



**United States Department of Education
Office for Civil Rights**

DISCRIMINATION COMPLAINT FORM

You do not have to use this form to file a complaint with the U.S. Department of Education's Office for Civil Rights (OCR). You may send OCR a letter or email instead of this form, but the letter or email must include the information in items 1-15 of this form. If you decide to use this form, please type or print all information and use additional pages if more space is needed. An online, fillable version of this form, which can be submitted electronically, can be found at:

<http://www.ed.gov/about/offices/list/ocr/complaintintro.html>.

Before completing this form, please read all information contained in the enclosed packet including: Information About OCR's Complaint Resolution Procedures, Notice of Uses of Personal Information and the Consent Form.

If you have questions about civil rights or how to file a complaint, you may contact OCR at 800-421-3481, 800-877-8339 (TTY), OCR@ed.gov, or by calling the enforcement office that serves your state or territory. Contact information for enforcement offices can be found at: <https://ocrcas.ed.gov/contact-ocr>.

If you have difficulty understanding English, you may, free of charge, request language assistance services for this Department information by calling 1-800- USA-LEARN (1- 800-872-5327) (TTY: 1-800-877-8339), or email us at: Ed.Language.Assistance@ed.gov. If you are a person with a disability, you may request disability-related assistance by contacting OCR at 800-421-3481, 800-877-8339 (TTY), OCR@ed.gov, or by calling the enforcement office that serves your state or territory. Contact information for enforcement offices can be found at:

<https://ocrcas.ed.gov/contact-ocr>. To request this document in an alternate format such as Braille or large print please contact the Department at 202-260-0852 or om_eeos@ed.gov.

1. Name of person filing this complaint:

Last Name: Trachman First Name: William Pronoun: _____

Address: 2596 S. Lewis Way

City: Lakewood State: CO Zip Code: 80227

Primary number: 303-887-7284 Alternate number: 720-640-8713

Email Address: wtrachman@mslegal.org

2. Name of person discriminated against (if **other** than person filing). If the person discriminated against is age 18 or older, we will need that person's signature on this complaint form and the consent/release form before we can proceed with this complaint. If the person is a minor, and you do not have the legal authority to file a complaint on the student's behalf, the signature of the child's parent, guardian, or other authorized legal representative is required.

Last Name: _____ First Name: _____ Pronoun: _____

Address: Caucasian, Asian, and other students, parents, and employees

City: _____ State: _____ Zip Code: _____

Primary Phone: _____ Alternative Phone: _____

Email Address: _____

3. OCR investigates discrimination complaints against schools, colleges and universities, institutions, and agencies which receive funds or other forms of financial assistance from the U.S. Department of Education and against public educational entities and libraries that are subject to the provisions of Title II of the Americans with Disabilities Act. Please identify the institution or agency that engaged in the alleged discrimination. If we cannot accept your complaint, we will attempt to refer it to the appropriate agency and will notify you of that fact.

Name of Institution: Denver Public Schools

Address: 1860 Lincoln Street

City: Denver State: CO Zip Code: 80203

Department/School: Department Admin and DPS Schools

4. The regulations OCR enforces prohibit discrimination on the basis of race, color, national origin, sex, disability, or age. The regulations also ban retaliation against persons who assert the right to be free from discrimination. Please note the following:

- Discrimination based on race, color, and national origin includes failure to provide meaningful access to English learners and limited English proficient parents and guardians, as well as discrimination based on shared ancestry or ethnic characteristics or based on citizenship in a country with a dominant religion.

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Complaint Form, Consent Form, and Complaint Processing Procedures

Discrimination based on race, color, and national origin also includes discrimination, including harassment, because you and/or another individual are, for example, Jewish, Muslim, Arab, Hindu, or Sikh; or based on other ethnic and religious characteristics. For example, individuals who have been subjected to ethnic slurs (such as antisemitic or anti-Muslim harassment); harassed for how they look, dress, or speak in ways related to their ethnic background (such as skin color, religious attire, or language spoken); or stereotyped based on their perceived ethnic characteristics.

- Discrimination based on sex includes discrimination based on sex stereotypes, pregnancy or related conditions, sexual orientation, and gender identity, as well as rules about parental, family, or marital status that treat people differently based on sex.
- Discrimination based on disability includes discrimination against individuals who have a physical or mental impairment that substantially limits a major life activity, as well as individuals who have a record of or are regarded as having a disability.
- Discrimination based on age does not limit protection against discrimination to a certain age group (e.g., people over 40); however, there are a variety of exceptions to the relevant Federal law that may permit age to be taken into account.
- Retaliation refers to actions taken for the purpose of interfering with any rights under the laws enforced by OCR, or because you made a complaint, testified, or participated in any manner in an OCR proceeding.

Please indicate the basis of your complaint:

Discrimination **based on race (specify)**

Denver Public Schools regularly racializes aspects of its systemic operations. That includes facets of its employee training, its educational operations, and its relationship to parents and community members. It creates a systemic hostile environment based on race for Caucasians, Asians, and others.

Discrimination **based on color (specify)**

See above.

Discrimination **based on national origin (specify)**

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Discrimination **based on sex (specify)**

Discrimination **based on disability (specify)**

Discrimination **based on age (specify)**

**Retaliation because you filed a complaint or otherwise asserted rights
under laws enforced by OCR (specify)**

Violation of the Boy Scouts of America Equal Access Act (specify)

5. Please describe each alleged discriminatory act. For each action, please include the date(s) the discriminatory act occurred, the name(s) of each person(s) involved and, why you believe the discrimination was because of race, disability, age, sex, etc. Also please provide the names of any person(s) who was present and witnessed the act(s) of discrimination.

DPS distributes its resources and opportunities based on race. That includes its student assignment system, its day-to-day financial resources, even down to its school-level communications. DPS is also deleting website pages discussing its equity measures, likely in response to OCR's open investigations.

6. Do you have documents or written information that you think will help us to understand your complaint?
- No
 Yes

If yes, please describe the documents or written information you have.

Ex 1: Affidavit, Central Admin whistleblower re employee training, based on race; Ex 2: Affidavit, HS employee limiting communications to "BIPOC" families; Ex 3: Affidavit, Northfield HS teacher and race-based student support; Ex 4: Deleted Website Images from DPS's "Equity" Pages; Ex 5: "Black Excellence Plan" worksheet; Ex 6: Completed worksheet; Ex 7: ESS Smoking gun re Black Excellence plans

If OCR investigates your complaint, we may ask you to provide us the items you describe above.

7. What is the most **recent date** you were discriminated against?

Date: Ongoing systemic hostile environment under Title VI

8. If this date is **more than 180 days ago**, you may request a waiver of the filing requirement.

I am requesting a waiver of the 180-day time frame for filing this complaint.

Please explain why did not file your complaint within 180 days.

N/A. Even for events occurring more than 180 days ago, the whistleblowers and documents show that these are ongoing programs and efforts.

