
School Boundary Change Process

March 2011



ALBUQUERQUE PUBLIC SCHOOLS

Capital Master Plan

Expect Great Things!

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APS Board of Education J.01 Policy

(School Attendance Areas)

The administration is to regularly evaluate the viability of schools and school clusters in light of population dynamics, facility adequacy, and site capacity.

Current demographic information will be maintained for the District and for each school. Information about the adequacy of school sites, location, access, surrounding development, and transportation requirements will be updated annually. Proposed changes in attendance areas are submitted to the Board by the Superintendent.

It is the policy of the Board to minimize the movement of students between schools when a boundary change occurs. The Board will weigh movement of students when boundary changes must be made in order to balance school enrollments. After a boundary change has been implemented, additional changes in the affected attendance area will not be made for at least three years unless there is a substantial increase or decrease in the student population or unless other circumstances arise which adversely affect the attendance area or nearby attendance areas.

Procedural Directive Cross Ref.: Enroll Priorities for Students Outside Attendance Boundaries; & Enrollment of Students Affected by Boundary Changes

NSBA/NEPN Classification: JC

Approved: February 22, 1989

Revised: August 2, 1989

Reviewed: January 17, 1990

Revised: July 10, 1991

Reviewed: October 27, 1993

Revised: November 3, 1993

Reviewed: September 20, 1995

Revised: October 4, 1995

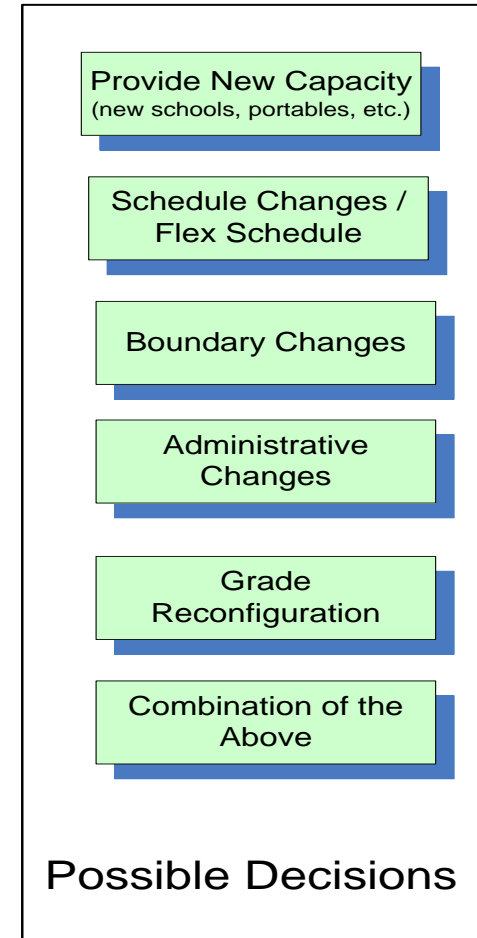
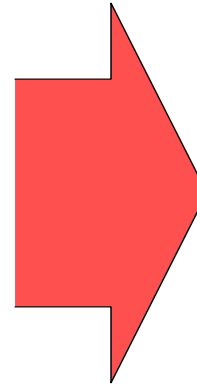
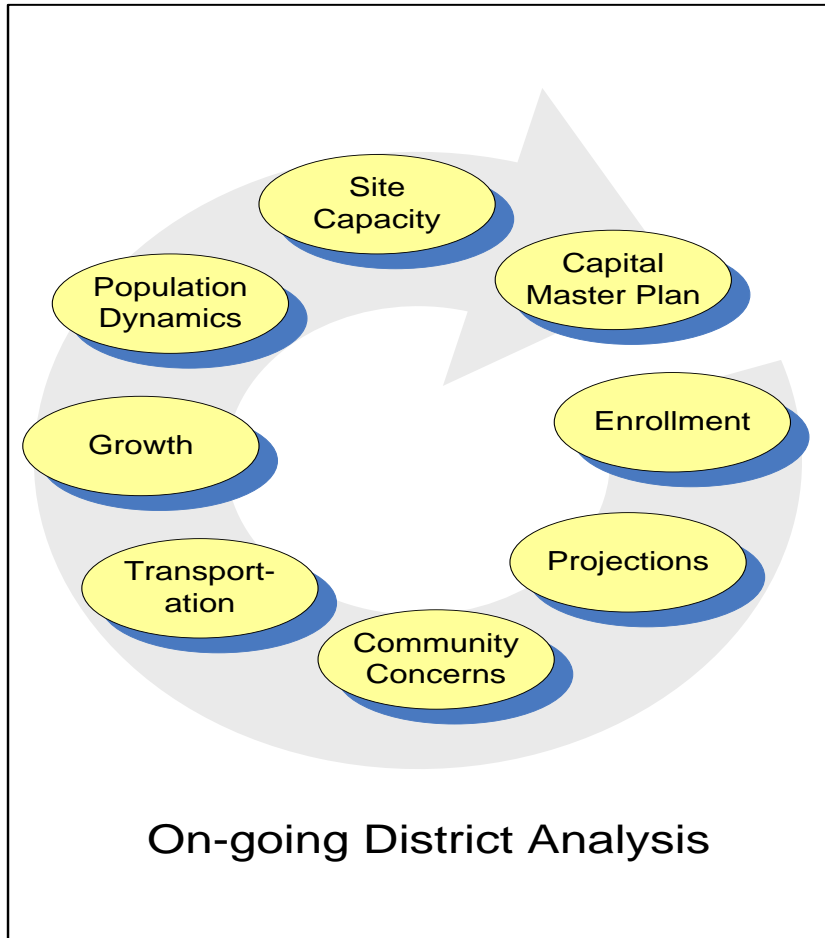
Revised: February 20, 1996

