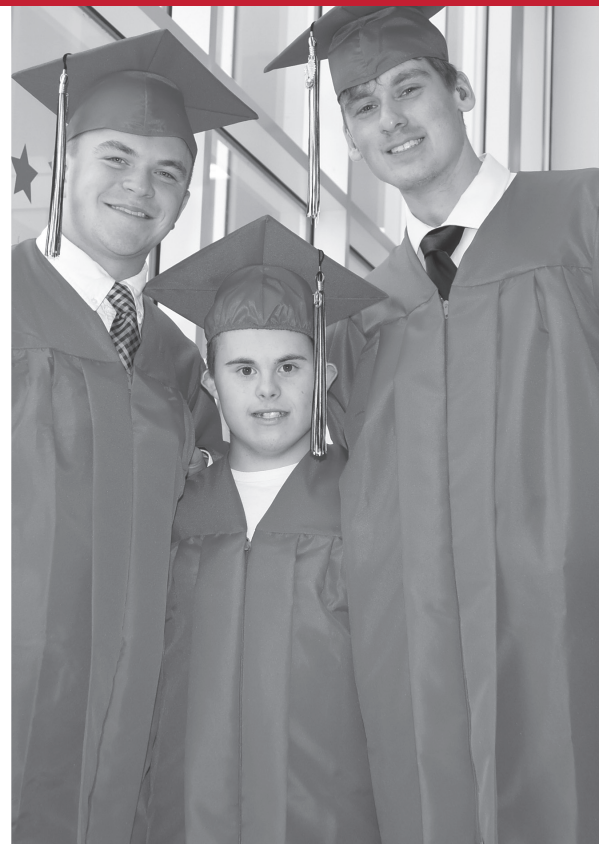


2018 - 2019
Annual Report

FAIRVIEW PARK CITY SCHOOLS



[MESSAGE FROM THE SUPERINTENDENT]

A NEW ERA OF WARRIOR PRIDE

As we prepared this 2019 Annual Report to the Community, we were in the midst of temporarily re-locating the Board of Education offices so that much needed renovations and updates could be made in the Parkview building. As we packed up over a decade of files, photos, projects and the office itself, we came across several historical documents and yearbooks that confirmed that Fairview Park is truly a special community with a unique history.

The history of this district and community is one to honor and reflect upon. Leaders, students, and staff all contributed over decades to make the Fairview Park City School District the place it is today.

In April we launched a new mascot for the district and are embracing a New Warrior. While change can sometimes be difficult, it is also necessary.

The past and the history are not to be forgotten, and the newly renovated high school will boast a Warrior Room dedicated to the history and school spirit of Fairview alumni.

When looking back on last year's annual report, we made several commitments to what you could expect to see. And here is progress as promised:

- Renewal of our Strategic Plan, incorporating results of the spring 2018 biennial community survey, and feedback from the many student, parent and community informational sessions, a Community Forum held in January 2019, and focus groups held over the past few years.
- Additional engagement and informational opportunities for families, expanded gifted programming, and improved student services for all children PreK-12.
- Dramatic improvements to our facilities that will provide increased safety for our students and staff while creating enhanced learning environments for our students and staff.

I thank you for your continued support and for being part of the legacy that is the Fairview Park City School District.



Dr. Bill Wagner
Superintendent
Fairview Park City Schools



BOARD OF EDUCATION



**JOSEPH
SHUCOFSKY**

Board President

Years of Service: 14
Term to: 2019



**KELLIE
DUBAY GILLIS**

Board Vice President

Years of Service: 4
Term to: 2019



**JOSLYN
DALTON**

Board Member

Years of Service: 7
Term to: 2021



**MATTHEW
HRUBEY**

Board Member

Years of Service: 3
Term to: 2021



**MARK
ST. JOHN**

Board Member

Years of Service: 12
Term to: 2019



**KIMBERLY
SPERLING**

Treasurer

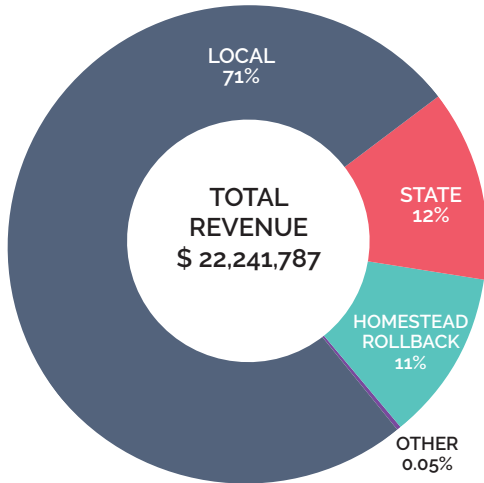


*View school calendars, schedule of
board meetings, and other events
online at FairviewParkSchools.org*

