

AURORA PUBLIC SCHOOLS

# BUDGET GUIDANCE MANUAL

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**Budget Office  
2018-19**

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# Funding Calculations

## **Introduction to School Allocations (see Appendix A)**

All Schools will receive funding based on a combination of staffing calculations and per student allocations, which will be reflected on the school's budget worksheet. The funds consist of discretionary and non-discretionary dollars. Use of the funding is at the school's discretion, except for allocations with specific requirements. School leaders will work with their respective LCD to staff their buildings and provide other supports to accelerate academic achievement.

## **Enrollment Assumption (see Appendix B)**

Projected student enrollment numbers are used to determine school funding. Enrollment reports for recent weeks are accessible from the Planning Coordinator. Preschool students are not included in the individual school totals. Please contact Josh Hensley ([jd hensley@aps.k12.co.us](mailto:jd hensley@aps.k12.co.us) or 303-365-7812 extension 28463) if you would like historical enrollment information for years between 2008 and present.

<http://planning.aurorak12.org/enrollment/>

## **Staffing Model (see Appendix C)**

All staffing decisions, including those previously identified as below-the-line, are at the discretion of the school leader working in conjunction with the LCD and program-specific directors. Currently, staffing is derived using student/teacher ratio by level and average teacher salary and benefits.

### Base Staffing

Elementary School.....	\$79,001* per 25.20 students
Middle School.....	\$79,001 per 20.65 students
High School.....	\$79,001 per 21.60 students
Free Lunch.....	0.0095 * \$79,001 per free lunch count
Small School	
Less than 200 students.....	0.010 * \$79,001 per student
Between 201 and 300 students.....	0.007 * \$79,001 per student
Between 301 and 400 students.....	0.005 * \$79,001 per student
ELA teacher, if required.....	\$39,501 (allocated below the line)
ELA translator, if required.....	0.0006 * \$79,001 per NEP/LEP count (allocated below the line) for variances to actual salary

## **PPA Model (see Appendix D)**

Enrollment multiplied by the base factor plus an additional amount for SPED based on the number of identified students.

### Base factors\*

Elementary	\$101.50
Middle	\$120.00
High	\$141.00
SPED factor*	
Elementary	\$16.00
Middle	\$19.00
High	\$22.00

\*Combined schools - proportional based on level counts

## **Other Resources**

Other funding sources will be identified and outlined in the following pages.

# **Funding Sources - Allocated to Schools**

## Discretionary Funding (above the line/site budgeted)

### Appendix C - Extra Pay for Extra Duty – Discretionary Funding (above the line/site budgeted)

#### Elementary Schools

1. Teachers who supervise at special events shall be paid \$19 per hour.
  2. Teachers who perform the following extra duties shall receive the amounts indicated:
    - a. Safety Patrol Supervisor – \$450 per school year
    - b. Student Council Sponsor – \$425 per school year
    - c. School Chorus Sponsor – \$375 per school year per school, plus \$55 for each performance held outside the regular school day (the sponsor shall be paid for a maximum of six (6) such performances per school/per school year)
    - d. Sponsor of clubs approved from time to time by the building principal - \$275 per club/per school year
- For a sponsor to be eligible for pay, the following criteria must be met:
- I. The Club must meet a minimum of nine times during the semester.
  - II. The Club meeting should take place before or after school.
  - III. The Club must have a minimum of ten active student members.

#### Middle Schools

1. Teachers who supervise at special events or work at athletic events shall be paid \$19 per hour.
  2. Teachers who perform the following extra duties shall receive the amounts indicated:
    - a. Sponsors at drama, talent and similar shows – \$275 per production per person
    - b. Head Student Council Sponsor – \$650 per school year
    - c. Assistant Student Council Sponsor – \$400 per school year
    - d. Sponsor of clubs approved from time to time by the building principal – \$375 per club/per school year
- For a sponsor to be eligible for pay, the following criteria must be met:
- I. The Club must meet a minimum of nine times during the semester.
  - II. The Club meeting should take place before or after school.
  - III. The Club must have a minimum of ten active student members.

#### High Schools

1. Teachers who supervise at dances, plays and other special events or who work at athletic events shall be paid \$19 per hour.
2. Teachers who perform the following extra duties shall receive the amounts indicated:
  - a. Head Pep Club Sponsor – \$800 per school year
  - b. Assistant Pep Club Sponsor – \$375 per school year
  - c. Drill Team Sponsor – \$975 per school year
  - d. Head Junior or Senior Class Sponsor – \$1,300 per school year
  - e. Assistant Junior or Senior Class Sponsor – \$925 per school year
  - f. Head Freshman or Sophomore Class Sponsor – \$650 per school year
  - g. Assistant Freshman or Sophomore Class Sponsor – \$425 per school year
  - h. Sponsor of clubs chartered from time to time by the Board of Education – \$550 per club/per school year

(Please refer to requirements for Chartered Clubs for High Schools in APS Board Policy JJA)

Program Contact: Mike Krueger

**Instructional Materials Replacement** – Discretionary Funding (above the line/site budgeted)

The purpose of this resource allocation is to replace lost instructional resources (i.e. text and library books), and/or to purchase general instructional materials for required coursework.



**Overtime / Extra Duty** – Discretionary Funding (above the line/site budgeted)

Classified Overtime - Fund 10 (General Fund)

- Budget allocated by district; site monitored.
- Contract duties physically worked over 40 hours within one week - should be entered into Oracle as contract hours.

Extra-Duty Pay - Fund 10 (General Fund)

- Funds allocated and budgeted by district; site monitored.
- Extra-duty pay may be used to cover salaries outside normal contract hours and duty.
- Should include extra-duty pay for Appendix B and C of the negotiated Master Agreement, as well as extra duties performed by contracted staff paid under on an Agreement for Services.

## **Non-Discretionary Funding (below the line/district allocated)**

### **Colorado READ Act** – Non-Discretionary Funding (below the line/district allocated)

The Colorado General Assembly Reading to Ensure Academic Development Act (READ Act), passed by the Colorado Legislature in 2012, focuses on early literacy development for all students and especially for students at risk of not achieving third grade reading proficiency. The READ Act resources are prioritized for kindergarten through third grade (K-3) literacy development, literacy assessment and individual READ plans for students identified with a significant reading deficiency.

#### Use of Funding:

- DSS Blue Schools are not required to submit an application for the use of this resource. Use must be in full alignment with statutory expectations.
- DSS Green and Orange schools are required to complete a READ Act application. Applications will be reviewed by the Director Team in the Division of Equity in Learning and approved based on alignment to the statutory language noted in the above paragraph.
- Actions included in the READ Act application must provide research-based “Tier 2” interventions specifically for K-3 students who are on READ Act Plans.
- Do not request actions or resources that have been tried before but have not yielded evidence of success.
- Do engage actions that are research based and that you will implement with a high level of discipline.
- Do ensure that you are able to quantitatively evaluate the effectiveness of the READ Act actions through a meaningful evaluation method

The timeline for the READ Act application is the same as the timeline for all other aspects of school budget development.