9. Have you complained about the allegations that you raise in this complaint to your school, institution, or another organization or agency?

YES NO

If yes, have you complained about the allegations that you raise in this complaint by:

- filing an internal complaint or appeal with your school or institution?
 participating in your school or institution's grievance procedures?
 participating in a due process hearing either at your school or institution, or through another organization or government agency?

If you answered **yes to any of the above questions**, please describe the allegations that you raised in an internal complaint or appeal, through your school or institution's grievance procedures, or in a due process hearing, identify the date you complained about the allegations and where you made the complaint, and tell us the status of the complaint, appeal, grievance procedures, or due process hearing. If possible, please provide us with a copy of your complaint or grievance or appeal or due process request and, if completed, the decision in the matter.

10. If the allegations contained in this complaint have been filed with any other Federal, state or local civil rights agency, or any Federal or state court, please give details and dates. We will determine whether it is appropriate to investigate your complaint based upon the specific allegations of your complaint and the actions taken by the other agency or court.

Agency or Court: _____

Date Filed: _____

Case Number or Reference: _____

Results of Investigation/Findings by Agency or Court:

11. You do not need to have a lawyer to file a complaint with OCR; however, if you do have a lawyer, OCR staff are required to communicate directly with your lawyer. If you have a lawyer representing you in this matter, please provide the lawyer's contact information.

Last Name: Trachman First Name: William
Telephone: 303-887-7284 Email: wtrachman@mslegal.org

12. If we cannot reach you at your home or work, we would like to have the name and telephone number of another person (relative or friend) who knows where and when we can reach you. This information is **not required**, but it will be helpful to us.

Last Name: _____ First Name: _____
Telephone: _____ Email: _____

13. **Option to Participate in OCR's Early Mediation Process**

OCR provides an early mediation process as an opportunity for you and the recipient institution to voluntarily resolve your complaint soon after you file it with OCR.

Mediation is a form of complaint resolution that OCR offers as an alternative to its investigative process. Mediation is an informal process in which a staff member from OCR who is trained in mediation assists the parties to reach a negotiated resolution of the complaint. The mediator does not decide who is right or wrong and does not have the authority to impose a settlement on the parties. Instead, the mediator helps the parties to find a mutually acceptable resolution to your complaint. Mediation is a strictly voluntary process. If either party does not want to participate in mediation, OCR will address the complaint through its regular processes.

If you are interested in participating in the early mediation process, you must check the box below. If you indicate your interest in early mediation by checking the box below **and** OCR determines that your complaint is appropriate for this process, OCR will contact you and the recipient institution and offer this resolution option. If the recipient agrees to participate in early mediation, OCR will work with you and the recipient to achieve a mutually agreeable resolution of your complaint. If the recipient does not wish to participate in early mediation, OCR will proceed with its regular processing of your complaint. ***If you do not indicate your interest in early mediation by checking the box below, early mediation will not be offered to you and OCR will proceed with its regular processing of your complaint.***

I am interested in participating in early mediation (Please check box):

NOTE: You **MUST** submit a signed Consent Form to OCR if you want to participate in early mediation.

14. What would you like the institution to do as a result of your complaint
— what remedy are you seeking?

Widespread monitoring agreement of the school district
regarding race neutrality.

15. We cannot accept your complaint if it has not been signed. Please
sign and date your complaint below.

08/01/2024
(Date)

William E. Tordella
(Signature)

(Date)

(Signature of person in Item 2)

Please mail or email the completed and signed Discrimination Complaint Form, your signed consent form and copies of any written material or other documents you believe will help OCR understand your complaint to the OCR Enforcement Office responsible for the state where the institution or entity about which you are complaining is located. You can locate the mailing information for the correct enforcement office on OCR's website at <https://ocrcas.ed.gov/contact-ocr>.

**CONSENT FORM - FOR DISCLOSING NAME AND OTHER PERSONAL INFORMATION
CONTAINED IN THE DISCRIMINATION COMPLAINT FORM TO OTHERS**

(Please print or type except for signature line)

Your Name: William Trachman

Name of School or Other Institution That You Have Filed This Complaint Against: Denver
Public Schools

- The purpose of this consent form is for the Office for Civil Rights (OCR) to request your consent to disclose your name and other personal information when OCR decides that doing so will assist in investigating and resolving your complaint.
- For example, to decide whether a school discriminated against a person, OCR often needs to reveal that person's name and other personal information to employees at that school to verify facts or get additional information. When OCR does that, OCR informs the employees that all forms of retaliation against that person and other individuals associated with the person are prohibited. OCR may also reveal the person's name and personal information during interviews with witnesses and consultations with experts.
- If you do not consent to OCR disclosing your name or other personal information, OCR may decide to close your complaint if OCR determines it is necessary to disclose such information in order to determine whether the school discriminated against you.

NOTE: If you file a complaint with OCR, OCR can release certain information about your complaint to the press or general public, including the name of the school or institution; the date your complaint was filed; the type of discrimination included in your complaint; the date your complaint was resolved, dismissed or closed; the basic reasons for OCR's decision; or other related information. Any information OCR releases to the press or general public will not include your name or the name of the person on whose behalf you filed the complaint.

NOTE: OCR requires you to respond to its requests for information. Failure to cooperate with OCR's investigation and resolution activities could result in the closure of your complaint.

Please sign section A or section B (but not both) and return to OCR:

- If you filed the complaint on behalf of yourself, you should sign this form.
- If you filed the complaint on behalf of another specific person, that other person should sign this form.
EXCEPTION: If the complaint was filed on behalf of a specific person who is younger than 18 years old or a legally incompetent adult, this form must be signed by the parent or legal guardian of that person.
- If you filed the complaint on behalf of a class of people, rather than any specific person, you should sign the form.

A. **I give OCR my consent to disclose my name (and that of my minor child/ward on whose behalf the complaint is filed) and other personal information contained in the Discrimination Complaint Form to others for OCR's investigation of, and enforcement activities related to, the Discrimination Complaint Form.**

William R. Trachman

Signature

August 1, 2024

Date

OR

B. I do not give OCR my consent to disclose my name (and that of my minor child/ward on whose behalf the complaint is filed) nor other personal information contained in the Discrimination Complaint Form to others for OCR's investigation of, and enforcement activities related to, the Discrimination Complaint Form. I understand that OCR may have to close my complaint.

Signature

Date

I declare under penalty of perjury that it is true and correct that I am the person named above; and, if the complaint is filed by a parent or legal guardian on behalf of a minor child/individual who has been declared to be incompetent due to physical or mental incapacity or age by a court of competent jurisdiction, that I am that person's parent or legal guardian. This declaration only provides consent for the disclosure of identity of the persons (and other individually identifiable information about them contained in the Discrimination Complaint Form) and does not extend to any of the claims filed in the complaint.

