

**SCHOOL DISTRICT NO. 1
IN THE CITY AND COUNTY OF DENVER
AND STATE OF COLORADO**

RESOLUTION NO _____

Know Justice Know Peace Resolution

WHEREAS, Denver Public Schools (DPS) is committed to our mission to provide all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our diverse society; and

WHEREAS, DPS has a core value of equity and will provide the necessary resources and supports to eliminate barriers to success and foster a more equitable future for all of our students; and

WHEREAS, the Board acknowledges the powerful voices of Dr. Martin Luther King Jr. Early College (DMLK) students and staff who have pushed the District and the Board to make change; and

WHEREAS, the DPS Board of Education recognizes the lack of racial representation in histories being taught throughout the district; and

WHEREAS, the DPS Board acknowledges that the lenses through which both internal and external people revise, review, and write curriculum matter; and

WHEREAS, the Board recognizes that Dr. Martin Luther King Jr. Early College students do not want a separate Black and African American History course to be required because of the damaging implications of viewing Black and African American history as separate from United States history; and

WHEREAS, the Board recognizes the importance of Black and African American history and the foundational role Black and African Americans have played in the creation of this country broadly; and

WHEREAS, the Board recognizes that Black and African American, Indigenous and Latino lives and contributions must be infused in all courses and not exclusive to Social Studies.

NOW, THEREFORE, BE IT RESOLVED, the Board embraces the ideas that those who do not know history are doomed to repeat it. To that end, the Board directs the Superintendent to

operationalize the plan by the start of the 2021-2022 school year to ensure that all schools within the family of Denver Public Schools' curriculum and professional practices include comprehensive historical and contemporary contributions Black, Indigenous, and Latino communities.

BE IT FURTHER RESOLVED, over the next two years:

Developing Consistent Processes for Curriculum Revisions:

For our central office teams that develop resources and supports, professional learning will begin this fall and will include: Development of culturally responsive lenses to select transformational, humanizing, antiracist, and asset-based texts and resources; implementation of culturally responsive lens with sample DPS curricula all course work including literacy, history, math, science, and electives; and pilot curricula with teacher leaders.

Engage in Feedback Loops:

Leaders, teachers, and students will engage in data collection at the beginning and end of each unit of study in all content areas to determine where the class has made gains; both in terms of competency *and* culturally responsiveness, as well as focus on how they can continue to improve. Additionally, this feedback loop will include content revision so that the curriculum remains as transformational, humanizing, antiracist, and asset-based as possible.

Internal & External Curriculum Review, Revisions, and Resource Adoptions:

DPS Academics Division will review our Civics and Economics courses in 11th grade by Spring 2021. They have sought and will continue to seek external review of 8th grade US History curriculum. DPS will begin the process of selecting a culturally representative, current and relevant social studies curriculum for grades K-5. DPS will continue to work on literacy curriculum revisions to lift the voices and experiences of The Black Community and systemically marginalized communities in a transformational, humanizing, antiracist, and asset-based manner. We will also ensure that school libraries (K-12) have the resources needed to celebrate BIPOC literature both fiction and non-fiction.

Professional learning for Teachers and Leaders in K-12 for literacy; 6-12 for Social Studies:

Teachers and leaders will receive ongoing professional development to implement the revised curriculum, which elevates the history and culture of systemically marginalized communities and humanizes the voices and experiences of historically underrepresented communities. We will ensure that teachers are capable of delivering lessons that focus on

Black, Indigenous, and Latino communities trauma with sensitivity. Additionally, we will ensure that lessons celebrate Black, Indigenous, and Latino communities narratives and contributions that transcend beyond traumatic events.

Approved this 22th day of October 2020,

Dr. Carrie Olson, President

Tay Anderson, Secretary