Program Contact: Learning Community Director

## **Differentiated Support Structure** – Non-Discretionary Funding (below the line/district allocated)

School and district staff identified organizational risks that would impact the relationship among district supports and schools. After assessing these risks, schools are placed into three levels of support, as shown below. The differentiated supports at the targeted (green) and intensive (orange) levels may include a request for resource allocation and are considered ‘one-year-only’ supports that will require resources from school-based resources if the effort is to be sustained.

### Use of Funding:

DSS Blue schools may:

- present a request to engage the autonomies noted below
- request that below-the-line assistant principal allocations be used to purchase classroom teacher positions

DSS orange and green schools have the opportunity to request the engagement of actions and supports that will likely mitigate the impact of identified risk factors. The request for these actions and supports may include a request for funding.

Application for DSS funding is required.

- Application for DSS autonomies that include or do not require funding will be made on the same form.
- Schools may have access to specific autonomies. Principals should work with their Learning Community Directors in order to apply for and engage identified autonomies.
- The timeline for DSS is the same as the timeline for all other aspects of school budget development. DSS awards will be added to school site budgets over the summer.

Program Contact: Learning Community Director

DSS Blue School Autonomies:

- READ Act and On-Time Intervention funds are provided to the school site without need for specific application. CDE and Mill Levy requirements apply.
- Curricular autonomies in specific content areas may be requested. Approval of curricular plan must be approved by the Chief Academic Officer and autonomy may be withdrawn in response to annual review of implementation and student achievement outcomes.
- Opt-out of district-level professional development may be requested with the proposal of an alternative plan for professional learning. Professional learning opportunities specifically identified by the Division of Equity in Learning, including APS School Leader Meetings, required ELA and ESS training, and Excellence in Equity Training do not qualify for opt-out.
- Request may be made to use funding that is allocated "below the line" in a flexible manner. Based on program and funding source, identified roles including ELA, ESS, ECE, Teaching Partner, Community Corps and other roles may be identified by the school district as not being available for this flexibility.
- Opting-out of district-level formative assessments may be requested with the proposal of an alternative plan of academic or formative assessment and progress monitoring

**District Substitutes (centralized budget)** – Non-Discretionary Funding (below the line/district allocated)

The regular programs K-12 accounts reflect district-wide services, such as substitute teachers, paraeducators, clerical substitute services in support of the basic instructional mission, and employee travel between schools and conferences.

**Use of Funding:**

The substitute service of the Division of Human Resources is responsible for ensuring that substitutes are available to fill absences when it is necessary for staff to be absent due to illness, family health emergency, bereavement, special leave, jury duty, or Aurora Education Association (AEA) release time. Each school is allocated nine days at \$100 per day per the schools allocated TE.

- a) Funds allocated and budgeted by Human Resources; site and HR monitored.
- b) If available, district will provide substitutes for teacher, clerical, technical EA, and media/health/special education para absences for the following leave codes:
  - i) Health Leave
  - ii) Vacation
  - iii) Military Leave
  - iv) Bereavement
  - v) Personal Leave
  - vi) Jury Duty
- c) The district will not cover the cost of substitutes for regular education para substitutes.
- d) Funds do not carry over.

**Program Contact:** Damon Smith

**Culturally and Linguistically Diverse Education (CLDE)** – Non-Discretionary Funding (below the line/district allocated)

This program is funded in part with competitive federal grants and state entitlements and is required by both state and federal statute. Title VI of the Civil Rights Act of 1964 and the Colorado English Language Proficiency Act (ELPA) require that public schools provide alternative language programs to ensure that students identified and assessed as having limited proficiency in English have access to a standards-based, meaningful academic environment.

Sites are now responsible for budgeting for salary and non-salary expenses from their funding allocation, which includes monies previously handled by the ELA department.

Use of Funding:

CLDE Teachers

Eligible K-12 students receive English Language Development instruction based on their listening, speaking, reading and writing proficiency levels in English. CLDE and general education staff collaboratively provide limited English proficient students with content area support. The schools are further provided with translation and interpreter services and with parent and community involvement activities. English Language Acquisition students' cultural heritages are highly valued. Schools are assisted in applying for competitive federal funds that focus on enhancing the district's efforts in meeting the linguistic and academic needs of the students enrolled in its English Language Acquisition programs.

Translating/Interpreting

Each school has a budget line identified for interpretation/translation needs. These funds can be spent to offset the cost of an employee who regularly provides interpretation/translation for school needs. In addition these funds can be used to purchase interpretation/translation services from the district approved interpreter list or an approved agency.

Program Contact: Jean Burke

Appendix E

Appendix F

Appendix G

## **On-Time Intervention** – Non-Discretionary Funding (below the line/district allocated)

On-Time Intervention Resources are available as a result of the successful mill levy in 2008. OTI resources must be used “To invest in educational programs to assist in lowering dropout rates and improving student achievement.” This means that OTI funds may be applied to academic intervention or acceleration actions that take place during the school day or by extending the school day, week, or year.

DSS Blue Schools are not required to complete an application to gain access for the use of On-Time Intervention resources.

DSS Orange and Green Schools are required to complete the application for the use of On-Time Intervention resources. Applications for resources must be completely aligned to this expectation to receive approval.

### **Use of Funding:**

- Do not request actions or resources that have been tried before but have not yielded evidence of success.
- Do engage actions that are research based and that you will implement with a high level of discipline.
- Do ensure that you are able to quantitatively evaluate the effectiveness of the On-Time Intervention through a meaningful assessment tool.
- You are allowed to request up to the amount identified on the Budget Allocation attachment. If you request less than the amount identified, you will not have later access to the remaining funds.
- The timeline for OTI is the same as the timeline for all other aspects of school budget development.

**Program Contact:** Learning Community Director

# **Centralized Funding Sources (Non-Discretionary)**

## Appendix B - Extracurricular Activities Salary Schedule

Compiled on the BA, Step 1 Salary = \$39,286

YEAR	INDEX	10.50%	9%	8%	7%	6%
		Head Basketball HS Head Football HS Band HS Vocal HS Dramatics HS Speech HS Head Cheerleader HS	Head Baseball HS Head Track HS Head Wrestling HS Head Gymnastics HS Head Swimming HS Head Pom Pon Head Lacrosse Head Soccer HS Head Volleyball HS Head X Country HS Head Golf HS Head Tennis HS Head Softball HS Annual Sponsor HS Journalism HS	Asst. Cheerleader HS Asst. Pom Pon HS All Asst. Coaches HS	Intramurals HS/MS Instrumental Music MS Vocal Music MS Head Coaches MS Head Student Council	Asst. Coaches MS Asst. Student Council
1	1.0000	\$4,034	\$3,458	\$3,074	\$2,690	\$2,305
2	1.0410	\$4,200	\$3,600	\$3,200	\$2,800	\$2,400
3	1.0820	\$4,365	\$3,742	\$3,326	\$2,910	\$2,494
4	1.1435	\$4,613	\$3,954	\$3,515	\$3,075	\$2,636
5	1.2050	\$4,861	\$4,167	\$3,704	\$3,241	\$2,778
6	1.2665	\$5,109	\$4,380	\$3,893	\$3,406	\$2,920
7	1.3280	\$5,358	\$4,592	\$4,082	\$3,572	\$3,061
8	1.3895	\$5,606	\$4,805	\$4,271	\$3,737	\$3,203
9	1.4510	\$5,854	\$5,018	\$4,460	\$3,903	\$3,345
10	1.5125	\$6,102	\$5,230	\$4,649	\$4,068	\$3,487
11	1.5740	\$6,350	\$5,443	\$4,838	\$4,233	\$3,629

Credit for outside experience:



Credit for outside experience in coaching shall be allowed on a step-for-each year basis up to five years. This experience must be in the activity to which the teacher/coach is assigned. The District shall not grant more than five years credit unless the Chief Personnel Officer deems it necessary to do so to obtain highly qualified coaches in a particular sport.

