm that has been done, what we believe is foundational to change and what we commit to do now, and for years to come, because we know one message, one statement, one training will not undo years of harm, trauma and racism.


If we take action now for our Black students, leaders and educators, we will achieve our vision and ensure ALL students succeed.

Acknowledge	Beliefs	Will Do
Institutional Racism exists in Denver Public Schools, and at all levels.	All educators need to deeply understand white supremacy, white privilege and the prevalence and deep harm "whiteness" brings to students and team members	<ul style="list-style-type: none"> We will build and strengthen our ability to confront racism directly - we will not be silent in the face of hate and racism Provide ongoing training for all DPS team members, beginning with Central Office teams and school leaders, for example: The Equity Experience Hold leaders accountable to engagement in ongoing learning and development of anti-racist mindsets and practices throughout the year and beyond Require conversations about racism and white supremacy culture and train school leaders and LTs to lead these conversations All DPS employees must be actively engaged and learn to confront racism and understand how we all contribute to and can break down the barriers of institutionalized racism in DPS as a team

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We have not been supportive enough of our Black Leaders and educators	Black Lives Matter	<ul style="list-style-type: none"> Continue to provide professional learning to advance teams' level of intercultural competence in order to more deeply understand and respond to cultural differences Provide training for principal supervisors to understand how to work effectively with Black leaders and teachers, for example: Coaching for Equitable Practice Improve the culture and climate of the schools and school district in partnership with Black leaders and teachers Identify ways to support and honor our Black colleagues in DPS
We have not uplifted, acknowledged and honored the voices of our Black Students	Black Voices Matter	<ul style="list-style-type: none"> Support all students in their right to advocate for social justice, equity, inclusion and access to a quality education Listen to the voices of our Black students Prepare for when our students voice their concerns and/or demonstrate their beliefs Continue to engage in equity-based revisions to our core curricula
We know we have work to do to ensure we reach our aspirations for our African American and Black students	Black Lives Matter	<ul style="list-style-type: none"> Continue to pursue Black Excellence through the work outlined in the African American Equity Task Force, Black Excellence Resolution, other efforts across the District

*What is clear is that we cannot return to normalcy. We cannot walk through trends and buzzwords that make it seem like we are creating immediate change to get to some kind of "finish line". There has to be a complete shift that recognizes that to teach well is to emancipate, heal, mend, and live.


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If you believe...

<small>If you believe...</small>	<small>We say to you...</small>
All Lives Matter	For all lives to matter, we must commit to Black Lives Matter, because in our educational system we have consistently left our Black Students and Black Team Members behind. Our actions and the impact of our actions have not been explicit in including Black lives in All lives.
Focusing on Black students means that other students will not get what they need	We challenge each of us to intentionally work to dismantle the current system which allows certain students to excel and others to perish.
These conversations and this work makes me feel unsafe and have a right to safety	This is not a zero-sum game. "Doubling down" does not mean taking away from one group to uplift another group. By providing an intentional focus on our Black students, we know this will raise expectations and opportunities for all groups of students.
I am not racist	Your physical and emotional safety are important. However, comfort and safety are different. We ask you to explore and interrogate your expectations of safety when difficult or challenging conversations arise, and encourage you to be sure you are gaining, not just, comfort.
	We are learning together. We cannot only be observers. We must step in, learn together and get involved.
	As Robin DiAngelo, author, tells us all "It is not if you are racist, but how you are racist". We all perpetuate racist ideologies, policies and practices in some way and must work tirelessly in our efforts to be anti-racist.

*The work with schools, the question often arises around where to begin. My answer remains the same. First, back to the basics, understand and deal how racism, sexism, and other systems of oppression work, identify how they impact school systems and your schools, and then respond from this place.

Jamie Cook, Ed.D.