Updated October 30, 2023

Excerpt from the Online Interactive Complaint Form

Race / Color / National Origin / Ethnicity / Shared Ancestry

Discrimination based on national origin includes discrimination based on the country, world region, or place where a person or their ancestors come from; a person's limited English proficiency or English learner status; and a person's actual or perceived shared ancestry or ethnic characteristics, including membership in a religion that may be perceived to exhibit such characteristics (e.g., Hindu, Jewish, Muslim, and Sikh students). For more information about race, color, and national origin discrimination, please visit www.ed.gov/ocr/frontpage/pro-students/race-origin-pr.html.

Sex

Discrimination based on sex includes discrimination based on sex stereotypes, pregnancy or related conditions, sexual orientation, and gender identity. Discrimination based on sex also encompasses rules about parental, family, or marital status that treat people differently based on sex. For more information about sex discrimination, please visit <https://www2.ed.gov/policy/rights/guid/ocr/sexoverview.html>.

Disability

A person with a disability is defined as any person who (i) has a physical or mental impairment, which substantially limits one or more major life activities, or (ii) has a record of such impairment, or (iii) is regarded as having such an impairment. Whether a person has a disability is determined without considering mitigating measures. For more information about disability discrimination, please visit www.ed.gov/policy/rights/guid/ocr/disability.html.

Exhibit 1

Notarized Affidavit of William E. Trachman
(DPS Central Administration Whistleblower)

1. My name is William E. Trachman. I am an attorney licensed in Colorado. I have personal knowledge of the facts stated below.
2. I swear under penalty of perjury, and as an Office of the Colorado Bar, that the following statements are true.
3. On February 6, several Denver media entities covered the fact that the Office for Civil Rights had opened two complaints against DPS for investigation.
4. On February 7, 2024, I received a call from my Legal Secretary that an individual had called my law firm, Mountain States Legal Foundation, and wanted to discuss with me her personal knowledge regarding DPS's use of race. I understood the individual to have been prompted by seeing the local media coverage.
5. My Legal Secretary patched through the individual to speak to me.
6. The call lasted approximately 27 minutes.
7. The individual expressly stated that they had seen the coverage, and wanted to discuss her information that might be relevant to civil rights issues in DPS.
8. The individual stated that they presently worked for Denver Public Schools, but that they were refusing to provide their name, out of fear of retaliation.
9. The individual indicated that they had worked at the DPS administration level for approximately 3 years.
10. The individual demonstrated personal knowledge about the inner-workings of Denver Public Schools, and provided specific details about how DPS uses race in employee training, day-to-day decisions with respect to students, and even its school choice mechanisms.
11. The individual noted that each year, DPS requires that central administration employees go through "Equity Experience" training. The training is taken on a computer, and discusses various topics regarding race.
12. The individual stated that the content of the training is different for "whites" and "people of color," and that the training asks employees whether they are white or a person of color, and prompts individuals to take different lessons, depending on how the individual identifies.
13. The individual had opted to work through both the "white" training and the "people of color" training, noting that both were self-directed computer training courses.
14. The individual stated that parts of the "white" training included lessons on the fact that concepts like punctuality and perfectionism are racist, and have roots in white supremacy.

15. According to the individual, the white training stated that white individuals are inherently prejudiced, harbor racist beliefs, and that they cannot change their prejudices against other people from other racial demographics.
16. The individual separately recounted an incident where she was with an African-American colleague at work, and expressed a disagreement with that colleague.
17. The individual stated that she was then reminded that part of DPS's training was that white employees were supposed to listen and lift up voices of people of color, without ever responding in a negative or disagreeable way.
18. Further, the individual stated that the different "paths" of the Equity Experience training were meant to be lived on a day-to-day basis.
19. The individual stated that she was supposed to take the Equity Experience training on an annual basis.
20. Separately, with respect to DPS's school choice mechanisms, the whistleblower stated that DPS has adopted "free and reduced lunch" status as the top priority for its school choice selection system, with the goal of using that status as a mere proxy for race. In other words, because DPS personnel know that "free and reduced lunch status" correlates highly with race, they have deliberately adopted that criteria as the highest priority in the school choice selection process.
21. The individual stated that DPS has specific racial targets that they use as part of the school choice selection process.
22. With respect to student assignment, the individual reported that the school district's choice not to reject students who have previous histories of violence was directly related to race, in that the School District adopted its policy because it felt that otherwise, it would disproportionately impact African-Americans, and cause them to be excluded from brick and mortar schools. The whistleblower linked this policy to the tragic shootings at East High School in 2023.
23. Similarly, the whistleblower offered her own personal story of dealing with DPS.
 - a. In one example, the whistleblower's son was the head of an after-school group. The school stripped the after-school group of funding during the 2022-23 school year, and diverted the funds to the Black Student Alliance, conveying that the Black Student Alliance was a higher priority than the other after-school club, based on racial criteria.
 - b. In a second example, the whistleblower stated that her son had been assaulted by an African-American female student, and that the Principal of her son's school refused to document the incident or punish the perpetrator of the assault, out of a fear that documenting the incident and punishing the student would ruin the African-American

girl's future, and that the Principal didn't want to do that for an African-American student.

c. In a third example, the whistleblower stated that her son attended a school where two students were involved in a physical fight, with an African-American student initiating the fight. But instead of punishing the instigator of the fight more severely, or at least punishing the students equally, the Caucasian student was suspended, while the African-American student was not suspended, due to his race.

24. The individual stated that official DPS decisions are based on race throughout the school district, that it happens "more than we think it does," that "really, it's everything" that DPS does, and that her personal experience at such a high level of the central administration was so troubling that she will "move mountains" to avoid having her youngest two students attend DPS high schools.

Signature

William G. Trevino

Date

02/26/2024

Notary:



Austin Dakota Scott 2/26/2024

Exhibit 2

Notarized Affidavit of William E. Trachman
(High School Employee Whistleblower)

1. My name is William E. Trachman. I am an attorney licensed in Colorado. I have personal knowledge of the facts stated below.
2. I swear under penalty of perjury, and as an Officer of the Colorado Bar, that the following statements are true.
3. On February 5, an individual called me stating that she had seen news coverage regarding the Office for Civil Rights opening 2 complaints against Denver Public Schools.
4. The individual identified herself as an employee at a high school in Denver. She stated that she had additional information to provide me about the use of race within DPS.
5. Although she provided me with her name, she insisted that it not be provided to the Office for Civil Rights, out of a fear of eventual retaliation by DPS.
6. As an officer of the Court, based on my personal review of the internet, I attest that the name of the individual is listed on a website maintained by Denver Public Schools as an employee of a DPS high school—specifically, the high school that the individual identified as the one where she worked.
7. The individual mentioned that in her role communicating with students, the principal to whom she reports has asked her to send certain communications only to “all of our BIPOC families directly.”
8. In other words, while some communications are made generally to the whole student body, she was asked to engage in other communications reiterating and reminding only “BIPOC families” of the same information.
9. Specifically, the individual sent me an e-mail regarding a “Free SAT Prep Program for 11th-Grade Students.” Although the information regarding the prep course was contained in some general e-mail communications to a general list, the principal of the school stated: “In addition, I’d like you to send it to all of our BIPOC families directly.”
10. The individual strictly stated to me that I should not send the principal’s e-mail to OCR, because it will immediately reveal where she works, and thus possibly her personal identity.
11. The individual also included the attached document, Exhibit 1, which relates to DPS’s Black Excellence Program.
12. I attest that Exhibit 1 is a true and correct (but redacted) copy of what was e-mailed to me by the individual referred to above. Although some portion of the left margin is cut off, the document generally is readable.
13. The name of the high school is redacted due to the individual’s severe concern of retaliation if DPS learns that she is skeptical of its race-based programming.

