Albuquerque Public Schools (APS) held a Community Meeting to discuss the proposal to administratively amend the North Star and Double Eagle School boundary. This meeting was held at the North Star Cafeteria on March 28, 2013 at 6:30 p.m. The following is a summary of the meeting and public comments.

I. **Introduction-Brad Winter, Chief Operating Officer:**
   a. Albuquerque Public Schools (APS) has been taking comments regarding this proposal.
   b. APS conducted an audit.
   c. APS has determined that in the next few years that because of the growth that’s happened in the past few years, we won’t be able to handle the overcrowding that’s going on. APS is going to try to balance out the attendance of North Star and Double Eagle. A transition will be made gradually over five years.

II. **Presentation of Recommendation-Kizito Wijenje, Director of Capital Master Plan:**
   a. The original building was competed in 2005, with a capacity of 663, with a classroom need of about 6.5.
   b. North Star is above capacity and is scheduled to be above capacity in the near future.
   c. Throughout the year Capital Master Plan Department looks at site capacity, growth, enrollment projections, performance of the local economy, etc. for all schools in the district. Schools over and under enrolled can be deleterious to the kids as well. It can be difficult to fund the projects for your children if the school is under-enrolled and if they’re overenrolled; it poses a health and safety issue.
   d. This process started a year ago and the audit examined the enrollment verification process. Right now we do know that maybe 30-50 people have enrollment issues. Hypothetically, even if we take the 50 out, we still have an enrollment deficit of about 100 students. We need to do enrollment verification, but we also need to boundary changes to meet the needs of the school.
   e. Impact and facility fees are paid for every building permit and the money stays within the area to help with building schools and taking care of capacity issues.
   f. We have about 3,250 dwellings that are residentially zoned. In addition there are also about 600 residential plots that are undeveloped but could potentially increase the overcrowding for the school.
   g. We used technical parameters when we do attendance area changes using empirical and qualitative data. We review all the options for changes.
   h. We do our best to balance enrollment for the schools and keep the solutions viable for at least five years.
   i. As much as possible we try to use natural boundaries such as arroyos, etc.
j. We look at the changes both regionally and comprehensively. We’ll try to gradually bring down the North Star population down to its capacity and gradually bring double eagle up to its capacity. Double eagle will gain about 65 students immediately gain. North start will lose about 75 students immediately next year.

k. All 52 students that are grandfathered will be phased out as they matriculate into middle school.

l. We started in October 2012 where we had a public meeting where we talked about the problem, and what came out of that meeting was that we needed to do an audit for the program.

m. February 2013, the Administrative Change Recommendation Committee met to discuss the problems and recommendation.

n. March 12, 2013 – presented a technical boundary proposal to the boundary committee of the district, and at that point we started incorporating public input. Materials were sent home to parents and put up on the website.

o. March 20, 2013 – We held a meeting at North Star. At that point there were 40 questions that we answered; since then we have expanded on the answers and researched those that we couldn’t answer at the time.

p. April 3, 2013 – the full board will act on the proposal which will be implemented this fall.

q. The reason we have to make this decision now is that other decisions regarding the budget, staff, etc. have to be made in consideration of the boundary change decision.

At the conclusion of the presentation, meeting attendants were provided an opportunity to comment for a recommended maximum time of two minutes. The following are the public comments that were made.

### III. Public Comments

1. Comment 1 – Child attends North Star
   a. APS communication – speaking for a lot of parents, to have the boundary change go through and the enrollment verification not, would be largely unfair.
   b. Winter response: - the enrollment verification has gone to the board so they’ll through at about the same time.

2. Comment 2 – Son is affected by change
   a. APS stated they’re trying not to divide communities, I live in Los Viejos, and right now the neighborhood is split in half. We hear about the growth of the school, and the area that they’re saying is going to grow isn’t growing anymore. Parents and staff are saying that growth is coming from west of Wyoming. I do realize that you can’t make everybody happy, but I have to ask, can’t you look at the ones that are coming in and making it grow and expand so greatly? I feel the area you keep mentioning isn’t the area causing the problem.
b. Does this proposal go through as a single unit? Because there is grandfathering of children and their siblings, could that be altered or changed in anyway? I have a child that is affected by the grandfathering, so if they go through with the grandfathering is there a chance that my children won’t be able to be grandfathered?

c. Kizito Wijenje – We’ll look at the proposals and be able to come to the final proposal, you’ll be able to give comments to the board and see their decisions; this is currently a work in progress.

3. Comment 3 – 3rd Grade teacher
   a. I find having the teachers whose children go here who do not live within the district be moved to a different school as very unfair. One of the few perks of this job is that we’d be able to bring our kids here. We make a low salary, and to not allow staff to bring their students to the school they teach in is a grave injustice to the teachers. We do need your support, but we also need your respect and alienating your teachers harms both the staff as well as the quality of education we can provide to your children.

