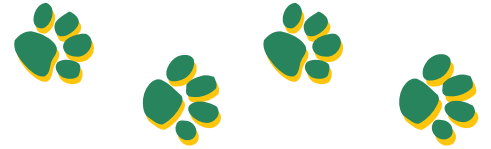


# Catprints



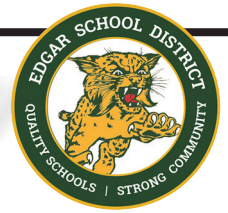
Edgar School District Newsletter

Vol. 30 No. 1 Fall 2022



## Summer of New Beginnings

By: Dr. Cari Guden, Dr. Lisa Witt, Mr. Tom McCarty,  
Mrs. Megan Koroch & Mrs. Morgan Mueller



It never ceases to amaze us how fast the summer months fly by. This summer, like all others, was busy with closing out the 2021-22 school year and preparing to begin the 2022-23 school year. Along with this comes the buzz of summer school and the hustle and bustle of our custodial crew cleaning and getting the building in tip-top condition for the new year. This summer the custodial staff also began work on some of the updates that were on our referendum agendas.

First, thanks to community support and the passed referendum Edgar was able to continue our robust summer school for our students to attend. We had another great year of summer school with 472 students in attendance. The students are able to attend enrichment classes and classes to help improve their math and reading skills. Many school district leaders around the state inquire as to how Edgar has such a flourishing summer school. Our answers are easy, 1) supportive parents, 2) innovative and energetic teachers, 3) inquisitive students, and 4) an overall positive and supportive community. So, we would like to thank everyone that has a part in our summer school, whether it is directly or indirectly, you matter!

Second, we are excited to start this school year knowing we have a supportive community. The passing of our referendum last spring was also a vote of confidence from our community. With the community support we have been able to achieve the following thus far with our referendum dollars:

- Additional Staff / Programming:
  - Elementary staff. We added 2 elementary teachers. They are needed to reduce class size and remain eligible for class size reduction grant funds.
  - Elementary Paraprofessionals. We hired 2 part time paraprofessionals needed to help cover supervision and assist with student needs.
  - ELL Paraprofessional. We needed to hire someone to assist with our growing non-english speaking population of students
  - High School Business Ed teacher. We are excited to re-start our business education program. This created 6 new classes serving 120 students this year.
  - Increase electives to HS students due to the business ed hire. Three additional sections were offered in other elective areas serving an additional 50 students.
- Facility Needs:
  - Updates to 3 west wing classrooms in the HS. The updates included asbestos removal, new flooring, new blinds, cabinets, and doors w/casings. These classrooms had not been updated since the 1950's.
  - We are excited to be finishing the updates for these three classrooms in the upcoming weeks.
  - We look forward to addressing more of the building needs next summer, so stay tuned for more to come.

Finally, the hustle and bustle of our custodial crew continued their normal summer "cleaning duties" and tackled the "fix-it" list to get the building ready for the 2022-23 school year. During the summer months, our custodial staff team clean each and every classroom and

**Summer of New Beginnings Continues on Page 2**

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## Summer of New Beginnings

Continued from Cover

areas of the building in order to keep our facilities in great condition. It is always a stressful time as they need to juggle around all of the other activities occurring in the school, such as summer school, teacher professional development, camps, etc. It is always down to the wire as to whether all areas will be ready to go for the first day of school, but the custodians work hard to make it happen. Thank you!!

In conclusion, we know (and see) how it takes a “village to raise a child.” Our children are all of “our” children and we, as the Edgar community, must continue to support and make our children our #1 priority. Our children are our FUTURE!



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## Edgar High School Redefines Ready

By: Mr. Tom McCarty

Soon, statewide school accountability report cards will be released from the State of Wisconsin. The state will use a different algorithm and equation for each school district to compute a score. Newspapers and media will then use that score to compare school districts even though the scores are coming from different computations and different thresholds of success defined by the state. While the data compiled is valid and useful, the score fails to tell the full story of what is happening in our schools.

