PLAN B

OVERVIEW OF LOGIC IN REDISTRICTING

The Plan B team originally consisted of two schools joining together to approach the task of redistricting. The two schools were Twin Beach Elementary and Mary Helen Guest Elementary. Both schools’ teams consisted of a parent, teacher, and principal. We worked independently and during large group forums work times to develop our plan. We met at Guest and Twin Beach on several occasions. Our first steps were to take a close look at: current contract capacity, total current enrollment, projected kindergarten numbers, number of students each school could absorb, middle school and high school feeder patterns and space at each building.

It was agreed by the team NOT to disrupt a school or neighborhood if at all possible, taking into consideration the relationships built in a school, siblings, school culture, etc.

Our overriding parameters were:

1. Balancing school capacities
2. Keeping neighborhoods together
3. Feeder patterns
4. ELL factors
5. Special education classroom placements
6. Transportation

Our team truly began our work with these parameters and as community forums took place, we listened to the public, and made adjustments, considerations, where they could be done. We heard loud and clear from our public that feeder patterns and school of choice students were of high importance to many parents. We listened to representatives from the District regarding pre-school programs, transportation, operations, special education, ELL, and captured their recommendations and considerations in our work and our plan.

As work continued, several other elementary school teams began to join our smaller team. They would include: Oakley Park, Loon Lake, Glengary, Hickory Woods, Keith, Maple, and Wixom. Principal representatives from Walnut Creek and Sarah Banks Middle Schools also joined our team and gave us their feedback.

Our first objective was to redistrict our Twin Beach and Maple students. This is where we started our work. We found homes for these students that were displaced by building closures. From there we looked at capacities of schools and specific grade levels, and number of classrooms available after special education classrooms were recommended and placed by Sheryl Brown, and Preschool Programs. ELL rooms and their needs were also considered. We looked at Music, Art, and Gym space in each building, and the daily function
capacity of each building. We also discussed transportation, school time starts. Transfer and School of Choice students and the issues with these two groups, were considered and discussed throughout this process and in our thinking.

TRANSFER AND SCHOOL OF CHOICE STUDENTS

- We first placed all transfer students to their “home zone.”
- School of Choice children remained in their chosen school.
- The only School of Choice students that were moved from their chosen school were Twin Beach and Maple students due to building closures.
- Once all “District” students were accounted for and were placed in their home school, we then verified if space was available for transfer students to return to their “transfer” school. In the majority of incidences, this was possible.

CAPACITIES ACROSS BUILDINGS

Our goal was to balance our remaining 12 elementary schools in capacity/function/load, number of classroom sections, and contract class sizes. With that, in our final plan, the average percentage, across all 12 remaining elementary schools is 80.8%. Individual building capacity numbers are reflected in our data charts.

CLASS SIZES AND GRADE LEVEL SECTIONS

Our goal was to balance grade level sections and class sizes in all remaining elementary schools. The objective was to ensure that all classrooms maintained a level of capacity that met the building efficiency/function/load. Specific data for each school is included in our data charts.

FEEDER PATTERNS

Middle school and high school feeder patterns were considered highly by our team. One recommendation was that the students at Mary Helen Guest Elementary should go to Walnut Creek instead of Giesler Middle School. This decision was made due to the fact that two schools were closed that fed to Walnut Creek. In a few instances, feeder patterns were affected by those students moving out of a particular building area. For example, there are approximately 79 students from Twin Beach scheduled to go to Keith Elementary. Their feed pattern will change from TBE-CREEK-CENTRAL to KEITH-SMART-NORTHERN. This is just one example of a change that had to be made for that particular building. For the most part, middle school-feeder pattern changes are minimal in Plan B. The transfer process following the full redistricting of our schools will determine if some of these students will follow their original feeder patterns.

MOVE IMPACT OF STUDENTS

With our redistricting plan, the goal was to impact the least amount of elementary students in the Walled Lake School District as possible. On our final draft approximately 249 students were impacted. The impact is the result of balancing schools in a number of areas including class sizes, building space, location of neighborhoods, transportation, etc. In addition to the 249 students impacted by our plan, Maple and Twin Beach students were also impacted due to the closure of both buildings.
If the Board has any questions regarding PLAN B and the work of the team, please do not hesitate to contact me. I’d be happy to provide feedback for you.

Respectfully,

Jeffrey G. Drewno
Principal

Every Child, Every Day!