Experience credit within the District:

Those teachers within the school district shall receive experience credit for each year in a given activity without penalty for grade level or title (e.g. an assistant coach in basketball at the middle school level shall receive full credit for years of experience toward a position in basketball at the senior level).

## **Custodial Operations**

The mission of Custodial Operations is to provide a clean and safe learning environment that promotes positive educational interaction among students, staff and the community. Responsibilities include development and implementation of a district-wide building-hygiene program, training programs and contracted services, as well as determining staffing levels, chemical and supply selection, equipment purchasing and maintenance.

### Use of Funding:

The custodial operations branch coordinates and participates with the district's building maintenance, energy management and environmental compliance programs to include: fire inspections, general fire-safety issues, boiler inspections, backflow prevention and testing, fire-sprinkler systems, recycling, and elevator and auto-lift inspections. The team consists of 191 members. They are responsible for cleaning and maintaining 4,646,407 million square feet daily.

Program Contact: Robert Ropkin

## **District Instruction**

The primary mission of the Division of Equity in Learning is to assure that every student in Aurora Public Schools experiences guaranteed and viable instruction every day. By committing ourselves to equitable instructional practices that focus on rigor and engagement, school personnel will assure that students experience success and a sense of significant worth throughout their educational experience.

### Use of Funding:

Student achievement and stakeholder satisfaction will be realized as students reach for and exceed grade-level expectations. Toward this end, we facilitate:

- the development of an engaging, rigorous and safe learning environment which intentionally supports student achievement and engagement in the learning experience; and
- timely, effective communication with parents and the community that fosters a partner relationship and climate of mutual support in the education of students; and
- embedded professional learning through the use of site-level and district-level instructional support teams in an effort to develop teacher leadership in standards-based instructional practices.

The "0090" budget is a P-12 District budget. The purpose of the "0090" budget is to more accurately identify resources that are available for instructional use that is allocated by support division budget authorities and an additional resource for programs, experiences and activities that are common to the P-12 district mission.

Program Contact: Andre Wright

## **District Substitutes**

The regular programs K-12 accounts reflect district-wide services such as substitute teachers, paraeducators and clerical substitute services in support of the basic instructional mission and employee travel between schools and conferences.

### Use of Funding:

The substitute service of the Division of Human Resources is responsible to ensure that substitutes are available to fill absences when it is necessary for staff to be absent due to illness, family health emergency, bereavement, special leave, jury duty and Aurora Education Association (AEA) release time. Each school is allocated nine days at \$100 per day per the schools allocated TE.

- a) Funds allocated and budgeted by Human Resources; site and HR monitored.
- b) If available, district will provide subs for teacher, clerical, technical EA, and media/health/special education para absences for the following leave codes:
  - i) Health Leave
  - ii) Vacation
  - iii) Military Leave
  - iv) Bereavement
  - v) Personal Leave
  - vi) Jury Duty
- c) The district will not cover the cost of subs for regular education para subs.
- d) Funds do not carryover.

Program Contact: Damon Smith

## Learning Resources

The purpose of Learning Resources is to ensure that students and staff have the curricular resources, technology and environments that allow for high-quality classroom instruction and learning experiences. Services include:

### Use of Funding:

Provides professional learning for sites' classified staff with on-site and after-hours classes for the operation and maintenance of the schools' library, equipment, textbook collections and Google Suite for Education online tools.

Promotes the identification and use of quality print and online literature and resources; installs, maintains and troubleshoots the library and textbook automation system; provides processing and cataloging for more than 150,000 instructional items annually for site libraries.

Provides pre-planning, ordering, receiving and setup for new site libraries, assists with special projects and transformation of learning spaces and environments.

Provides funding for district resources such as: print and online professional libraries, district-supported online resources and current and relevant equipment. Supports with recommendations and suggestions for building staff awareness of what is currently possible and effective.

Supports initiatives to establish, maintain and expand student and staff access to devices, applications and internet, both at school and at home.

Support school site instructional design to develop teacher and student use of the most effective, innovative instructional methods and tools to support the expansion of personalized, blended learning opportunities and the use and development of 21<sup>st</sup> century skills for both teacher professional development and student learning.

Fosters the development of partnerships with the local community, private industry and other educational institutions, collaborates in creating innovative pilot projects and supports protecting the district's return on investments through improvements in planning, coordinating and assessment.

Program Contact: Kevin Riebau

## **International Baccalaureate**

The International Baccalaureate Programme offers a sequence of three programs. They are the Primary Years Programme (PYP), Middle Years Programme (MYP) and the Diploma Programme (DP). The PYP and MYP programs feature a whole-school implementation. The IB Diploma program is a self-contained programme at the high school level. However, the three programs form a coherent sequence and continuum using a common educational framework, a consistent structure of aims and values and an overarching concept of how to develop international-mindedness.

### Use of Funding:

To support the implementation and sustainability of the IB programme at each individual IB school site.

IB resources are available through the IB Resource Application process. Information related to this application process is available through the Program Contacts noted below.

### Program Contact:

Jan Lotter, IB Program District Administrator  
Carole Jennings, Director, P-20 Learning Community

## **Exceptional Student Services (ESS)**

### **Academic/Compensatory Skill Development for Students with Disabilities**

#### ***Special Education Program***

Special education services include instructional support, materials and/or equipment that are required for access to education for preschool through transition (age 21) for eligible students. Informal or formal assessments are used by all special education staff to determine eligibility in accordance with state and federal laws. In addition, the information from these assessments is used to guide and develop specialized instruction, services, accommodations and modifications needed for students to access the general education curriculum.

#### ***Early Childhood Special Education***

Early childhood educational services are mandated by state and federal statutes for students with disabilities ages three through five. Special education staff members work with the early childhood facilitators and paraprofessionals to serve students in inclusive settings at multiple sites across the district.

#### ***Diverse Learning Centers***

Specialized educational services and related services are provided to students with moderate to severe cognitive and/or multiple disabilities utilizing the Colorado Academic Standards: Extended Evidence Outcomes and 21<sup>st</sup> Century Skills. Centers are housed in multiple elementary, middle and high schools. Teachers are assisted by paraprofessionals in the delivery of instruction and personal care.

#### ***Instructional Learning Centers***

Specialized educational services and related services are provided to students with mild to moderate cognitive and/or multiple disabilities utilizing modified Colorado Academic Standards. Centers are housed in multiple school sites, and teachers are assisted by paraprofessional(s) in the delivery of instruction.