*Follow us on social media
to see the great things happening
at Fairview Park City Schools.*



GENERAL FUND 2017-18



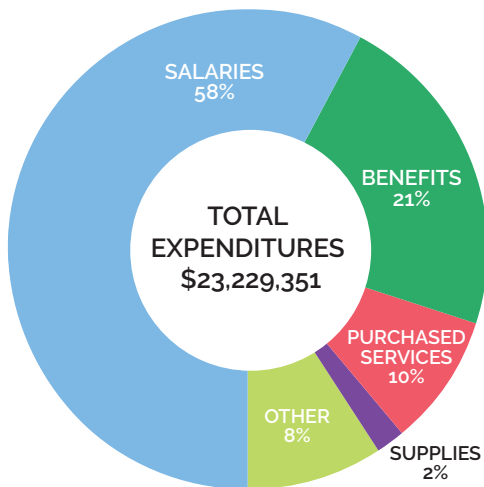
REVENUE SOURCES

Local Property Taxes: \$16,011,349
Taxes levied by the district on the assessed valuation of property located within the Fairview Park School District.

State Funds: \$2,712,313
Money received through the state based on their foundation formula. This includes money for special education and transportation.

Homestead Rollback: \$2,391,131
Money received from the state to reimburse revenue lost due to property tax relief programs granted by the state to taxpayers.

Other: \$1,126,994
Includes interest income, advances, rentals, and various fees.



EXPENDITURES

Salaries: \$13,532,439
Salary and wage payments for District employees.

Benefits: \$4,977,126
Health Insurance, pension, workers' compensation and Medicare tax payments for District employees

Purchased Services: \$2,367,933
Professional services, maintenance, and utilities.

Supplies: \$465,258
Instructional supplies, materials, textbooks, maintenance supplies and fuel.

Other: \$1,886,595
Advances and transfers to other funds.

PER-PUPIL EXPENSES

\$13,107.52

Amount spent per student for the 2017-2018 school year.



\$1,280.77

Amount of state funding received per student for the 2017-18 school year.

GENERAL FUND

General Fund balance as of 6/30/18
\$15,075,590

What is the General Fund Balance?
Revenue placed within the district reserves is for debt payments and to buffer fluctuations in annual revenue and expenses.

In 2016, the District issued certificates of participation for the improvement of district facilities. As of 6/30/2018, a total of \$15,989,706 is left to repay from the General Fund by 2046.

2017-2018 School Year

General Fund Revenues	22,241,787
General Fund Expenditures	23,229,351
General Fund Deficit	(987,564)

LOOKING AHEAD TO 2020

We are incredibly grateful for the community's support of the 2016 bond issue/permanent improvement levy which is allowing the district to make much-needed upgrades to our buildings. We also thank voters for approving the 2018 operating renewal levy which allows the operating budget to be extended to 2020.

However, because the district has not asked voters for NEW operating dollars since 2006 and costs have substantially increased since that time, the district will ask voters for a new operating levy in November 2020. The amount is yet to be determined by the Board of Education.

Despite reductions in staff and implementing a cost-savings plan, the district is forecasted to have a deficit of \$1,017,519 for the 2021 fiscal year. That deficit balance nearly doubles to \$2,053,730 for the 2022 fiscal year without new operating funds.

FINANCIAL ACCOLADES



Award of Distinction
Auditor of State



Award of Excellence
Government Finance Officers Association



Certificate of Excellence
in Financial Reporting
Association of School Business Officials International

OUR VISION

A community united,
empowering each other to
***learn differently, care deeply,
and aspire to excellence.***

OUR MISSION

We will deliver exceptional academic
programs and services that challenge the
mind, instill the joy of learning, and
promote responsible citizenship.

OUR GOALS



Future Ready Focus

Integrate life skills,
rigorous learning, and
innovative methods by
providing relevant,
real-world experiences
that will prepare our
students for any future.



Soft Skill Development

Develop the tools to
effectively communicate
with others and
confidently interact in our
global environment.



Human-Technology Balance

Deliver quality
academics, weaving
human connections with
state-of-the-art
technology.



Social-Emotional Supports

Cultivate and engage in
positive relationships that
foster student growth and
build strong communities.

BELIEF STATEMENTS

We believe that each student deserves an opportunity to achieve their potential.

Therefore, we must recognize each student as an individual and support their learning accordingly.

We believe that developing competent, well-rounded, lifelong learners is critical to student success.

Therefore, we must provide a broad spectrum of learning experiences that will prepare them for the future.

We believe families and students are a critical part of all facets of student development.

Therefore, we must work collaboratively together.

We believe that the community is an important part of the success of the district.

Therefore, we must invite the community to partner with the district in a variety of ways.

We believe that we have an obligation to be trusted stewards.

Therefore, we must be transparent, be responsible in managing the resources provided to us, and communicate effectively.



