

Insights/What Stands Out to You (History Panel)

- A lot of work to be done still.
- Your voice matters.
- Black Lives Matter!
- Denver has not been and is not the racially progressive city that it is touted to be.
- People and kids are pawns in systems which cause generational trauma.
- Impact of the bilingual consent decree still today.
- The system may overlook the competencies of students of color.
- Communities are key – you can't pursue artificial integration.
- Boundaries are inequitable.
- Powerful together
- The younger generation needs to keep the history ongoing.
- Neighborhoods are becoming whiter.
- Changing demographics of neighborhoods.
- We can do what we need to do.
- Parallels seen. Pain is required.
- Remember to place "my" in the context of "our" – my family, my choices, in context of our community, our history.
- Envision a future where communities can support quality without artificially fixing things.
- Lasting impact of 1995 on our current state of choice, segregation, and inter-school competition.
- Inequity in wrap around support, i.e., Park Hill Elementary doesn't have transportation to Boys and Girls Club.
- Chicano Power!
- Representation for students in schools.
- Pessimism – the will in the neighborhood feels lacking.
- Are schools the right place to drive integration?
- Si se puede!
- Busing seems to have benefited white people.
- Is the system integrated?
- Need to ensure equitable distribution of resources. May require differentiated distribution.
- Integration doesn't equal equity.
- There is a need for a critical investigation of whiteness and the decisions that white families are making that continue to segregate schools.

- If the majority doesn't act, then it's damn hard to change the reality for minoritized children.
- Educational reform is multi-faceted and can appear daunting to take on at a single point in time; however, continued persistence and advocacy of a school system that encompasses the values and ideals of all individuals and communities allows for the eventual breakthrough of a just and superior modern education.
- The Noel Resolution still stands. But it's not happening.
- Resources are not shared equally. But how do we consider size?
- Newcomer/new to country. Learn from Keyes e.g. busing kids away from bilingual programs.
- Desegregation hurt the Black community. We lost our resources and teachers. White community was forced to educate us, it was not because they wanted to.
- How can we (adults) advocate and represent without causing harm or negative experiences?
- Day-to-day individual choices that surface; self-preservation of power and privilege.
- CHE was involved in original Keyes case.
- 1963 board resolution 5100 with no action taken to integrate.
- From West High School, 1969 walkouts, 14 demands, not one about busing. From North High School, 17 demands in 1970, not one about busing.
- Black Lives Matter!
- "Silence of good people."
- "Who will step up."
- Keyes case protects all.
- Anti-busing Amendment.
- English Learners.
- There are people that actually want to do the work around integration.
- Complete background/history of Keyes and current implications, e.g., Consent Decree.
- Integration has fallen short of the promises it held for Black and Brown children.
- Systemic oppression of BIPOC students is alive and well in DPS Schools. Keyes has helped but the oppression has evolved in response to the Keyes decision.
- 3 Black people have expressed negative feelings about integration – we should listen.
- Physical integration without support is no good.
- The important distinction between cultural validation/appreciation versus assimilation in processes of integration. Center assimilation causes harm to students of color.
- Desegregation should be about so much more than numbers.

- “Conversation” does not equal outcome.
- Such significant steps forward but rather depressing that we seem to have slipped back and so much less advocacy and focus on addressing the profound problems DPS faces – Buddy’s statement powerful.
- Integration does not equal equity.
- Keyes case was 20 years after Brown and the same pattern of hostility and loss of jobs in the Black community.
- Lessons learned should be used for a more conscious approach moving forward.
- DSA then vs. now. Then: Magnet to attract black and brown students to support integration. Now: white and wealthy families who can afford lessons and out of school experiences.
- Are the adults forcing the kids to integrate with integrating themselves (socially, out of school time)?
- Extreme segregation in charters and non-charter schools.
- Small high schools are not good for anyone. That’s proven. DPS refused to change.

Questions (History of Keyes)

- Have charters contributed to segregation?
- What can current DPS parents in a segregated school district do to help?
- Where do we address opportunity hoarding and white privilege?
- How are we responding to the ways systemic oppression is connected and how this shows up in DPS among students and staff?
- Will busing happen again?
- How do we provide quality grace to high minority schools until they pass/exceed DPS standards?
- We are tired of talking about it. But then who takes action? Adults or students or both collaborate?
- How are we making sure that we preserve that student social experience?
- From separate but equal to integration to a focus on choice and the need for affinity groups, has the achievement gap continued to be reduced and eliminated?
- How can we better center children of color in creating systems/processes of integration?
- How can we meaningfully integrate without addressing the ways in which we use data and without Black educators?
- How can we generate the will today?
- Given the economic situation of the city, how do we integrate schools?