14. My review of Exhibit 1 reveals that the document appears to be a screenshot of a form document published by DPS, which individual schools are supposed to fill in with their school-specific metrics.
15. For instance, the form indicates that DPS is demanding that its schools provide different opportunities to African-American students based on race:
- a. Schools must adopt a “major improvement strategy(s) that focuses on additional actions that will support Black students.”
 - b. Schools must identify what “**Priority Focus Areas** you will address for the '23-24 school year for your Black students.” (original emphasis)
 - c. Schools must evaluate additional “PFAs”—or Priority Focus Areas—that “more directly reflect adult actions” that prioritize African-American students.
 - d. At the end of the form, schools are directed to state how they “plan to review performance data and create individualized plans for every Black student.”
 - e. Similarly, schools are directed to state how they will specifically “engage with Black families...”
16. Separately, the school in question filled out the form with metrics that indicate that it will treat its students differently based on race:
- a. The school will establish a “Black Excellence Team,” or “B.E.T.”
 - b. The school’s B.E.T. will plan “4 events for the school year to welcome and support Black Students and Families...”
 - c. The school’s plan very clearly will mean that individual teachers and personnel will treat students differently based on race. *E.g.*, as a “2023-2-24 MAY END TARGET GOAL,” the school states that its goal is for “75% of Black students ... [to be able to] identify one adult in the building they trust to support them.”

Signature

William E. Truelman

Date

02/26/2024

Notary:



Austin Dakota Scott *2/26/2024*

Exhibit 3

Notarized Affidavit of William E. Trachman
(Northfield High School Teacher Whistleblower)

1. My name is William E. Trachman. I am an attorney licensed in Colorado. I have personal knowledge of the facts stated below.
2. I swear under penalty of perjury, and as an Office of the Colorado Bar, that the following statements are true.
3. On February 6, several Denver media entities covered the fact that the Office for Civil Rights had opened two complaints against DPS for investigation.
4. On February 7, 2024, I received an e-mail from an individual stating that he was a teacher within DPS, at Northfield High School, and had information related to DPS's use of race in educating students.
5. The e-mail suggested that I call him for information.
6. I placed a call to the individual in response to the e-mail at 3:48pm on February 7, 2024. Because no one answered, I left a voicemail message.
7. The individual then called me back at 5:42pm.
8. The call lasted approximately 22 minutes.
9. The individual stated that he wanted to address his personal experience with DPS's use of race, at Northfield High School specifically, which he stated was "transparent" and "obvious," although at the same time often "hard to prove."
10. For instance, the individual stated that he was a high school teacher, and was told by Northfield administration that he and other teachers needed to do more to mentor and conduct check-ins on certain struggling students.
11. The school referred to these students, according to the individual, as the teachers' "flocks."
12. As part of the program, teachers were given scripts to call student homes and approach parents about their students' success at school.
13. The rollout of the program, according to the individual, had involved school officials stating that the school would consider "historic injustices" in deciding which students could become part of a teacher's "flock."
14. Upon looking at the list of purportedly struggling students, the individual noticed that every single student listed for additional mentoring was either African-American or Hispanic, and none were white or Asian.
15. The individual noted that this could never have been an accurate list of struggling students who needed extra attention as part of a mentorship program, since many of the students were in fact successful, and at least some were potentially in the running for Valedictorian of the school.
16. On the other hand, the individual stated that he had personal knowledge of white and Asian students who truly were struggling at Northfield, and who could have used mentorship, but who were not on the list.

17. The only explanation in the teacher's mind for these anomalies was that the school was using race as a factor to decide which students needed extra attention and mentorship.
18. In another example, the individual referred to DPS's "Grading for Equity" policy. With respect to that policy, the individual noted that the school had adopted new grading policies that were based on targeting certain racial demographics.
19. For instance, whereas certain "incomplete" assignments had previously been given a grade of "Zero" at Northfield, the teacher had been instructed to give no grade lower than 50% on certain incomplete assignments. That way, the grading policy would redound specifically to the benefit of African-American and Hispanic students, who often failed to turn in completed work.
20. While technically race-neutral, the individual noted that the entire purpose of the Grading for Equity policy was to reduce the impact of incomplete assignments specifically on African-American and Hispanic students—in other words, it was adopted specifically because DPS wanted it to benefit non-white and non-Asian students.
21. When I asked whether the individual was comfortable with me referring to him by name, he stated that he was afraid of losing his job, and that questioning race-consciousness in DPS was the equivalent of a workplace "taboo," and that there was a significant "chilling effect" occurring within the school setting.

Signature

William A. Fink

Date

August 1, 2024

Notary:

Nicole Taylor
August 1, 2024

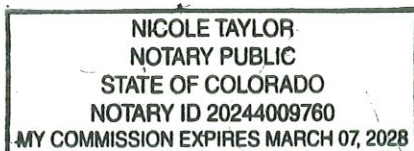


Exhibit 4



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- Department Directory
- DPS Calendars

Denver Public Schools and the Denver Classroom Teachers Association (DCTA) encourage you to take the [Teaching and Learning Conditions in Colorado \(TLCC\) Survey](#). The online survey is open **Jan. 24-Feb. 23, 2024**. Participation is voluntary and anonymous.

/ Department Directory / African American Equity Task Force

- Culture, Equity and Leadership Team**
- Culture, Equity and Leadership Team (CELT) >
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- Equity & Inclusion v
- Achieving Excellence Academy
- LGBTQ+ Efforts >
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Find Us

Culture, Equity & Leadership
1860 Lincoln Street
Denver, Colorado 80203
Phone: [720-423-3200](tel:720-423-3200)
info@dpsk12.org

Important Links

- [Careers](#)
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Stay Connected



Recognizing DPS commitments to "[Know Justice, Know Peace](#)," we, the DPS educational community, place our minds and bodies in this space while acknowledging Indigenous relatives



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Denver Public Schools and the Denver Classroom Teachers Association (DCTA) encourage you to take the [Teaching and Learning Conditions in Colorado \(TLCC\) Survey](#). The online survey is open **Jan. 24-Feb. 23, 2024**. Participation is voluntary and anonymous.



