

Department/ Grade	What are you excited about?	Concerns/Questions	Response from District Office
K	<ul style="list-style-type: none"> Working together as 1 Longer lasting bonds and relationships before transition 	<ul style="list-style-type: none"> Having resources Furniture 	<p>Resources: Principals met with the district teaching and learning team and all are in agreement that:</p> <ul style="list-style-type: none"> - Both schools have a large amount of resources. - A list of resources will be created to ensure all teachers know the resources that are available to them in their school. - Each school will keep their current classroom resources. - Principals will determine resources needed and turn in lists to the district team. - Leveled readers and math manipulatives will be ordered the week of April 18th. - A rubric will be created by the district team to vet instructional resources to determine if they are high quality. - Resources are being researched for tiered intervention and special education. <p>Furniture: Once a clear furniture inventory is created at each school, furniture may be divided. Mr. Willis will be in charge of placing additional furniture orders if needed.</p>
1st	<ul style="list-style-type: none"> Common planning New connections More independence 	<ul style="list-style-type: none"> Learning new content Preparation and planning 	<p>New Content/ Preparation and Planning: District coaches are available to help as you prepare to teach new content.</p> <p>ELA Pilot work and math work will take place this summer to ensure we have a district wide curriculum.</p> <p>Summer professional learning</p>

			<p>opportunities are available through SESC and Kentucky Center for Mathematics.</p> <p>The district is creating a system to ensure that both schools are able to support each other by utilizing collaboration.</p>
2nd	<ul style="list-style-type: none"> • Work w/ friends at other school • New experience • Baby w/ me through all school years 	<ul style="list-style-type: none"> • New Curriculum • Experience other grade levels • Materials • Work across schools 	<p>Resources:</p> <ul style="list-style-type: none"> - See Kindergarten highlighted area <p>New Curriculum:</p> <p>ELA Pilot work and math work will take place this summer to ensure we have a district wide curriculum.</p> <p>ELA May 23rd - May 27th Math May 31st - June 3rd</p> <p>The district is creating a system to ensure that both schools are able to support each other by utilizing collaboration.</p>
3rd	<ul style="list-style-type: none"> • Building K-5 relationships • New Resources 	<ul style="list-style-type: none"> • Different activities/events happening in the buildings (ex: plays, Shakespeare & Co.) • Resources • Time to prep/plan 	<p>Continued communication between FRYSC will be important so that similar opportunities are available at each school</p> <p>Resources:</p> <ul style="list-style-type: none"> - See Kindergarten highlighted area
4th	<ul style="list-style-type: none"> • New adventure/challenges • Getting to see a variety of ages within the schools 	<ul style="list-style-type: none"> • Lack of resources • Social adaptation of students- making changes, losing friends 	<p>Resources:</p> <ul style="list-style-type: none"> - See Kindergarten highlighted area <p>Guidance counselors will meet to discuss individual students who may need help with social adaptations. They will work together to create a plan for students with needs.</p>
5th	<ul style="list-style-type: none"> • Seeing former students • Possible joint field trips 	<ul style="list-style-type: none"> • Will both schools be departmentalized? • Resources 	<p>Departmentalization is decided at the Administrative level at each school.</p> <p>Resources:</p> <ul style="list-style-type: none"> - See Kindergarten highlighted area
Interventionist	<ul style="list-style-type: none"> • Working together 	<ul style="list-style-type: none"> • Who is doing lunch duty? 	<p>Lunch duty is determined by the principal of</p>

	<ul style="list-style-type: none"> Family involvement 	<ul style="list-style-type: none"> Number of interventionists 	<p>each school</p> <p>Mr. Saylor will fund two interventionists per school. (These interventionists are part of your 30 allocated positions)</p> <p>ESS plans will be submitted to Charlotte O'Bryan and Mr. Saylor for review and approval.</p> <p>Without an organized afterschool program there will be no daytime waiver.</p> <p>Jo-Lin is sharing some training information for math interventionists and will develop a PD to offer support.</p>
Special Class	<ul style="list-style-type: none"> Older kids can do more Tech will now be a thing 	<ul style="list-style-type: none"> Some have never taught lower or upper grades Need room & a wider variety of resources NEED library books 	<p>Teaching New Grade Level: Teachers are able to provide support for one another as you learn to work with new grade levels</p> <p>Library Books:</p> <ul style="list-style-type: none"> Central office staff will reach out to librarians the week of April 18th to start creating a plan for library resources.
Special Education	<ul style="list-style-type: none"> Wide range of material Longer time to build relationships with students United sped team -collaboration 	<ul style="list-style-type: none"> Materials coming in time Caseload numbers Behavior concerns Sped Paraeducators 	<p>Resources:</p> <ul style="list-style-type: none"> See Kindergarten highlighted area <p>The director has been in conversations with principals regarding these issues. Going forward, these decisions will be made after we have final enrollment numbers.</p> <p>Caseload Numbers: Students with IEPs will not automatically be granted hardship for enrollment purposes and they will be placed at the school based on IC address. These students must go through the same process as everyone else. Hardship applications will open up Monday April 18th.</p>

Office Staff	<ul style="list-style-type: none"> • We are all friends • We already communicate 	<ul style="list-style-type: none"> • Older kids (periods/body odor) • Younger kids (accidents/crying/transportation) 	Staff will be able to work together to support each other as they adjust to different aged students.
Food Service	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Will meal pattern change? • Will food service staff change? • How will it affect the serving lines? • Will we have enough tables in the cafeteria? 	<ul style="list-style-type: none"> • No, the meal pattern will not change. • Staff will be looked at. Staffing will be based on this year's Meal Per Labor Hour, but may need to make adjustments. • Serving lines should be ok. However, K-2 students may need help at each school. • We should have enough tables, but that will also depend on how the lunch schedules are and how many students will be in the cafeteria at one time. Lunch schedules need to be discussed with the Food Service Director before school starts please.
Paraeducators	<ul style="list-style-type: none"> • Seeing our students grow from K-5 • The "Theme" 	<ul style="list-style-type: none"> • Placement for next year • Student resources 	<p>Resources:</p> <ul style="list-style-type: none"> - See Kindergarten highlighted area <p>Placement for Next Year: Placement requests end on April 15th. The goal will be to have all current staff placed by May 1, 2022.</p>
Admin	<ul style="list-style-type: none"> • Begin watching growth from the ground up • New journeys 	<ul style="list-style-type: none"> • Implementation of Too Good for Drugs • Time and tools needed to be prepared 	We can look at what safety programs can be implemented for different grades.
Transportation			<p>Regular bus routes will not change from the current schedule.</p> <p>Shuttle schedules have already been addressed and will be communicated by May 1, 2022.</p> <p>There will be no shuttles that travel from Springs to West. Parents that request hardship regardless of reason, will be</p>

			<div>responsible for transportation.</div> <div>Schedule for students attending daycare will be finalized at a later date.</div>
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