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Inspiring Hometown Pride, Instilling Excellence, Unlocking Pathways to Success



by Will Snyder, Superintendent

In our last issue, we focused on the first statement of our district vision, “Inspiring Hometown Pride.” Today, we will unpack the second statement, “Instilling Excellence.”

When I consider what “Instilling Excellence” really means, I can’t help but reflect on the profound impact our community has on our district and some remarkable individuals who bleed blue and white. The kind of people who are involved, always supporting and giving to this district and the community. The type of people that never have a self-serving agenda.

Regrettably, in the last two years, we have mourned the loss of some of our most beloved Roughriders and invaluable community members. Their

impact is unmeasurable and they truly lived the vision of who we want to be, especially regarding “Instilling Excellence.” They loved their district and community, investing in and supporting it wholeheartedly, without seeking recognition, though they truly deserved to be celebrated.

My hope for our district is to recognize these tremendous traits and to live them out - that we are “Instilling Excellence.” We are taking advantage of our opportunities and the time with our students to firmly establish an attitude of excellence. We instill in our students that they can perform, achieve, and excel in their future careers and lives when they enter their post-graduate world. We provide them with the focus, investment, and support to mold them and honor the Roughriders that have come before them.

Today, there are students in our hallways who will follow in the footsteps of these community members by giving back, dramatically impacting future generations just as previous generations helped to pave the way for them.

Go Roughriders!

High School News



by Lisa Border, High School Principal

Class of 2024 - The seniors were approved by the Board of Education at the January 10, 2024 meeting and will graduate on June 2, 2024 at 2:00 p.m. in the high school gymnasium pending completion of all Board and State of Ohio requirements.

Report Cards - The first semester is complete. Report cards were printed and sent home with students in early January including school fees (if any). Grades are always viewable in ProgressBook at <https://pa.noeca.org/>, and transcripts are always viewable at <https://app.schoollinks.com/login/k12>.

Speak Up - Students and adults are encouraged to make anonymous reports of bullying, abuse, neglect, homelessness, alcohol/drugs/vaping, weapons, etc. using the “Speak Up!” button on the school website.

Western Works - This is a brand new initiative designed to improve students’ “soft skills,” defined by Dictionary.com as “personal attributes that enable someone to interact effectively and harmoniously with other people.” Twice a month, College and Career Readiness team members Ann Todd and Libby French will share lessons that enrichment teachers can use to

coach their students on how to be better employees.

Stop the Bleed - Also during enrichment, students in grades 9-12 have learned emergency response strategies from Deputy Stocker and Luke Tucker that will enable them to assist someone with a traumatic injury. All classrooms are now equipped with “Trauma Bags” in partnership with Fisher-Titus Medical Center; in an emergency, students may feel more comfortable rendering aid.

Scheduling for 2024-25 - Students currently enrolled in grades 8-11 have received information on how to schedule next year’s classes. They are required to return their color-coded Course Registration Form (see examples on pages six and seven) including parent signature. Those interested in taking College Credit Plus (CCP) classes should attend the February 5 informational meeting or contact Mrs. French if they are unable to attend. For information including course descriptions, graduation seals, Diploma With Honors guidelines, and more, see the “Curriculum Guide 2024-2025” on the school website.

Spring Musical - Watch for updates on how to purchase your tickets to Western Reserve High School’s production of *Once Upon a Mattress*, a musical comedy version of “The Princess and the Pea.” Performance dates are March 15-17, 2024.

Questions? Concerns? - Please don’t hesitate to reach out with questions or concerns. You may call me at (419) 668-8470 ext. 2001 or email me at lborder@western-reserve.org. Thank you for your ongoing support and partnership.

Middle School News



by Dane Bonningson, Middle School Principal

In our ongoing efforts to cultivate a positive learning environment, our Positive Behavioral Interventions and Supports (PBIS) program is evolving. We’re shifting our focus from reacting to behavioral concerns to addressing their root causes. As part of this approach, we’re introducing the VapeEducate program along with the behavior matrix, aiming to educate students about the dangers of substance abuse. Additionally, counseling services are now integrated into our PBIS behavior management program to provide enhanced support for students in need.

Responding to the increasing number of students purchasing breakfast, we’ve adjusted our Middle School schedule. This not only reduces wait times for breakfast but also allows for more efficient enrichment activities. This adjustment serves a dual purpose, providing an improved experience for students while reinforcing the separation between Middle and High Schools.

Our educational support initiatives continue to expand through the efforts of the Building Leadership Team (Mrs. Boose, Mrs. Ashley, and Mrs. Wilson). The BLT has developed an enrichment schedule that offers targeted instruction, providing crucial support for students struggling with specific areas of improvement or missing assignments. We are committed to delivering individualized assistance to foster educational growth and improvement for every student. These updates reflect our dedication to creating a nurturing and supportive environment conducive to the success of all our students.

Thank you.

Elementary News



by Leah Solomon, Elementary Principal

In the upcoming weeks, our dedicated teams at Western Reserve Elementary will be organizing tutoring sessions before and after school to support

students in areas identified by benchmark tests and grade-level assessments. Students will be transported to the school for these sessions, providing valuable opportunities to work closely with teachers. Our strategic plan emphasizes a long-term commitment to creating enrichment opportunities for all students.

The Academic Teacher-Based Teams (TBTs) at WRE have undergone significant growth in recent months. After initial planning and reflection, each team is now focused on streamlining processes to maximize collaborative time. TBT discussions include sharing best practices and engagement

strategies, and reviewing student results. As we approach the iReady Winter benchmark window opening on the 10th, anticipation is high to assess student growth and achievement, shaping instructional groupings based on this valuable data.