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African American Equity Task Force

Culture, Equity and Leadership Team

This page is currently unavailable.

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Equity & Inclusion v

Achieving Excellence Academy

LGBTQ+ Efforts >

Living Our Values >



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Denver Public Schools and the Denver Classroom Teachers Association (DCTA) encourage you to take the [Teaching and Learning Conditions in Colorado \(TLCC\) Survey](#). The online survey is open **Jan. 24-Feb. 23, 2024**. Participation is voluntary and anonymous.

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Culture, Equity and Leadership Team

This page is currently unavailable.

- Culture, Equity and Leadership Team (CELT) >
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Exhibit 5



SY 23-24 Si Se Puede Plan Under Construction					
<p>The DPS Board resolution requires all schools to have a plan to identify gaps in performance for Black students and create an action plan to close these gaps across the district and within all schools. Plan may be modified, but the requirements of the Board Resolution, outlined below, must be included in any school-determined plan.</p> <p>Ensure that data presented in the current performance tab is also presented disaggregated by student subgroups, including Black students. At minimum, ensure that there is at least one action step to the school's major improvement strategy(s) that focuses on additional actions that will support Black students.</p> <p>In the space below, identify what PRIORITY FOCUS AREAS you will address in the '23-24 school year for your Black students. Once identified, articulate ANNUAL PERFORMANCE TARGETS for each in the ACTION STEPS you will take to achieve these targets.</p> <p>PRIORITY FOCUS AREAS (PFAs) for Black students traditionally relate to content referenced in the Black Excellence Resolution, such as academic achievement and growth, social and emotional ment health, students with disabilities, discipline, and gifted and talented. While critical, leaders should also consider PFAs that more directly reflect adult actions. These include but are not limited to: school engagement with Black families, staff mindsets and implicit biases, encouraging student voice, and specific internal school processes and procedures. Schools should select the focus areas and the corresponding metrics that best suit their specific conditions.</p> <p>For each ANNUAL PERFORMANCE TARGET, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year. View the BEP Resource, Facilitator Guide, Criteria for Success, and Recommended BEP Performance Metrics.</p>					
<p>Use these BEP Reflection Prompts to guide your thinking regarding the implementation of your '23-24 BEP.</p> <p>How did you engage your community and students in the implementation of your SSPP this year? What worked in this past school year in your SSPP implementation? For whom did it work? And under what conditions? Did it lead to improvement? Why or why not? How do you know? What evidence do you have? What has been challenging in your implementation? Reflect on the root causes of the greatest challenge and consider how you will mitigate that challenge going forward. What is your vision for Hispanic Excellence in your school for the upcoming school year? In thinking about the upcoming school year's work with your SSPP, what steps do you envision as most important in accelerating growth towards your SSPP goals?</p>					
<p>Write down your Vision for your '23-24 plan.</p> <p>Si Se Puede—Yes We Can! is a call to action, rooted from historic Latino activism for social justice change. At Northfield we want our students to recognize their immense diversity i feel that their cultura (culture) and traditions are valued within our school community. That we maintain people centered values, inclusiveness and a bienvenido (welcoming) spirit. I want them to know that it is their destino (destiny) to be leaders in their community, and that creating a community of leaders is essential to La Raza. We want our students to leave legacy that is orgulloso (proud), poderoso (mighty) and valioso (valuable).</p>					
Target Setting					
SELECT 2-3 PRIORITY FOCUS AREAS FOR YOUR BLACK STUDENTS FROM THE DROPDOWN LISTS OR WRITE-IN YOUR OWN	PERFORMANCE METRIC(S): How will you monitor progress on this PFA? (see RECOMMENDED METRICS)	DATA RESOURCES BEP Resource & Facilitator Guide	ANNUAL PERFORMANCE TARGETS FOR BEP PFAs		
			2023-2024 SEPT. STARTING POINT	2023-2024 MAY END TARGET GOAL	2024-2025 MAY END TARGET GOAL
<p>REMEMBER: Focus Areas can also address staff mindsets, school processes, and other adult actions or processes.</p> <p>OTHER (Please Specify): Create Safe and Welcoming Spaces for Black Students and Families</p>	<p>1. Creation of Northfield's Black Excellence Team (B.E.T.)</p> <p>2. Black Excellence Team creates at least 2 opportunities in each semester for student and family engagement.</p>	<p>BESS Data Personal Portal Reporting Services Portal DPS Your Voice/To Your Success</p>	<p>1. B.E.T. consist of minimum 3 family members, 3 community members, 3 students, and 3 staff members and meets once a month</p> <p>2. B.E.T. plans 4 events for the school year to welcome and support Black Students and Families in the Northfield Community</p>	<p>1. By May 24, 2024, B.E.T. reaches at 30% of Black students and families with their programming.</p> <p>2. 100% of the B.E.T. reports feeling valued and have opportunity to voice their thoughts and concerns regarding school decisions and the Black Excellence Plan.</p> <p>3. 75% of Black students at Northfield can identify one adult in the building they trust to support them during their time at Northfield through the flock survey.</p>	<p>By the end of the 2024-2025 sch. year, 50% of Black student and fa report feeling part of the Northfield School community.</p> <p>100% of Black students at Northfield can identify one adult in the building they trust to support them during time at Northfield.</p>
ACADEMICS: On Grade Level	% C and higher for Black students	Grades data DDI protocols ILT DDI progress monitoring Product assessment data	61% of Black students with C or higher in core classes	80% of Black students with C or higher in Core	90% of Black students with C or higher in Core
ACADEMICS: Mathematics	Math Competency		72% of Black students in the class of 2024 are on track or have met math competency 82% of Black students in the class of 2025 are on track or have met math competency 90% of Black students in the class of 2026 are on track or have met math competency	100% of Black students in the class of 2024 will meet math competency 90% of Black students in the class of 2025 will be on track or meet math competency 70% of Black students in the class of 2026 will be on track or meet math competency	100% of Black students in the class of 2025 will meet or be on track for competency 85% of Black students in the class of 2026 will meet or be on track for competency
ACADEMICS: Mathematics	% meeting P/SAT Benchmarks	P/SAT Practice and College Board tests	26% of black students meeting Math benchmarks	30% of black students meeting Math benchmarks	36% of black students meeting Math benchmarks
ACADEMICS: English Language Arts	% meeting P/SAT Benchmarks	P/SAT Practice and College Board tests	47% of black students meeting R/W benchmarks	53% of black students meeting R/W benchmarks	57% of black students meeting R/W benchmarks
OTHER (Please Specify):	Engagement by attendance		End of 2022-2023 School Year, 69% of Black Students were chronically absent.	By the end of the 2023-2024 School Year, 58% of our Black students will be chronically absent.	By the end of the 2024-2025 School Year, 55% of our Black students will be chronically absent.
OTHER (Please Specify):					
OTHER (Please Specify):					
OTHER (Please Specify):					
ACADEMICS: Black Students On Grade Level	Count of Black students who were below proficient/benchmark on incoming assessment content at the beginning of the year who became proficient/at benchmark or higher at the end of the year on the relevant assessment.	READ Act; CMAS-Math; CMAS-ELA/CSLA	% of prior year Black 4th graders on grade level: 59% % of prior year Black 5th graders on grade level: 67%	% of prior year Black 4th graders on grade level: 75% % of prior year Black 5th graders on grade level: 75%	% of prior year Black 4th graders on grade level: 100% % of prior year Black 5th graders on grade level: 100%
<p>23-24 Action Steps (Add rows as needed to complete a 1-year plan) Ensure to set it somewhere in your Action Step Description how you plan to review performance data and create individualized plans for every Black student.</p>					
<p>Based on your reflections and analysis of your current data, describe in the space below your Theory of Action that outlines your highest priority strategies for improving Black Excellence in your school based on your performance targets. Include how you will (1) engage with Black families and (2) make connections to your school-wide major improvement strategies. Click here for some ideas on how to involve Black families in your BEP. Click here for some guidance on creating a Theory of Action.</p>					