In the Edgar School District, we value the process of improvement and are open to the opportunity to share our data publicly along the journey of improvement. It is the mission of our school district to ensure all students are College, Career and Life Ready when they graduate from Edgar High School. This does not mean that all students follow the same path, but rather that all students have the skills and knowledge available to them that will allow them to follow their hopes and dreams no matter what they are.

We know that all of our students are more than a test score which has pushed us to move past the state report card as an assessment of our progress. Instead Edgar School District has joined a nationwide movement in “Redefining Ready.” We will be using research-based indicators to monitor and assess the Readiness of all of our students to be ready for all post secondary pathways that they may be interested in. We will use these criteria to help students self assess their progress as well as create an annual local report card to report our school’s progress towards our mission, every graduate being College, Career and Life Ready. Below you will find our new Edgar Local Report Card that categorizes our work that has been aligned to research-based indicators in the different areas. This report card summarizes data from our high school the last two years. I have included small descriptions of each research-based indicator of readiness to help understand why we are measuring our success within these areas. It is our goal, that as we grow as a school we will be able to say that 100% of our graduates are College, Career and Life ready so that they can choose their pathway of the future and find success no matter which direction life takes them.

**Edgar High School Redefines Ready Continues on Page 3**



## CAREER-READY INDICATORS

A student is considered “career ready” by meeting either two indicators below or one indicator below plus two college-ready indicators.

### ATTENDANCE RATE FRESHMAN YEAR

Course attendance freshman year is 8 times more predictive of course failure than any 8th grade test.

**92.7%** (92.8%)

### CO-CURRICULAR ACTIVITIES

Extra-curricular activities are one of the best investments a school can make to promote achievement, student engagement, and attitudes and habits leading to college aspirations and ultimate success.

**71%** involved in 2 or more organized activities (68%)

### DUAL CREDIT ACCESS

Access to dual credit classes in multiple pathways increases the likelihood of a student finding and starting a career pathway right after high school.

**285 credits taken** (198)

### YOUTH APPRENTICESHIP / CO-OP EXPERIENCE

Students gaining early entry to the workplace on a pathway of their choice have a better chance of starting a career after high school sooner.

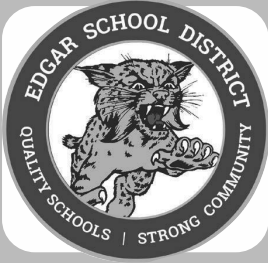
**21 students** participating in a school-credentialed work experience program (16)



### '21-'22 ENROLLMENT:

**195 students** (176)

*Respectful, Responsible  
and Ready To Succeed!*



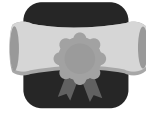
# EDGAR HIGH SCHOOL

# 2022 REPORT CARD

203 E. Birch Street  
PO Box 196  
Edgar, WI 54426

715-352-2352

Tom McCarty,  
Middle/High School  
Principal



## ACADEMIC COLLEGE-READY INDICATORS

A student is considered “college ready” by maintaining a 2.8 GPA and meeting one other additional academic indicator below.

### 2.8 GPA

High School Grade Point Average is consistently the strongest predictor of 4-year college outcomes for all academic disciplines, campuses and freshman cohorts.

**79%** (77%) earning 2.8 or higher

### ALGEBRA 2 GRADES

Students earning a C or better in Algebra 2 is a strong indicator of college readiness.

**81%** (62%) earning C or better

### STANDARDIZED TEST BENCHMARKS

ACT Composite scores

**54%** (45%) scoring 0-17

**26%** (44%) scoring 18-22

**20%** (11%) scoring 23-36

ACT College and career readiness scoring by subject

**24%** (18%) MATH (22 or higher)

**20%** (28%) READING (22 or higher)

**43%** (41%) WRITING (18 or higher)

**22%** (28%) SCIENCE (23 or higher)

### CORE DUAL CREDIT SUCCESS

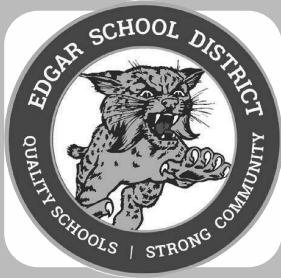
A student able to score a C or better in a Math or English Dual Credit course is likely to be successful their freshman year of college.