Revised: April 2001

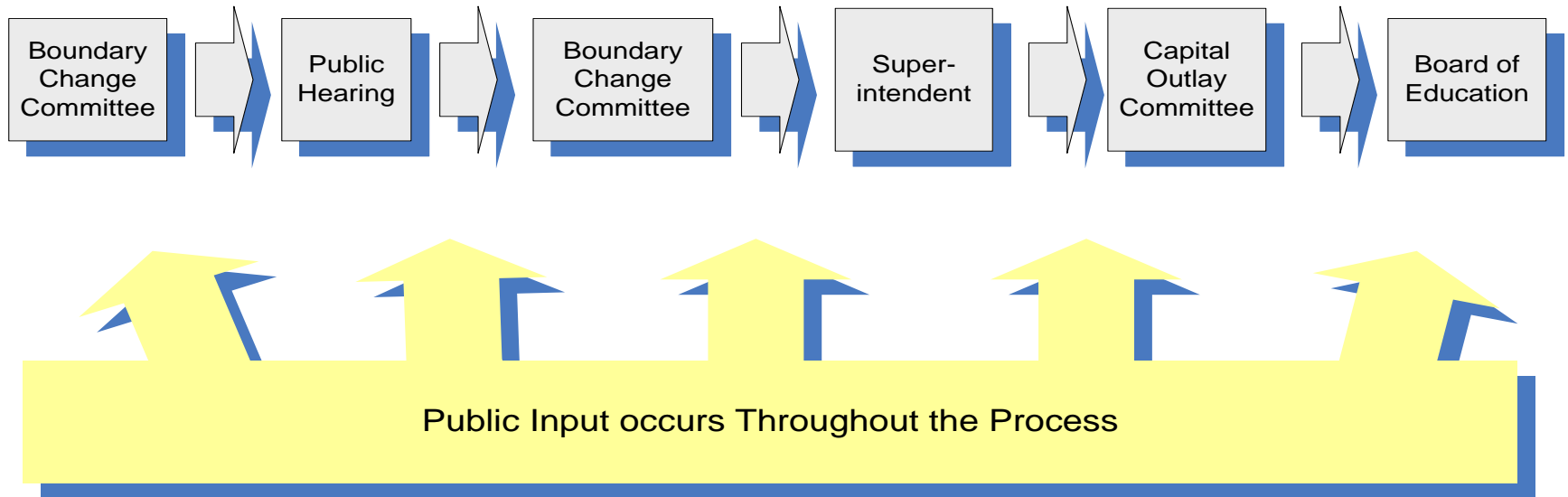
Albuquerque Public Schools Attendance Areas Change Process

- The Capital Master Plan Department and Director are responsible for all school attendance area analysis and manage all attendance area change processes and committees
- The Albuquerque Board of Education Policy J0-1 and district administrative procedural directives determine the framework of school attendance areas and processes to alter them
- Attendance Area analysis is constantly ongoing given changes in population, housing, school openings/closures etc
- Actual process is conducted/completed a full calendar year before changes are implemented
- Committee is convened in April, meets 5 to 6 times to learn and deliberate on the technical analysis and options
- 2 to 3 options are arrived at and disseminated to the affected area for feedback over the summer
- In August, committee is reconvened, feedback is considered and a final option is voted on.
- Two public meetings are conducted in September to present final option and get public feed back
- Committee meets one more time to tweak option if necessary and option is presented to Superintendent
- Superintendent presents option to Board of Education in October who vote to ratify
- New attendance area is approved for the next school year
- See website below for current and past APS boundary meetings and options**

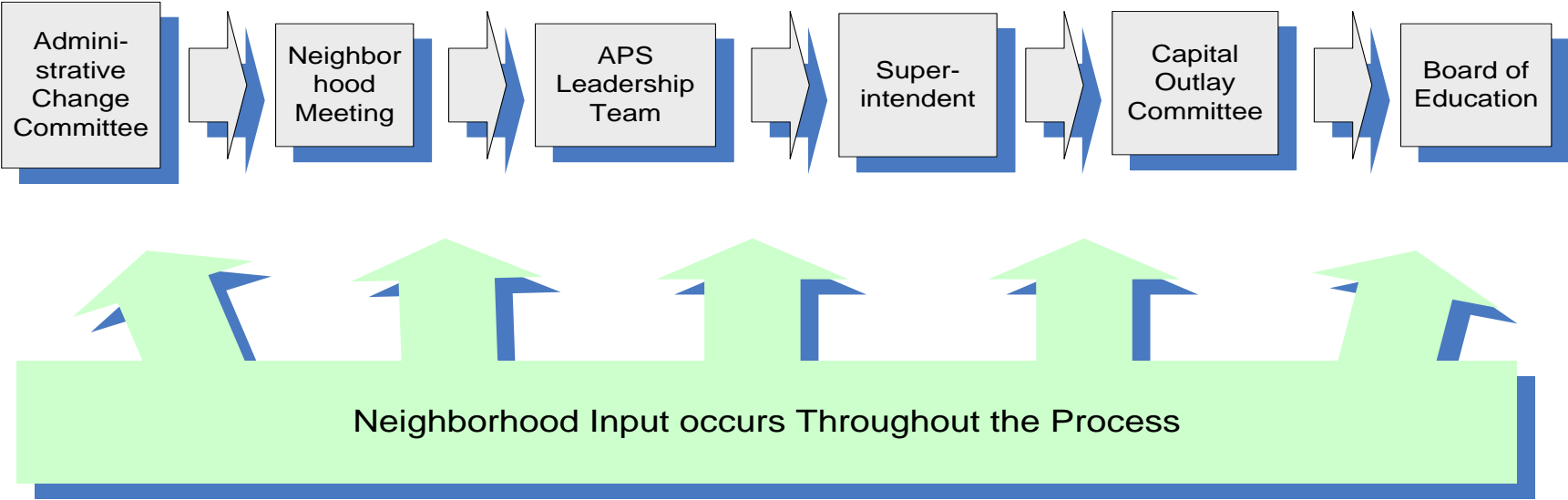
School Attendance Area Analysis



Boundary Change Process Flow



Administrative Change Process Flow



Administrative Changes

- Result of on-going district analyses of attendance areas
- Usually immediate fixes that may be followed up by more comprehensive actions
- Enacted due to;
 - Out-dated situations that are no longer fiscally efficient or instructionally sound
 - Circumstances that render an established attendance area unviable such as damage to school, rapid growth etc
- Usually impacts only a small geographical area (e.g. individual neighborhoods)
- Recent administrative changes
 - In 1999, attendance area pockets and double bussing within Adobe Acres and Pajarito were eliminated
 - In 2000, the proposed Vista del Norte residential subdivision was reassigned from the Valley HS attendance area to the Del Norte HS attendance area
 - In 2003, double bussing was instituted for the Eubank and Manzano Mesa elementary school attendance areas for no more than 4 years in order to balance enrollments, while the Manzano Mesa area grew
 - In 2004, Sister School Programs was instituted between West Mesa HS and Albuquerque HS and between Cibola HS and Del Norte HS until two new high schools are built on the West Side
 - In 2011 The Mesa Del Sol Development covering 13,000 acres and overlapping 4 school attendance areas was reassigned to one school attendance area until such a time when schools would be constructed in the development.

Parameters

- Base decisions on empirical and qualitative data, as well as educational and community needs of students
- Review all options/opportunities while considering all, facts and constraints (fiscal and physical)
- As much as possible, eliminate attendance pockets and gerrymandering
- As much as possible, balance enrollment numbers between schools, keeping them viable
- As much as possible, decrease proportions of students transported thus encouraging walking and neighborhood schools. Minimize transportation costs
- As much as possible, use natural boundaries such as arroyos, major thoroughfares, and natural demarcations
- Maintain a multi school approach vs. single school focus when trying to solve problems

Boundary Committee

- A boundary committee consists of:
 - Capital Master Plan Director – Facilitator and oversees process
 - Associate Superintendent (nominal chair) – [voting member](#)
 - Principals from each of the impacted schools – [voting member](#)
 - One teacher from each of the impacted schools – [voting member](#)
 - One parent from each of the impacted schools – [voting member](#)
 - One neighborhood coalition representative from the impacted area – [voting member](#)
 - Support personnel
 - APS staff
 - Capital Master Plan Department: facilitates, coordinates and manages the process
 - Facilities Design & Construction Department: provides project status
 - Transportation Department: provides bussing impacts and options
 - Real Estate Department: provides information when needed
 - Human Resources Department: plans for staffing
 - City Planning Department Representative: Acts as a liaison between APS and the City
 - County Planning Department Representative: Acts as a liaison between APS and the County
- Impacted school principals in conjunction with Parent Teacher Organizations (PTO) select the parent and teacher representative for their school.
- The primary role of the individual school and neighborhood committee members is to represent their constituents' interests and keep them updated on the progress and issues of the boundary committee process

Timeline

Time Period	Activity
Early May	<ul style="list-style-type: none"> • Process starts 16 months before the proposed Boundary Change goes into effect • Convene boundary committees.
May – Jun	<ul style="list-style-type: none"> • Boundary Committees conduct at least three (3) meetings to review options and make recommendations.
Jun – Aug	<ul style="list-style-type: none"> • Recommendations are posted on the District website, affected schools and community centers. • Public will comment on recommended options via website, e-mail, and phone.
Sep	<ul style="list-style-type: none"> • Two (2) public hearings will be held for each proposed boundary change. • Boundary Committees consider and incorporate public input and make final recommendation to the Superintendent/Administration. • Superintendent makes recommendations to the Board of Education Capital Outlay Committee.
Oct – Nov	<ul style="list-style-type: none"> • Board of Education Capital Outlay Committee reviews boundary recommendations and moves them to the full Board for final vote. • Board of Education votes to approve new boundaries.

Boundary Changes Public Meetings Checklist

Due Date	Activity	Owner	Status
	Finalize public meeting dates		
	Finalize with principals public meeting locations		
	<ul style="list-style-type: none"> Public meeting equipment setup: (For example LCD Projector, Laptop, Microphone, Sign in table) Send equipment setup to principals Send reminder to principals 1-2 days prior to public meetings 		
	Public meeting presentation <ul style="list-style-type: none"> Prepare presentation Print presentation 		
	Publish legal ads advertising public meetings News Paper of Record/District Website		
	Radio Advertisement with script		
	Request Spanish translators for public meetings		
	Flyers for students to bring home in backpacks <ul style="list-style-type: none"> Create flyers Translate flyers into Spanish Print flyers for students in K-4 (Elementary), 6-7 (Mid) and 9-11(High) 		
	Meet with neighborhood association, community reps, etc.		
	Materials for public meeting <ul style="list-style-type: none"> Signage for public meeting (directing public to meeting location) Sign-in sheet Sign up for comments sheet (different color than Sign-in sheet) Comment cards, Pens, Clipboards, Tape 		
	Post notices and flyers on District website		
	Advertise in free publication/local/neighborhood paper/blog		
	Advertise in nearby community centers		
	Advertise at local churches		
	Advertise to affected neighborhood associations		
	Advertise on GOVTV (cable)		
	Advertise on radio (electronic media)		
	Communicate information to District via Communication Dept		
	Press releases		

Frequently Asked Questions

- What drives a boundary change?
 - New school. Boundaries are best created before new schools come on-line.
 - Overcrowding. Boundary changes are one method of providing relief to overcrowded schools.
- When do boundary changes take effect?
 - For a boundary change due to a new school, boundary changes typically take effect after the construction of the school is complete.
 - For a boundary change due to overcrowding, boundary changes typically take effect during the following school year.
- How does a parent/community member not on the committee communicate with the Boundary Committee?
 - A parent/community member can communicate his/her concerns through a member of the Boundary Committee
 - E-mail apsboundarycomment@aps.edu
 - Visit our website: http://www.apsfacilities.org/capital/1116cs/cmprc/bnd_com/index.php

Frequently Asked Questions

- How are members of the committee selected?
 - First, principals of the affected schools are identified.
 - Then, each principal selects one teacher and school PTO selects one parent representative for their school.
 - neighborhood coalition/association from the impacted area is asked to send a representative
- Why can't students who are attending their current schools be grandfathered in?
 - Grandfathering students will not help relieve already overcrowded schools. School designed capacity determines how many students can attend school
- I want my child to stay in the same cluster. Why can't we have pure feeders?
 - Pure feeders are only possible when the elementary/middle school population will not overwhelm the middle/high schools. School designed capacity determines how many students can attend school
 - School attendance areas are determined by geographical location of student residences, and not by the elementary/middle school that they currently attend.
 - The geographical distribution and density of student populations determine school attendance area boundaries and not the school the student is currently attending.

Boundary Methodology Questions

- How did the district go about re-drawing school zones (elementary, middle, high)?
 - See Board of Education Policy, Administrative Procedural Directive, and boundary process described in document
 - Utilize natural boundaries such as arroyos, major thoroughfares, freeways and other natural demarcations.
 - As much as possible encourage walking and neighborhood schools thus decreasing proportions of students transported. Minimize transportation costs.
- What criteria were used to determine the appropriate size of each school's boundaries and where there "feeder patterns" from elementary to middle to high?
 - Primary factors for school redistricting should strictly be school capacity, life health and safety issues and educational priorities of school
 - A typical APS Elementary school is currently designed for 650 students (range from 280 – 1,000) , Middle school 1,200 students (range from 400 – 1,050) and High school 2,100 students (range from 1,400 – 2,200).
 - The geographical distribution and density of student populations determine school feeder patterns and not the school the student is currently attending.
 - For new developments, the student population size is estimated based on a *generation rate per household* that is based on cost and socio-economic profile of the new housing stock.
 - Decisions made during the process are designed to remain viable for at least 5 years in order to maintain instructional stability.

Boundary Methodology Questions

- What did the district learn from the rezoning efforts? What worked, what didn't work, what would you do differently next time?
 - Primary factors for school redistricting should strictly be school capacity, life health and safety issues and educational priorities of school.
 - APS has a long term site/land acquisition plan and major Capital plan such that school siting is technically done years ahead of time.
 - Always prefer to do rezoning before the school is built and the area is established.
 - Births, deaths, and migration in the district are major factors that influence student population
 - Migration, both in and out is determined by economic climate and employment
 - Traffic patterns and new infrastructure should be considered while planning
 - What worked
 - To do rezoning before the school is built and the area is established
 - During public meetings, depending on the need always having translator on site
 - Preparing materials in different languages based on the majority groups in the neighborhood
 - Including City and County Planning department representation on committee
 - Clear /well organized and facilitated public meetings where input pertinent to redistricting remains the focus
 - What didn't work
 - What would you do differently
 - Work closely with City and County Planning departments at time of site acquisition