Future Ready Focus - Integrate life skills, rigorous learning, and innovative methods by providing relevant, real-world experiences that will prepare our students for any future.

Strategy 1 : Expose students to a variety of real world experiences, assisting them in identifying their individual interests and talents.

FRF 1.1 - Expand the Junior Experience to include a learn-and-teach component to share their experiences with freshmen and/or sophomores.

FRF 1.2 - Identify and deliver a series of student interest inventories periodically in each grade band: primary, elementary, middle school, and high school.

FRF 1.3 - Create a progression and listing of major activities at each grade level that prepares students for future success (e.g. 3rd: History project, 6th: Mohican, 8th: DC trip, 11th: Jr. Experience).

FRF 1.4 - Create an expanding database of partnerships that can be available to teachers to encourage more guest speakers, field trips, project mentors, etc.

Strategy 2 : Challenge students to explore and showcase their personal interests in ways that are cross-disciplinary and require multiple skill sets, knowledge and innovation.

FRF 2.1 - Expand the frequency of the student work exhibitions to focus on cross-disciplinary themes and passion projects.

FRF 2.2 - Include electives at the MS and HS for students to explore and create passion projects.

FRF 2.3 - Develop activities for students that help them identify methods and strategies through which they learn most effectively.

Strategy 3 : Assure our students a successful future by integrating life skill opportunities through meaningful and organic experiences.

FRF 3.1 - Create lessons, units and courses across the grade levels that provide students with practical life skills and knowledge needed for future success.

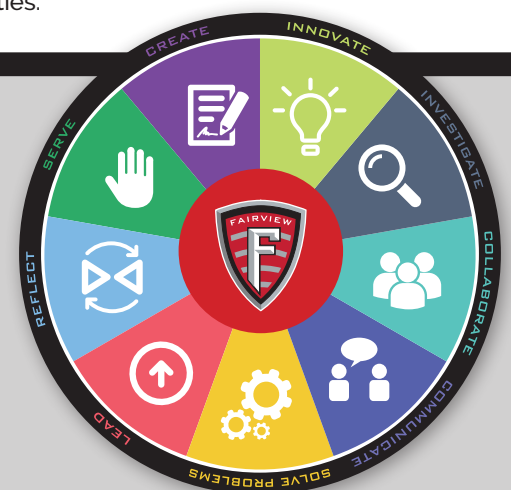
FRF 3.2 - Have students identify and explore the specific key skills and pathways necessary for their chosen life and career goals.

FRF 3.3 - Help students arrange career externship and internship opportunities.

The Fairview Student Skills Profile

Fairview Park City Schools has taken a bold and dynamic step forward to align our mission and vision to make our school district a leader in innovation and success.

The Fairview Advantage includes a student skills profile, a unique set of attributes that set our students above the rest in preparation for success. Students will graduate with a full portfolio of these skills to take into the workforce or apply in college or post-secondary career options.





Soft Skill Development - Develop the tools to effectively communicate with others and confidently interact in our global environment.

Strategy 1: Expand interpersonal and intrapersonal skills development, beginning with the self and leading to interactions with others.

SSD 1.1 - Develop and communicate specific descriptions and rubrics to measure of each element of the Student Skills Profile at the various grade bands (PK-2, 3-5, 6-8, 9-12).

SSD 1.2 - Develop the ability to prevent, manage and resolve interpersonal conflicts in constructive ways.

SSD 1.3 - Demonstrate and develop the responsible use of social and digital media and understand the potential positive or negative impact beyond the moment.

Strategy 2 : Provide students the opportunity to explore and develop the mindset and thinking needed to adapt and thrive in an environment of constant change.

SSD 2.1 - Institute grade-appropriate activities that educate students on the concepts of fixed and flexible mindset and the appropriate application of both in their daily lives.

SSD 2.2 - Have students identify, practice, and demonstrate the ability to manage transitions and adapt to changing situations and responsibilities in school and life.

SSD 2.3 - Have students identify and practice strategies to respectfully advocate for personal needs.

SSD 2.4 - Have students identify physical and emotional responses to challenges, setbacks, and unfamiliar situations and develop strategies to productively work through them.

Strategy 3 : Provide students with opportunities and tools to assess and communicate their personal strengths and to identify opportunities for growth.

SSD 3.1 - Deliver a series of inventories and experiences that identify student strengths and engage students in ways to build upon them through short and long-term goal setting.

SSD 3.2 - Create classroom lessons, projects and exhibitions that encourage students to highlight, build upon and demonstrate their strengths.



Human-Technology Balance - Deliver quality academics, weaving human connections with state-of-the-art technology.

Strategy 1 : Provide professional development for teachers that focus on the following areas: Balancing lesson plans/units that engaged learners with both educational technology and low/no tech options.