4. Comment 4 - Husband of technology teacher
   a. You have to make a business decision here. If you look at the effectiveness of these teachers, they have to rush out and make accommodations; they’re sticking around to help your children. There isn’t going to be a decision that will make everyone happy. Please make the hard decision as best you can.

5. Comment 5 -
   a. We all want what’s best for the students here, but what I find unsettling is that these decisions are shuffled onto the teachers themselves. These are people who make very little money, with student loans, who have bills, and it’s not okay to toss the effects of decisions onto the educators. If teachers don’t want to come into work because of added stress it’s going to create a negative environment for your students.

6. Comment 6 – Parent of affected student
   a. At end of the day we know someone will be affected, as of the PTA meeting last week, our beef isn’t with the teachers, our beef is with the APS. You have opportunities to be more transparent. Just tell us why. That’s what we want, and I think everyone would be okay.
   b. As a teacher I stay after school and tutor and do the homework club and do a lot of stuff that I wouldn’t be able to do if my child didn’t come to school here. I love being able to provide these services to the children, and while I live in the district I know that there are teachers who don’t and wouldn’t be able to provide these services.

7. Comment 7 – children within the school
   a. Children attending NS w/in 2012/13, Will my child who will be attending kindergarten be able to attend North Star next year?
   b. Brad Winter – yes, she will be grandfathered in

8. Comment 8 – Parent
a. I think when people make comments, keep in mind the teachers are making this school great. The school is not even ten years old, and we’re already talking about overcrowding. Where is the projection? A school is built and is going to be in an area for 30 years, why didn’t APS account for the margin of error in this? APS underestimated by about 20%. The problem is going to keep going on and on and on, and even with the decisions that are being made we’re going to keep coming back to talk about overcrowding in the future.

9. Comment 9 – Parent of Kindergartener
   a. We can see many numbers about the options, and I’m noticing about the a lot of the questions, with question 41, you haven’t presented any numbers predicted if this boundary change passes. There’s no middle ground and you aren’t showing any options. Please present the numbers more clearly so it can be more transparent what your decision is.

10. Comment 10 – 1st grader currently at north star
    a. If we’re moving the boundary in May, if affected, this will be [my child’s] third school in three years. Regarding scheduling, there are 57 children in the school that are living outside of the boundary. I question the validity of that number given some of the comments said earlier about how understated the school is built. I think a policy change about who is in the boundary and who is attending out of the boundary, I think there would be a larger impact. The scheduling of this, of giving the information over spring break was very inconvenient for a lot of parents.

11. Comment 11– Parent of a 1st grader
    a. Dr Winter went out of his way to speak with me at length for 45 minutes after the last meeting. I moved six months ago to make sure that my son would come here. There is only going to be my child and one other child that will be moved to Double Eagle. Explaining it to my child, he cried and felt it was his fault, asking what did I do to make them make me move?
    b. Why would you take out the most established neighborhood and move them to another school that is already under populated? Double will remain under populated as time goes on.
    c. You continue to grandfather more children in, more siblings. You’re going to be grandfathering 48, so now your 48 is down to 30 given the numbers here. Is that going to solve anything at NS? No.

12. Comment 12 – 5th grade teacher
    a. My main concern hearing the parents here tonight isn’t about the staff, my concern now is hearing, “Why is it our section? Why is it our kids?” We love all the kids. We don’t want to see anyone go. If you guys weren’t here, it would be another group of parents here. If it was someone else, they would be sitting here saying the exact same thing. There’s families in my class that are affected. None of the staff wants to see anyone go, but unfortunately it has to be some group.

13. Comment 13 -
a. When we look at the growth of the school, it’s not that neighborhood. No one is arguing that Double Eagle isn’t a great school. That’s not the question at all. I don’t wish this on someone else, but I want this to be fair. If anything I want them to look at the boundaries and decide what the most effective, and most fair option is.

14. Comment 14 – son in 1st grade
   a. It’s more than just being my child’s logistical. Where we have to travel it’s going to also be financial. We moved here not only for the school, but it’s also going to affect property values. The notice over spring break was pretty bad, but it’s a lot more than just a logistical issue.

15. Comment 15 – Kindergartener and 2nd grader
   a. I have one request, you mentioned a five year plan saying we wouldn’t make any changes, and I was wondering if we could get any assurance that the kids won’t have to move again. I think having to move twice would be unfair, and is there any way we can be assured of that?