- With the challenge of state school funding, how do support equitable funding, i.e., no choice if no budget for transportation.
- We are in worse shape now. How are we going to fix it?
- Is integration the solution to quality schools or is it resourcing?
- I believe in Marshall's values of knowing each other. But were gaps closed because of mingling or more money?
- When do these conversations go into the belly of the beast?
- Why does this work get to go so slow?
- How do we get people of color in our schools as teachers, staff, admins?
- What can an ordinary person do?
- Who are the stakeholders here?
- Do kids of color want to go to school with white kids?
- Latino thoughts – not for integration, more for support, language, staff funding.
- Seems boundaries are inequitable, and choice has decimated neighborhood schools. What do we do?
- Stop talking about it. Be about it. What action can we take?
- Neighborhoods are segregated too. What can we do that's good for everyone?
- What can the current Board do?
- What do students/families of color say about the benefits and successes of busing?
- I'm curious to hear if the story would be told differently by a person of color.
- If you change boundaries now, will it help?
- Why is there still so much segregation and how do we work to make change?
- How do we teach all the importance of integration and keep each student feeling valued and empowered for who they are?
- How can we create a funding model to support schools in their effort to desegregate?
- Where and how do each of us push so that we may push together for progress?
- What's changed?
- How do we address systemic inequity in a portfolio school district? School choice advantages families with privilege.
- Take integration on the chin. Momentum without threat?
- What is the key stopper for complete integration?
- Does our city want integration?
- What is required for change to happen?
- How can we be part of the change?
- How do we inform and engage the broader community?
- How do schools do outreach in a culturally responsive way?

- If all of Denver's school age children chose to attend DPS, would DPS be integrated by wealth and color?
- Now what?
- What now?
- What is different now?
- Why were Black teachers let go?
- Why do you think people were afraid of integration?
- Does integration feel like a "white savior" move?
- Does integration work?
- How do we define success of integration today?
- What are the impediments that keep integration from working?
- After so much history, so much effort, why are we still struggling with similar issues today? Most important, WHY?

Challenges Segregation is Causing Today (Student Panel)

- Equity does not necessarily mean equal.
- From the students: expectations are low for students of color.
- Integration is not equity or community – it requires more work and representation to do that.
- Numbers do not tell the whole story.
- Student experiences are not always aligned with policy "ideals", especially when ideals are created by folks with no lived experience.
- A lot is missing. . .
- Need to respect and listen to the voices of our students and take action accordingly.
- Inequitable Resources
 - Our schools with students of color need additional resources \$\$\$.
 - Are PTA funds segregating schools more?
 - Every dollar that goes into transportation is a dollar not going in to a school.
 - DPS funding formulas need to change.
 - Financial support is the key point.
 - All students need to have people in schools that look like them – across the board.
 - Artificial means of integration have not worked. They do not work.
 - Lack of economic equality made school integration by class and race impossible.
 - Making a community of belonging at each school.

- Communicating and engaging low-income, single, hard-working parents of all races/colors.
- Resource allocation policy should be grounded in experiences of the students:
 - “We make do with what we have.” Abraham Munoz
 - “For things to be equal, all resources must be shared across the board.” Kyree Romo
- Teachers and principals of color make a huge difference to students of color.
- Segregation is causing problems with funding, access, under-resourcing. It’s often forcing kids to choose between community and resources as the student panelists said.
- Values of families matter when choosing schools.
- Funding is such an issue.
- Systemic inequity plays a role.
- It’s hard to overcome resistance.
- Community care vs. resources. It should not be a choice
- Are schools causing segregation or is it where people are living or local/state policy causing more segregation?
- Is integration what’s needed or is to better schools for all?

What Can We do/ What is My Role? (Student Panel)

- Create mentor programs at schools and recruit adult volunteers of every race and economic status to volunteer. One example is A+ Angels Mentor program at East HS. I would volunteer to help with organizing. Jessica Pearson
- Engage in and advocate for my community.
- Demonstrate. Start suing DPS. It’s the only thing they understand.
- Listen to the students!
- Use history to inform present decisions and focus on doing things differently.
- Keep advocating, fighting, collaborating to make things right for our Black and Brown students.
- Speak up, speak out and stop being complicit.
- Make big and small choices for myself and my children to integrate ourselves and our lives and experiences.
- Center student needs and advocate for those – involve students in this work so we can achieve collective liberation in schools and our community.

- Students need resources AND teachers and mentors that have similar lived/cultural experiences to feel supported and represented.
- Work to be intentional about integrating spaces as a white person.
- Advocate for change.
- Be involved in ensuring equality for students of color – through research.
- Keep “facts” front and center from Resegregation in DPS study.
- Step up, Use voice. Combat silence.
- Make the work not only on the shoulders of students.
- Collaborate with students and adults.
- Support better funding structures, policies that uplift teachers of color and systems that sustain and support them.
- Be uncomfortable in my whiteness and privilege and instead use my voice to center the experiences of students living these experiences.

What Are You Sitting With Now?

- How do we take the good things that the students talked about experiencing in their segregated schools into more integrated spaces?
- We need more educators of color.
- Shift the focus back to Black student success.
- Kids need to see themselves in their school communities.
- Why are there no resources? We need leaders at the top to make sure the money is well spent.
- Janeel had a great white teacher!
- Where else, besides education, should we be having this conversation? We need to have it everywhere.
- Boundaries need to be redone. Because there is no way the boundary between East and Manual is that different. Manual shares with Cole and another school. East is allowed to take our students. However, the attendance in Manual is way lower than East as a high school. And East is overcrowded. EVEN THE STUDENTS SAY THAT!!! They barely have a bond with fellow classmates. Students sit on counters. Their capacity is 1500. They have 2500 – 1000 above! That’s crazy. That also comes from them not being comfortable with being a student at Manual. So my question is how do they provide mental health support? There are a lot of students. There has been a whole problem with a student that didn’t provide the right resources for his mental health.
- The perceptions of those who lived through Keyes busing are quite different.
- Redlining in neighborhoods causes segregation in schools.

Integration and Equity in DPS 50 Years After Keyes 2/10/24
Group Discussion Notes