HTB 1.1 - Engage teachers in lesson study, research and best practices around how to create the best possible balance of digital and non-digital strategies.

HTB 1.2 - Increase teacher knowledge regarding current research studying learning through the use of digital resources. (e.g., INFOhio "Best Practices for Digital Reading")

HTB 1.3 - Train teachers to use existing tools and authoritative resources (Achieve, Common Sense Media, ISTE) to review existing and future educational technology resources.

Strategy 2: Continue to enhance communication between parents, teachers and students by providing a balance of both digitally-based and in-person opportunities to review student performance.

HTB 2.1 - Continue to provide parent trainings on the use of digital tools used in the schools, using parent experts and students to assist and lead.

HTB 2.2 - Expand student-led conferences K-12.

HTB 2.3 - Optimize use of available communication tools such as PowerTeacher, SeeSaw, blogs, and e-mail.

HTB 2.4 - Utilize the Family and Community Engagement (FACE) Coordinator to increase the level of parent and student engagement in collaboration and educational opportunities.

Strategy 3 : Engage students in exploration of learning and demonstration of knowledge that includes activities ranging from low/no tech to high tech.

HTB 3.1 - Challenge and support students to use creative methods and multiple ways to demonstrate knowledge and understanding of learning.

HTB 3.2 - Have students explore and utilize a variety of resources to support their learning that range from no tech to high tech.

Strategy 4 : Develop opportunities for community members to see and experience FPCS shared experiences (both virtual and in-person).

HTB 4.1 - Expand the frequency and focus of community exhibitions and showcases of student work.

HTB 4.2 - Increase web access to archived videos of student performances, activities, and virtual visits to the school (e.g., "A day in the life of a student").

HTB 4.3 - Develop additional opportunities to showcase student work in other community venues (e.g., library, Gemini Center, Senior Center, City Hall, etc.).



Social-Emotional Supports - Cultivate and engage in positive relationships that foster student growth and build strong communities.

Strategy 1 : Bring together diverse communities to educate and nurture the whole child.

SES 1.1 - Develop programs that expand student interaction with people of diverse backgrounds, ages, experiences and cultures.

SES 1.2 - Provide tools, resources and guidance for non-parental guardians to support student success.

Strategy 2 : Create safe opportunities and events for students to learn how to form and sustain positive social relationships.

SES 2.1 - Expand collaborative learning opportunities for students in all grade levels.

SES 2.2 - Utilize Pride House and Mentorship time to discuss and support positive student interactions.

SES 2.3 - Maintain and expand student extra-curricular activities.

Strategy 3 : Continue to develop and implement research-based programs to support social-emotional growth.

SES 3.1 - Provide training on the intersection of neuroscience and education of the whole child.

SES 3.2 - Train staff, students and parents on how to regulate emotions and behaviors by using thinking strategies that are consistent with brain development.



Representing the Fairview Park City School District at the 27th Annual Model Schools Conference was (from left, back row:) Director of Teaching and Learning Melanie Wightman, Superintendent Dr. Bill Wagner, High School Intervention Specialist Lori Oxley, High School Biology Teacher Andy Bruening, Middle School Science Teacher Kristen Conner, Middle School Math Teacher Matt Ziennik. In front: Elementary Intervention Specialist Jill Davis and First Grade teacher Sarah Eppler. The team presented three sessions on "Making Transformative Change a Reality."

FPCS IS A 'MODEL SCHOOL' DISTRICT

The International Center for Leadership in Education Names Fairview Park City Schools a 2019 Innovative District for its Dramatic Improvements in Student Learning and Achievement

What does it take to be considered a "Model School?"
Purpose, passion, and perseverance.

The International Center for Leadership in Education (ICLE) — whose mission is to challenge, inspire and equip today's educators — named the Fairview Park City School District a 2019 Innovative District for making rapid and significant improvements in student outcomes.

The Fairview Park City School District recognized the need for change, collectively established a vision, and systematically worked together to create a learning environment that enables students of all abilities to thrive.

The Fairview Park City School District was one of eight Innovative Districts that shared its best practices at the 27th Annual Model Schools Conference from June 23-26, 2019 in Washington, D.C. The event provided a forum for thousands of passionate educators and leaders to share innovative ideas for developing future-focused classrooms.

The district submitted a detailed application, along with a video, highlighting how the Fairview Park City School District aligns with the unique criteria ICLE seeks in each Model School/Innovative District, including: Credible Supporting Data; Passion; Student Focus; Future Forward; Supportive Culture; Communication, PR and Branding; All Means ALL – Rigor, Relevance, and Relationships for ALL students; and Diversity.