16. Comment 16– Military family – Mother of 1st and 4th at Dennis Chavez
   a. We moved here five years ago, shopped around and bought a house here at NS. My child was in intensive program, we got no notice here that the ISP program here was moving and was not given the opportunity to give public comments for the issue. Fast forward, we’re very happy at Dennis Chavez, he’s thriving, he’s doing great. The point is, you make of it what you want. I have to prepare my kids all the time to make new friends and see new futures. My child cried when we said we had to move, but I said this is our adventure. You make of it what you want. You don’t have to agree with the decisions, but your kids are going to do and mimic your example. If you’re a positive example, they’ll be a positive example. The bottom line, you should be really appreciative that you’ve been given this opportunity and whatever happens, make it so they’re not changing again in the near future.

17. Comment 17–
   a. We knew from the first year that we were going to be overcrowded and we’d move kids wherever we could. My request would be that you really look at the proof of residence. What we can offer and what we can ask for and not have our hands slapped. If it’s family living with family we need to make sure they’re actually living with that family. I can call over the phone myself and say I’m looking up these addresses and they don’t have any proof. We also have problems with rentals. That’s a real problem that’s up and coming because of the area that is affordable, so you have families that are coming with their children that has constant turn-arounds. Really look at all the proof of residencies that we can request to make sure that they’re in the boundaries.

18. Comment 18 – set of twins in 2nd grade that will be affected
   a. I want to stress that myself my wife and most of the parents that I speak to, 100% support the staff here bringing their students here. When I see and walk into a room and see that my son or daughter’s teacher has their kids there, it
puts a smile on my face because that’s a perk that they deserve. I see that as off limits to change. Bring ‘em!

b. We were sort of accused as parents, why would we fight for our children to be in an overcrowded school? We know this is one of the best elementary schools that APS has to offer. It’s not my child’s school. It’s not my child’s own school. I’m fighting for my child’s and your child’s teachers, their principal, their playground, that’s what we’re fighting for.

c. What makes our home our home is our family, our community, and the same goes for the school. That’s what makes NS their home school. I’m sure Double Eagle is a great school, but it’s not my child’s home school. You can’t tell me that it isn’t going to affect him negatively. I wouldn’t be ashamed at all to say that my child is going to Double Eagle. Grandfather everyone who’s currently enrolled and it’s done. It’s over. It’s a reasonable compromise. You get your boundary change; the numbers aren’t going to work themselves out any time soon. What will happen to my son and my daughter is that there will be a stigma attached to them. There will be a stigma because it is not a natural move. A natural move is like the military family, because the parents are moving but it’s their choice to move.

d. Essentially, there will be a stigma attached because he’s going to ... when they move from 5th to 6th grade that’s a normal move, because all the kids are going with them. Taking a handful of kids and throwing them over there is an unnatural move. I say, why don’t we air on the side of caution, since it’s always about the kids. I love the teachers here, too, I know their best interest is in helping my kids. And the principal, too, I know she hasn’t been given a policy with teeth to work with the cheaters.

e. Rudolfo Anaya, overflow capacity is 600. They are at 817 kids. They’re 217 kids over capacity. What I’m saying is it sounds like that’s where the attention needs to be spent. I’m sure everybody would agree with me; a fair compromise. Grandfather everyone that’s currently enrolled. If they have to get used to another school, that’s okay, but this is their home school, this is their home away school.

19. Comment 19– staff member, parent and survivor of boundary change

a. When my kids grew up in Taylor Ranch, they went through a boundary change, and I did too. And I’m here to tell you that my kids survived and did great, and I knew if I could be optimistic and supportive then my kids would be too. I want you to know that it’s terrible what we have to go through. I want APS to get it right the first time. I had neighbors whose children went to three different schools, even without moving. My second point is that I want you to do it right and I feel this won’t be popular with parents, but a lot of staff feel that the grandfathering is just going to prolong the problem. We’re already bursting at the seams.

20. Comment 20– parent of 3rd grader
a. It’s important to us that she stay here. We found out that APS does not have a policy about enrollment, so we got involved, drafted a policy, and we’re wondering why that isn’t being taken up before the policy change, that there’s no assurance that the kids who are leaving won’t be followed up with 50 other kids who don’t have proper enrollment papers. The second thing is, in terms of the teachers, I support the teachers bringing their kids to the school, but APS has a policy about the teachers bringing their kids to school, but the policy is now that they are in the transfer line of priority. We have to follow all the rules not just some of them. Where do we draw the line? A lot of what’s being heard is just rumors. I showed up to enroll my kid in after school, and I was told it was full. I didn’t have a place to put my kid at 2-5 after school because the school was so overcrowded.

b. We have to back our principal. It isn’t her job to police who should be here and who shouldn’t.

21. Comment 21 – daughter in 1st grade here
   a. My understanding is that you did an audit and you found that there are students who attend NS who don’t live within the boundary. My understanding is also that APS won’t be doing anything about it – is that correct?
     i. Winter response: That’s incorrect.
   b. We all know there’s kids going to NS that are out of the boundary, and there’s something that needs to be done. It’s a travesty that kids that are living within the boundary that are being forced to go to Double Eagle. It’s not a slight on Double eagle, it’s a Good school.