Exhibit 6



SY 23-24 Black Excellence Plan Under Construction					
Learn more about the Black Excellence Resolution here					
<p>PS Board resolution requires all schools to have a plan to identify gaps in performance for Black students and create an action plan to close these gaps across the district and within all schools. This may be modified, but the requirements of the Board Resolution, outlined below, must be included in any school-determined plan.</p> <p>That data presented in the current performance tab is also presented disaggregated by student subgroups, including Black students. At minimum, ensure that there is at least one action step related to each school's major improvement strategy(s) that focuses on additional actions that will support Black students.</p> <p>Below, identify what PRIORITY FOCUS AREAS you will address in the '23-24 school year for your Black students. Once identified, articulate ANNUAL PERFORMANCE TARGETS for each area and ACTION STEPS you will take to achieve these targets.</p> <p>PRIORITY FOCUS AREAS (PFAs) for Black students traditionally relate to content referenced in the Black Excellence Resolution, such as academic achievement and growth, social and emotional mental health, students with disabilities, discipline, and gifted and talented. While critical, leaders should also consider PFAs that more directly reflect adult actions. These include but are not limited to: school communication with Black families, staff mindsets and implicit biases, encouraging student voice, and specific internal school processes and procedures. Schools should select the focus areas and the corresponding metrics that best suit their specific conditions.</p> <p>For each ANNUAL PERFORMANCE TARGET, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year. View the BEP Resource and Facilitator Guide, Criteria for Success, and Recommended BEP Performance Metrics.</p>					
<p>Use these BEP Reflection Prompts to guide your thinking regarding the implementation of your '23-24 BEP.</p> <p>How did you engage your community and students in the implementation of your BEP this year? Throughout the year we were able to engage our community with empathy interviews, group feedback and surveys. We targeted our BSA and Black Family Advisory Council.</p> <p>What worked in this past school year in your BEP implementation? This past school year, we were committed to ensure that our entire school community understood our Black Excellence Plan and three paths to Black Excellence (Building Bridges, Social Emotional, and Academics). All stakeholder groups had the opportunity to learn and commit to Black Excellence and it is known that Black Excellence was one of our goals. We focused on For whom did it work? And under what conditions?</p> <p>What led to improvement? We saw shifts throughout our student culture and provided more opportunities for our Black students to have voice and contribute to the school culture. Why or how not? How do you know? What evidence do you have?</p> <p>What has been challenging in your implementation? Reflect on the root causes of the greatest challenge and consider how you will mitigate that challenge going forward.</p>					
<p>Write down your Vision for your '23-24 BEP.</p> <p>Example: "We lift up Black Voices and identities, celebrating the excellence within our Black students and families, and ensure our school is inclusive and empowering so our Black students thrive."</p> <p>Black Excellence at Northfield is taking pride in who we are by authentically celebrating and portraying the qualities and abilities of our scholars to exemplify academic excellence and leadership.</p>					
Target Setting					
PRIORITY FOCUS AREAS (PFAs) FOR BLACK STUDENTS FROM ROPDOWN LISTS OR WRITE-IN YOUR OWN	PERFORMANCE METRIC(S): How will you monitor progress on this PFA? (see RECOMMENDED METRICS)	DATA RESOURCES BEP Resource & Facilitator Guide	ANNUAL PERFORMANCE TARGETS FOR BEP PFAs		
			2023-2024 SEPT. STARTING POINT	2023-2024 MAY END TARGET GOAL	2024-2025 MAY END TARGET GOAL
EMBER: Focus Areas can also address staff mindsets, school issues, and other adult actions or processes.					
<p>1. Creation of Northfield's Black Excellence Team (B.E.T.)</p> <p>2. Black Excellence Team creates at least 2 opportunities in each semester for student and family engagement.</p>		<p>BESS Data Principal Portal</p> <p>Reporting Services Portal</p> <p>DPS Your Voice/Tu Voz Surveys</p>	<p>1. B.E.T. consist of minimum 3 family members, 3 community members, 3 students, and 3 staff members and meets once a month</p> <p>2. B.E.T. plans 4 events for the school year to welcome and support Black Students and Families in the Northfield Community</p>	<p>1. By May 24, 2024, B.E.T reaches at 30% of Black students and families with their programming.</p> <p>2. 100% of the B.E.T. reports feeling valued and have opportunity to voice their thoughts and concerns regarding school decisions and the Black Excellence Plan</p> <p>3. 75% of Black students at Northfield can identify one adult in the building they trust to support them during their time at Northfield through the flock survey.</p>	<p>By the end of the 2024-2025 school year, 50% of Black student and families report feeling part of the Northfield High School community.</p> <p>100% of Black students at Northfield can identify one adult in the building they trust to support them during their time at Northfield.</p>
DEMICS: On Grade Level	% C and higher for Black students	<p>Grades data</p> <p>DDI protocols</p> <p>ILT DDI progress monitoring</p> <p>Product assessment data</p>	61% of Black students with C or higher in core classes	80% of Black students with C or higher in Core	90% of Black students with C or higher in Core