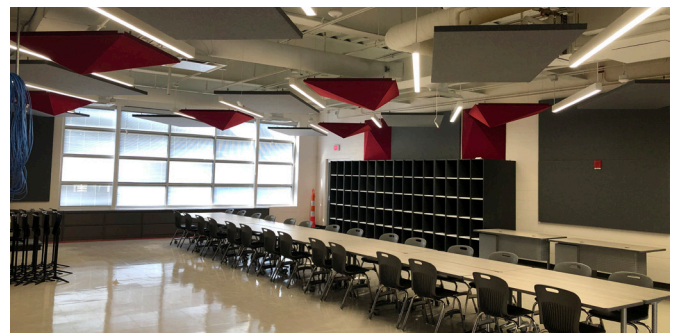
Selected annually based on a number of criteria, Innovative Districts must have substantive, data-validated growth year over year; evidence of a strong culture that puts students at the center of learning; and dedication to transforming instruction to meet the needs and demands of the future.

"This is a tremendous honor for us," Superintendent Bill Wagner said. "It validates a lot of the work that we've been doing to be recognized internationally with such a small group of other districts around the world that receive this recognition every year."

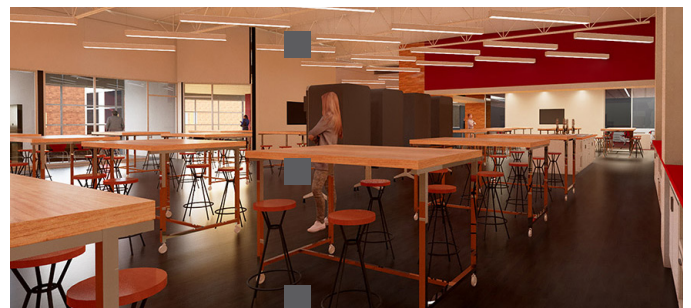
DISTRICT FACILITIES PROJECT



Left, above, and below: The addition to Lewis F. Mayer Middle School was completed in April 2019, just 11 months after breaking ground on the area. A new entrance, courtyard, office, and first and second floor classrooms were added.



Left and below: Renderings show the new second floor Innovation Center with the cafeteria directly below.



Tentative Construction Timeline

Phase 1 ✓

June - October 2018

- Middle School Gym
- Roofs/Roof patching
- New Elevator Shaft
- 1st Floor Front Entrance/Office Area
- 1st and 2nd Floors - Southwest
- New Mechanical Room
- Middle School Addition

Phase 2 ✓

November 2018 - March 2019

- Complete Middle School Addition
- 2nd Floor - West
- 2nd Floor - Northwest



Phase 3

April - August 2019

- 1st floor - Northwest/Northeast/Athletics
- 2nd floor
- Demolition of courtyard/cafeteria
- Stack/boiler house demo and backfill
- Exterior Wall Build-out - Courtyard

Phase 4

September 2019 - March 2020

- Courtyard Landscaping
- 1st and 2nd floors - core
- 1st floor - kitchen



A NEW ERA OF WARRIOR PRIDE

Fairview Park City Schools debuts a new mascot with refreshed logo

At the 2019 Fairview High School Red Day, an annual school spirit day, students got the first glimpse of the new Fairview Warrior mascot.

The “New Warrior,” portrayed as a charging champion, incorporates elements of the district’s primary logo (the Fairview Shield, which it has held for about a decade), maintaining brand awareness while adding a new, energetic perspective.

“For us this represents the beginning of a new era in the history of Fairview Park Schools,” said Chris Vicha, principal of Fairview High School and Lewis F. Mayer Middle School. “It seemed like the timing was perfect with the renovations to our buildings, the strategic plan update, and a new athletic conference.”

“We did not have a clear brand identity among our sports teams and programs, specifically,” he added. “Teams were using different logos, variations of those logos, and nothing was consistent. And most importantly, students were telling us that they didn’t relate to any of it.”

In an effort to streamline the district brand and have greater brand control, Vicha proposed a new logo concept to the Superintendent and Board of Education.

He began to gather feedback from K-12 students, staff, alumni, coaches, the Fairview Park Athletic Club, and community members.

The logo was designed by Mark Hull, a Fairview Park resident of 16 years and a parent of a Fairview High School graduate and a senior.

“I truly enjoyed working on this project and I am very grateful to have been given this amazing opportunity,” said Hull. “Aside from this being a fun experience from start to finish, as a graphic designer, this is the type of work that not only gives me the chance to connect with the history and the students of Fairview High School but also to create something that hopefully makes a positive impact on the community for years to come.”

“This brings us together, has a powerful meaning, and gives us an identity and something that unites us as one true warrior,” said Rachel Coyne, a 2019 graduate.

