

*FREMONT CITY SCHOOLS*

BOARD OF EDUCATION

**AGENDA**

Monday, March 20, 2017

Board of Education Meeting  
Fremont Middle School

**BOARD MEMBERS**

Jolene Chapman  
Maria D. Garza  
Alex Gorobetz  
Shantel Laird  
Thomas Price

Traci L. McCaudy, Ed.D.  
Superintendent

Amelia R. Gioffredo  
Treasurer

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated in the Agenda.

# Fremont City Schools

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**Mission Statement:** The mission of Fremont City Schools is to develop well-educated, life-long learners prepared to be responsible, productive and respectful members of their communities.

## Belief Statements:

1. **We** believe in the personal worth of every child and assure that each student will develop a meaningful relationship with his/her school.
2. **We** believe that FCS must model, teach and create a culture of responsibility and respect between/ among all stakeholders.
3. **We** believe in the special worth of a diverse, multi-cultural community of learners and make a full commitment to institutionalizing an action plan to eliminate any achievement gap that may exist between/among groups of learners.
4. **We** believe in the importance of parents in both the school lives of their children and in the role they must play in the achievement of our vision.
5. **We** believe that Fremont City Schools must provide and that students will respond to clear, consistent and reasonable expectations for academic performance and personal behavior.
6. **We** believe that a comprehensive student-support structure must be accessible to students who need individualized interventions and who will benefit from student-centered counseling, guidance and advisement.
7. **We** believe in and promote the importance of physical, mental and emotional wellness as essential components of successful learning and achievement.
8. **We** believe in compelling, inspiring, instructional delivery that will actively engage students in a multi-faceted learning process and instill in them an appreciation in the value of continuously seeking knowledge.
9. **We** believe in a quality learning/achievement process that deeply aligns the written, taught and tested curriculum and is predicated upon the belief that all children can learn/achieve to required standards.
10. **We** believe in assuring that each child's learning needs are informed by analysis of performance data and addressed by designing and delivering a rich array of instructional strategies.
11. **We** believe in the value of progressive, continuous, capacity building through a comprehensive professional development action plan for all staff members in the district.
12. **We** believe in the importance of a relationship between our schools and the varied community groups that inform our mission, goals and vision for the future.
13. **We** believe in efficiency and effectiveness in the operation of our district and its budgetary process; as a result Fremont City Schools guarantees consistency in application of policies, clarity of communications and coordination of services.
14. **We** believe in providing clean, safe and well-equipped facilities that reflect our district's commitment to excellence.

## District Goals:

1. Increase student achievement
2. Close socio-economic, ethnic and disability gaps in student achievement
3. Build hope, trust and respect with our community



Fremont City Schools  
AGENDA  
Fremont Middle School  
1250 North Street  
March 20, 2017  
Board Meeting 5:30 P.M.

- I. Call to Order
- II. Pledge of Allegiance
- III. Roll Call: Ms. Chapman\_\_ Ms. Garza\_\_Mr. Gorobetz\_\_ Ms. Laird\_\_ Mr. Price\_\_
- IV. Welcome and Introductions Shantel Laird, Board President
- V. Agenda and Format Dr. Traci McCaudy, Superintendent
- VI. Representative Reineke's Priorities for 2017 Bill Reineke, Ohio House Representative
- VII. Little Giant Pathway Abby Abernathy, Director of Student Services  
Denice Hirt, Director of Curriculum,  
Assessment & Staff Development

**A. General Information**

- Laws impacting the inclusion of career options began changing in 2012-2013.
- Local districts needed to include career learning into learning standards by 2015-2016 or before.
- Ohio Department of Education produced a Career Connections Framework in 2012.