On January 12, 2024 students who earned the Quarter 2 reward enjoyed a cocoa party as part of our Positive Behavioral Interventions and Supports (PBIS) program. Students earned stamps for adhering to building-wide expectations and marked calendars for reminders. Those with minimal marks or full stamp sheets qualified for rewards, emphasizing the positive choices made in various settings, including

the bus and car rider areas. The PBIS committee, comprising of approximately 10 teachers, continues to meet regularly to review discipline records and proactively address challenges, fostering an atmosphere of positivity and belonging within our school community. The next quarterly reward will be coming in early March.

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Western Reserve District Calendar February 2024

February 19 NO SCHOOL President's Day
February 21 6pm Board of Education Meeting
February 22 Music Program Conklin, Stang, Buck, Eddington
February 24 8:00 am Senior Citizens' Valentine's Breakfast


Western Reserve District Calendar March 2024

March 4 5:30pm Endowment Board Meeting
March 9 6pm Father/Daughter Dance
March 13 6pm Board of Education Meeting
March 13 6:30pm PTA Meeting
March 15 7:00 Musical
March 16 7:00 Musical
March 17 3pm Musical
March 22 End of Third Quarter
March 23 OMEA MS Solo & Ensemble
March 25-April 1 NO SCHOOL Spring Break

Western Reserve District Calendar April 2024

April 1 NO SCHOOL Spring Break

PLEASE VIEW SCHOOL
WEBSITE CALENDAR
FOR A MORE UP TO DATE AND
COMPLETE SCHEDULE



Senior Citizen Valentine's Day Breakfast

Saturday, February 24, 2024

8:00 am in the WR Elementary Cafeteria

This event is free for our senior citizens

RSVP to Kelly Saylor
419.660.8508
ksaylor@western-reserve.org

Caleb Buck to Lead the Board



by Hunter Drossman

The Board of Education has appointed Caleb Buck as President and Dr. Scott Ommert as Vice President for the 2024 school year. They are replacing former President Dr. Scott Ommert and former Vice President Kris Green's positions. Community members are welcomed to attend Western Reserve Board of Education meetings that take place on the third Wednesday of each month at 6:00 pm in the high school library. (Above: Board members Caleb Buck, Kris Green, Dr. Scott Ommert, Jim Todd, and Frank Edwards.)

2023-2024 Western Reserve Winter Athletic Schedules			
Date	Sport	Time	Opponent
Feb. 6	JV/V GBB	6:00 PM	vs. Mohawk
Feb. 6	9th BBB	5:30 PM	at Plymouth
Feb. 7	8th BBB	5:00 PM	FC day 3 at Crestview
Feb. 7	7th BBB	5:00 PM	FC day 3 HOME
Feb. 8	JV/V BBB	6:00 PM	vs. New London
Feb. 9	V GBB	6:00 PM	at Mapleton
Feb. 10	JV/V BBB	6:00 PM	vs. Plymouth
Feb. 10	HSB Wrestling	9:00 AM	at Margaretta Invitational
Feb. 11	HSG Wrestling	10:00 AM	at Port Clinton Invitational
Feb. 12	9th BBB	5:30 PM	FC Tourney at Plymouth
Feb. 13	JV/V GBB	6:00 PM	vs. Huron
Feb. 14	JV/V BBB	6:00 PM	vs. St Paul
Feb. 15	9th BBB	5:30 PM	FC Tourney at Plymouth
Feb. 15	JV/V GBB	6:00 PM	vs. Plymouth
Feb. 16	JV/V BBB	6:00 PM	at Mapleton
Feb. 17	V GBB	1:00 PM	at New London
Feb. 17	JV/V BBB	6:00 PM	vs. Edison
Feb. 17	HSB Wrestling	10:00 AM	at South Central FCC
Feb. 19	V GBB	week of 2/19	Sectional Tourney TBA
Feb. 23	JV/V BBB	6:00 PM	at Crestview
Feb. 23	HSB/G Wrestling	TBA	Sectional Tourneys TBA
Feb. 26	V BBB	week of 2/26	Sectional Tourney TBA



Eighth grade students traveled to the Cleveland Natural History Museum on Jan. 10, 2024. Students saw the planetarium show "The Universe," 3D movies "Flight of the Butterflies" and "Titanosaur," and various exhibits, including the Perkins Wildlife Center.

Western Reserve Class of 2026 Presents

Me & My KEN FATHER DAUGHTER DANCE

The Sophomore Class invites all Western Reserve K - 5th grade girls to attend the ME & MY KEN OF THEIR CHOICE (INCLUDING DADS, STEP-DADS, GRANDPAS, UNCLES & BROTHERS)

SATURDAY,
MARCH 9TH
6-8:30 PM

Western Reserve Elementary
\$10/Dad with Daughter
\$15/Dad with Daughters

Music By: Ms. Deb Henry
Photo Available By: Lifetouch



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The next deadline
for On the Western
Front is
March 21, 2024.

Contact Valerie Miller
for article submissions

westernfrontinfo@
western-reserve.org

Western Reserve
Board of Education
3765 US Route 20
Collins, OH 44826
419.660.8508
www.western-reserve.org

Board Members and
Contact Information

NOTE: Please contact
through email when possible.

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Wakeman, OH 44889
cbuck@western-reserve.org

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Wakeman, OH 44889
sommert@western-reserve.org

Mr. Kris Green
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kgreen@western-reserve.org

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Welcome, Mrs. McMurray

by Lisa Muenz
Special Education Director

One of the District’s goals is to provide our students with the best that there is, and our new School Psychologist, Mrs. McMurray, is a fine example of that.

Who is our School Psychologist?