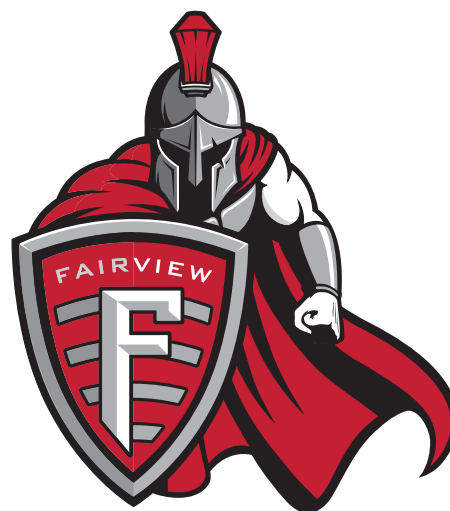
Maddie Pauley, also a recent graduate, added, “It will bring so much school spirit. Sports are really big with Fairview right now, and having someone dressed up as this warrior will hype up the crowd and make events more fun.”

The district will gradually phase in the new logo as part of the rebranding process. For athletics, it will be a part of the regular athletic uniform rotation. “Everyone should have the new logo on their uniforms by 2022,” said Joe Dianetti, athletics director.

Plans are also in the works to bring the logo to life as a costumed mascot for school spirit events at all grade levels, community parades, and other events and special programming.

The Warriors’ former logos will be featured on various items in the soon-to-be renovated Warrior Room at Fairview High School, as a part of an alumni and historical display.

“We were looking for something tangible for the community to identify with,” Vicha added. “And we didn’t want to make this change unless it was a quality design — and we’ve achieved that. We are — and always will be — Warriors.”



Above: Initial sketches and the finished product by Fairview Park resident Mark Hull. Variations of the logo will be used for athletics and programs.

STUDENT LEADERS TAKE ON MENTAL HEALTH AWARENESS

Nine junior students were selected to participate in the Educational Service Center of Northeast Ohio's First Ring Student Leadership Institute during the 2018-19 school year.

The First Ring Superintendent's Collaborative includes districts that border the City of Cleveland.

Cecelia, Lucy, Meg, Eva, Courtney, Eric, Paola, Ryan, and Owen were charged with identifying a problem or opportunity in their school and creating an implementation plan.

In collaboration with teacher leader Mrs. Janice Frygier, a member of the First Ring Leadership Academy, students chose the topic of mental health and researched ways to make the subject more widely-discussed.

Students planned a day of workshops with the goal of helping their peers learn to deal with daily stressors such as school, activities, sports, family, friends, and relationships.

On April 1, the students led "Find Your Balance: How to Cope" workshops where students participated in four 25-minute sessions led by teachers throughout the day. Topics included mindfulness and meditation, outdoor walking, art and drawing to relax, journaling, a therapy dog, board games, healthy eating, yoga, and journaling.

They partnered with the Family and Community Engagement (FACE) department to welcome guest speaker Jessie Funk to speak with students and families about empowerment.

The theme of "Think.Feel.Do.Say.Grow." was carried throughout the project, including on green bracelets shared with all students and staff. The bracelets were generously provided by the Haney family on behalf of the John C. Haney Memorial Fund.

The project culminated on May 17 when the students presented their project and action steps to their peers and administrators from other First Ring school districts.



Students in the First Ring Student Leadership Academy presented their project on mental health to their peers from local districts on Friday, May 17 at St. Michael's Woodside in Broadview Heights. Along with teacher-leader Mrs. Janice Frygier, the students spent several months conducting surveys and planning a day of workshops focused on mental health.



Monty the Therapy Dog was a popular guest during "How to Cope" workshops held at Mayer Middle School and Fairview High School on April 1, 2019.



Wristbands with the theme of 'Think. Feel. Do. Say. Grow.' were distributed by students during the How to Cope Day. The wristbands were generously donated by the Haney family on behalf of the John C. Haney Memorial Fund.

SERVING UP SMILES WITH STUDENT-RUN BUSINESSES

Warrior Coffee Company

Mrs. McHugh and Mrs. Kohl, Intervention Specialists at Lewis F. Mayer Middle School, are embracing project-based teaching and learning with a focus on social and life skills through their student's new business, Warrior Coffee Company. This project enables students with special needs to run a school-wide coffee business for teachers. Students take orders, prepare, and deliver coffee to teachers and staff on weekday mornings.

McHugh and Kohl wrote and received a grant from the Fairview Park Education Foundation in order to help get their student's coffee cart business idea off the ground. They received \$576.46 the fall of 2018 from the Fairview Park Education Foundation.

As a part of the project, students also completed a job application for their desired position within the company (coffee brewer, delivery person, or cleaner). In class, students learned skills such as putting on gloves, cup assembly, and following written directions. Students are required to master skills prior to obtaining a job to ensure the best service for their customers.

The project is cross-curricular, involving real-world practice in English, math, science, and social studies, as well as engaging students in social and communicative skills.



