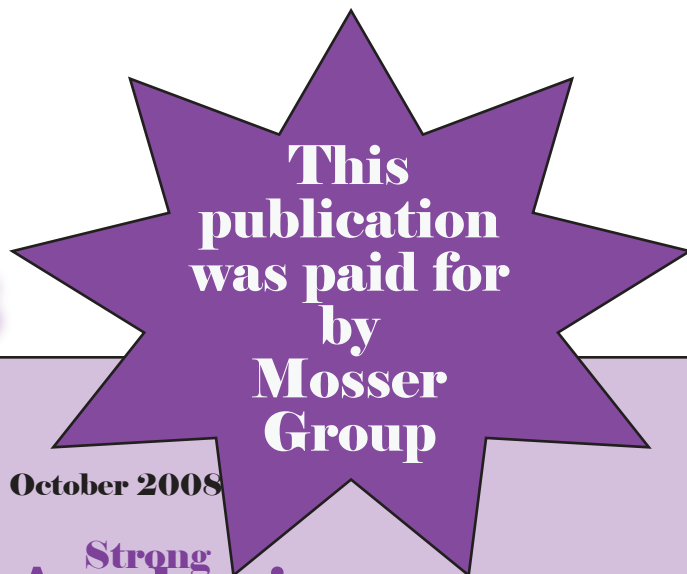


Fremont City Schools

Building Hope, Trust and Respect with our Community



October 2008

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Fremont City Schools 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

Learn more about Fremont City Schools at www.fremontschools.net

Homecoming At Ross



Fremont Ross Homecoming Queen Nina Schueren waits patiently as her mother Silvia adjusts her crown.

By Amber Watts
Ross High journalism student

From convertibles to a victory against Marion Harding, Ross's homecoming was one of a kind. In the past Fremont Ross has always made Homecoming a formal event, but over time it evolved into a casual dance. This year, however, the high school went all out and had a parade. The parade included many participants from various extra-curricular activities at Ross, FMS and the elementary schools. It also included the Ross Homecoming court in four convertibles, which Steinle and Baumann graciously loaned the parade officials. The homecoming court appreciated arriving in such style.

The route of the parade made its way from Ross to Don Paul Stadium.

The court this year included: freshman Mariela Lopez; sophomore Amanda Yousey; junior Gabriella Reeve and seniors Jessica Rollins, Nina Schueren and Taylor Starks.

This year's queen was senior band member Nina Schueren.

"I liked how Mrs. Lloyd made our Homecoming more traditional like it was in previous years. I was excited and thrilled to be crowned the new queen. It's an awesome experience to have as a senior," commented Schueren.



Washington Elementary students prepare to walk in the Homecoming Parade.

Strong Academics + Strong Character = Strong Community

CYAN MAGENTA YELLOW BLACK PAGE #

The Wheels in the Class Go Round and Round

Focusing on topics as diverse as the first day of school to the hunting habits of lions, Team 7A students have been hard at work learning to use wheel-and-spokes graphic organizers to plan their writing in all core classes. This technique allows students to plan their writing, including topic sentences, supporting details, and concluding sentences, while using key words and phrases.

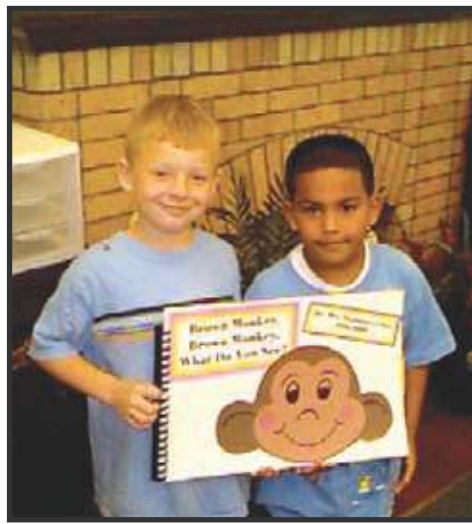
“This is easy!” said Armando Gonzalez, a student in Mrs. Kimmel’s language arts class. By the time he wrote a current event summary for Mr. Dull’s history class the third week of school, Armando had a firm understanding of this graphic organizer and how to use those notes to construct a good paragraph. Because the technique has been used in all core classes, students exhibit confidence in using the organizers every time they are asked to write.