**B. District's Perspective**

- Fremont City Schools wrote the Little Giant Pathway during the 2014-2015 school year. We incorporated local Career Touch Points, Career Connections, ODE publications and input from local business partners.
- This K-12 portfolio includes learning outcomes that move with the student throughout their academic career. Also included are outcomes for parents/families.
- Beginning in 2015-2016, the District added the requirement that all students participate in a College and Career Exploration course prior to graduating. This course, entitled Little Giant Pathway, contains components included in the portfolio, but also includes opportunities for students to build their own backpack in OhioMeansJobs, practice resume writing, complete employment applications and apply interviewing skills.

- VIII. FCS Wellness Goals/Strategies Dr. Traci McCaudy, Superintendent  
Susan Frye, Interventionist  
Andrew Colston, Student

**A. General Information**

- Students participate in an annual Health Assessment from Hospital Council of Northwest Ohio.
- Based upon the results, the District has included five (5) student wellness goals in the Strategic Plan.

**B. District’s Perspective**

- Reduce student alcohol and drug use at Ross High School as evidenced by pre and post survey data and discipline referrals.
  - ✓ Review and revise grades K-12 health curriculum.
  - ✓ Continue drug testing program at Ross High School.
  - ✓ Provide support services for students regarding substance abuse.
  - ✓ Provide drug/alcohol awareness programming for staff.
  - ✓ Plan locker/vehicle searches and utilize other methods to keep substances out of FMS/Ross High School.
  - ✓ Continue to increase student participation in extra/co-curricular activities.
  - ✓ With the assistance of community service agencies, provide alcohol and drug awareness programming for parents and community.
  - ✓ Evaluate and monitor School Resource Officer Program.

**IX. Student Testing**

Julie Lockyer, Teacher on Special Assignment  
Trevor Weickert, Student

**A. General Information**

- We have a growing concern over the number of assessments that students take AND the amount of time that students spend taking tests during a school day.
- Testing is an incredible burden, and time away from instruction has a negative impact on teaching and learning.
- We are hopeful that the Every Student Succeeds Act (ESSA) will bring the reduction in testing that we are requesting.

**B. District’s Perspective**

- Ross High School Junior shares personal story regarding testing, including the number of hours spent on testing (19 hours).
- Our high school students who need to retake assessments may extend beyond 40 hours of testing.
- The loss of instructional time is negatively impacting the ability to provide a well-rounded education for our students.
- We are hopeful with the delay of Ohio’s ESSA plan that our voices will be heard and testing will be reduced to the federal minimum (17) in Ohio.

**X. Third Grade Reading Guarantee**

Laura Bryant, Principal  
Stacey Reau, Parent

**A. General Information**

- Third Grade Reading Guarantee has now been in effect for four school years.
- Law requires identification of students who are “at-risk” in Reading and the creation of a Reading Improvement and Monitoring Plan with interventions to address students’ identified reading deficits.
- After administering a Reading Diagnostic test in September, students identified as “not on-track” are provided a RIMP and specific interventions. When the first round of OST results come back in January/February, students who have not passed the test are also given a RIMP and provided research-based interventions.

- Also requires qualifying score on the Reading portion of the Ohio State Test (OST) or Alternative Test for promotion to 4th grade. This year, students must receive a score of 44 on the Reading portion of the OST to be promoted to the 4th grade. As an alternative test, FCS gives the IOWA Test of Reading, which now requires a score of 176 for promotion. Both of these scores have increased over the last four years.
- Students may be exempt from the retention requirement of the TGRG for various reasons.

### **B. District's Perspective**

- Although legislators promote the TGRG law as a “safety net” to ensure all students have the reading skills they need to succeed later in school, the reality feels more punitive than protective.
- Roughly 30-40% of third graders in Fremont initially do not receive a qualifying score during the first round of state testing. Meetings are held between principals, teachers and parents about the child’s status regarding the retention requirement for promotion to 4th grade, and a testing timeline is provided.
- This policy disregards what research has shown about reading proficiency and success in school in later years.
- It is highly disappointing that the State’s response to the Federal ESSA plan did not address TGRG other than promoting it as a policy that has enhanced student success. It is frustrating that lawmakers are able to pass such life-changing laws for students and families and have not listened to the stakeholder feedback as they claim they have. As we have met with families to obtain feedback on Ohio’s plan for ESSA, the number one concern we heard at the elementary levels was outcry against the TGRG. It flies in the face of academic research and puts undue levels of stress on educators, parents and most importantly, children.
- Building relationships with parents during difficult times.
- Sharing challenging information with parents and students when students are showing academic success through other data.

## **XI. Graduation Requirements**

Gracy Lloyd, Principal  
Analee Kolbeck, Teacher  
Izzy Held, Student

### **A. General Information**

- Beginning with the class of 2018, students are required to earn 21 credits to be eligible for graduation. In addition, students must complete one of three options for graduation:
  1. Students must earn 18/35 possible points on seven End of Course Exams in English I, English II, Biology, Algebra I, Geometry, Government and American History.
  2. Students must earn 4 points in math, 4 points in English and 6 points in science and social studies.
  3. Even though the points total 14, students still need to earn a GRAND TOTAL of 18 points in order to graduate.

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- The second option for students is to enroll in an Industry Credentialed and workforce readiness program AND pass a WorkKeys Assessment with a passing score of 13.
- The third option is for our students to score a remediation-free score on the SAT or ACT. For the ACT, students must earn an 18 in English, 22 in Mathematics and a 21 in Reading. For the SAT, students must earn a score of 450 in Critical Reading, 520 in Mathematics, 430 in Writing and a score of 450 in Reading.

**B. District’s Perspective**

- Numerous opportunities for communicating with staff, students and families.
- Students are frustrated with overload of information, additional stress and lack of instructional time.
- Teachers are frustrated with the change in instructional strategy that must be applied to already challenging concepts and standards.
- Increased stress level with students negatively impacts the environment of the building.

XII. Report Cards

Denice Hirt, Director of Curriculum,  
Assessment & Staff Development  
Daniel Sanchez, Mayor

**A. General Information**

- Report Cards designed to communicate the achievement progress of districts and schools.
- The current Report Card began evolving in 2013 and will continue through August 2017. An overall grade will be added in August 2017.
- The document and companion document is lengthy and cumbersome to understand.

**B. District’s Perspective**

- Fremont City Schools current 2015-2016 Report Card includes 2 F’s, 3 D’s and 1 A. The document, although designed to communicate, is challenging to understand.
- Timeline for release of data impairs the ability to use the data to drive instruction.
- Summative data provides us with limited information on how students are mastering Learning Standards. This adds additional formative assessments at the local level.

XIII. Closing Comments

Shantel Laird, Board President

XIV. Adjournment:

Ms. Chapman _____	Ms. Garza _____	Mr. Gorobetz _____	App _____
	Ms. Laird _____	Mr. Price _____	Disa _____
			Other _____

**Approval of adoption of resolution regarding the Every Student Succeeds Act (ESSA)**

**WHEREAS**, the federal Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015, to give states and local school districts the flexibility to incorporate new measures of quality and success into their educational accountability systems; and

**WHEREAS**, on February 12, 2017, the Ohio Department of Education (ODE) released a draft overview of its plan for complying with the provisions of ESSA; and

**WHEREAS**, the Fremont City School District hosted nine (9) community meetings to give citizens an opportunity to review Ohio's draft plan and allow participants to share their thoughts about the plan. In addition, nine (9) building principals held building-level meetings to share Ohio's draft plan with educators; and

**WHEREAS**, approximately 80 community members participated in the community meetings and approximately 300 educators attended building-level meetings; and

**WHEREAS**, the feedback from these meetings includes the following:

- Reduce the number of state assessments and only test what is mandated by the federal law;
- Provide more detailed student data on Ohio's state assessments and provide that information in a timely manner so data can be used for instructional and curricular purposes;
- Develop an accountability system that is more balanced and does not put an emphasis on standardized test scores;
- Create a more descriptive rating system that appropriately defines the achievement and progress of students.
- Allow school districts to develop local indicators of excellence that reflect the quality of their schools and include as a rating on the report card;
- Revise the current graduation system so it is not based so heavily on standardized test scores;
- Eliminate the retention component of the Third Grade Reading Guarantee; and
- Address students with disabilities within the ESSA plan. Students identified with disabilities who cannot perform at the same level as their peers should not be expected to pass grade level state testing even with accommodations. Their testing should be aligned to their Individualized Education Plans.

**NOW, THEREFORE** on behalf of the citizens of our community, we are asking our state education policymakers to consider our request to include the aforementioned changes in ODE's plan for complying with ESSA and to give Ohio citizens a stronger voice with the development of statewide education policies.

## Columbus Office

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## Bill Reineke State Representative

88<sup>th</sup> House District  
Sandusky County and  
Portions of Seneca County

### Committees

Finance and Appropriations  
Financial Institutions, Housing  
and Urban Development  
Ways and Means

Dear Dr. Traci,

As we close out this year and look to 2017, I wanted to share my priorities with you for the coming legislative session. Your input as a constituent is invaluable to me and I hope you will share your feedback and opinions with me. Together, we can ensure our communities have a strong, unified voice in Columbus that accurately represents the needs of our area.

### Taking Back Our Towns

- At a time when more and more people are outsourcing responsibility to distant politicians, it is up to those of us in our communities to make the biggest impact. Local leadership is the key to finding solutions to the problems we face. Through strong collaboration and open lines of communication, we can work together, combining our strengths into a cohesive approach.

### Developing a Top-Notch Workforce

- The next step of progress for our economy is making sure each of our citizens is equipped with the skills and knowledge to compete in a rapidly changing marketplace. This means that we need to think differently about education, considering how we can continuously educate and train people from birth to retirement. Right now, we need to specifically address the assumption that every person needs to fit a specific mold and go to college. Rather, we must work to eliminate the stigma surrounding career-technical education, increase financial literacy rates among young people, and emphasize an individualized pathway to success.

### Combatting the Opiate Crisis

- The General Assembly has made the opiate crisis a top legislative priority. Between the House and the Senate, dozens of bills addressing the matter, including allocating nearly \$900 million in resources to help local communities on the ground. This is sure to continue into the next session, so please share your input with me on what you think will be most helpful. We have many resources and structures already in place that will help make a difference where it counts—locally.

**Since the day I was first elected, I have made a strong commitment to growing jobs, providing leadership and finding solutions.** With your continued cooperation, we can advance our common goals to make our communities the best places to live, work and raise a family. Please do not hesitate to reach out to me with any feedback you have.

A Joyous Holiday Season and Happy New Year,

A handwritten signature in black ink that reads "Bill Reineke". The signature is written in a cursive, flowing style.

Bill Reineke



## Representative Bill Reineke

88<sup>th</sup> House District

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Representative Bill Reineke is currently serving his second term as state representative. He represents the 88th Ohio House District, which includes all of Sandusky County and portions of Seneca County.

With local experience in community organizations including the Seneca County Chamber of Commerce, Seneca County Industrial and Economic Development Corporation, Tiffin Tomorrow and Tiffin Rotary Club, Rep. Reineke has focused on creating a strong business climate through low taxes and a friendly regulatory structure. His policy priorities include job creation, workforce training, economic development and downtown revitalization.

A 32-year resident of Tiffin, Representative Reineke was raised in Fostoria. He attended Morehead State University and earned a bachelor's degree in Business Administration.

Rep. Reineke is a business partner in Reineke Family Dealerships. The business, which started in 1960, has grown to include eight automobile dealerships and 380 full and part time employees. The family received the 2010 Excellence in Family Business award from the University of Toledo Entrepreneurial Business Hall of Fame.