#### ***Special Education for Students who are Visually Disabled or Hearing Disabled***

Services to students who are visually disabled or hearing disabled are provided through an array of services throughout the district. Most students are served in their neighborhood school with the specialized support of itinerant teachers through direct services to students and/or consultative services to school staff. Some students are served in cluster school programs or center-based programs with the support of Braillists, sign language interpreters or paraprofessionals as needed.

#### ***Special Education for Students with Autism***

Specialized educational services and related services are provided to students on the autism spectrum in general education classrooms as well as specially designed autism centers in accordance with each student's Individualized Education Plan (IEP). Teachers in center programs are assisted by paraprofessionals in the delivery of instruction and personal care. Center programs are housed in multiple school sites throughout the district.

#### ***Speech/Language Services***

Speech language therapy services include instructional support, materials and/or equipment that are

required to address articulation, voice, and/or fluency as well as expressive and receptive language for eligible students in preschool through transition (age 21). Speech language therapy services are provided in all settings, programs and schools throughout the district in accordance with each student's Individualized Education Program.

### ***Affective Needs Program for Students with Emotional Disabilities***

Services to students who have an emotional disability are provided through an array of services throughout the district. Most students are served in their neighborhood school with the specialized support of special education teachers and related-service staff. Services may be provided through direct instruction to students and/or consultation services to staff. Some students may be served in center-based programs with the additional support of related services staff or paraprofessionals as needed.

### ***Moderate Needs Special Education and Cross Categorical Special Education***

The district's largest group of students with disabilities is served in a continuum of services in their neighborhood schools. Students may be eligible for any disability category or related services but their needs fall in the mild to moderate range. Services can be provided in the general education classroom with accommodations (and modifications if the student has a cognitive disability). A student can receive additional specialized services that are aligned with state standards outside of the general education classroom if more support is needed.

### ***Alternative Cooperative Education/Work Study***

Work study specialists serve students across a variety of disabilities in the teaching of job skills, procurement of job sites both on campus and within the community and the direct supervision of students on the job. Specialized work-study credentials for staff are required by the state.

### ***Home-Hospital Instruction***

Students who become unable to attend school for a minimum duration of three consecutive weeks, due to a medical condition and upon the recommendation of the child's physician, are eligible to receive home-hospital instruction. Application is made through the health services coordinator who maintains close contact with the visiting teacher as well as the child's physician and nurse at the school of attendance. Teachers are fully licensed and are employed on a part-time basis.

### ***Extended School Year***

The need for Extended School Year (ESY) must be considered and documented annually for every student ages 3-21 receiving special education. This need must be addressed at a legally convened staffing. ESY services must be required to maintain existing skills in order to prevent severe regression, which may include the teaching of new skills in order to maintain existing skills, and are derived from targeted goals and objectives from the current IEP. Although ESY services are typically provided during the summer, ESY is not the same as summer school. There is no tuition charge and transportation may be provided. ESY services including the type, amount and duration are determined by the IEP team and based on the unique needs of each student. In order to determine individual eligibility for ESY, the IEP team takes into account regression, recoupment of skills and predictive factors.



## **Therapeutic/Related Services for Students with Disabilities**

### ***Physical Therapy***

Physical therapy is a mandated related service for gross motor skills according to both state and federal statute. As such, it enables eligible students to fully benefit from their special education program and necessitates the inclusion of specific goals and objectives within the student's Individual Educational Program. Physical therapists, which must be licensed by the state, may be assisted by physical therapy assistants in providing services to students throughout the district. In addition to providing direct services to students and consultation to classroom teachers, therapists are instrumental in utilizing adaptive devices designed to improve overall physical/motor functioning.

### ***Occupational Therapy***

Occupational therapy is a mandated related service for fine motor skills and sensory needs according to both state and federal statute. As such, it enables eligible students to fully benefit from their special education program and necessitates the inclusion of specific goals and objectives within the student's Individual Educational Program. Occupational Therapists, who must be licensed by the state, may be assisted by occupational therapy assistants in providing services to students throughout the district. In addition to providing services to students and consultation to classroom teachers, therapists are instrumental in utilizing adaptive devices designed to improve overall fine motor functioning.

### ***Audiologist***

The Audiology services are a mandated related service for instructional support, screening, assessment of hearing and providing equipment needs according to both state and federal statutes. As such, it enables eligible students to fully benefit from their special education programs and necessitates the inclusion of specific goals and objectives within the student's Individual Education Program. The audiologist must be licensed by the state and provides services throughout the district. In addition to providing services to students and consultation to classroom teachers, the audiologists are instrumental in providing access to general education through a variety of methods.

### ***Mental Health Services***

Mental Health services are mandated related services for social-emotional and behavioral needs according to both state and federal statutes. Services are provided in all settings in the district by licensed school psychologists and/or licensed school social workers. As such, it enables eligible students to fully benefit from their special education programs and necessitates the inclusion of specific goals and objectives within the student's Individual Education Program.

### ***Other Support Services***

According to IDEA, Assistive Technology is any device, materials, and/or services that assist the IEP team in meeting the needs of students with disabilities in classrooms and other educational environments. Therefore, Assistive Technology services can include the evaluation of the assistive technology needs of a child, acquiring the appropriate device, monitoring the use and effectiveness of the device, equipment, materials, and training/technical assistance. Training and/or technical assistance would be provided to the child and the district professionals supporting the education of the child, and may be provided to the parent, as needed.

Adaptive physical education is a direct or consultation service available to students who have been staffed into special education programs and who cannot benefit from regular physical education

without such specialized assistance. As a direct service, it necessitates the inclusion of specific goals and objectives within the student's Individual Education Program. The major focus is upon (a) assisting students to benefit from regular physical education courses, or (b) adapting or designing alternative physical education opportunities for specific students. Adaptive physical education specialists regularly consult with physical education instructors to modify course expectations for students across all of the district's sites. Adaptive physical education specialists may also support the development of leisure and recreation skills in students.

## **Social, Emotional and Behavioral Health**

### ***Psychological Services***

Psychological services are related services as prescribed by both state and federal statute. As such, the school psychologist is responsible for conducting a wide range of assessments on students referred to special education in order to assist in the determination of disability (if applicable) as well as the identification of the student's educational needs. School psychologists also conduct targeted assessments for students requiring increased levels of academic, behavioral, and/or emotional support. School psychologists provide mental health service delivery directly to general education and special education children in individual, group and classroom formats. In addition, psychologists provide consultation to parents and staff concerning strategies for addressing both educational and emotional well-being. They also support general education staff by consulting and building systems so that they can provide appropriate instructional strategies and progress monitoring for academic achievement and social-emotional growth. Finally, psychologists work closely with community agencies in locating assistance and support for students and their parents.

### ***Social Work Services***

School social workers provide related services as prescribed by both state and federal statute. As such, the school social worker is responsible for conducting social-emotional and social adaptive assessments, consultation and counseling services to general education students and students with disabilities as well as their teachers and families. School social workers also work to support the behavioral needs of students within the school setting. Other major roles include assisting the student in developing coping skills to learn more effectively, promoting the family's understanding of the student's educational program, and enhancing child parent, parent school and family community relationships. School social workers also serve as consultants and liaisons to other students and staff within the school setting as well as in the overall community.