Croghan First Grade Readers

Going to school all day long can be a HUGE adjustment for both the students and the parents. That’s why Mrs. Carrick and Mrs. Nossaman spent an evening talking to parents about the first grade curriculum, classroom procedures, and first grade expectations.

To prepare for this special night, the first graders in both classes created a class book called “Brown Monkey, Brown Monkey, What Do You See?” The story was based on the original version Brown Bear, Brown Bear, What Do you See? written by Bill Martin Jr. and Eric Carle. The parent meeting began with the first graders reading their story to their parents. The class book was a big project that addressed several state standards. It reviewed frequent sight words and color words. The children were also able to read predictable patterns, and they were able to describe what an author and an illustrator does. The first graders did a fabulous job being an author and a publisher.



Mrs. Carrick and Mrs. Nossaman want to thank those parents for attending. They look forward to your continued support throughout the school year!

Post-It Books Generate Enthusiasm for Reading

Teachers on Team 7A never thought they’d see the day they had to tell students to put down their silent-reading books. But that’s exactly what’s happening as students get excited about reading with the help of those little yellow sticky notes.

Language Arts teacher Erin Parker introduced the technique to her class as a way to make sure students were using the six reading strategies important to understanding all forms of literature. The six techniques include asking questions such as who, what, when, why and how; visualizing parts of the text; connecting what they read with real-life experience; inferring what happened; predicting what will happen next; and drawing conclusions.

“We are actually having to ask students to put away their books in order to do other things,” said Tammy Mittelhauser, a paraprofessional aide for the team. “It’s great to see the kids getting excited about reading!”

Vocabulary Practice at Otis

Otis third grade students in Mrs. Jayne Wingo’s class are working hard on vocabulary development. During a recent science activity, students worked in small groups to identify a vocabulary word after they heard the word called out by a peer. They needed to search the text and locate the word and then match up the word card with the text. It was a great way to hear, see, find, and use the vocabulary word. Research tells us that when children can see, hear, read, and use a word they are more likely to remember it longer.

We know that our students need to learn a lot of new words every year. The words continue to get more complex and can be used in a variety of ways with a variety of meanings. Vocabulary development is very important for students to grow instructionally.

A few ways to help your child learn new vocabulary words are:

- Write the words on post-it notes and stick them to the bathroom mirror. Let your child move them around as they alphabetize them, learn them and match them up.
- Make up a cheer or dance and move while you say the word and the meaning.
- Write the new words 3 times each.
- Say the new vocabulary word in a sentence.
- Write the words on cards or scraps of paper. Use them as flash cards.
- Keep a running list of new words. How long can your vocabulary cards list become if you lay them out across the floor, tape them together or stack them up?



In the picture: Davion Anderson, Trent Burtch, and Corey Grove work together in a small group to learn new vocabulary words.

ARE YOU A FREMONT ROSS GRADUATE? IF SO, WE NEED YOUR HELP!

An official Fremont Ross Alumni Foundation is being formed by the Fremont City Schools. Our goal is to compile information on each graduating class and share it with our alumni throughout the United States. This is a great way to share news about Fremont City Schools and stay connected with the happenings of former classmates.

To help us get started, we need the following:

*Any Ross graduates willing to participate in the FIRST Alumni Association Committee

*Any Reunion Class Programs, class lists, or yearbooks you would be willing to share with the committee

If you are interested in helping out or have alumni information to share, please email rossalumni@yahoo.com or call JoLynn Krock at (419)334-2530. You may also drop off any alumni material to the Administration Bldg at 1220 Cedar Street. Your help is greatly appreciated!

Hayes Today... College Dreams for Tomorrow

HAYES TODAY...COLLEGE DREAMS FOR TOMORROW is our "motto" at Hayes Elementary this year. We want the children in our building to know that they can achieve the goal of attending college or trade school when they graduate from high school. We are stressing that children go to elementary school, middle school, high school and then further their education. On Sept. 12th, we were fortunate to have the Ross High Senior Athletes come to our school to discuss their future plans after they graduate. They told the children what athletics they were involved in and what elementary they attended, as well as what their future plans were. They also signed autographs for the children. The students were in AWE of these athletes. We also had Mr. Bucci, Mr. Kidwell and Mrs. Jorge talk to the children about the importance of good grades and to always reach higher.



The picture included is of Mrs. Wilhelm's first grade along with the senior soccer players. Thanks to all of the athletes who attended. Also, a GREAT big thanks to Dr. McCauly for allowing these Rally Days to happen.

History is Fun at Stamm!

The 6th grade students in Mrs. Ruble's room have been learning about introductory history topics. One of these skills is reading and making timelines. The students have learned the meaning of BC and AD. In the photo, students are working in pairs to take both ancient history and modern history events and place them correctly on a timeline. Later, the students will compare these events, looking for clusters in certain periods of history or how earlier events have influenced later events in history. These skills will continue to be used throughout the year as students explore ancient cultures and how they interacted in history.



Laying a Character Foundation

Written By Ross Journalist
Meghan Wonderly

Fremont Ross High School's Freshman Academy is new this year. The purpose of the academy is to raise grades, lower the amount of disciplinary issues, and raise attendance. In the academy there are three different teams, purple, white, and silver.

There is now an award for the Freshman Academy. The award winner is chosen based on improvement in academics and attendance, as well as a show of positive behavior. Each team's teachers chose a student of the week. Then one of those students is chosen to be the bricklayer of the month. September's bricklayer was AJ Mehlow.

"Everyone has a chance to become a bricklayer. Any source of visible improvement qualifies a student for the bricklaying award," said Mr. Smith, the principal of the Freshman Academy. "These students help to lay the foundation for their future and the Academy itself."



Some Facts about FMS

Needs of the Current FMS Building

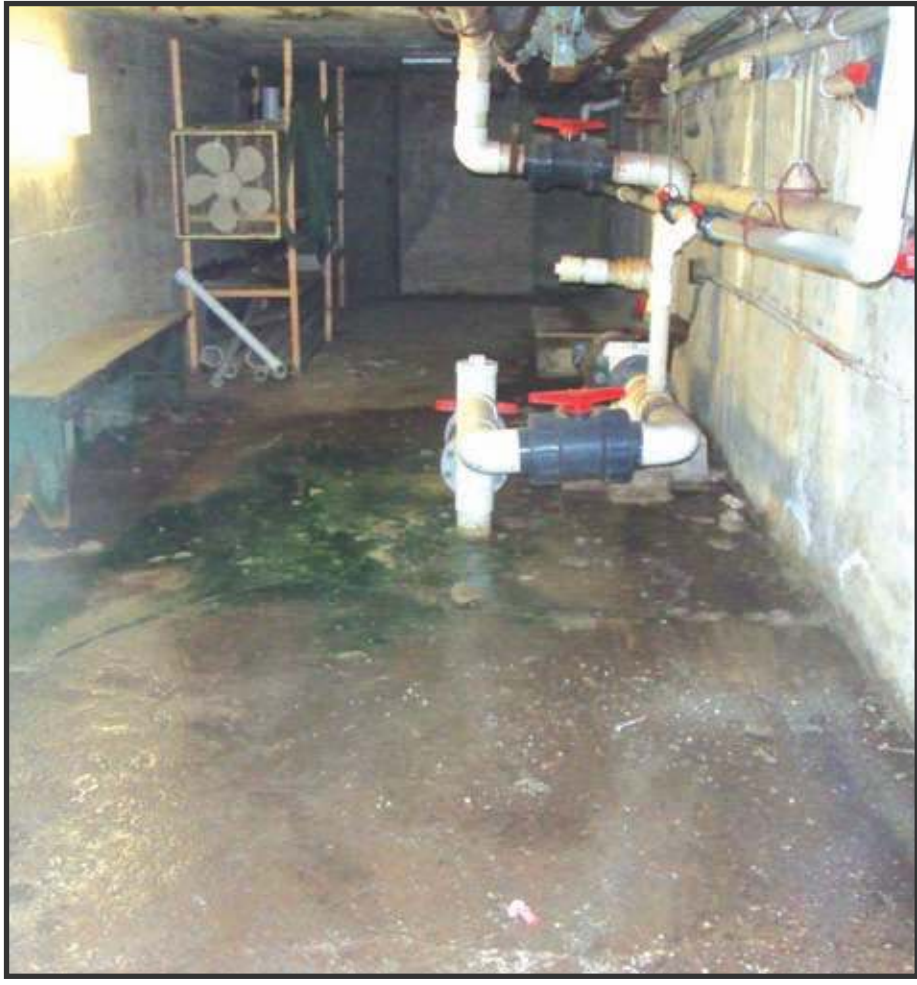
- The Ohio School Facilities Commission deemed our middle school as the number one building in need of new construction in Ohio!
- The building foundation is shifting and water leaks occur within the inside of the walls from old, cracked drainage pipes.
- Classrooms do not have proper electricity for technology upgrades and science laboratories.
- The building lacks proper ventilation and lighting.
- The following building items/repairs will be needed in the near future:
 - New boiler system with new steam pipes
 - Lighting and electrical upgrades
 - Plaster replacement
 - Tuck pointing
 - Security System upgrades
 - Portable showers are needed for science and art classrooms (mandated by Jarod's Law)
 - Carpet replacement
 - Sidewalk repair

Other Information About the "New" FMS

- Community and school personnel will provide input regarding the design of the new building.
- The building will be cost efficient, educationally sound with a concentration on being functional and practical.
- Potential location sites for the new building include the area next to the high school or next to Vanguard Tech Center.
- A comprehensive study regarding traffic patterns, drop-off/pick-up areas and parking for both the high school and new middle school will be conducted.
- The OSFC new construction projects include classroom technology, building furniture, and safety/security systems.

We Apologize for Our Error!
**It was recently brought to our attention that
Fremont Middle School
was originally built in 1909 -- not 1891 as stated in our literature.
Thanks, Fremont historians for bringing this to our attention!**





FMS: What it is an





and What it could be.



Academic Benefits of a New Building

- New technology for classrooms
- New science laboratories
- Adequate lighting and ventilation



Ross Journalist gets Personal about FMS

By Shelby Grubb

Ross High journalism student

In 1929, Irma (Hausman) Beckley stepped into the W.W. Ross High School, which had been built less than 40 years before. The school building which she attended had been built in 1891 and housed the 7th through 12th grades.

Less than twenty years later, in 1945, her daughter Ruth (Fought) Gray entered the school building, which was now formally known as the Fremont Ross Junior High, also as a 7th grader. The building held 7th -12th graders in that single building. In 1950, Ruth graduated from there, never having left that school building for more than six years.

“The Junior High wasn’t in very good shape back when I went to school. It wasn’t very nice. Obviously it was 58 years ago, and it wasn’t as worn out as it is now, but I would never say it was nice even then,” Mrs. Gray said.

Twenty years later, in 1968, Ruth Gray starting teaching at the school where she had once attended. It was her first year teaching at the Junior High after she had taught at Stamm for many years.

“It was so depressing, hot and stuffy in the inside classrooms that didn’t have windows. It was terrible to have to teach in them,” Mrs. Gray stated.

Because the school was in such bad shape when Mrs. Gray was teaching at the Junior High, there was a principal who was afraid of a fire breaking out in the school. He would not even leave the building during school hours. Going against his gut feeling, the principal one day left the building to go get some office supplies at a building not very far from the school. While he was gone his worst fear came true. There was a small electrical fire with the wires outside of school causing some sparks. He heard the fire trucks wailing toward the Junior High, and he ran all the way back to school on foot because he could not believe that his worst nightmare had come true. He soon realized that it was not as major as he had thought, but he never left the school during school hours again.

Her son Gary attended the middle school also as a 7th grader in 1964. But, unlike his mother before him, the Fremont Ross High School on North Street had now been built and held the 10th-12th graders, so the Junior High only held the 7th, 8th and 9th graders from then on.

“We need a new middle school; our current one isn’t good,” Mr. Gray said.

During the 1978-1979 school year, the Junior High received a face lift. Contractors, electricians and plumbers were not uncommon to see amongst the students and staff that year. They re-did many things in the building. The cafeteria used to be where the library is now located. There also used to be a 4th floor, but it only covered half of the school building. This 4th floor held the chemistry labs, where many experiments happened over the years. The pool was in very bad condition, and it needed to be renovated, but there was not the time or the money to do so during this renovation.

“When they renovated the Junior High, they took out all the windows in the rooms that had them. We had to teach in the winter with nothing keeping the heat in. I nearly froze to death; I could barely hold the chalk. Then we had to move into the rooms that didn’t have any windows, and that was also a very bad experience, because we had no light,” Mrs. Gray explained.

Another thing that was added during the renovation period was the elevator. The teachers and students were used to walking everywhere and having to take the stairs, even if they were injured. When the elevator was put in it was much more convenient for those who were injured to get around the school building comfortably.