22. Comment 22 – parent of student at NS
   a. I went through a handful of boundary changes within APS as a student, and I was fine. The transition worked out alright. To a lot of the parents, it’s not a big deal, or at least it wasn’t to me. As far as the North Star population, please, do a better job of an audit. Make sure that the students who live within the boundaries are entitled to come here, and please let’s try to maintain the high level of education. That’s what’s key: that we provide the highest level of education that we can.

23. Comment 23 – 4th grade teacher
   a. For the past two years my classroom has had a large number of students in it. Last year I had 29, this year I have 27, but my classroom was divided. It is extremely difficult to meet the needs of every student when you have that many students in your class. We as teachers want to be able to give our students the best education that we can, but when we’re faced with having 27, 28, 29 students in a classroom, that’s not the best education for your students, and it’s not the best environment for the teachers, either. Every year I’ve had to endure either some kind of construction or sharing a room with another teacher. You guys came in and built in my classroom in October. We need to look at the education that we’re providing to our students.

24. Comment 24 – 2nd grade daughter, kindergarten son
a. Just moved from Texas to NM, I told my kids I wanted to find a house so they could go to North Star. And here, I think I made the right decision. I got a phone call from APS saying that North Star was overcrowded and that I could transfer my child to Double Eagle. I went and visited the school, and it’s a great school, but I told my daughter and she was very upset. She asked why she had to move again. If we look at the numbers as people, I think more consideration will be put toward it. Grandfathering may be a good solution, but I’m thinking, here, I got the first phone call about it and I’ve only got three weeks to make the decision. First, we’ve got to find another house within four or five months to be closer to the school. Can we postpone it so we can have more time to find another house? Maybe there’s another solution to it. I’m 100% with the Comment who said that we have to do things right. If I drive my kids to Double Eagle, it’ll be 10 minutes versus three minutes. I’m working, so I have to put my kids in after school program. Maybe this boundary change can solve in the short term but I’m not confident that it will solve the problem in the long term.

25. Comment 25 - I want to make a comment and statement on the proof of residencies. I am the queen of proof. It is not what we accept and overlook. It is the people that cheat. We can move the boundaries but it won’t solve the problem of people giving false information.

26. Comment 26 -
   a. I think a lot of people here have to understand that this is a public school, not a private school. I remember working with the Principal and her being told one day out of the blue that she’d be moving to another school. I think just as much as the staff needs to be flexible, the students and parents need to be flexible as well.

Participants of the meeting, who did not want to speak publicly, were provided the opportunity to provide written comments. The following are these comments.

IV. Written Comment Cards
1. Written Comment 1 –
   a. We have a daughter in the 1st grade. She went to Kindergarten at NSES also. Next year will be her 3rd year at North Star. Kids need stability. I don’t want Brooke to go to NS for three years maybe four and then be uprooted. You’re playing (lowering) people’s property values.

2. Written Comment 2 –
   a. I want to confirm that my daughter who will be entering kindergarten in the fall will qualify for grandfathering based on my son. He is currently a 4th grader at Northstar. Please confirm, the grandfathering info is unclear.

3. Written Comment 3 –
   a. The first thing APS should do is to enforce strict verification for enrollment. The NSES current enrollment is 741 (40th day), and 2013-2014 projected enrollment is 746. This means the difference is very small on the current
boundary area student population growth period is over. Enforced enrollment verification will bring down the student # close to NSES capacity. Grandfathering has problems. What if a grandfathering family gets more kids? The older ones graduate, but one after another younger ones enter NSES. The timeline can drag into years. Then double bussing over years will cost APS tax-payers too much money. The proposed boundary change and timeline do not give sufficient consideration of impacted families and are not fair. The impacted students are really hurt by this change. Be fair to the kids.

4. Written Comment 4 -
   a. Can the enrollment at EG Ross ES be considered to accommodate the area west of Wyoming to solve the over-crowding issue at North Star?

5. Written Comment 5 –
   a. Current proposal extends too far west and would require certain students to commute too far when there are two schools much closer. The far west portion of proposed change has no developable land and has stable population and should not be included in the boundary change. Proposed change would create the exact attendance pocket APS claims it wants to eliminate. By including fully developed areas and excluding developing areas will not solve the problem and APS will be faced with the same scenario next year. APS needs to reinvestigate and develop a better solution.

6. Written Comment –
   a. Creating and changing school boundaries should not be a debate. When did this become a decision depending on everyone’s opinion? Albuquerque Public Schools should make this decision and stand by it.

7. Written Comment 7 –
   a. Please enforce the boundaries and increase the proof of residency requirements. It’s very hard to teach with 27 students in my classroom.