**Program Contact:** Jennifer Gutierrez

## **Gifted and Talented Education**

Aurora Public Schools is committed to providing for the unique needs of the advanced and/or gifted and talented learner. Gifted and talented students are those who are identified as having a learning capacity and potential for accomplishment that are so exceptional or developmentally advanced that they require special provisions to meet their educational and affective needs. These children and youth exist within all ethnic, geographic and socio-economic groups. The district believes such services should be a part of the overall educational programming, supporting growth and excellence for every student.

### Use of Funding:

These funds provide an array of service options that recognize individual strengths, interests and challenges that best maximizes student potential. These options include salary and benefits for the Teachers on Special Assignment (TOSA's), mileage reimbursement, substitute pay, supplies and professional development. Additional non-general fund support is provided through a continuing grant from the Colorado Department of Education.

Program Contact: Jennifer Gutierrez

## **School Health Services**

The health services program strives to mitigate health-related barriers to achievement by collaborating with District and community providers of physical, mental, dental and vision health services. Through the School Health First Colorado (Medicaid) program, the Health Services Department helps expand health care services, as well as helps to ensure basic health needs are met and supported. Healthy children do better in the classroom. The School Health First Colorado (Medicaid) outreach and enrollment department provides families health insurance outreach and enrollment assistance as well as case management and community resources to ensure access to care and community resources so that children have a readiness to learn once their basic health needs are met.

### Use of Funding:

Essential school health services are provided to all students under the direction of Health Services' professional staff. At this time, only elementary school nurses are funded in this budget area. The director of Health Services provides professional development, coordination, consultation and indirect supervision of nurses assigned to Early Childhood and Child Find programs, K-8, middle and high schools, as well as health paraeducators at the elementary schools.

Other responsibilities of this department include coordination of home/hospital instruction, administration of the School Medicaid program and provision of mandated health screenings, reporting of child abuse, maintenance of immunization records, routine and emergency health-care assistance, reporting of communicable diseases, and school-based health centers. School nurses provide health and physical functioning assessments for special education staffing and create individualized health-care plans for students whose health conditions interfere with learning. The Health Services Department also has responsibility for the training of 504 coordinators throughout the district and providing consultation for compliance with the district 504 policy.

The Health Services Department is a liaison to county and state health departments, law enforcement, departments of human services, medical, mental health, dental health, and vision care providers, service organizations and parents.

Program Contact: Judy Weaver

# Appendices

Name:	SCHOOL NAME	
Configuration:	Elementary	
Total enrollment:	446	<a href="#">Details</a>
Total funding:	\$2,902,830	

**Status:** \$2,690,941 still needs to be budgeted.

Funding Source	Allocated	Remaining	
<i>District-funded Personnel</i>	\$507,842	\$507,842	<a href="#">Details</a>
<i>Discretionary</i>	\$2,155,335	\$2,155,335	<a href="#">Details</a>
<i>CLDE Translation</i>	\$15,802	\$15,802	<a href="#">Details</a>
<i>READ Act</i>	\$126,738	\$126,738	<a href="#">Details</a>
<i>OTI</i>	\$22,652	\$22,652	<a href="#">Details</a>
<i>Community Corp</i>	\$0	\$0	<a href="#">Details</a>
<i>UCD</i>	\$0	\$0	<a href="#">Details</a>
<i>IB</i>	\$0	\$0	<a href="#">Details</a>
<i>Zone Schools</i>	\$0	\$0	<a href="#">Details</a>
<i>Other</i>	\$74,461	\$74,461	<a href="#">Details</a>

**Notes**

## Appendix B

**Enrollment and Projection Comparison 2018-2019**

School	2013-14	2014-15	2015-16	2016-17	2017-18 Projected	2017-18	2018-19 Projected	2017-18 Proj. to 2018-19 Proj. Diff
Altura	557	593	571	544	492	496	455	-37
Arkansas	485	472	473	449	417	403	362	-55
Aurora Century	355	325	302	293	256	267	250	-6
Crawford	723	710	642	602	562	534	478	-84
Dalton	511	539	498	493	460	482	471	11
Dartmouth	378	372	428	374	315	310	290	-25
Elkhart	759	746	636	645	608	597	560	-48
Fletcher	485	482	386	368	167	180	128	-39
Fulton	494	499	500	447	401	402	374	-27
Iowa	472	471	520	530	503	493	474	-29
Jewell	509	507	493	441	400	417	386	-14
Kenton	538	608	641	589	537	534	504	-33
Lansing	415	430	411	353	298	341	334	36
Laredo	535	550	513	503	476	445	404	-72
Lyn Knoll	288	299	287	266	237	238	223	-14
Montview	472	483	479	457	427	413	373	-54
Paris	461	461	435	378	320	344	308	-12
Park Lane	324	330	345	373	344	295	258	-86
Peoria	551	572	566	500	433	458	423	-10
Sable	508	510	532	520	481	501	480	-1
Side Creek	671	656	591	584	530	483	425	-105
Sixth Avenue	630	650	549	484	428	449	411	-17
Tollgate	731	695	550	543	506	547	533	27
Vassar	538	512	517	521	482	489	480	-2
Vaughn	532	550	487	424	357	380	350	-7
Virginia Court	540	542	522	520	494	500	464	-30
Wheeling	590	542	554	489	466	512	496	30
Yale	465	482	458	429	403	468	474	71
Aurora Frontier	643	666	677	679	661	667	663	2
Aurora Quest	589	600	597	593	592	598	595	3
Boston	474	444	405	385	358	392	391	33
Clyde Miller	545	542	548	540	521	498	472	-49
Fletcher Primary (K-3)								
Fletcher Intermediate (4-8)								
Mosley			797	903	913	862	844	-69
Murphy Creek	660	621	653	652	632	661	670	38
Vista PEAK Exploratory	1046	1127	846	925	941	975	1027	86
Aurora Hills	928	947	900	907	872	854	829	-43
Columbia	745	785	826	794	769	751	709	-60
East	1042	1,046	1,022	1,020	1,001	972	940	-61
Mrachek	908	919	878	859	851	847	831	-20
North	879	883	842	808	794	790	759	-35
South	742	799	779	734	719	827	825	106
AWCPA	1,235	1,258	1,301	1,245	1,177	1,175	1,105	-72
APS Online	152	197	141	183	183	126	87	-96
Central	1,943	2,034	2,032	2,092	2,088	1,906	1,761	-327
Gateway	1561	1599	1652	1568	1493	1552	1478	-15
Hinkley	1,921	2,016	2,035	2,061	2,020	2,079	2,050	30
Rangeview	2258	2231	2249	2192	2136	2123	2059	-77
Vista PEAK Preparatory	884	1012	1,168	1,300	1,376	1,398	1,430	54
William Smith	284	290	300	305	304	320	345	41
<b>TOTAL</b>	<b>33,956</b>	<b>34,604</b>	<b>34,534</b>	<b>33,864</b>	<b>32,201</b>	<b>32,351</b>	<b>31,038</b>	<b>-1,163</b>