To begin her career, Mrs. McMurray attended the University of North Carolina and earned her Bachelors of Arts in Psychology. She continued her course of study and earned her Masters of Science in School Psychology and Masters of Education at Edinboro University in Edinboro, Pennsylvania. She comes to us with a great deal of experience in regards to conducting psycho-educational evaluations, functional behavioral assessments, and assisting with developing supports for students academically, socially and behaviorally.

Mrs. McMurray has been married to Dr. Steven McMurray since June 2016. Dr. McMurray is a Research Coordinator at Old Woman Creek. They spend their free time with their children Grayson, 5, and Leo, 3.


What does a school psychologist do?

School psychologists provide direct support and interventions to students; consult with teachers, families, and other school-employed mental health professionals (i.e., school counselors, school social workers) to improve support strategies; work with school administrators to improve school-wide practices and policies; and collaborate with community providers to coordinate needed services.



Questions?
Call Principal
Lisa Border
419-668-8470
ext. 2001 or
email lborder@
western-reserve.org

Know! to Appreciate Young People’s Strengths



Talk early and often about alcohol, tobacco and other drugs. Even when it gets tough.

Know! is a program of:
DETA
Drug Free Action Alliance

Young people are facing pressure from all around, which can lead to self-doubt and a lack of confidence. According to the Search Institute, “Young people need to believe in their own self-worth and to feel that they have control over the things that happen to them” to succeed.¹ Caring adults can support young people in overcoming self-doubt and believing in their own self-worth by remembering to appreciate and celebrate their strengths.

Use the following tips as a guide to appreciating young people’s strengths in your day-to-day life.

Focus on the Good. Young people often receive judgment and evaluation, whether from school, extracurriculars, or their peers. As a caring adult, you have the power to help young people recognize their own strengths rather than their shortcomings. Take notice of what the young people in your life do well and celebrate the good things that they do. By focusing on the good things that young people are doing, you can help them feel better about themselves and encourage positive behavior.^{2,3}

Praise Authentically. For praise to feel earned, it needs to be authentic. Authentic praise is based on seeing young people for who they really are and recognizing who they can become based on their true selves. Show that you appreciate the young people in your life as they are by pointing out their strengths and good qualities, even when they are insecure. You can develop authentic praise by thinking of what makes you proud of your young person and focusing on their strengths and values rather than their achievements. By showing that you recognize the strength of their authentic selves, you can empower young people to believe in their own abilities and stay grounded in their values and identities.^{2,4}

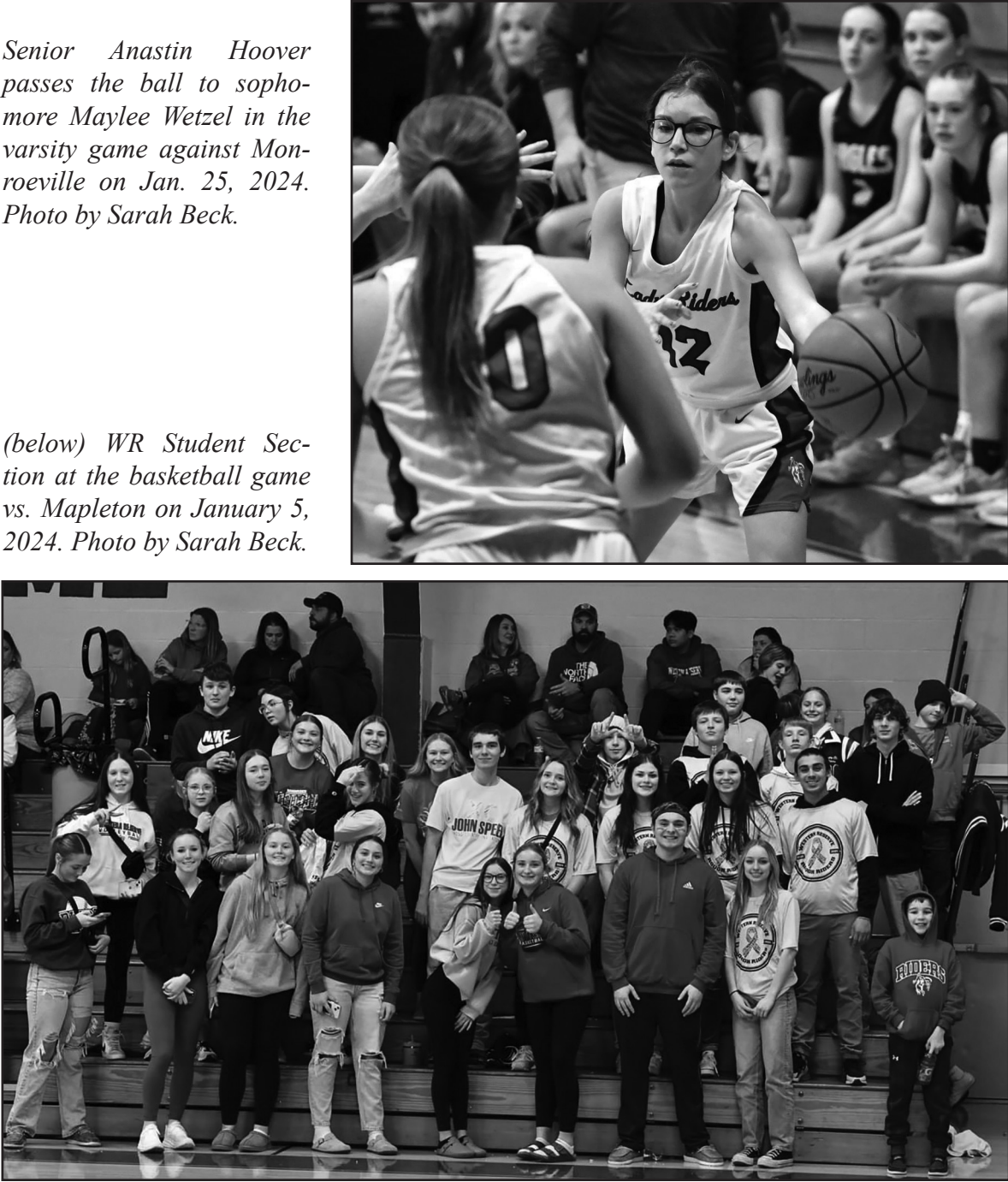
Recognize Successes without Ignoring Problems. Appreciating young people’s strengths doesn’t mean you have to ignore their mistakes. By knowing their good qualities, you can help young people change their behaviors without feeling ashamed. Young people often feel powerless or anxious when they make a mistake. You can address problem behaviors while building upon a point of strength, which allows young people to gain confidence in their ability to solve problems and change their behavior. For example, you might say, “I know you can make up with your best friend because you have acted compassionately and honestly at home with your siblings,” to show your belief in their strengths instead of focusing solely on their problems.⁴

