



## Fairview Park City Schools

*Dr. Bill Wagner, Superintendent*

*Rob Showalter, Treasurer*

### Board Leadership Team - Norms of Operation

1. Kids first - Remember why we are here
2. Be prepared/Ask Questions/Over-share vs. Under-share/Keep Learning
3. Respect others and their roles
4. Be responsive to the public/Maintain transparency (social media/emails)
5. Be proud of Fairview (mindset)

## OHIO EXTENDED LEARNING PLAN

### PRIMARY COMPONENTS OF THE PLAN

1. **Impacted Students:** How will schools and districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations)?
2. **Needs:** How will schools and districts identify the needs of those students?
3. **Resources and Budget:** What resources are available to address those needs? Generally, what is the budget for the plan?
4. **Approaches:** What approaches can best be deployed to address those needs? (This may include approaches such as ending the school year later than scheduled, beginning the new year early, extending the school day, summer programs, tutoring and remote options.)
5. **Partnerships:** Which local and regional partners (such as educational service centers, Information Technology Centers, libraries, museums, after-school programs or civic organizations) can schools and districts engage in supporting student needs?
6. **Alignment:** How can this plan reinforce and align to other district or school plans, including plans for Student Wellness and Success Funds, improvement plans or graduation plans?

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Submission date: April 1, 2021 (Emailed to: [ExtendedLearning@education.ohio.gov](mailto:ExtendedLearning@education.ohio.gov))

Posting locations: <http://education.ohio.gov/Topics/Reset-and-Restart/Extended-Learning-Plans> and <https://www.fairviewparkschools>

Resources: [Ohio Department of Education FAQs](#)

## **IMPACTED STUDENTS:**

Our observation is that all students are in need of opportunities to adjust back into school. Therefore, we will open summer opportunities to all students currently enrolled in kindergarten through grade 11. While particular subgroups including special education and English language learners have suffered unique dimensions and degrees of academic losses, almost all students need some kind of reentry activities. According to survey and testing data, continuing social emotional support appears to be at least equally as critical as academic endeavors.

## **NEEDS:**

We are constantly monitoring students' academic progress, using both formative information that results from their participation/performance in our classrooms as well as results from standardized benchmark testing K-12 (NWEA MAP). The good news is that, as of the end of semester 1, the majority of students were engaged with their teachers and on track to earn course credits and, for grade 12, to be eligible for graduation.

However, in regard to MAP results, we look carefully at both achievement in comparison to proficiency levels and to progress in comparison to projected levels. In aggregate, in both Reading and Math, less than 80% of students are projected to be at least Proficient on Ohio's State Tests in Spring 2021. For grades 5-10, 40% are off track for college readiness when projecting to the ACT and 62% are off track in Math. In aggregate, in both Reading and Math at most grade levels, Winter benchmark testing indicated that students did not achieve projected growth.

We conducted a family survey, K-12. Needs expressed fell into 2 main categories and many respondents expressed both: academic and social emotional supports. Families expressed a need for learning experiences that would incorporate skill development while emphasizing soft skills that comprise [our graduate profile](#): Create, innovate, investigate, collaborate, communicate, solve problems, lead, reflect, and serve. While need for more therapeutic interventions for individuals in distress was expressed, most respondents cited opportunities for re-engaging with learning communities to experience adventure and joy of being and working together.

Results of this survey were layered on a student survey conducted last Fall to gauge their social emotional needs. A follow-up is scheduled soon which will add to baseline information and indicate what may/may not have changed as the pandemic year ensued. Note that, as of March 2021, we support a number of students in therapeutic relationships with appropriately credentialed community professionals: In grades K- 5 (39); in grades 6-8 (42); and in grades 9-12 (30).

We also conducted a staff survey to gather their ideas for programming and assess their availability to assist with planning and implementation.

With this input in mind, we are developing a program that will be led by district administrators--the [Director of Early Learning](#) and the [Director of Teaching and Learning](#). We have posted the following program roles, aspiring to hire from within: 2 Coordinators each to oversee a grade band--planning and delivering curriculum, 1 for 4-7 and 1 for 8-11; 8-10 Facilitators to deliver specialized curriculum; multiple Contributors as needed to instruct as well as to support and supervise students. We will also contract with outside experts/organizations that provide specialized enrichments.

As usual, we will need to staff our customary Extended School Year (ESY) (2 teachers), Preschool Special Education (1 teacher), and Title I Reading programs (1 teacher planner/3 additional teachers).

#### **RESOURCES AND BUDGET:**

Summer opportunities for extended learning will be supported by ESSER I and ESSER II Funds. Expenses will include salaries and fringe benefits; purchased services; and supplies.

#### **APPROACHES:**

Our program will be grounded in Project-Based Learning (PBL) with the overarching theme “Dream, Design, Build” for all students K-11. We will use resources associated with [“The World’s Largest Lesson”](#) from UNICEF. This is based on the 17 Global Goals for Sustainability which have been at the core of a multi-grade, cross-curricular project underway this spring with generous support from the [Martha Holden Jennings Foundation](#). Our community focus will be on planning for an outdoor classroom and first stages of implementing that plan for an outdoor classroom. Our district teachers and support staff will develop and deliver this STEAM programming. The theme for the first 2 week session will be “Dream,” the second “Design,” and the third “Build.” The eventual outdoor classroom will be located at the [Early Education Center](#) but used by our entire community. Overall, we will strive for a “Fun with a Purpose” atmosphere. We will draw from inspirational stories/film/music--such as [The Boy Who Harnessed the Wind](#). Students from Grades 8-11 will be recruited to join the design team. Students in grades K-3 and 4-7 will have experiences that parallel those of older students, tailored for their ages and stages. They will learn about the concept, activities, and outcomes of

outdoor classrooms. They will take field trips to research to explore existing examples, interview potential users, learn techniques for creating designs and project management, and develop communications and deliver outreach. Throughout, students will have opportunities to connect with experts, such as our district's architectural partners and contractors. For each grade band, developmentally-appropriate enrichment units/experiences will be infused; for instance, composing music, hip hop dance, visual art, understanding our local weather, urban gardening, and cooking with local produce.

## **PARTNERSHIPS:**

Partnerships forged in the planning and delivery of this plan include, but are not limited to:

Great Lakes Science Center  
Center for Arts Inspired Learning  
Lake Erie Nature Center  
Cleveland Metroparks Zoo  
Facing History and Ourselves  
Cleveland Museum of Natural History  
Beck Center for the Arts  
Fairview Branch of the Cuyahoga County Public Library  
Fairview Park Gemini Center  
SoulcraftCLE  
Fairview Park GradePower Learning  
Doug Winston, LPCC-S  
NASA Glenn  
College NOW/Greater Cleveland  
Kids for Positive Change

## **ALIGNMENT:**

This plan reinforces and aligns with other district and school plans, including current and future programming through our FPCS Student Wellness and Success funds, under the direction of our [Family and Community Engagement Center](#). Activities and programs are an extension of our [Reimagine School re-entry plan](#), as we assist students and families successfully transition back to

post-pandemic educational experiences. Also, this plan directly fulfills many key goals and action steps in our [District Strategic Plan](#).