21	DEMICS: Mathematics	Math Competency		-72% of Black students in the class of 2024 are on track or have met math competency. -82% of Black students in the class of 2025 are on track or have met math competency. -50% of Black students in the class of 2026 are on track or have met math competency.	-100% of Black students in the class of 2024 will meet math competency. -90% of Black students in the class of 2025 will be on track or meet math competency. 70% of Black students in the class of 2026 will be on track or meet math competency.	-100% of Black students in the class of 2025 will meet or be on track for math competency. 85% of Black students in the class of 2026 will meet or be on track for math competency.
22	DEMICS: Mathematics	% meeting P/SAT Benchmarks	P/SAT Practice and College Board tests	26% of black students meeting Math benchmark	30% of black students meeting Math benchmark	36% of black students meeting Math benchmark
23	DEMICS: English Language Arts	% meeting P/SAT Benchmarks	P/SAT Practice and College Board tests	47% of black students meeting R/W benchmark	53% of black students meeting R/W benchmark	57% of black students meeting Math benchmark
24	{ (Please Specify):	Engagement by attendance		End of 2022-2023 School Year, 69% of Black Students were chronically absent.	By the end of the 2023-2024 School Year, 58% of our Black students will be chronically absent.	By the end of the 2024-2025 School Year, 55% of our Black students will be chronically absent.
25	{ (Please Specify):					
26	{ (Please Specify):					
27	{ (Please Specify):					
28	EMICS: Black Students Side Level	Count of Black students who were below proficient/benchmark on incoming assessment content at the beginning of the year who became proficient/at benchmark or higher at the end of the year on the relevant assessment.	READ Act; CMAS-Math; CMAS-ELA/CSLA	% of prior year Black 4th graders on grade level: 59% % of prior year Black 5th graders on grade level: 67%	% of prior year Black 4th graders on grade level: 75% % of prior year Black 5th graders on grade level: 75%	% of prior year Black 4th graders on grade level: 100% % of prior year Black 5th graders on grade level: 100%

23-24 Action Steps (Add rows as needed to complete a 1-year plan)
 Ensure to detail somewhere in your Action Step Descriptions how you plan to review performance data and create individualized plans for every Black student.

Based on your reflections and analysis of your current data, describe in the space below your Theory of Action that outlines your highest priority strategies for improving Black excellence in your school based on your performance targets. Include how you will (1) engage with Black families and (2) make connections to your school-wide major improvement



School Instruction

BEP ▼

Si Se Pu



Exhibit 7



DENVER
PUBLIC
SCHOOLS

Exceptional Student Services

August 21, 2023

Want to acknowledge the great work of a colleague or school? Please fill out [this form](#) for them to be featured in next week's communications.

We are excited to be updating and building out our internal ESS website! We'd love to learn more about how you use the website. Please fill out [this form!](#)

Special Education Updates

- Touchmath is **HERE** for Mild Moderate grades K-5.
 - Materials should be at your school or arriving within the week.
 - If you are a Special Education Teacher in grades K-5 and need a login please connect with your SEIS.
 - ESS will be in touch with additional training opportunities
- Teachtown pilot starts this Fall.
 - Teachers will receive their materials by the end of next week.
 - Training (in-person and virtual) will take place throughout the school year.

Beginning of Year Resources:

- Click [here](#) for helpful resources including ESS website, Beginning of year Checklist, Supplemental resources, and the DPS Collaborative Structures

Lexia Update:

As we move into the year, ESS will continue to purchase Lexia Licenses. As ESS aligns to the district focus regarding Black Excellence, our primary focus for utilization of these licenses will be for Black students with Reading goals, with the intent for this work to be linked to Black Excellence Plans. If you are interested in using Lexia with students that do not fall into this category, schools will need to use their building budget to purchase additional licenses. More details to come.

Special Services Updates

- **SPEECH LANGUAGE:** Please contact SLP manager, [Laci Hathcock](#), with questions about the speech therapist assignment for your building.
- **OCCUPATIONAL/PHYSICAL THERAPY:** Please contact OT/PT manager, [Marissa](#)

- [Knight](#), with questions about the OT/PT assignment for your building.
- **LOW INCIDENCE DISABILITIES:** Please contact LID Manager, [Michelle Chacon](#), with questions about Audiologists, Teachers of the Deaf, Teachers of the Visually Impaired, Educational Sign Language Interpreters, Orientation and Mobility Specialists and Deafblind Intervener assignments for your building.
 - **Speech Language Corrective Action Plan:** Due to last year's SLP staffing shortage and the corrective action plan issued from CDE, there are many students who are owed compensatory speech-language services. Some compensatory services were delivered over the summer and the Speech-Language Department will be providing additional support to address the remaining compensatory services this school year. Laci Hathcock will be communicating next steps to school leaders who have students in their building in need of compensatory services.
 - As we begin the school year, please review the [SSP & School Expectations document](#) for systems and supports to be provided by schools and expectations for special service providers.
 - Wondering who the SSPs are for your school? Please check the Special Education website [Exceptional Student Services School Map](#). Open the map in a new tab to search a specific school.

Section 504

- We have updated the [Section 504 portion of the ESS website!](#) We hope the updated subpages provide more resources and support to all staff.
- [Enrich Naming Conventions have been updated!!](#) 504 and IEP naming have been aligned and naming conventions have been adjusted to be more user friendly. Please begin to use these naming conventions now.
- This information will be shared in an updated Leader Weekly and Chalk Talk to all school leaders:

Please identify your school's Section 504 Site Coordinators and Site Administrators. We request all schools identify a minimum of two licensed staff who are assigned to your school for a minimum of four days per week. Designate them [here](#) by Aug. 25. Note: School leaders who do not designate staff by Aug. 25 will be the default coordinator.

Asynchronous Section 504 Comprehensive training is required for Section 504 Site Coordinators and Site Administrators. It is highly encouraged for any additional staff who want the most up-to-date information or a refresher. Register [here](#) using your [dpsk12.net](#) account. The course launch was originally delayed due to new Enrich updates for the Section 504 program, with the new launch date of 8/21. Thank you for your patience and understanding on this matter. We will follow up at the end of August to ensure completion for Site Coordinators and Administrators.

To find your Section 504 compliance information, access Principal Portal, then Operations Report and select ESS-Section 504. For more information on Section 504, refer to our [Section 504](#) website (use [dpsk12.net](#) account to access).

Assistive Technology

Delivery/pick-up is temporarily unavailable. Please pick up requested devices at 780 Grant St. You can make new AT requests [here](#). Questions? Contact DPS_AT@dpsk12.org.

Assessment Library

Delivery/pick-up is temporarily unavailable. Please pick up requested assessments & protocols at 1617 S. Acoma. Be sure to check the [AL website](#) for how-to videos and instructions to use the *new checkout system*. Questions? Contact DPS_AL@dpsk12.org.

Staff iPads (SLPs, OT/PT, LID)

Email the DPS_AL@dpsk12.org to let staff know that you need a staff iPad. They will send you a user agreement via Adobe Sign. Then, schedule an appointment w/ the AL staff for a time to pick it up at 1617 S. Acoma. Please bring a device on which to sign the agreement when you pick up the iPad.

Mental Health Updates

- Our department has worked to align necessary training that all mental health providers need to effectively do their job, maintain licensure, and ensure compliance with federal/state law and ensure student safety. We understand the previous timing of monthly department meetings has not been ideal for school leaders, therefore moving with the identified Professional Learning (PL) Days for 2023-2034, **the four Required PL days for School Social Workers and School Psychologists are:**
 - **08/15/2023 (ALL ESS)**
 - **08/17/2023 (All day MH only)**
 - **10/12/2023 (All day MH only)**
 - **04/19/2014 (All day MH only)**

Please note required safety training will be available throughout the school year and school mental health team members can work with their school leader to determine the best time for attendance/participation in these required training sessions.

- Celebration! Nearly 300 school social workers and school psychologists, working in DPS-managed and charter schools, attended the Social Emotional and Functional Behavior Evaluation Intensive training this summer. This 40-hour training was on best practices in social emotional and functional behavior assessments within culturally-responsive evaluations.

DPS recently announced a partnership with **Care Solace**, a care coordination provider that is now available to support all district students and staff members as well as their families. Please share this with folks and direct them to [this link](#) to access 24/7 referral support to local mental health and substance use treatment providers

The [I Matter program](#) Colorado can connect students with a therapist for up to 6 free virtual

counseling sessions (some in-person appointments available, too) that are completely confidential.

DPS is also piloting a partnership to expand mental health services to middle and high school students in district managed schools using Hazel Health, a Telehealth company. Feel free to connect with [Amanda Wentz](#) or [Meredith Fatseas](#) regarding questions.

2023 Colorado School Social Work Conference [“Building Student Success”](#)

September 27, 2023

Adams 12 Conference Center

Registration closes Friday, September 8th

The Second Wind Walk/Run- [JoinTeam DPS](#)

Join Team DPS at the 22nd Annual Second Wind Walk/Run September 24th at Clement Park. Second Wind Fund actively supports DPS students get needed mental health support related to thoughts of suicide or feelings of depression in partnership with our school-based mental health supports. All Students, Staff, Families and Community members are invited to join Team DPS!

Please share this invitation with your school community

Date: Sunday, September 24th

[Nursing and Student Health Updates](#)

- The first all nurse professional development was on August 17 at the Lowry Conference Center and over 100 nurses attended.
- The health approval process was updated and has been tested by our nurses.
- We oriented 30 new school nurses in the beginning of August and currently have only 5 open positions.
- We certified 36 health techs/health staff in CPR and First and provided health office training to over 40 health tech/health staff.
- 6 school nurses took instructor training to become certified BLS CPR Instructors with Edcor.
- The [DPS School Nurse Website](#) should be the first place school nurses look for nursing resources.
- The [DPS ESS Website](#) has many resources for IEPs and 504s.

[Medicaid](#)

Special Service Providers please ensure that you're fully trained and documenting services in ezEdMed, the Districts' web-based service documentation system. All SSP providers in the District utilize Ezedmed to document all services and assessments as listed in the student's plan

of care. [Please see this document as a guide to ezEdMed](#). While ezEdMed is used for Medicaid claiming, it is also the District's tool for documenting all services and assessments provided to students. [SSP Service Documentation Expectations](#)

The 2020 Public Health Emergency students and families enrolled in Medicaid were continuously enrolled not requiring renewal paperwork to stay covered. In May 2023, this is changing back to the pre-pandemic process in which families must enroll for Medicaid services. The DPS Medicaid department plays a key role in protecting children's health coverage by ensuring families are aware of these Medicaid changes. This will impact over 51% of our DPS students.

For more information or to get questions answered about your Medicaid/CHIP coverage, email or call one of DPS Outreach & Enrollment specialists at outreach@dpsk12.net or call 720-423-3661. Working together we can make a big difference in protecting the health and well-being of children and schools. [More information on Medicaid Consent and Forms](#).

Please reach out to the Medicaid department for assistance, and thank you for all that you do for DPS students!

Enrich

[Enrich Naming Conventions have been updated!!](#) 504 and IEP naming have been aligned and naming conventions have been adjusted to be more user friendly. Please begin to use these naming conventions now.

Caseloads should be built in Enrich by **September 8th**. Primary Providers need to be added no later than September 15th. All Service Providers must also identify themselves to all student based services. [First 30 Days Case Manager Checklist link](#)

This is a good time to check your dashboard and schedule meetings for the year in order to have all events completed and finalized on or before their due dates.

It's essential that all IEPs that are due by December 1st are **completed and finalized**

before November 1st in preparation for December Count funding.

Beginning in mid-September reports will be shared to ensure everyone is aware of events that are currently Overdue, and/or due by December 1st in order to comply with our December 1st reporting deadline. Starting in October, you will also see Section 504 event information.

Please ensure that you enter the correct corresponding finalization date for IEP Enrich events. Particularly, the parent signature data when finalizing consent, rather than maintaining the date the form was generated. Please reference this support document: [Enrich Flow of Events](#)

Professional Learning

I hope you all enjoyed our first Professional Learning Day! Check out our [ESS Professional Learning Website](#) for more information and resources to support professional development.

If you attended any of our ESS summer professional learning opportunities, credits will be processed by August 25th. They will appear on your DPS Transcript. Here is a [guide](#) to support you in accessing that information.

Here is the [Schoolology Website](#) to access your Schoolology courses and groups.

Special Education Group: The Special Education Schoolology Group is a support community to access resources, instructional tools and access to newsletters:

- Go to DPS Schoolology at <https://schoolology.dpsk12.org>
- Click on **Groups**
- Click on **My Groups** (right hand side)
- Click on **Join** (at bottom of drop down)
- Type in code: **3PVTJ-74S6T**
 - *This should take you to the list of groups you have joined. Look for the group **DPS Special Education Group**. If not, Click on **Groups** and then Click on **DPS Special Education Group***

Additional Special Education Groups:

- Low Incidence Disability for Students who are Deaf/Hard of Hearing and Blind/Low Vision Schoology Code: [BD4T-RWSS-VGD44](#)
- MIA/PLEX Programs and Services for Students with Autism Schoology Code: [9WKH-SG6S-R4HPR](#)
- AN Programs and Services for Students with Affective Needs Schoology Code: FVZT-4XTT-HCZDZ
- MI/MIS Programs and Services for Students with Intellectual Disabilities Schoology Code: [XJFB-GZCG-TQCRJ](#)

Colorado Department of Education PL: Supporting Twice Exceptional (2e) Learners Part 1

Registration due by 9/1 for this Asynchronous course worth 24 hours [FLIER](#)

ALL ARE ENCOURAGED: Coach Mentoring Program:

- This opportunity can be for any/all Academics team members (ie. managers, specialists, coordinators, office support, etc.).
 - We are especially seeking BIPOC and Spanish-speaking professionals.
- The monthly meetings (2.5 hrs/mos) are facilitated by our DPS Coach Mentor Coordinators using our career-focused mentoring curriculum.
- Opportunities to mentor are in middle and high schools across the district.
- This is a GREAT way to leverage the district approved [employee volunteer program](#) (allows for up to 8 hours/mos w/ supervisor permission)