Celebrate their Efforts. Show young people that you appreciate their efforts, even if they don’t always achieve the results that you are looking for. Celebrating working hard on a project, staying positive about a tough situation, or keeping up with practicing an instrument can encourage young people to continue their efforts and work towards their goals. Recognize when their hard work or persistence pays off, too. By connecting their actions to their goals, you reinforce their confidence in their own strengths without feeling like they are failures if they don’t always succeed.^{2,3}

Model Positive Self-Talk. Remember that young people look to adults to learn how to treat themselves and others. Young people listen and pick up on the way you talk about yourself. In general, try to celebrate your own strengths and avoid speaking negatively about your own intelligence or abilities. By modeling positive self-talk, you can make a beneficial impact on the young people in your life and on yourself, too!⁵

Resources: Effective Strategies to Boost Teen Confidence (parentandteen.com); Building Success from Strengths (parentandteen.com); Celebrate Your Child’s Strengths | ZERO TO THREE

Sources: 1. *The Developmental Assets Framework* - Search Institute (search-institute.org); 2. *Your Child’s Self-Esteem (for Parents)* - Nemours KidsHealth; 3. *Effective Strategies to Boost Teen Confidence* (parentandteen.com); 4. *Building Success from Strengths* (parentandteen.com); 5. *Social Belonging and Confidence* | Mental Health America (mhanational.org).



Western Reserve Local Schools

Kindergarten Registration

2024 – 2025

Registration through Final Forms!

Kindergarten Registration for the Western Reserve 2024-2025 school year is March 1, 2024, through April 30, 2024. Parents with children who will be five years old by August 1, 2024, are eligible to register their child for kindergarten.

Online registration for kindergarten students is available through Final Forms. Please see our WR webpage <https://www.western-reserve.org> to register your child. You will find an enrollment option on our home page / Registration / Kindergarten Enrollment / Final Forms. If you live outside the district, please also fill out the Open Enrollment Form located on this page. Open Enrollment deadline is May 15, 2024. The kindergarten program is a five days a week, all day program.

Registration Requirements:

- Child's birth certificate
- Immunization records
- Social Security Number
- Two proofs of residency
- Custody Papers, if applicable



*Registration for students who will be open-enrolled will be processed, but the students will be placed on a waiting list. Open Enrollment deadline is May 15, 2024.
Determination letters will be sent out June 3, 2024.

Parents/Guardians will be contacted regarding a screening appointment.

Please contact Leah Solomon, Principal lsolomon@western-reserve.org or Autumn Thomas, Administrative Assistant athomas@western-reserve.org 419-660-9824 with any questions.

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Sign Up For 4-H



Looking to sign your kids up for 4-H ?

Come join Wakeman Blue Ribbon 4-H Club!

Cloverbuds must be age 5 and in Kindergarten

Regular 4-H must be age 9 or in 3rd grade

Contact Advisor: Brenda Friend

440-839-2636 or 419-681-4348



Senior Abby Hamisfar rushes to win the race during the Reindeer Games hosted by Student Council. Photo by Sarah Beck.



Representing the teachers, Kevin Boose and Guy Schuler push Austin Spitler during the Reindeer Games. Photo by Sarah Beck.

Annual FFA Strawberry Sale

Taking orders through Feb. 12

Full flat (8 16-ounce clamshell containers): \$23

Half flat (4 16-ounce clamshell containers): \$13

Delivery between Feb. 24 – Mar. 1

Contact FFA Advisor Mark Starkey at
mstarkey@western-reserve.org



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Art Students Honored

by Wendy Maret

On January 28, 2024, senior Reagan Roland was honored along with other students from Lorain, Huron and Erie counties at the Regional Gold Key ceremony. She received this award for her work on her metal leaf/butterfly box made out of copper. The Gold Key is the highest award available in the region. Her piece will move on to National Judging this spring where it may get further awards. The work was done in her advanced metals class taught by Mrs. Wendy Maret.

There were six WRHS students all together who were accepted into this show which is housed at the Stocker Art Center at Lorain County Community College. Students that received honorable mentions are pictured below. Back: seniors Clara Hunt, Mayleen Sell, and Reagan Roland. Front: seniors Kaylee Kegley, Kira Steele, and junior Peyton Greszler. The work that the students were honored for was completed in various art classes taught by Mr. Jim Wiles ranging from drawing to painting.



Art students displaying their work for the Scholastic Art Exhibition



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Faculty Spotlight: Jasmine Skrada

by Abigail Fertig

Miss Skrada is the new Middle School Guidance Counselor here at Western Reserve.

Skrada talks about the struggles of being in her field: “The biggest thing I’ve learned is that you can’t pour from an empty cup. Working in the mental health field can be emotionally draining and you have to take care of yourself if you want to help take care of others.”

Skrada has been a huge help to the students of Western Reserve, and we are so glad to have her. Students all have very positive words towards her and her caring energy.

“While I don’t have a background in teaching or education, I do know that a kiddo’s mental health and overall well-being has a huge impact on their ability to succeed in school and beyond. I infuse nature-based therapy techniques into my counseling whenever I can and the kids seem to love it,” she said. Skrada is such an important part of our school community.

Faculty Spotlight: Rachel Scott

by Thatcher Stevens

Ms. Scott is a Middle School Teacher at Western Reserve. In her remarkable 23-year teaching journey, Ms. Scott has found profound joy in witnessing her students learn and fostering meaningful connections. Embracing the challenges of modern education, she adapts her teaching style to cater to any environment, making the classroom a dynamic space of growth.

Despite the inherent difficulties, Ms. Scott finds teaching immensely rewarding. The satisfaction derived from imparting knowledge and observing the transformation of her students into independent thinkers is immeasurable. As Ms. Scott said, “Watching my students grow and develop as people is what makes teaching so rewarding.”

Ms. Scott is also going to be a middle school track coach this spring. She brings much experience as she ran track in college and was an All-Ohioan in both track and cross country at her time at Ontario High School.

Outside of teaching, Ms. Scott owns a rabbitry in Willard, Ohio where she spends her time selling and spinning rabbit wool.

Sophomore Hayden Keith goes up against Mapleton defenders during the varsity game on Jan. 5, 2024. Photo by Sarah Beck.



Sophomores Jamie Muenz, Maylee Wetzel and Emma Hammond at Lupita’s Mexican Restaurant where they practiced speaking Spanish. Photo by Shirley Klimczak.



Sophomores Kylie Edwards, Madalynn Loyer, Abigail Fertig and Brianna Edwards on their Spanish II field trip where they practiced speaking Spanish. Photo by Shirley Klimczak.



Western Reserve High School

2024-2025 Course Registration Form - Grade 9

Step One: Indicate your course selection below		Number of Credits
Course One: English - 4 units needed for graduation <input type="checkbox"/> Language Arts 9 <input type="checkbox"/> Honors Language Arts 9 <input type="checkbox"/> Other: _____	1	
Course Two: Mathematics - 4 units needed for graduation <input type="checkbox"/> Applied Algebra A <input type="checkbox"/> Algebra I <input type="checkbox"/> Honors Geometry <input type="checkbox"/> Other: _____	1	
Course Three: Science - 3 units needed for graduation <input type="checkbox"/> Physical Science OR <input type="checkbox"/> Introduction to Engineering <input type="checkbox"/> Other: _____	1	
Course Four: Social Studies - 3 units needed for graduation <input type="checkbox"/> World History	1	
Course Five: Health and Phys Ed. A waiver may be used to meet PE requirement <input type="checkbox"/> Health (0.5 credits) <input type="checkbox"/> Phys Ed (0.25 credits) <input type="checkbox"/> PE Waiver (complete/plan to complete two seasons: sport, cheer, or marching band)		
Elective Choice One: _____	Teacher Initials if Required: _____	
Elective Choice Two: _____	Teacher Initials if Required: _____	
Elective Choice Three: _____	Teacher Initials if Required: _____	
Elective Choice Four: _____	Teacher Initials if Required: _____	
Your total number of high school credits must be a minimum of 6 but may not exceed 7. Students may only schedule for one full year study hall. Students participating in the CCP program need to verify qualifying credit hours. Be sure to consider OHSAA eligibility requirements in participating in a sanctioned sport.		MY TOTAL CREDITS: _____

Step Three: Indicate your post-secondary goal below.

☐ I plan to attend a four-year college/university

☐ Private

☐ Public

Major being considered: _____

☐ I plan to complete job training or certification program at a community college or technical school

Career/Occupation: _____

☐ I plan to join the military.

Branch: _____

☐ I plan to enter the workforce.

Step Four: Signatures

Parent/Guardian Signature: _____

Student Signature: _____

For Office Use Only:			
Date of Submission: _____	Graduation Plan Complete?	____ Yes	____ No

Step One: Indicate your course selection below		Number of Credits
Course One: English - 4 units needed for graduation <input type="checkbox"/> Language Arts 10 <input type="checkbox"/> Honors Language Arts 10 <input type="checkbox"/> Other: _____		1
Course Two: Mathematics - 4 units needed for graduation <input type="checkbox"/> Applied Algebra B <input type="checkbox"/> Geometry <input type="checkbox"/> Algebra II <input type="checkbox"/> Other: _____		1
Course Three: Science - 3 units needed for graduation <input type="checkbox"/> Biology (required)		1
Course Four: Social Studies - 3 units needed for graduation <input type="checkbox"/> American History (required)		1
Course Five: Health and Phys Ed. A waiver may be used to meet PE requirement <input type="checkbox"/> Health (0.5 credits) <input type="checkbox"/> Phys Ed (0.25 credits) <input type="checkbox"/> PE Waiver (complete/plan to complete two seasons: sport, cheer, or marching band)		
Elective Choice One: _____	Teacher Initials if Required: _____	
Elective Choice Two: _____	Teacher Initials if Required: _____	
Elective Choice Three: _____	Teacher Initials if Required: _____	
Elective Choice Four: _____	Teacher Initials if Required: _____	
Your total number of high school credits must be a minimum of 6 but may not exceed 7. Students may only schedule for one full year study hall. Students participating in the CCP program need to verify qualifying credit hours. Be sure to consider OHSAA eligibility requirements in participating in a sanctioned sport.		MY TOTAL CREDITS: <div></div>
Alternate Elective One: _____		Teacher Initials if Required: _____
Alternate Elective One: _____		Teacher Initials if Required: _____

Step Three: Indicate your post-secondary goal below

☐ I plan to attend a four-year college/university

☐ Private

☐ Public

Major being considered: _____

☐ I plan to complete job training or certification program at a community college or technical school

Career/Occupation: _____

☐ I plan to join the military.

Branch: _____

☐ I plan to enter the workforce.

Step Four: Signatures

Parent/Guardian Signature: _____

Student Signature: _____

For Office Use Only:		
Date of Submission: _____	Graduation Plan Complete?	____ Yes ____ No
Appointment Date: _____	Schedule Data Entered?	____ Yes ____ No

Western Reserve High School 2024-2025 Course Registration Form - Grade 11		
Directions: At least 6 credits must be scheduled. Any course that requires permission (indicated in course booklet) must have initials of the teacher prior to your scheduling appointment.		
Step One: Indicate your course selection below		Number of Credits
Course One: English - 4 units needed for graduation <input type="checkbox"/> Language Arts 11 <input type="checkbox"/> BGSU WRIT 1110 <input type="checkbox"/> BGSU WRIT 1120 <input type="checkbox"/> Other: _____		1
Course Two: Mathematics - 4 units needed for graduation <input type="checkbox"/> Geometry <input type="checkbox"/> Algebra II <input type="checkbox"/> BGSU MATH 1150 (Statistics) <input type="checkbox"/> BGSU MATH 1220 (College Algebra) <input type="checkbox"/> Other: _____		1
Course Three: Science - 3 units needed for graduation <input type="checkbox"/> Course Name: _____ <input type="checkbox"/> Course Name: _____		1
Course Four: Social Studies - 3 units needed for graduation <input type="checkbox"/> Government (0.5 credits - required) <input type="checkbox"/> Economics (0.5 credits - required) <input type="checkbox"/> Other: _____		
Elective Choice One: _____	Teacher Initials if Required: _____	
Elective Choice Two: _____	Teacher Initials if Required: _____	
Elective Choice Three: _____	Teacher Initials if Required: _____	
Elective Choice Four: _____	Teacher Initials if Required: _____	
Elective Choice Five: _____	Teacher Initials if Required: _____	
Your total number of high school credits must be a minimum of 6. Students may only schedule for one full year study hall. Students participating in the CCP program need to verify qualifying credit hours. Be sure to consider OHSAA eligibility requirements in participating in a sanctioned sport.		MY TOTAL CREDITS: _____

Step Two: Indicate your CCP participation intentions CCP Information Meeting- Monday, February 5 @ 7 pm in the HS Auditoria		
<input type="checkbox"/> I plan to participate in the CCP program and will submit (or have submitted) my signed Letter of Intent.		
<input type="checkbox"/> I am aware my participation in this program is dependent on my meeting College Readiness standards.		
<input type="checkbox"/> I am aware if I choose to schedule courses beyond the number of credit hours the state awards me, I am responsible for all costs associated with the course that takes me over my allowable credit hours.		
<input type="checkbox"/> I am aware if I fail or withdraw from courses after the designated deadline, I am financially responsible for the class.		
The following formula must be used to determine the number of CCP credit hours for which a student is eligible: 30 - (high school only credits x 3) = maximum number of CCP credit hours		
<input type="checkbox"/> I do not plan to participate in the CCP program.		

Step Three: Indicate your post-secondary goal below	
<input type="checkbox"/> I plan to attend a four-year college/university <input type="checkbox"/> Private <input type="checkbox"/> Public Major being considered: _____	
<input type="checkbox"/> I plan to complete job training or certification program at a community college or technical school Career/Occupation: _____	
<input type="checkbox"/> I plan to join the military. Branch: _____	
<input type="checkbox"/> I plan to enter the work force.	

Step Four: Signatures	
Parent/Guardian Signature: _____	
Student Signature: _____	

For Office Use Only:		
Date of Submission: _____	Graduation Plan Complete?	____ Yes ____ No
Appointment Date: _____	Schedule Data Entered?	____ Yes ____ No

Directions: At least 6 credits must be scheduled. Any course that requires permission (indicated in course booklet) must have initials of the teacher prior to your scheduling appointment. After May 1, schedule changes must be approved by school administration.

Step Two: Indicate your CCP participation intentions CCP Information Meeting- Monday, February 5 @ 7 pm in the HS Auditoria			
<input type="checkbox"/> I plan to participate in the CCP program and will submit (or have submitted) my signed Letter of Intent.			
<input type="checkbox"/> I am aware my participation in this program is dependent on my meeting College Readiness standards.			
<input type="checkbox"/> I am aware if I choose to schedule courses beyond the number of credit hours the state awards me, I am responsible for all costs associated with the course that takes me over my allowable credit hours.			
<input type="checkbox"/> I am aware if I fail or withdraw from courses after the designated deadline, I am financially responsible for the class.			
The following formula must be used to determine the number of CCP credit hours for which a student is eligible: $30 - (\text{high school only credits} \times 3) = \text{maximum number of CCP credit hours}$			
<input type="checkbox"/> I do not plan to participate in the CCP program.			
Step Three: Indicate your post-secondary goal below			
<input type="checkbox"/> I plan to attend a four-year college/university			
<div style="margin-left: 20px;"> <input type="checkbox"/> Private </div>			
<div style="margin-left: 20px;"> <input type="checkbox"/> Public </div>			
<div style="margin-left: 20px;">Major being considered: _____</div>			
<input type="checkbox"/> I plan to complete job training or certification program at a community college or technical school			
<div style="margin-left: 20px;">Career/Occupation: _____</div>			
<input type="checkbox"/> I plan to join the military.			
<div style="margin-left: 20px;">Branch: _____</div>			
<input type="checkbox"/> I plan to enter the workforce.			
Step Four: Signatures			
Parent/Guardian Signature: _____			
Student Signature: _____			
For Office Use Only:			
Date of Submission: _____	Graduation Plan Complete?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Appointment Date: _____	Schedule Data Entered?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

The Link Between School Attendance and Success

by Jennifer Cornelison
Director of Instruction and Achievement

Education is a cornerstone of personal and community development, and a key factor in a student’s success is consistent attendance. Ohio has established a chronic absenteeism goal of less than 18.3% for the 2023-2024 school year. It is important for parents and students to understand the significance of regular school attendance.

Chronic absenteeism is more than just missing a few days of school. In Ohio, a student is considered **chronically absent** when they miss 10 percent or more of the school year, regardless of whether the absences are excused or unexcused. Ohio also defines **habitual truancy**, which refers to a student who is absent without a legitimate excuse for 30 or more consecutive hours, 42 or more hours in a month, or 72 or more hours in a school year.

Regular school attendance is directly linked to academic success. Students who are frequently absent often face challenges in keeping up with the curriculum, leading to gaps in their learning. This can result in lower academic achievement and decreased chances of graduating on time. Chronic absenteeism can also have long-term consequences, affecting a student’s ability to develop essential skills and success in their future endeavors. It can impact their social and emotional well-being, hindering the overall growth and development crucial for success beyond the classroom.

To tackle the challenge of chronic absenteeism, it’s essential for parents, educators, and community members to work collaboratively. Establishing open communication channels, identifying and addressing the root causes of absenteeism, and providing support systems can make a significant difference in improving attendance rates. If your child is experiencing attendance issues, please contact their building principal or guidance counselor. Together, we can take proactive steps to support students and keep them on the path to success.

For more information on school attendance, you can visit Attendance Works online. <https://www.attendanceworks.org/take-action/community-and-agency-partners/parents-and-parent-organizations/>



Help Your Child Succeed in School: Build the Habit of Good Attendance Early

DID YOU KNOW?

- Starting in preschool and kindergarten, too many absences can cause children to fall behind in school.
- Missing 10%, or about 2 days each month over the course of a school year, can make it harder to learn to read.
- Students can still fall behind if they miss just one or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences and tardiness can affect the whole classroom if the teacher has to slow down learning to help children catch up.

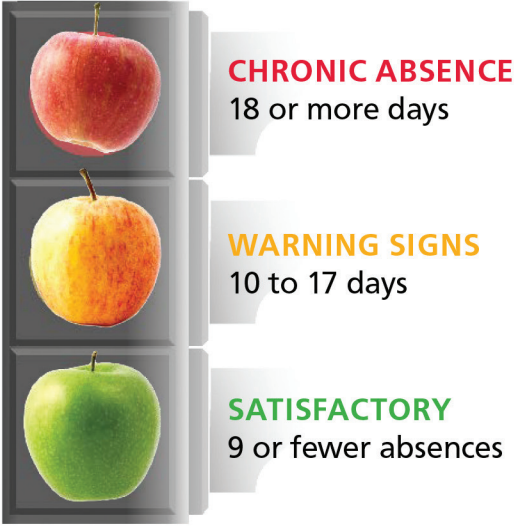
Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Eventually good attendance will be a skill that will help them succeed in high school and college.

WHAT YOU CAN DO

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpacks the night before.
- Keep your child healthy and make sure your child has the required shots.
- Introduce your children to their teachers and classmates before school starts.
- Develop backup plans for getting to school if something comes up. Call on a family member, a neighbor or another parent.
- Try to schedule non-urgent related medical appointments and extended trips when school isn’t in session.
- If your child seems anxious about going to school, talk to teachers, school counselors and other parents for advice on how to make your child feel comfortable and excited about learning.
- If you are concerned that your child may have Covid-19, call your school for advice.
- If your child must stay home due to illness, ask the teacher for resources and ideas to continue learning at home.

Revised September 2023

When Do Absences Become a Problem?



Note: These numbers assume a 180-day school year.

Visit Attendance Works at www.attendanceworks.org for free downloadable resources and tools!

Stocking Up for Christmas

by Molly Jenkins
Western Reserve Elementary Student Council hosted the annual Stocking Up for Christmas in December. The classes competed against each other, and over 1,300 items were collected and donated to St. Mary’s Caring Community Food Bank in Wakeman. Even though fifth grade was in the lead all week, first grade ended up winning on Friday by 12 items. The Student Council is so proud of the support of this. It means a lot for our school to be able to give back to a community who is so supportive of us.



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Western Reserve Elementary Student Council members.
Photo by Kate Smith.



Seventh grader Cohen Dawson on the mat during the Western Reserve Middle School Invite on Jan. 6, 2024. Dawson came in second in Firelands Conference and will join Colson Lutz, Chance Warthling, Jaxson Davidson, Tristin Maxwell, and Parker Workman at Districts. Harleigh Hubbard will continue her season and wrestle at State. Photo by Sarah Beck.



Eighth grader Colson Lutz takes control during the Western Reserve Middle School Invite on Jan. 6, 2024. Lutz was one of this year's Middle School Firelands Conference Champions along with Chance Warthling, Jaxson Davidson and Tristin Maxwell. Photo by Sarah Beck.

Middle School Wrestling State Qualifiers

Western Reserve eighth graders Tristin Maxwell (176 lbs.) and Jaxson Davidson (146 lbs.) made it out of Districts on Feb. 4, 2024. They will compete in the State Tournament at the Covelli Centre in Youngstown on March 16-17. Teammates Colson Lutz (84 lbs.) and Cohen Dawson (132 lbs.) are State Alternates.

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MS/HS Book Fair

by Parker Friend
All dragons value their treasures, from precious metals and gems to thrilling secrets and stories. They are collectors of knowledge and guardians of wisdom. Spread your wings and soar with the dragons! Your adventure starts at the book fair!
The MS/HS Scholastic Book Fair will be held in the high school library from February 12-16, 2024. Students will come down during their ELA classes for a chance to find a treasure of their own. They can also shop online at <https://www.Scholastic.com/bf/wrmshs> now through Feb. 22, 2024.
Students can use cash or parents can set up an eWallet account to purchase books. For more information, keep an eye out for the book fair flier being sent home. This event supports individual student reading choices and will add new materials to the MS/HS Library.

Youth Baseball and Softball Camps

by Trinity Myers
Registration Night for youth baseball and softball camps is Feb. 7, 2024 at 6:00 pm in the high school. Grades 1-8 are invited to the camp, and the weekly sessions will start at the end of February. If you have any questions, please contact Josh Good at jgood@western-reserve.org or Mrs. Wetzel at swetzel@western-reserve.org.



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Keep Your Child On Track in Middle and High School: Pay Attention to Attendance
Showing up for school has a huge impact on a student's academic success. Even as children grow older and more independent, families play a key role in making sure students get to school every day and understand why attendance is so important for success in school and on the job.
DID YOU KNOW?

- Students should miss no more than 9 days of school each year to stay engaged, successful and on track to graduation.
- Frequent absences can be a sign that a student is losing interest in school, struggling with school work, dealing with a bully or facing some other difficulty.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By 9th grade, attendance is a better predictor of graduation rates than 8th grade test scores.
- Missing 10%, or 2 days a month, over the course of the school year, can affect a student's academic success.

WHAT YOU CAN DO
Make school attendance a priority

- Talk about the importance of showing up to school every day.
- Help your children maintain daily routines, such as finishing homework and getting a good night's sleep.
- Try not to schedule dental and non-urgent related medical appointments during the school day.
- Keep your student healthy, and if you are concerned about Covid-19, call your school for advice.
- If your children must stay home because they are sick, make sure they have asked teachers for resources and materials to make up for the missed learning time in the classroom.

Help your teen stay engaged

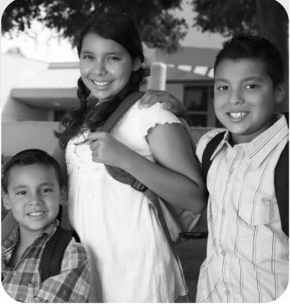
- Find out if your children feel engaged by their classes, and feel safe from bullies and other threats.
- Make sure your teens are not missing class because of challenges with behavioral issues or school discipline policies. If any of these are problems, contact the school and work with them to find a solution.
- Monitor you teen's academic progress and seek help from teachers or tutors when necessary. Make sure teachers know how to contact you.
- Stay on top of your child's social contacts. Peer pressure can lead to skipping school, while students without many friends can feel isolated.
- Encourage your child to join meaningful after-school activities, including sports and clubs.
- Notice and support your students if they are showing signs of anxiety.

Communicate with the school

- Know the school's attendance policy – incentives and penalties.
- Check on your child's attendance to be sure absences are not adding up.
- Seek help from school staff, other parents, or community agencies if you need support.

Revised September 2023

Visit Attendance Works at www.attendanceworks.org for free downloadable resources and tools!





Mrs. Knittle's fourth grade class takes a break during the Reindeer Games at the elementary.

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(left) Sophomore Ben Woodrum blows by a Mapleton defender during the JV game on Jan. 5, 2024. Photo by Sarah Beck.



Reagan Roland's metal leaf/butterfly box which received a Gold Key at the Scholastic Art Exhibition.



Sophomore Claire Kinney evades a Monroeville defender in JV action on Jan. 25, 2024. Photo by Sarah Beck.

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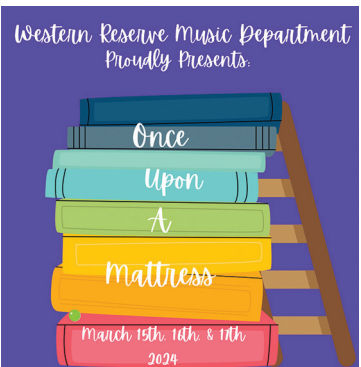
by Brianna Edwards

Mrs. Boss teaches second grade at Western Reserve. She loves helping kids and wants to impact their lives even though she only has one year with them in her class. Her year is going very well. Boss said, "I have a bunch of hard-working kids, and they are also really nice."

Her goal for the school year is to get to familiar the new Orton Gillingham system which helps with reading and making better connections with letters and sounds. She wants to do her best and ensure that her students get as many interactive activities with the system as possible.

She has always wanted to be a teacher: she loved to play with kids and to babysit. Mrs. Boss has been at Western for 16 years, and her goal for the district is to get as much community engagement as possible and create the opportunity for people to get along better.

Her biggest goal in life is to see all 50 states, and she has already seen at least a dozen. Her students would be surprised that she was born and grew up in California.



Western Reserve wrestling hosted the annual Terry Munroe Invitational on Jan. 27, 2024. Senior Kelsey Lasch and freshman Lucas Summerfield won their weight classes. Lasch said, "Coach Maxwell tells us all the time to just go out and wrestle hard, and that's what I do." Coach Maxwell is proud of his athletes. He said, "We are still very young from a team standpoint, but we are definitely working in a positive direction." He was excited to get the Invitational back this year and have the opportunity for his wrestlers to compete in front of a home crowd. Western placed fourth out of 12 teams. Above: Junior Dominic Reuting faces off against his opponent. Below: Senior Mason Kinney grapples his opponent. Photos by Sarah Beck.





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