Division of Support Services  
 Planning Department  
 12/22/2017





**AURORA PUBLIC SCHOOLS**  
**2018-19 PPA Budget Allocations**

	School	Enrollment	No. of Spec. Ed.*	Budget @ \$101.50	SPED Budget '@ \$16	Total PPA
104	Altura	446	77	\$45,269	\$1,232	\$46,501
105	Arkansas	355	47	36,033	752	36,785
107	Century	245	29	24,868	464	25,332
110	Crawford	468	71	47,502	1,136	48,638
111	Dalton	462	48	46,893	768	47,661
112	Dartmouth	284	76	28,826	1,216	30,042
114	Elkhart	549	74	55,724	1,184	56,908
117	Iowa	465	52	47,198	832	48,030
120	Jewell	378	35	38,367	560	38,927
122	Kenton	494	62	50,141	992	51,133
124	Lansing	327	71	33,191	1,136	34,327
126	Laredo	396	58	40,194	928	41,122
132	Montview	366	46	37,149	736	37,885
134	Paris	302	29	30,653	464	31,117
136	Park Lane	253	47	25,680	752	26,432
135	Peoria	415	41	42,123	656	42,779
138	Sable	470	59	47,705	944	48,649
139	Side Creek	417	43	42,326	688	43,014
140	Sixth Ave.	403	46	40,905	736	41,641
141	Vassar	470	76	47,705	1,216	48,921
142	Vaughn	343	38	34,815	608	35,423
144	Virginia Court	455	66	46,183	1,056	47,239
146	Wheeling	486	48	49,329	768	50,097
148	Yale	465	65	47,198	1,040	48,238
508	Aurora Frontier K-8	442	37	44,863	592	45,455
537	Aurora Quest K-8	325	9	32,988	144	33,132
506	Boston K-8	259	30	26,289	480	26,769
509	Clyde Miller	279	31	28,319	496	28,815
527	Murphy Creek K-8	441	61	44,762	976	45,738
533	Mosley	583	90	59,175	1,440	60,615
	Elementary SubTotals	12,043	1,562	\$1,222,365	\$24,992	\$1,247,365
	Instructional Materials**					\$245,004
	<b>TOTAL ELEMENTARY PPA BUDGET</b>					<b>\$1,492,369</b>

Appendix D

	School	Enrollment	No. of Spec. Ed.*	Budget @ \$120.00	SPED Budget '@ \$19	Total PPA
508	Aurora Frontier K-8	210	17	\$25,200	\$323	\$25,523
537	Aurora Quest K-8	260	8	31,200	152	31,352
506	Boston K-8	126	14	15,120	266	15,386
509	Clyde Miller	185	21	22,200	399	22,599
527	Murphy Creek K-8	218	30	26,160	570	26,730
533	Mosley	247	38	29,640	722	30,362
250	Aurora Hills	821	129	98,520	2,451	100,971
251	Columbia	702	121	84,240	2,299	86,539
252	East	931	177	111,720	3,363	115,083
254	Mrachek	823	129	98,760	2,451	101,211
256	North	751	98	90,120	1,862	91,982
258	South	817	127	98,040	2,413	100,453
560	AWCPA	732	86	87,840	1,634	89,474
Middle School SubTotals		6,823	995	\$818,760	\$18,905	\$837,665
Instructional Materials**						\$132,516
<b>TOTAL MIDDLE SCHOOL PPA BUDGET</b>						<b>\$970,181</b>

	School	Enrollment	No. of Spec. Ed.*	Budget @ \$141.00	SPED Budget '@ \$22	Total Budget
560	AWCPA	362	43	\$51,042	\$946	\$51,988
370	Aurora Central	1,743	265	245,763	5,830	251,593
372	Gateway	1,463	232	206,283	5,104	211,387
374	Hinkley	2,030	259	286,230	5,698	291,928
376	Rangeview	2,038	218	287,358	4,796	292,154
High School SubTotals		7,636	1,017	\$1,076,676	\$22,374	\$1,099,050
Instructional Materials**						\$173,334
<b>TOTAL HIGH SCHOOL PPA BUDGET</b>						<b>\$1,272,384</b>

## Appendix D

	School	Enrollment	No. of Spec. Ed.*	Budget per above	SPED Budget per above	Total Budget
119	Fletcher	125	47	\$12,688	752	\$13,440
116	Fulton	367	44	37,251	704	37,955
128	Lyn Knoll	219	31	22,229	496	22,725
121	Tollgate	522	69	52,983	1,104	54,087
530	Vista PEAK Exp	1,010	104	121,200	1,976	123,176
362	Vista PEAK Prep	1,416	132	199,656	2,904	202,560
378	William Smith	342	22	48,222	484	48,706
461	APS Online	225	12	31,725	264	31,989
Pilot School SubTotals		4,226	461	\$494,228	\$8,420	\$534,638
Instructional Materials**						\$81,738
<b>TOTAL PILOT SCHOOL BUDGET</b>						<b>\$616,376</b>

<b>GRAND TOTALS:</b>	30,728	4,035	\$3,612,028	\$74,691	\$3,718,718
Instructional Materials**					\$632,592
<b>GRAND TOTAL BUDGET</b>					<b>\$4,351,310</b>

	Total PPA Budgets	Number of Students	Average \$\$ Per Student	Proportional Comparison
Elementary	1,247,365	12,043	103.58	1.00
Middle School	837,665	6,823	122.77	1.19
High School	1,272,384	7,636	166.63	1.61

\*Special Education enrollment figures may change significantly by September dependent upon final program locations, transition and staffing decisions made.

\*\*Instructional Materials will be distributed based on organizational needs as determined by Instruction.

2/7/2018

CLDE TE - SY 2018-2019		
Title III	\$	-
ELPA/ General Fund	\$2,700,423.00	/
Total Dollars allocated to TE:	\$2,700,423.00	
	Current TE - SY 2017 -18	2018-19 SY
Altura	1.119	1.105
Arkansas	0.713	0.726
Boston	0.910	0.974
Century	0.643	0.663
Cylde Miller	0.839	0.877
Crawford	1.278	1.291
Dalton	0.500	0.500
Dartmouth	0.646	0.500
Elkhart	1.209	1.246
Fletcher	0.877	0.708
Aurora Frontier	0.500	0.500
Fulton	0.939	0.972
Iowa	0.808	0.835
Jewell	0.751	0.799
Kenton	1.205	1.228
Lansing	0.770	0.813
Laredo	0.966	0.978
Lynn Knoll	0.787	0.770
Montview	0.958	0.960
Murphy Creek	0.500	0.500
Paris	0.947	0.994
Park Lane	0.782	0.778
Peoria	1.020	1.067
Sable	1.030	1.152
Side Creek	0.767	0.742
Sixth Avenue	0.958	0.990
Tollgate	0.908	0.940
Vassar	0.779	0.801
Vaughn	0.897	0.932
Virginia Court	1.014	1.026
Wheeling	0.908	0.976
Yale	0.737	0.831

Title III	\$	-	
ELPA/ General Fund		\$2,700,423.00	/
Total Dollars allocated to TE:		\$2,700,423.00	
		Current TE -	2018-19
Mosely		1.104	1.150
Aurora Hills		1.011	1.035
Columbia		0.500	0.500
East		1.226	1.260
Mracheck		0.817	0.837
North		1.052	1.160
South		1.018	1.123
West		1.438	1.440
Aurora Central		2.200	2.309
Gateway		1.221	1.519
Hinkley		1.606	1.805
Rangeview		0.500	0.500
Vista PEAK- Exploratory		0.944	1.024
WM Smith		0.500	0.500
Quest		0.250	0.250
Vista PEAK - Preparatory		0.500	0.500
Pickens		0.250	0.250
			0.000
<b>Total:</b>		<b>43.802</b>	<b>45.337</b>
Updated: 1.30.18 ske			

**2018-19 Culturally and Linguistically Diverse Education School Budgets** *updated*

2.1.18

**Culturally & Linguistically Diverse Education**

*Funding for Culturally & Linguistically Diverse Education is required by both state and federal statute. Title VI of the Civil Rights Act of 1964 and the Colorado English Language Proficiency Act (ELPA) require that public schools provide alternative language programs to ensure that students identified and assessed as having limited proficiency in English have access to a standards-based, meaningful academic environment.*

**Guidance for school based funds of CLDE Programming:**

- A. English language acquisition and general education staff collaboratively provide limited English proficient students with content area support.
- B. Eligible K-12 students receive English Language Development instruction based on their listening, speaking, reading and writing proficiency levels in English.
- C. Schools are provided with funds for translation and interpreter services.

**Distribution of Funds**

***Base allocation .5 for CLDE support***

- 2018-19 Total School Allocation for TE Support: \$ **2,700,423**.
- Average Teacher Salary = \$59,563
- Equals **45.3 TE** available for distribution to all APS sites
  - Total number of sites for distribution: 49

The chart below outlines site CLDE allocation, including CLDE Base Allocation and Additional Funds

	CLDE Base Allocation	Additional Funds	Translation and Interpretation Funds (Staffing Allocation - Appendix C)
Location of funds on TE Sheets	<i>included</i> in total 'Staffing allocation Column'	'Additional CLDE Teacher Adjustment' Column	'CLDE Translation' Column
Purpose/Formula	Base CLDE TE/Funds from District <i>See below for use of funds</i>	Additional funds are distributed to sites with an ELL population of <b>20% or more</b> .  The additional allocation is distributed based on the percentage of a site's ELL population compared to the <b>district total</b> of ELLs.	School based interpretation and translation resources are calculated by using the predetermined factor based on NEP/LEP students for each site based on the most current October Count.  These funds are dedicated for this use and is to be supplemented by the school if the need surpasses the weighted calculation.
Traditional sites	.5 TE		
Zone, Pilot and Innovation Schools	.5 TE		

**Non-Discretionary Use of CLDE Funds**

All schools have an identified <b>CLDE Teacher Leader</b> who will have a <b>minimum of .5 Release Time</b> for the following:	<b>Demonstration Classroom or Course</b>	<b>Developing Site Capacity</b>
<p><b><u>Co-Plan and Co-teaching</u></b></p> <ul style="list-style-type: none"> <li>• Co-plan, co-teach for English Language Development</li> <li>• Co-plan, co-teach to support content Instruction</li> <li>• Instructional coaching</li> </ul> <p><b><u>Advocacy for EL students and programming</u></b></p> <ul style="list-style-type: none"> <li>• Support scheduling of students</li> <li>• Home Language Surveys</li> <li>• WiDA Screener testing</li> <li>• Yearly ACCESS testing</li> <li>• Parent contacts, meetings, trainings, etc...</li> <li>• Support with Rtl /MTSS</li> </ul> <p><b><u>Professional Development:</u></b></p> <ul style="list-style-type: none"> <li>• Developing, planning and facilitating professional learning for staff alongside other leaders</li> <li>• Mandatory attendance monthly Teacher Leader Meetings &amp; other trainings as pertinent</li> <li>• Participate on School Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>• All CLDE Teacher Leaders will have daily instructional responsibilities in order to develop and improve their own skills as well as provide others with a space to observe best practices for ELs. This can be a classroom, small group, course, etc...</li> </ul>	<ul style="list-style-type: none"> <li>• Additional funding is used for developing the capacity of an additional teacher and possible teacher leader.</li> <li>• Other CLDE funded staff can be supported by the CLDE consultant in developing their understandings in working with English Learners.</li> </ul>

**Interpretation/Translation Funds: All parents have the right to communication provided in a language they understand.**

- It is important that schools plan accordingly for interpretation/translation needs throughout the school year.
- Each school has a budget line identified for interpretation/translation needs.
- These funds can be spent to offset the cost of an employee who regularly provides interpretation for school needs..
- In addition these funds are used to purchase interpretation/translation services from the district approved interpreter list, an approved agency or telephonic interpretation services.

**Process for CLDE Teacher Leader performance based interview:**

1. Principal and CLDE Consultant will visit each of the candidate's classrooms using the APS CLDE TL continuum (demonstration classroom) for specific look fors.
2. Candidates will look at school's last ACCESS data and answer questions:
  - a. What strengths did you find in the data representing (site's) ELL students?
  - b. What concerns did you find in the data representing (site's) ELL students?
  - c. What do you think is the "big message" from your data review?
3. Candidates will have time to write a short response to Nancy Commins', PhD quote :
  - a. "When we organize ourselves and our instruction with needs of ELLs in mind, every student benefits."
4. Group interview: Specific interview questions are available from CLDE Department/CLDE Consultant.

**CDE -Practical Ideas for Evaluating Culturally and Linguistically Diverse Education Specialists:**

[http://edeffect.aurorak12.org/wp-content/uploads/sites/178/2015/01/Culturally-and-Linguistically-Diverse-Education-Specialists-CDE-Practical-Guide\\_Final.pdf](http://edeffect.aurorak12.org/wp-content/uploads/sites/178/2015/01/Culturally-and-Linguistically-Diverse-Education-Specialists-CDE-Practical-Guide_Final.pdf)



## English Language Acquisition Department

15751 E. First Ave  
Aurora, CO 80011

## Appendix G

Phone: 303-340-0859

Fax: 303-326-1966

Web site: [www.aps.k12.co.us](http://www.aps.k12.co.us)

**TO:** APS Staff  
**FROM:** Jean Burke, Director English Language Acquisition  
**RE:** Interpretation and Translation  
**DATE:** Updated February 2017

As APS continues to grow and change with our diverse population so does the need for interpretation (oral communication) and translation (written communication). The purpose of this memo is to help answer questions regarding district and school responsibilities for providing interpretation and translation services and support in how to provide these services.

All parents have the right to communication being provided in a language they understand. Multi-lingual signs, paid for by the district, are to be prominently posted in each school and also placed in district publications (e.g. student handbooks, calendars, school bulletins) notifying parents that if they do not speak English and need an interpreter to communicate effectively with the school, that interpreter services will be available at no cost to them. The notice will also provide contact numbers in the event of questions or problems. In order to respect the rights of families and students, it is not appropriate to use students to interpret for their parents or for other families.

**“If you do not speak English and need an interpreter to communicate effectively with your school, interpreter services are available to you at no cost. In addition, free translation of some documents is also available. If you have questions about either translation or interpreter services, please contact either the principal of your school or the Division of Instruction.”**

If you need a copy of the poster please contact:  
Sylvia Eldredge [skeledredge@aps.k12.co.us](mailto:skeledredge@aps.k12.co.us)

### School Based Translation/ Interpretation Budgets

Each school has a budget line identified for interpretation/translation needs. These funds can be spent to offset the cost of an employee who regularly provides interpretation for school needs. In addition these funds can be used to purchase interpretation/translation services from the district approved interpreter list or an approved agency.

As was noted at TE meetings, those who choose to hire a bilingual employee are still responsible for other second language communication expenses, such as providing a sufficient number of Spanish language interpreters at Back-to-School night and other large events, and for hiring an interpreter in a foreign language other than Spanish when necessary (e.g. discipline meeting with parent, parent teacher conferences.)

More information can be found via the following links.

- FAQs: <http://ela.aurorak12.org/translators/faq/>
- Resources: <http://ela.aurorak12.org/translators/resources/>
- District Approved Interpreters (DAI -Spanish): <http://ela.aurorak12.org/translators/dats/>



- To find an approved Interpretation Agency: <http://ela.aurorak12.org/translators/agencies/>
- To request interpretation equipment: <http://ela.aurorak12.org/translators/request-interpretation-equipment/>
- To check the DAI calendar: <http://ela.aurorak12.org/translators/dats/>

### Tele-language Services

After a successful 2014-15 pilot of phone interpretation services, Tele-language is now available to all district sites. Each site will be required to send a representative to be trained on how to use the Tele-language system. Once trained, the site will be assigned a location code that will be used for access to the system. The purpose of Tele-language is to:

- Provide quick response when interpretation is needed for relatively short interactions.
- Provide access to a wide variety of languages

Please utilize this great service when you have short meetings with families, or when you need to make phone calls to families in a variety of different languages.

For 2016-17 Tele-language services will be paid by the Division of Equity in Learning and billed to the English Language Acquisition Department. Future use of Tele-language will be determined per budget review.

### Aurora Public Schools Welcome Center

Aurora Public Schools Welcome Center has opened its doors to serving refugee and immigrant students and families. Each newcomer student enrolled in APS since June of 2015 has been assisted by the Welcome Center staff. Students and families received an orientation to Aurora Public Schools, and a summary of their background and prior schooling can be found on Infinite Campus under the Person documents tab.

There are now multi-lingual Family Liaisons for special populations supporting the district. They can be contacted by families and school staff for assistance. Please remember that family liaison's primary duty is not interpreting or translating, but to assist and engage students and families and to act as *cultural brokers and navigators*.

### APS Family Liaisons for Special Populations

Mya Win <a href="mailto:MWIN@aps.k12.co.us">MWIN@aps.k12.co.us</a> :	Burmese and Karen
Aicha Nfaoui <a href="mailto:ahnfaoui@aps.k12.co.us">ahnfaoui@aps.k12.co.us</a>	Arabic, French and Spanish
Nasibu Nizigiyimana <a href="mailto:NENIZIGIYIMANA@aps.k12.co.us">NENIZIGIYIMANA@aps.k12.co.us</a>	Swahili, Kinyarwanda, Kirundi and French
Khagendra Mishra, <a href="mailto:KMISHRA@aps.k12.co.us">KMISHRA@aps.k12.co.us</a>	Nepali

### Welcome Center Staff

Silvia Tamminen <a href="mailto:SSTAMMINEN@aps.k12.co.us">SSTAMMINEN@aps.k12.co.us</a>	Welcome Center Coordinator
Ryan Lee <a href="mailto:RPLEE@aps.k12.co.us">RPLEE@aps.k12.co.us</a>	Welcome Center TOSA
Ana (Gaby) Pivaral <a href="mailto:agpivaral@aps.k12.co.us">agpivaral@aps.k12.co.us</a>	Welcome Center Secretary

As questions arise feel free to ask for support from other helpful contacts:

Rosa Leiva Aguilar <a href="mailto:rleivaaguilar@aps.k12.co.us">rleivaaguilar@aps.k12.co.us</a>	Lead District Interpreter and Translator for Exceptional Student Services
Mercedes Garcia <a href="mailto:mgarcia@aps.k12.co.us">mgarcia@aps.k12.co.us</a>	Clerk, ESS/ELA District Interpreter
Sylvia Eldredge <a href="mailto:skeldredge@aps.k12.co.us">skeldredge@aps.k12.co.us</a>	Assistant, English Language Acquisition Department

# **Budget Contact Information**

## BUDGET ASSISTANCE - WHO TO CONTACT

<b>Julia Teska</b> Budget Director Ext. 28918	<b>Amy E. Smith</b> Budget Analyst Ext. 28917	<b>Krista Swanson</b> Budget Analyst Ext. 28379	<b>Accounting</b> Staff
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*If your primary contact is not available, please feel free to reach out to another member of our team.*

### SCHOOL SUPPORT

Fulton - Innovative Lyn Knoll - Pilot Tollgate - Innovative	Altura Century Dalton Dartmouth Jewell Side Creek Vassar Virginia Court Wheeling Yale	Arkansas Elkhart Kenton Iowa Lansing Laredo Montview Park Lane Peoria Sable Sixth Avenue Vaughn	Crawford Teresa Fletcher Teresa Paris Teresa
		Aurora Hills MS Columbia MS Mrachek MS	East MS North MS South MS
Vista Peak Expl. P-8 - Innovative	Aurora Frontier K-8 Aurora Quest K-8 Edna and John W Mosley P-8	Clyde Miller P-8 Murphy Creek K-8	Boston K-8 Teresa AWCPA 6-12 Teresa
Vista Peak Prep. HS - Innovative William Smith HS - Pilot Options	Hinkley HS Rangeview HS	Gateway HS APS Online HS	Pickens Tech College Secondary Tom Aurora Central HS Teresa Charter Schools Teresa

### DIVISION SUPPORT

Equity in Learning Support Services	Finance Human Resources/District	Superintendent	Equity in Learning (ESS/IDEA/GT) - <span style="float: right; font-size: small;">Grants Accountants</span>
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### OTHER FUNDS / DUTIES

Risk Fund-18 CPP Fund-19  Salaries, FTE & TE, Benefits  AppliTrack Posting Approvals  Fast Fact Documents (Web)  Forecast Modeling Mill Levy Revenue  School Finance Act  Zone Design	HR Loc/GL Loc Reviews  Costing (backup)	Journal Entries	Special Programs-17 Tom Pickens-17 Pickens Tom Pickens Post-Secondary-26 Tom Bond Redemption Fund-31 Tom  Athletic Fund-28 Theresa Pupil Activity Fund- Theresa  Nutrition Services Fund-21 Donna  Grants Fund-22 Grants Accountants Medicaid Fund-29 Grants Accountants  Building Fund - 41 Capital Projects Fund-43 Luke Bus Lease Luke  Health Trust Fund-71 Louise
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