% of students enrolled:

**MATH 33%** (41%) **ENGLISH 84%** (91%)

% earning C or better:

**MATH 100%** (77%) **ENGLISH 73%** (80%)



# EDGAR HIGH SCHOOL

# 2022 REPORT CARD

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## Edgar Schools POINTS OF PRIDE

### Middle School Math Success



In 2020-21, EMS students exceeded the state average of proficient students in math on the Forward Exam – by **more than 10%**!

### 1:1 Student Technology



All students have school access to the internet with iPads (PK-1st grade) and Chromebooks (2nd-12th grade).

### Career Pathways Dual Credits



**100%** of EHS 2022 seniors had access to multiple career pathways, increasing their likelihood of starting a career post high school.

### Keeping Schools Open During the Pandemic



One of the only districts in the area to keep doors open every day for in-person learning during 2020-21 school year and beyond.

### Co-Curricular Participation



In 2021-22, **87%** of our students participated in co-curricular activities, providing them with skills they need beyond the classroom!

### Summer School Success



**79%** of our students participated in 2021 summer school, with 30+ courses for enrichment and remedial purposes.

### Work Experience Program



**44%** of EHS 2022 seniors participated in a school credentialed work experience program.

### “Hub” of the Community



The school’s facilities (auditorium, gyms, cafeteria, and wellness center) are available to residents of the school district, seven days a week.



*Respectful, Responsible and Ready To Succeed!*

### **Why we chose these research-based indicators:**

**2.8 GPA:** Research has shown that grades are more predictive of College Academic Performance than Standardized Tests. GPA is the strongest predictor of being able to handle a college work load and level of rigor. Students with a 2.8 GPA or higher have 71% likelihood of reaching the middle class or higher.

#### **Core Dual Credit Access:**

Access to Math and/or Reading Dual Credit course while in high school are significantly more likely to persist in college and make it to a 2nd year of college.

#### **Core Dual Credit Success:**

Receiving a C or better in a Math or English Dual Credit course before high school graduation is a strong predictor of being able to succeed in college level classes. Students who earn these grades are more likely to graduate college than their peers who did not experience dual credit courses in high school.

#### **Algebra II:**

Research shows that Algebra II completion and success is tied strongly to achieving a Bachelors degree. This indicator is a stronger predictor than a families socio-economic status (which is a strong predictor of college success). Therefore, there is also strong research that shows access to and success in Algebra II while in high school also links to higher paying careers.

#### **Standardized Test Scores:**

These scores are reflective of subject specific strengths and weaknesses. Scores are linked to research showing the ability to handle college level courses in those subject areas.

#### **90% Attendance Rate:**

The research shows that 90% attendance rate your freshman year makes you 8 times more likely to graduate and earn a high school diploma. Anything over 5 days missed in a semester shows strong negative impact on grades. Attendance is the strongest predictor of grades and thus a higher GPA.

#### **Organized Co-Curricular Activity:**

Participants in co-curricular activities are more likely to have higher aspirations and goals than those who do not. Almost 2/3 of high school graduates who participate in 2 or more co-curricular activities will end up with a college degree of some variety. Employers routinely cite the need for students to have developed “soft skills and behaviors” which co-curriculars offer the ability to practice and learn.

#### **Dual Credit Pathway Access:**

Having access to Dual Credit classes within specific career clusters offer students the opportunity to try careers they may be interested in. Access to these classes increases the likelihood of students staying in their chosen career after high school.

#### **Work Experience/Industry Credential:**

Internships and work place experience within industry career clusters increases entry level pay for graduates and offers students a higher probability of finding their career sooner.

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## **Celebrating Middle School Math**

By: Mrs. Katie Haas

The Edgar Middle School math department has many areas for celebrations. This past May, twelve students represented Edgar Middle School at a Junior High Math League Competition. We had four of the top ten contestants (1st - Wade Kohel, 3rd - Micah Schulz, 5th- Adeline Peterson, 8th - Carson Nowak) and the teams took 1st, 5th, and 6th overall out of 18 teams. It was a fun day full of math, laughing, learning, and food! I look forward to repeating this fun and successful day this school year!

A second celebration is the success 6th and 7th grade students had on the Forward state assessment in math. This was the highest level of proficiency in these two grades since I started teaching. Both grades achieved a rate of proficiency more than 22% higher than the state average. This is proof of the focus and effort students are exerting on a daily basis. Keep it up!

Lastly, from Fall 2021 to Spring 2022, 82.8 % of 6th and 7th grade students improved their percentile on the Fast-bridge assessment. This means the students not only grew, but they also closed achievement gaps. Additionally, this growth can be seen in the classroom; students are engaging in math at a high level, having deep conversations about the problems they are solving, asking thoughtful questions, and analyzing each others' thinking. Thank you to all of the students for your hard work and effort! I am excited to see this year's data and have more to celebrate!



# Notes from the Nurse

By Lara Beranek, RN

## Injuries at School

**A**n anyone who spends time around school-age children knows that injuries are a common occurrence in their lives. At school, injuries run the gamut from paper cuts and minor bumps to concussions and broken bones. When an injured student comes to the health office, we have a few minutes to try to determine the scope and extent of the injury with limited diagnostic tools, and decide the next steps.

From my experience, the most common times children are injured at school are at recess and while in Phy Ed class. This is not surprising, as they are moving more quickly than in the classroom, plus there is added height (jumping, climbing) and exertion (throwing, pushing) which increases the risk of injury. However, we also see injuries coming from classrooms (poked in the hand with a just-sharpened pencil), hallways (tripped on their shoelace), bathrooms (pinched finger in the stall door), etc.

Let's review some injuries and how they are handled in the health office.

### ● Cuts/scrapes/scratches

- **Minor:**
- Washed with soap and water or flushed with wound wash
- Covered with bandage
- **Major:**
- Pressure applied to stanch bleeding\*
  - Wounds that are gaping or won't stop bleeding may need sutures, staples, or skin glue
  - If bleeding stops with pressure
    - Washed with soap and water or flushed with wound wash
    - Covered with bandage

\*If the wound is gaping or won't stop bleeding, parent/guardian will be contacted to pick up the student and seek medical attention.

### ● Head bumps

- Area of bump is observed for visible injury
  - See above for cuts
  - Ice is given for injured areas
- Student is asked questions and observed for concussion symptoms
  - If student has signs or symptoms, a concussion screening is completed
- If student is improved, they will return to class.
- Younger students will be sent home with a "bump note" and teacher will be advised to watch them

\*If there is suspicion of concussion, parent/guardian is contacted to pick up the student and seek medical attention.

### ● Joint injuries (rolled ankles, twisted knees, etc)\*

- Area is observed for swelling, bruising, or deformity
- Range of motion is checked
- Weight-bearing is checked
- Ice given
- Medication for pain may be given

\*If the student is in severe pain, the joint is deformed or very swollen or bruised, or they cannot move it or bear weight, parent/guardian will be called to pick them up and advised to seek medical attention.

### ● Limb injuries (fall and catch, jump and land, struck by or into object)\*

- Area is observed for swelling, bruising, or deformity
- Range of motion is checked
- Weight-bearing is checked
- Ice given
- Medication for pain may be given

\*If the student is in severe pain, the limb is deformed or very swollen or bruised, or they cannot move it or bear weight, parent/guardian will be called to pick them up and advised to seek medical attention.

Notes from the Nurse Continues on Page 7

## Notes from the Nurse

Continued from Page 6

The extent of injuries is not always black and white. Some kids are embarrassed or worried they will be in trouble because they were doing something they shouldn't have been doing when they got hurt. Some are very stoic and don't let on how bad it really is. Shock can also initially mask the pain of a serious injury. On the other hand, some students have a lower pain tolerance and may appear to be seriously injured when they are not. Although it would be pretty handy, we do not have an x-ray machine, CT scanner, or MRI at school. We cannot say for certain whether a bone is fractured, whether there is bleeding in the brain after a blow to the head, or if a ligament is torn with a rolled ankle. Sometimes the extent of an injury is not immediately known, but as time passes, it may become obvious the student needs medical attention. They may begin to guard a fractured limb or lose function (ex) can't/won't hold or pick up something with their hand. They may develop signs and symptoms of a concussion hours after a head injury. We do the best we can to determine if medical attention is required. We remind kids to come back to the health office or alert their teachers if their injury is worsening after they leave us. We also let teachers know to keep an eye on them in the classroom.

We do our best to alert parents/guardians as soon as possible when an injury requires additional attention or medical care. Therefore, it is important that we have up to date contact information for families, as well as emergency contacts.

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## Assessments

By: Mrs. Jamie Koehler



Testing is underway! Our 4K- 8<sup>th</sup> grade students have been testing with **FASTBridge**. FASTBridge measures the growth in Reading and Math. The data is used in the classroom to adjust instruction to meet student needs and challenge them to grow in their learning.

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### BASC/BESS

The Behavioral & Emotional Screening System will be completed between October 31 – November 11. This data is used to determine any health and emotional well-being needs that may require interventions.

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### B.E.S.T.

The Behavioral Emotional Social Traits screener will be administered between October 24 – November 4. The data helps identify students with behavioral and emotional needs and determine ways to help them succeed in the classroom.



### NEW In the mail

You should have received the following documents in your mail:

- Universal Testing Schedule
- BASC/BESS & OYRBS opt-out letter

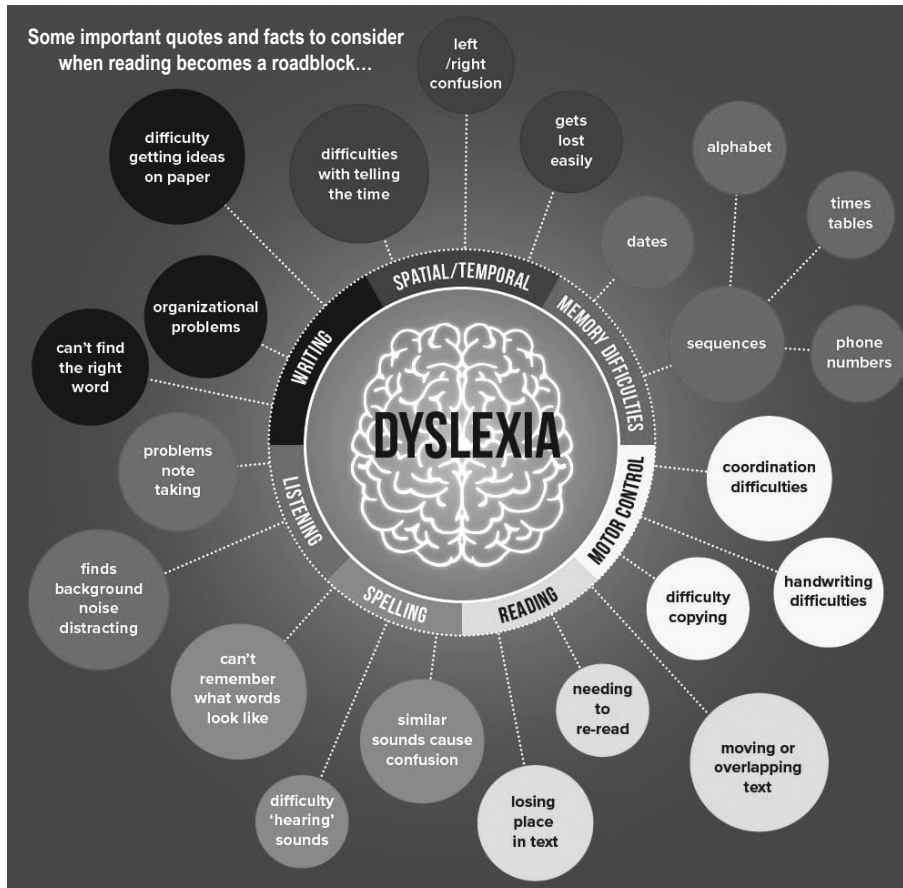
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### Dates to Remember

<b>October 31 - November 11</b>	<b>BASC/BESS</b>
<b>October 24 - November 4</b>	<b>B.E.S.T.</b>
<b>January 16-31</b>	<b>FASTBridge</b>

*For more information, please visit our Assessment Website:  
<https://sites.google.com/gapps.edgar.k12.wi.us/assessments/home>*

# OCTOBER IS ... Dyslexia Awareness Month



Submitted by Penny Skahaug & Jodi Smith, Title One & Reading Intervention Reprinted from [smarts-ef.org](http://smarts-ef.org)

## What's new in the Kitchen?

By: Rebecca Larson



### Cooking In The Kitchen

Welcome to the 2022-23 school year. I am starting my 8th year as the food service director and I am not quite sure where that time has gone. It has been a busy start to the year. As we transition through the pandemic, some restrictions have been removed. We are excited to have the salad bar back in action, complete with a new sneeze guard to better protect all the students. We have also introduced the ala-carte line and this is open to all students in grades 6 -12.

The one change we love is, breakfast is currently **FREE** to all students from 4K-12th grade. We received a grant from The Department of Public Instruction that helps us bring this fantastic program to all our students. I encourage your students to take part in program.

Please remember that lunch is full pay again this year. We do have applications available for the Free/Reduced program if you think that you would qualify please reach out and I will get you an application. We ask that you please keep your students lunch accounts current. If you are having a hard time doing this, please reach out to Dr. Guden or myself. We will not let students go hungry, but we need to know what's going on.

When shopping lately, you have seen the higher prices and may have experienced shortages and outages. We are experiencing the same challenges. Unfortunately, the lunch menu is always subject to change with availability and we may not have much notice. I will post changes via the Edgar School District Facebook page. I ask for your patience and flexibility with this.

Please do not hesitate to reach out with concerns. My door is always open. My direct line is 715-352-3321 or e-mail [rlarson@gapps.edgar.k12.wi.us](mailto:rlarson@gapps.edgar.k12.wi.us). Together we will have a great year!



# I'm so STRESSED OUT!

Do you hear your child say "I'm so stressed out?" Below is the difference between Stress and Anxiety and ways to cope with both. If you feel your child is struggling to cope, or the symptoms of their stress or anxiety begin to interfere with their everyday life, it may be time to talk to a professional. Feel free to reach out to one

of the counselors below:

Elementary: Jenny Pritzl - [jpritzl@gapps.edgar.k12.wi.us](mailto:jpritzl@gapps.edgar.k12.wi.us)

Middle: Jamie Koehler - [jkoehler@gapps.edgar.k12.wi.us](mailto:jkoehler@gapps.edgar.k12.wi.us)

High: Marisa Doll - [mdoll@gapps.edgar.k12.wi.us](mailto:mdoll@gapps.edgar.k12.wi.us)

## STRESS?

Generally is a response to an external cause, such as taking a big test or arguing with a friend. Stress typically goes away once the situation is resolved. Stress can be positive or negative. For example, it may inspire you to meet a deadline, or it may cause you to lose sleep

## ANXIETY?

Generally is internal, meaning it's your reaction to stress. Anxiety usually involves a persistent feeling of apprehension or dread that doesn't go away, and that interferes with how you live your life. It is also constant, even if there is no immediate threat

## BOTH?

Both stress and anxiety can affect your mind and body. You may experience symptoms such as:

- Excessive worry
- