

## I. PRELIMINARY

Shepherd called the February 18, 2014, meeting to order at 6:12 p.m.

### ***Roll Call***

The following members were present:

JulieMarie A. Shepherd, president  
Cathy Wildman, vice president  
Mary W. Lewis, secretary  
Dan Jorgensen, treasurer  
Amber Drevon, director  
Eric Nelson, director  
Barbara J. Yamrick, director

Also meeting with the Board of Education were:

D. Rico Munn, superintendent of schools  
William Stuart, deputy superintendent  
Adrienne Bradshaw, chief financial officer  
Brandon Eyre, district legal counsel  
Anthony Sturges, chief operating officer  
John Youngquist, chief academic officer  
Lisa Escárcega, chief accountability and research officer  
Damon Smith, chief personnel officer  
Tonia Norman, assistant to Board of Education

### ***Pledge of Allegiance/Welcome to Visitors***

Shepherd led the Board and audience in the pledge to the flag. She then welcomed visitors to the meeting.

### ***Approval of Agenda***

The February 18, 2014, agenda was amended to move informational item III-B-1, Proposed District Monitoring, to follow Opportunity for Audience.

### ***Approval of Minutes***

The minutes of the regular meeting of the Board of Education held on February 4, 2014, were approved as written.

### ***Opportunity for Audience***

Bhuwan Pyakurel, community navigator for the Bhutan-Nepal community, works with the Colorado African Organization and Together Colorado. He shared that parents have been working with staff in the Division of Support Services for some time in regard to transportation/walk distances. He indicated that Aurora Central serves as a pilot bus transportation site and hopes that stories shared by parents tonight will result in reduced walk distances for students.

Abdullahi Elmi, community volunteer, works with the Colorado African Organization and Together Colorado. He voiced concerns regarding the lack of transportation for immigrant students and reviewed challenges of a single mother

of five to get her students to multiple schools. He cited several incidences of kids and adults who have sustained minor and serious injuries while walking to school during dangerous weather conditions. He noted that immigrant students are not used to cold temperatures and do not know how to dress properly in cold weather. He requested that transportation/walk distances be reduced as follows: 1.25 miles for high school students, one mile for middle school students and .5 miles for elementary students.

Heh Nay Say, parent, works with the Colorado African Organization and Together Colorado. She noted that immigrant parents work hard for their children, sharing that most do not have cars and bus service is expensive. She stressed that it is often cold outside causing many children to get sick and noted that mothers need to stay home to care for younger children. She indicated that some families have several children and only one parent at home causing school-aged children to walk to school alone. She also noted that crossing Colfax Avenue is dangerous for students. She requested that transportation/walk distances be reduced as follows: 1.25 miles for high school students, one mile for middle school students and .5 miles for elementary students.

Genet Hannis, single mother of six kids, spoke on behalf of the Asian community and reiterated concerns regarding transportation/walk distances. She discussed the difficulties of getting kids to multiple school sites and having limited funds to purchase bus passes. She is unable to work due to transportation challenges and requested that current transportation/walk distances be reduced.

Hom Nath Adhikari, parent leader representing the Bhutan-Nepal community, thanked all of the families in the audience in support of transportation concerns. He shared that his grandson was recently threatened at the middle school he attends causing his daughter to take off work for a week to escort him to and from school. As a result, she lost her job and was not approved for a new apartment. She has two kids at multiple schools and has to purchase bus passes for each. He shared that many people in the community are facing similar problems and noted that these problems would be resolved if transportation/walk distances were reduced as follows: 1.25 miles for high school students, one mile for middle school students and .5 miles for elementary students.

Shree Uprety, APS parent leader, works with Children of Colorado, the Colorado African Organization and with many other parents in support of reduced transportation/walk distances. He shared that parents have been working together since 2011. They have signed petitions and organized a public meeting in which 200 parents attended. He noted that parents raised enough funds to purchase bus passes for kids to help them feel safe and limit exposure to cold weather. He added that student's grades increased as a result of daily transportation to school. He has lived in Aurora for many years and has seen a number of changes. He requested that transportation/walk distances in APS be reduced as follows: 1.25 miles for high school students, one mile for middle school students and .5 miles for elementary students.

Approximately 126 supporters were in the audience or listened to the meeting in conference room C. Shepherd thanked all of the speakers and supporters for sharing their stories with the Board. She shared that the Board would review budget implications associated with reducing the transportation/walk distance in APS.

### Proposed District Monitoring

Peter Doan, internal auditor, and Shenee Taylor, technician, highlighted the proposed district monitoring tool developed by the internal audit department to monitor policies as outlined in executive limitations of the APS Board Policy Manual. Doan highlighted the primary sections, including the grading rubric; division policy time lines; and process and procedures to test compliance of policies. He explained that this is a working document and noted that processes and procedures would be modified to ensure compliance. He asked Board members to provide feedback if policies and processes required further testing.

Yamrick asked how rubrics were developed. Doan worked with division leaders to determine compliance and interpretation of policies.

Lewis asked if scheduled time lines would be built into Board agendas. Doan replied that a report would be generated and provided to the Board on a quarterly basis.

Shepherd thanked Doan and Taylor for developing the monitoring tool. She shared that the document is very thorough and will help the Board with its governance process.

## II. BOARD WORKSHOP

### **Discipline in the Aurora Public School District**

The Board was provided with information that highlighted local and national research and discipline data; the district's Safe Schools Policies and Regulation handbook; frequently asked questions associated with student discipline; an overview of district discipline data; and the district's student discipline philosophy with guiding questions around discipline and policies for Board members to use when having conversations with staff and community stakeholders. Principals, teachers, staff, and parents were present to participate in a facilitated conversation with the Board around effective district discipline practices. A slide of the district's discipline philosophy statement was shown to the Board and audience.

Nelson asked about effective practices to reduce the number of citations issued to students. Craig Lyle, director of Vista PEAK Preparatory, shared that serious discipline infractions that involve fights or major thefts are referred to on-site school resource officers. He noted that tickets are not automatically issued by school resource officers unless it involves a serious infraction.

Wildman asked if policies and procedures were outlined in the Safe Schools Policies and Regulation handbook. Lyle replied that the safe schools handbook drives policy and procedures around discipline. Stuart shared that recent conversations have occurred regarding the role of school resource officers in responses to discipline. He added that ongoing conversations and professional learning is occurring with deans of students, assistant principals and principals to determine when to involve school resource officers in student discipline matters. Lyle shared that Vista PEAK utilizes restorative practices, noting that the overall program philosophy, "repair the harm, restore the relationship" is a good practice to follow. Both students and staff are trained as facilitators and it is usually the first disciplinary referral step for students.

Nelson asked about effective practices to reduce referrals for the African American student population and the Hispanic student population. Bonnie Lavinder, director of Equity and Engagement, highlighted the importance of building relationships between adults and students and using negative experiences as teachable moments to help kids understand how to better problem solve.

Lyle shared that last year's common theme at Vista PEAK was building relationships and making sure staff knew students and families who they worked with on a regular basis. He noted that this year's theme is beautiful cultural spaces in which students have a voice as to what is included on walls and the digital signage. He added that staff has also reached out to resources such as Young Men of Purpose and other organizations to give students opportunities to work with role models that better reflect their culture and experiences.

Ron Schumacher, principal of Elkhart, reiterated the importance of building relationships with students and families as early as possible. He expressed that student discipline is most effective when given by the parents, citing an incident in which he involved parents in conversations with students who were using inappropriate language that led to fights. He indicated that referrals for inappropriate language have decreased and family involvement that could continue across all grade levels has increased.

Michelle Mugatha, teacher at Columbia, surveyed eighth graders and a third of the seventh graders at Columbia regarding recent discipline concerns. She shared that approximately 55 percent of students indicated that discipline is a regular to major concern each day and approximately 76 percent of students shared that their education is disrupted daily or weekly. She noted that students were asked to provide thoughts on how to reduce discipline concerns and comments included stricter punishment; more rewards and attention for positive behavior; and removal of disruptive students from class. She indicated that space is unavailable for an alternative classroom setting for disruptive students at the middle school level and students with multiple referrals are sent back to class on the same day. She stressed that students want to build relationships with teachers and have smaller class sizes. She shared that a grant-funded counseling position is being eliminated at the end of the year leaving one counselor to serve 800 students.

Lewis expressed that an equally important section of the discipline plan relates to rights and responsibilities of students, staff and parents. She added that these sections need to be highlighted in the community.

Lewis asked about the role of building council and consistency across school sites. Amy Nichol, president of the Aurora Education Association, explained that the two structures within the joint agreement include the Instructional Leadership Team and Building Council. She indicated that anything that occurs in a building should be reviewed by one of the two groups. She acknowledged that Building Council is utilized differently at each school site, but works well when the principal assigns either a teacher or classified staff member as the facilitator. She noted that the application process is outlined in the joint agreement, and expressed that Building Councils can unite staffs and set the direction and tone of a building.

Wildman highlighted an article related to parent involvement, discipline, economics and cultural differences. She asked about the number of families

that engage in parent volunteer efforts such as PTA. Schumacher has a wonderful family liaison and recently hired a family advocate to recruit parent volunteers. He shared that Elkhart has between 40 to 50 parent volunteers per day. He expressed that Elkhart's PTO operates independently and sponsors a number of highly attended events. He believes that the more power parents have the more involved they become. He highlighted the impact of having numerous parent volunteers in the neighborhood, sharing that parents are informing one another when they see concerns pertaining to their children. He added that parents are encouraged to bring neighbors and community stakeholders to school meetings and activities.

Drevon asked about parental involvement in terms of discipline referrals. Schumacher replied that most parents come in to discuss concerns related to discipline. He stressed the importance of having relationships with parents that start with conversations rather than policy violations.

Carrie Clark, principal of Altura, shared that staff will visit homes of students if they are unable to make contact.

Lyle shared that the Vista PEAK equity team is looking at ways to increase parent involvement and reviewed performances and workshops that will be held during an upcoming cultural night. He shared that Vista PEAK is surrounded by a number of distinct communities with varying needs, and noted that representatives from Buckley were invited to share their stories during a recent professional learning opportunity. He added that parents are required to attend reentry conferences with students who have been suspended. Students are always asked how they could have handled the situation differently and how staff can best support them moving forward.

Karen Porter, parent of an Aurora Central High School student, voiced concerns regarding the overrepresentation of discipline referrals among the African American student population and the Hispanic student population. She commented that some teachers are unable to communicate with minority children, and cited a recent incident in which a teacher expressed being uncomfortable with her son and another incident in which her son received a referral for requesting to borrow a pencil. She noted that Hinkley utilizes the restorative justice program and expressed that it should be implemented at schools with high referral rates. She emphasized that kids need to know that someone cares about them, and requested that the Board look at schools with high overrepresentations of referrals.

Shepherd noted that the purpose of the discipline workshop is to gather information to help the Board better understand discipline policies and procedures.

Yamrick highlighted concerns regarding teacher bullying and concerns associated with teachers feeling repressed to send disruptive students to the office.

Two Side Creek Elementary School kindergarten teachers highlighted numerous documentations of threats and violence from one highly aggressive, disruptive kindergarten student. They discussed the loss of daily instructional time as a result of negative behavior. One of the teachers shared that parents requested a transfer to her class in January, which has resulted in the same aggressive behavior and classroom disruptions. Some of her students are starting to mimic

behavior traits of the aggressive student by running out of class, which is causing an unsafe environment for both students and staff.

Jorgensen noted the importance of reaching out to parents before discipline concerns or issues occur. He asked how discipline processes and expectations are established at schools.

Rhonda Robbins, teacher and discipline committee chair at Aurora Central, discussed the importance of focusing on the 80 percent of kids that exhibit positive behavior at school. She shared that more professional learning support related to classroom management needs to be provided for teachers. She noted that some teachers are intimidated by minority students and highlighted a classroom management approach and communication strategies to utilize with students to build effective relationship.

Stuart discussed strategic restructuring efforts to establish the Division of Equity in Learning and combining the division and work with the Division of Instruction to increase equity work that leads to stronger relationships between teachers and students. He noted that the overrepresentation of discipline referrals among minority students is a national issue and acknowledged that the district has not made progress toward reducing gaps. He shared that restructuring initiatives are an important first step. Jorgensen hopes that restructuring efforts will have the capacity to facilitate change that support district teachers.

Bruce Wilcox, teacher at Lansing, is working with classroom teachers to establish discipline processes and expectations. He reviewed efforts to better highlight overrepresentation discipline data of minority students utilizing the Positive Behavior Intervention Support (PBIS) model. He noted the importance of teachers having opportunities to attend professional learning sessions to better understand cultural differences as well as time to apply learning.

Nelson asked about strategies to address mental health supports for students and hiring efforts to recruit more minority teachers.

Jessica O'Muireadhaigh, special education consultant, indicated that work occurring in the district around social-emotional learning is exciting and believes it is the most widespread effort in the nation. She shared that a social-emotional learning and intervention curriculum pilot program has been built into the Response to Intervention (RtI) framework at six elementary school sites. She explained that the social-emotional learning curriculum at Tier 1, Caring School Communities, is the first tool component for teachers. She added that both a parent and community outreach component is embedded into the curriculum to start building community within the school. Each teacher provides a weekly 20 to 30 minute lesson with students to facilitate communication and tools to address emotional or instructional problem solving skills. Approximately six to eight weeks into the school year, each student is screened and ranked based on internalizing and externalizing behaviors. Students who rank high behaviorally are referred for additional screening and moved to additional tiers. Teachers are provided information on all of their students.

Shepherd asked about schools selected for the pilot. O'Muireadhaigh shared that elementary schools were targeted for pilots as the program is designed to be a preventative measure. She worked with district leadership team, directors, and the security office to determine schools. She shared that Jamaica preschool, Sable, Sixth Avenue, Vaughn, Boston K-8, and Altura, are participating in the

pilot.

Yamrick asked about the cost to expand the program to other schools. O'Muireadhaigh shared that the program cost approximately \$27,000 to implement at each school annually and covers materials, the behavior screener and T.E. She shared that grants funds were recently awarded and Anschutz Medical Center staff may assist with random screenings of approximately 5,000 students. Escárcega shared that the piloted program is being monitored closely. The Board will receive an update in late spring.

Mugatha asked if a counseling position would be replaced at the middle school level once grant funds expire at the end of the school year. Munn replied that the position would be filled based on the 2014-15 budget.

Smith shared that minority candidates would be aggressively targeted in the 2014-15 school year. He noted that HR staff will be attending recruitment fairs at major state colleges and universities and historically African American and Hispanic colleges and universities that rate highly for elementary and secondary education across the nation.

Munn asked for additional clarification in terms of work at school sites to intentionally address culture and expectations. Schumacher highlighted the PBIS model in which part of the teaching is to provide behavior expectations upfront and recognizing students for positive behavior.

Jorgensen asked about the number of schools supported by PBIS.

Kim Kasper, PBIS coach, and Lacy Jolly, PBIS coach, work with the majority of PBIS school sites. Five schools do not utilize the PBIS model. Kasper explained that coaches teach behavior expectations to students in different settings. She shared that the PBIS model utilizes the multi-tiered support framework, adding that 80 percent of students are at the universal level that notices and acknowledges students for positive behavior. She noted that EARRS grant funding and behavior interventionists support students who need extra social-emotional support at the Tier 2 level. She added that the EARRS grant supports a wraparound facilitator who works with families and the community.

Jorgensen asked about PBIS support related to data walls. Kasper shared that PBIS teams review data walls to determine support at school sites. Jolly recognized the district's IT department for incorporating data into one system.

Wildman asked about the PBIS award support system. Jolly indicated that a number of schools provide rewards sporadically throughout the year for positive behavior, but noticed students throughout the year for good behavior.

Wildman asked about behavior acknowledgements for good students. Kasper shared that teachers and staff are responsible for monitoring kids for positive behavior.

Wildman asked about funding for prizes. Kasper shared that there is not a budget for prizes. She noted that kids are happy to hear positives from teachers or have lunch with them.

Yamrick asked about the purpose of PBIS coaches.

Wilcox is the PBIS coordinator for Lansing and shared that PBIS coaches assist with data analysis to determine learning gaps as well as survey data to pinpoint fidelity. He noted that teachers and staff have limited time for job responsibilities and limited time to become exemplary at any system such as PBIS. Amanda Sheets, assistant principal at South, shared that Jolly has coached and worked alongside administrators, teachers and their site PBIS team throughout the year. She highlighted the recent diversity day at South and shared that Jolly provided numerous supports and resources. She is an integral part of their team.

Sarah Park, director of education for the Denver Foundation, has supported and engaged with nine APS parent leadership groups throughout the years. She worked with parent leadership and engagement at Hinkley for six years and helped parents advocate for the restorative justice program at Hinkley. She shared that the foundation launched a project this year that works closely with 15 district schools, including five restorative justice school sites and eight schools in partnership with the Aurora Mental Health Center to implement culturally responsive and trauma informed practices; social-emotional learning partnerships; engaged teaching; and student leadership. All of the partnerships look deeply at equity disparities and offer intensive professional learning for teachers as well as parents and student leadership. The major effort of the foundation relates to restorative practices in which research indicates that in-school suspensions, out-of-school suspensions, and detention increase negative behavior and decrease learning outcomes. Preventative programs and response alternatives, including PBIS, restorative justice, social-emotional learning, trauma-informed practices, and culturally responsive classroom practices, work to increase student learning.

Lewis asked if restorative justice practices were consistent across the district. Parker replied that practices vary at each site. She shared that there are readiness factors that schools have to show for the program to succeed. She noted that the foundation helps to build readiness factors that include relationship-based approaches with a regular and intentional focus on equity and supporting data. She highlighted the importance of creating safe environments where staff can be transparent and develop meaningful changes in a culture of care to reduce referrals, build school community and pinpoint underlying causes of student behavior to turn negatives into positives. She noted that restorative practices is built entirely on choice and takes a commitment from the whole staff.

Lyle indicated that restorative conversations are occurring with deans and students, but noted limited time for teachers to have conversations with students. He shared that some staff members have been designated to step into classrooms at appropriate times to give teachers time to have short private conversations with students. Park noted the importance of providing time for teachers to learn how to utilize appropriate tools. She also highlighted student-led restorative justice practices occurring at some Colorado schools.

Robbins shared that restorative practices is similar to a model utilized at Ridgeview Academy. She stressed that teachers are often afraid to do anything in the classroom that is not instructional based. She emphasized that teachers should be empowered and encouraged to take time to provide positive reinforcement to students. She noted that it will enhance the classroom and effectiveness with students.

Youngquist noted the importance of pinpointing individual student needs. He expressed that a number of exceptional programs and initiatives have been

implemented in the district and discussed the importance of matching systems and strategies with skills that teachers and principals have to meet the needs of students. He acknowledged that the district does not currently have a system in place to do this effectively and highlighted the Multi-Tiered System of Support (MTSS), an adaptation of the Rtl framework designed to be responsive to student needs. He expressed that the MTSS system draws from options and research-based actions to support students with attendance, behavior, academic or a combination of needs. He shared that the transition to the Division of Equity and Learning will include the support team concept for P-20 school groupings with available resources, programs and initiatives for principals and teachers to support student plans. He added that professional learning training will be provided to connect teachers with partners who are experts with specific strategies or initiatives.

Nelson indicated that the restorative justice program works and hopes that all educators will be equipped and trained to work with students. He commented that it hurts to hear that teachers feel threatened by students. He shared that the restorative justice program was designed to end the school to jail pipeline, noting that prisons are being built based on third grade literacy. He emphasized that Superintendent Munn defined the district's job as "to accelerate learning for every APS student, everyday" to address achievement and equity gaps. He asked teachers what they need to effectively do their jobs.

One Side Creek teacher needs assistance to remove a disruptive student from her classroom until he is calm and ready to return to school. She would like someone who is trained in deescalating efforts to work with him, emphasizing the importance of having additional supports in place to ensure the safety of all students and staff.

Mugatha needs more time to work with her students. She has good classroom management skills, but would like either smaller class sizes or additional planning time.

Shepherd thanked staff for providing information to the Board. She shared that this has been both insightful and helpful. She has heard a number of important needs and shared that the Board would base decisions on the budget. She noted that the Board may have additional questions related to discipline concerns in the future.

### **III. INFORMATIONAL REPORTS**

#### **Board of Education Report**

##### Impact of Budget Cuts/Student Achievement

Bradshaw highlighted the impact of budget cuts on student achievement over the past few years as a result of the negative factor, which was named to address the budget shortfall. Some major budget cuts include reduction of 17 district math, literacy and science coaches; assistant principals; elimination of professional learning budgets for administrative/professional technical staff; and phasing in of the district math curriculum.

Shepherd asked about the number of unfilled positions as a result of the negative factor. Bradshaw shared that information will be provided to the Board.

Shepherd shared that this is helpful information for Board members to utilize when talking with legislators.

*A copy of the Effect of Negative Factor on District Funding report is appended to the February 18 Board minutes.*

### **Superintendent's Report**

Munn emphasized that work related to the development of policy statements is valuable and drives the actions and metrics of district work. He added that a lot is embedded in universal job descriptions that staff members were asked to develop at the start of the school year.

### **Legislative Protocol**

Munn provided the Board with the latest school finance update and a draft of proposed bill language. The Board also received a letter of support from superintendents across the state requesting restoration of the negative factor and emphasizing the impact of cuts to at-risk students. He requested that Board members highlight the impact of budget cuts on at-risk students when meeting with legislators.

Munn shared that a number of bills would be determined after the economic forecast. APS Lobbyist Mary Kay Hogan will provide an update to the Board once funding is determined. Shepherd reminded Board members of the legislative protocol and speaking in one voice.

### **Leadership Team Report**

APS Education Foundation

Paul Lhevine, executive director of the APS Education Foundation, provided the Board with an overview of the three year strategic planning framework, current scholarship opportunities for APS students, and a list of the current APS Education Foundation Board. He shared that the foundation is transitioning to high impact work focusing on measured outcomes and is committed to leveraging resources for projects and programs that drive innovation and excellence through cross sector partnerships. We are developing a roadmap to engage a broader community and redefining the foundation's mission, vision and values. We are reviewing strategies to increase scholarship opportunities by looking into the possibility of developing future centers at district high schools in the next 12 months to give high school seniors more access to scholarship awards. We are reviewing ways to partner with the nonprofit community to drive change and outcomes. Renewed efforts will be put into fundraising efforts to provide better clarity and messaging around the foundation's work.

Yamrick asked if the APS Foundation Board had reached out and connected with Conoco Phillips. Lhevine replied that the foundation board has reached out to Conoco Phillips, but has not made a connection.

Munn shared that alignment of the work of the APS Education Foundation and the district is a priority and emphasized the importance of the foundation understanding, supporting and highlighting the work of the district when meeting with community partners. He asked Board members to acknowledge the foundation board for all their work on behalf of the district when meeting and

speaking with community stakeholders. He also highlighted structures and processes currently in place to ensure the foundation works independently of the district moving forward.

Lewis asked about the foundation's budget. Lhevine will look into posting the APS foundation budget on the district website.

Lhevine noted that the APS Education Foundation board will meet at various school sites this year.

Shepherd commented that the APS Education Foundation is in good shape. She recognized Stef Petryszyn, chairman of the APS Education Foundation, for all his work and efforts. I am honored to be a part of the board.

#### **IV. BOARD WORK**

##### **Ends Conversation**

##### Open Dialogue

##### VISTA 2015 Transition

The Board requested that the VISTA 2015 Transition item be tabled until March 4.

##### Superintendent Evaluation Process/Tool Development Update

Jorgensen and Drevon will review the superintendent evaluation process tool with individual Board members and the Superintendent. An update will be provided at a future meeting.

Lewis will develop norms and expectations related to the Board of Education newsletter. Nelson suggested including a link to his personal email to highlight additional activities and events.

Wildman enjoyed the recent maintenance and operations award celebration. Nelson shared that one staff member was very appreciative of Board members who attended the celebration.

##### Policy Perception Checklist

Did the Board receive information at tonight's meeting that requires a policy change?

The Board will continue to review the district's discipline policy and its impact on future budget decisions.

Did the Board receive information at tonight's meeting that requires additional information or monitoring?

Additional information will be provided to the Board.

##### ***Board Self-Monitoring***

Yamrick shared that tonight's meeting was excellent, informative and

February 18, 2014

professional. She also noted that the Board followed "Robert's Rule of Order."

**V. CONCLUDING ITEMS**

***Next meeting date***

The next meeting of the Board of Education will be held on March 4, 2014, at 6:00 p.m. in the Dr. Edward and Mrs. Patricia Lord Boardroom of Educational Services Center 4.

***Adjournment***

The regular meeting of the Board of Education adjourned at 10:06 p.m.

\_\_\_\_\_  
**President**

**ATTEST** \_\_\_\_\_  
**Secretary**



# Aurora Public Schools

## Effect of Negative Factor on District Funding

	2009-10	2010-11	2011-12	2012-13	As of 2-7-14 2013-14	Projected 2014-15	Cumulative Neg Factor
State share - before negative factor	\$208,335,464	\$220,210,309	\$233,566,507	\$298,388,594	\$263,322,247	\$279,220,631	
State share - after negative factor	202,383,159	192,224,382	197,021,618	250,290,353	212,445,568	230,441,444	
Negative factor	5,952,305	27,985,927	36,544,890	48,098,241	50,876,679	48,779,187	
ARRA and Edu-Jobs grant offset		(10,146,841)					
<b>State funding "lost" due to negative factor</b>	<b>\$5,952,305</b>	<b>\$17,839,086</b>	<b>\$36,544,890</b>	<b>\$48,098,241</b>	<b>\$50,876,679</b>	<b>\$48,779,187</b>	<b>\$208,090,388</b>
Per pupil funding - before negative factor	7,538	7,571	7,712	8,043	8,189	8,398	
Per pupil funding - after negative factor	7,364	6,786	6,715	6,749	6,857	7,154	
<b>Per pupil funding "lost" due to negative factor</b>	<b>\$174</b>	<b>\$785</b>	<b>\$997</b>	<b>\$1,294</b>	<b>\$1,333</b>	<b>\$1,243</b>	<b>\$5,826</b>
<b>Statewide funding "lost" -- all districts -- due to negative factor (offset with federal grants)</b>	<b>\$131,205,384</b>	<b>\$380,708,163</b>	<b>\$774,035,102</b>	<b>\$1,011,401,171</b>	<b>\$1,004,302,068</b>	<b>\$1,002,131,805</b>	<b>\$4,303,783,692</b>

**Notes:**

In 2009-10, state term used for funding reduction was "rescission."

In 2010-11, state term used for funding reduction was "state budget stabilization factor."

Federal funds provided by the ARRA grant in 2010-11 reduced the impact of the negative factor.

Source: CDE Fiscal Year School Finance Funding website

<http://www.cde.state.co.us/cdefinance/sfdetails.htm>



# APS Budget Reductions Due to Negative Factor

Since 2009-10, APS cut over \$51 million from the General Fund budget.

- 2012 Mill levy override of \$15 million has eased the effect of these budget cuts

# APS Budget Reductions Due to Negative Factor



## Cuts that directly impact teaching and learning:

- Reduction of 17 district coaches in math, literacy and science.
- Cut district funding of one assistant principal at each middle and high school.
  - 11 positions were eliminated.
  - As of October 2013, two of these district-funded positions have been reinstated.
- Eliminated professional learning budgets for administrative and professional/technical staff.
- Phased in math curriculum adoption over a 3-year period.

# APS Budget Reductions Due to Negative Factor



Cuts that impact the ability to recruit and retain highly qualified staff:

- In 2011-12, reduced district healthcare costs by introducing co-insurance payments and deductibles to employees.
- Have not provided classified staff with longevity salary (step) increases since 2010-11.
- Have not provided performance-based salary increases to administrative and professional technical employees since 2010-11.
- Reduced licensed substitute pay.
  - Regular \$93 per day to \$90
  - Super Sub \$143 to \$130
  - Long Term \$153 to \$135

# APS Budget Reductions Due to Negative Factor



## Cuts that impact school support:

- Reduced non-school division budgets by 2 to 4%.
- Increased building square footage by 405,500 (9%) since 2008-09 without increasing staff.
- Increased district acreage by 458,050 acres since 2008-09 without increasing staff.
- Eliminated printing and mailing annual APS reports to parents, staff and community members.
- Since 2008-09, reduced the capital projects budget by 27%, from \$6.6 million to \$4.8 million, deferring facility improvement projects.
- Transferred \$4.9 million in salaries and benefits from the Construction and Information Technology budgets to bond budget resulting in fewer dollars for capital improvements at schools and support sites.