The thing that would surprise most people would be that the Junior High wasn’t called the Middle School until after 1995. It had always been known as the Junior High until the change of name came around.

“It wasn’t called the Middle School until 1995, after I had been retired for ten years. It hasn’t been called the Middle School for very long. It was always known as the Fremont Ross Junior High,

but after I retired, they changed the name,” Mrs. Gray said.

As a journalist, I am honored to be able to write this article. It has been a pleasure to ask my great-grandma, grandma and step-father what they think about the possibility of a new middle school and to learn all the history and what they have been through. I myself have attended the middle school and have had many experiences. **It was a fun time to learn and create memories, but I knew that the middle school would need some serious help because of what I had seen there.** It was already over 100 years old, and it didn’t seem as if it would last for many more. **Something all four generations have in common is that we all believe that there needs to be a new middle school built.**

“The children need a good learning environment.” Mrs. Gray stated. You can’t cover something that needs surgery up with a band-aid, it just doesn’t work. A new middle school would bring many new beginnings. It would not only benefit the children, but it would also benefit the whole community.



The Class of 1930 poses for their class picture.



Mrs. Gray on her graduation day with classmate John Anspach in front of The Fremont Junior High.



Journalist Shelby Grubb wears her Grandma Gray's shirt that reads, "I SURVIVED! 1979 Fremont Jr. High" while holding grandma's diploma, student handbook and wearing her hat that shows support for the school.

How would a new Middle School affect Fremont?

Terry Overmyer
Mayor
of
Fremont



Kay E. Reiter
Executive Director,
Sandusky County
Economic Development



Marc Glotzbecker
Director of
Parks and Recreation
City of Fremont



Marsha S. Bordner
President
Terra Community
College



Dan Lease
Citizen
of
Fremont



"Our children face an ever-changing and uncertain world. In order to prepare them for success in the future, we need to provide them with the best education possible in the newest of settings."

"When business executives are looking to locate in a community, schools are considered a top priority. Having a new Middle School can only help strengthen re-location decisions."

"For the past 8 years, I have had the privilege of being able to interact with the young people of the Fremont community on a daily basis. I have had the privilege to coach them, counsel them, instruct them and share with them.

Constructing a new Fremont Middle School creates more than just a fresh environment for our young people to learn in. A new Fremont Middle School shows them that their community is behind them as they strive for greatness in their futures. The future of our young people depends upon what we do in the present."

"It seems to me that the levy before voters in Fremont is a once-in-a-lifetime opportunity. A new school tells potential and current businesses that education is a priority for all of us - that Fremont is a progressive community from kindergarten through Terra Community College."

"The current Middle School is one of the oldest school buildings in the State. Fremont City Schools will need to replace this building in the next few years. We have a golden opportunity to build a new middle school and fund 1/3 of the cost with funds from the State. If we miss this opportunity, we will pay 100% of the cost when this building needs to be replaced. A new middle school will enhance the learning experience for all students and stand as an example to the importance of education in Fremont."

Top Two Questions About the New FMS:

1 Can the grant money be used for busing or for the construction of a new high school? The Exceptional Needs Program Grant (\$8.8 million) is specifically designated for a new middle school. The Ohio School Facilities Commission will not give us money for a new high school or for transportation.

2. Can you renovate FMS? The cost to renovate the current building is \$23 million, but the OSFC will not give us any grant money (\$8.8 million) if the district renovates the building.

**Thank you to
Mr. Dummerger
for the photos.**

What would Stamm students like to see in a new Middle School?



Aiyah Shepard

"I would like to see a bigger art room because I like art and different foods to eat because we have the same thing almost everyday."



Mikayla Glaspy

"I would like a big art wing and a big library."



Jordan Shepard

"In the new Middle School, I would like to have a really big gym to have room for sports."



Fabian Cortez

"I would like to have it by the high school."



Riara Holland

"I want a new building, so we can have a better environment to get an education in, and I would like to be close to my brothers. I would also like more classes (variety)."

Another top question: What will happen to the current building?

The district can use or sell the building and/or property. If the building is not sold or used, the district must demolish the building as mandated by the OSFC. The demolition costs have already been built into the budget.



Come Learn with us at Atkinson!



Third grade teachers Maria Ysasi and Kathryn Wolfe know that all parents want their children to be successful in school. They also know that families are so busy with many activities throughout the day and evening. So, they have set aside the first Friday of every month to invite parents, grandparents, aunts, uncles, friends and community members to join their classes in an afternoon of learning.

Inside each classroom the students and their special guest(s) engage in reading and math activities that correlate with the state standards for third grade. Some projects they might do together may include reading activities that may address literacy components such as character, setting, plot, problem and solution. They work together to complete story pyramids that relate to the literacy piece

they had just read. In math, they work together to construct clocks and discuss the concept of elapsed time.

This is the second year that Mrs. Ysasi and Mrs. Wolfe have offered "Come Learn with Us." They found it to be very successful, and the students look forward to inviting special guest into the classroom to learn along with them. It is a great way to get families and community members involved in the students' learning.

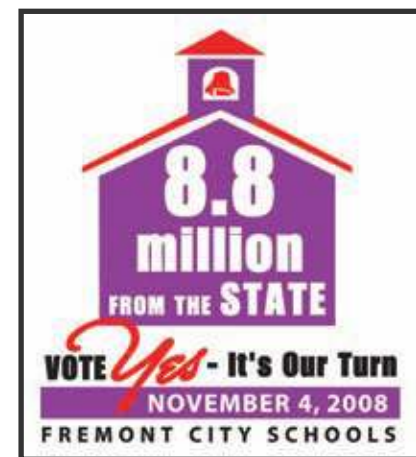
Community Contributes to Washington School



With fourteen volunteers from the community, Washington students were able to experience more of what Pioneer Living Adventures were like back in the olden times. As you can see from the picture on the left, Emily Morris had the opportunity to have a "real" shave just like they would have in the 1800's, even if it was just a butter knife. Emily said, "It was cool. It was really awesome." Tammy, one of the Tin Cup Adventure presenters, said that Washington gets the Gold Star for the most volunteers ever for a Pioneer Living assembly. She also mentioned that due to the large number of volunteers, the students were able to experience more of Pioneer Life through additional stations. It is a perfect example of how a community enhances the education for many students in the Fremont City Schools. So, thanks to the parents, seniors, grandparents and friends of FCS for your time and support of our kids.

A Visit from the Dogs

Mrs. McAfee's first grade class is being visited this year by two special members of our community. Kris Bliss and her therapy dog, Copper, make visits to Lutz to read with the class. Mrs. Bliss trained Copper through Therapy Dogs International, and he is certified as a Canine Good Citizen and Therapy dog. Copper has a natural love for children and loves the attention he gets while visiting Lutz School. His visits allow the students an opportunity to spend quality time reading in a comfortable environment. They really look forward to his weekly visits!



From the desk of Dr. McCaudy

Dear Fremont Community,

Last school year the district started to investigate the status of Fremont City Schools and the Ohio School Facilities Commission (OSFC). Listed below are some facts about our status with the OSFC and the proposed new middle school:

- The district is NOT eligible for a district-wide K-12 comprehensive construction project for approximately two years because of Fremont's ranking with the OSFC.
- The ranking and state's monetary contribution is determined by property wealth as compared with other school districts in the state.
- Fremont is ranked 411 out of 612 school districts which means that the state will pay 32% of the total cost of the project and the community must contribute the remaining 68%.
- Last fall, the district applied for an Exceptional Needs Program (ENP) grant and Fremont Middle School received the highest score on its application.
- The district has an updated comprehensive Master Facilities Plan from the OSFC and the new construction of the middle school is simply phase one of the total facilities project.

A new middle school will benefit the Fremont community in multiple ways. A new middle school will provide our students with enhanced educational opportunities. A strong school district will provide the community with opportunities to attract and to retain local businesses. We recognize the current state of the economy and we are aware that personal budgets are tight for many people. The district reduced the millage on the current permanent improvement levy from 2 mills to 1.35 mills. The new middle school will cost 2.10 mills; therefore, the taxpayers will only pay an additional 1.45 mills for this levy. Simply put, the estimated net increase of the Permanent Improvement/Bond Levy will cost the homeowner the following:

Home Value	Semi-Annual	Monthly Cost	Daily Cost
\$ 50,000	\$15.39	\$2.57	\$0.09
\$100,000	\$30.78	\$5.13	\$0.17
\$150,000	\$46.17	\$7.70	\$0.26

Thank you for all your support and please feel free to contact me at 334-5432 if you have any questions.

Sincerely,

Dr. Traci McCaudy