Smoothies-on-the-Go



Mrs. Sheldon, an Intervention Specialist at Gilles-Sweet Elementary, has helped her five students launch a successful "Smoothies on the Go" business which serves flavorsome treats to teachers and staff on Fridays. Each student has their own job as a part of the business.

"They have to follow a recipe, so that works on their sequencing of steps," Sheldon said. "They have to read the recipe, which is helping them with their comprehension skills. They use the measuring cups, which helps learning about fractions."

Smoothies on the Go averages around 40 drinks a week. Flavors options include very berry, blueberry, strawberry, strawberry-banana, chocolate mocha, and a flavor of the month.

Fifth grade student Randah Mustafa added, "I like the smoothie business because we have fun doing it. We work hard and get a smoothie for our work."

Gilles-Sweet Elementary School Principal Barbara J. Brady said Smoothies on the Go has been an excellent way for Sheldon's students to use and apply the social skills they are working on at school in a real-life scenario within a safe comfortable environment.

"They're so enthusiastic about delivering their smoothies every Friday," Brady said.

At the end of the year, the student's profit allowed them to take a special field trip as well as to purchase donations to be given to a local food bank.



Showcasing Innovation

The 2019 Innovation Student Showcase was an exhibition of student innovation, creativity, and application of the design thinking process through project-based learning. Students K-12 presented projects in the Gilles-Sweet Elementary gym on May 10 for members of the community to see. Guests explored the amazing work students in grades K-12 had created, including work ranging from traditional art to robots and creative writing to coding.



PERSONALIZED, PROJECT-BASED LEARNING

At the Fairview Park City Schools, every student has a pathway that makes sense to them and that is connected to their long term goals and aspirations. We strive to meet them where they are. The teacher's role becomes a facilitator of an experience so students can make meaningful progress. Personalized, project-based learning engages students and encourages collaboration and creativity while promoting authentic work and assessment.

'PARENT UNIVERSITY' PROVIDES WORKSHOPS AND RESOURCES FOR FAMILIES

Parent University was launched during the 2018-2019 school year as an initiative to provide resources and information to families of school-age children.

Several workshops were held over the course of the year on the topics of Internet Safety, Mental Health, Drug Awareness, and more.

Family and Community Engagement (FACE) Coordinator Carrie Sullivan organized the speakers and events. The FACE office also coordinates outreach activities, programs, and events across a variety of topics, serves as a liaison with families, community, and businesses to support students success; and connects families with food, clothing, and services.

General workshops for the 2019-20 school year are scheduled for the last Monday of each month, with the exception of December and May, with additional topic or grade-specific events planned as well.

Parents and family members who would like to learn more about specific topics should contact Carrie Sullivan at csullivan@fairview.k12.oh.us.

parent 
UNIVERSITY

2019-20

Parent University Schedule

•Subject to change.

Workshops held at Gilles-Sweet Elementary unless otherwise noted. More information on each workshop will be available on www.fairviewparkschools.org

September 30, 6:30 p.m.

Topic: Technology

October 16

Gifted Identification and Services (Elementary and Middle School), 6:30, GSE

October 28

"Red Flags": Mental Health and Drug Use Awareness

November 25

Topic: Preparing for College

January

Topic: Social Media

February 24

Topic: Love and Logic - Motivating Students

March 30

Junior Parent Night: Preparing for College and Help your student get the most out of the Junior Experience

April 27

Topic TBD

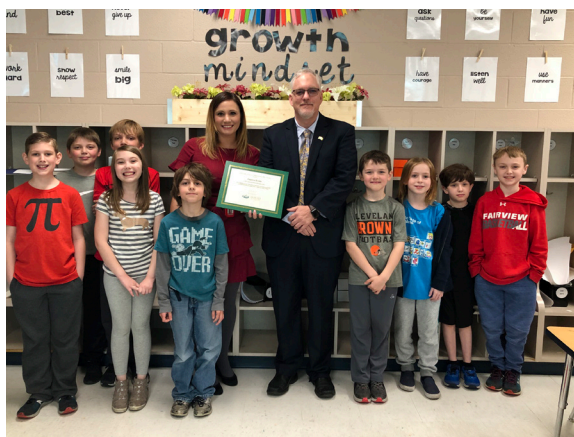
WARRIOR PRIDE *Fairview Student and Staff Accolades*



▲ Sarah Eifel and Samantha Harrison, students in Polaris Career Center's Business Professional & Office Technology program, placed in the top 10 in the nation in the Banking & Finance event at the Business Professionals of America competition held in Anaheim, California in May.



▲ On November 27, 2018, 18 Fairview High School students were inducted into the Tri-M Music Honor Society. The Tri-M Music Honor Society is a program of the National Association for Music Education (NAfME), which focuses on creating future leaders in music education and music advocacy.



▲ Miss Lauren Scotta was accepted into the Ohio University Communications Fellows program for the 2019-20 school year. As a part of this achievement, Miss Scotta will receive a \$1,000 classroom stipend to pursue her proposed project of exploring different communications methods for career fields and supporting social-emotional learning.



▲ Sarah Eppler was named the Teacher of the Year at the end-of-year staff awards breakfast.



▲ Mary Kurz was named the Employee of the Year at the end-of-year staff awards breakfast.



▲ Mrs. Mary Moore, an Interventional Specialist at Fairview High School, received the Excellence in Education Achievement Award from the State Support Team for Region 3 and the Educational Service Center of Northeast Ohio. Mrs. Moore was nominated by her mentee, Grace P. This award acknowledges educators who have provided exemplary instruction and creative programming that promotes educational results for students with special education needs.



▲ Mr. Matthew Krivak, Associate Principal at Gilles-Sweet Elementary, was recognized as an outstanding leader in education with an "Educators Inspired to Lead Award" from the Center for Educational Leadership at Cleveland State University.



▼ Mrs. Amy Stevens was named the PTA Council Educator of the Year

WARRIOR PRIDE

Fairview athletes excel on the court and in the classroom



Athletes of the Year

Jack Provenza

*Photo credit: Patrick Gallagher
Rachel Coyne*



The boys basketball team broke their own record for total wins in a season, going 22-3. They also broke the record for regular seasons at 20. In the playoffs, the boys took their second consecutive Sectional Championship. Pictured above, the team played at Quicken Loans Arena for the Cavs Elite High School Hoops Series in January.



Visit FairviewAthletics.com for sports schedules, photos, news, spirit wear, and more.

Annual Notices

Child Find:

The Fairview Park City School District is responsible for identifying children with disabilities from birth through age 22. The intent of Child Find is to increase awareness of disabilities and to provide a free and appropriate public education for all qualifying children. Areas of disability could include: hearing impaired, visually impaired, cognitively disabled, physically disabled, learning disabled, emotionally disturbed, autistic, traumatic brain injury, or speech/language disabled. If you have knowledge of a child who is disabled and not attending school or not receiving special education services; or if you are a parent who may have concerns about your child's development, please contact the Fairview Park Board of Education's Department of Student Services at 440-331-5500 ext. 1124.

Homelessness:

The Fairview Park City School District is committed to providing services to all resident families, including those that may be homeless. The district, in accordance with the McKinney-Vento Act, assures that all homeless children and youth have equal access to the same free and appropriate public education as children and youth who are not homeless and has developed policies to help remove barriers to the enrollment, attendance and success in school that homeless children and youth may experience. For more information, please contact the Board of Education at (440) 331-5500, ext. 1113, or visit www.fairviewparkschools.org.

Free or Reduced-Price Meals

Fairview Park City Schools announced its 2019-20 program year policy for Free & Reduced-Priced Meals for students unable to pay the full price of meals or milk served under the National School Lunch and School Breakfast and After School Care Snack Program. Each school office and the central office have a copy of the policy, which may be reviewed by any interested party.

The Federal Income Eligibility Guidelines will be used for determining eligibility. Children from families whose annual income is at or below the Federal Guidelines are eligible for free and reduced-price meals. More information and applications are available online on our web site at www.fairviewparkschools.org.

Additional copies are available at the principal's office in each school. A complete application is required. Households which currently receive Special Nutrition Assistance Program Benefits (SNAP, formerly known as food stamps) or Ohio Works First (OWF) funds for a child must provide the child's name, the SNAP or OWF case number and signature of an adult household member on the application. Households which do not receive SNAP or OWF funds must provide the names of all household members, the last four digits of the Social Security Number, the amount and source of income received by each household member, (state the monthly income) and the signature of an adult household member. If any of this information is missing, the school cannot process the application. Please only fill out one application per household. If you would like to review the information regarding the entire program, please log on to our web site at www.fairviewparkschools.org and click on Food Services.

All children in households receiving benefits from Ohio SNAP, or Ohio TANF, are eligible for free meals. Foster children that are under the legal responsibility of a foster care agency or court are eligible for free meals. Children participating in their school's Head Start program are eligible for free meals. Children who meet the definition of homeless, runaway, or migrant are eligible for free meals.

Use one Free and Reduced Price School Meals Application for all students in your household. We cannot approve an application that is not complete, so be sure to fill out all required information. Return the completed application to: Gilles-Sweet Elementary School, c/o Diana Hill, 4320 West 220th Street, Fairview Park, Ohio 44126 For more information, call 440-356-3525, ext. 4120 or visit www.fairviewparkschools.org.



Fairview Park City Schools
 21620 Mastick Road
 Fairview Park, OH 44126-3047



OUR DISTRICT

Parkview Early
 Education Center



Gilles-Sweet
 Elementary School



Lewis F. Mayer
 Middle School



Fairview High School



FairviewParkSchools.org

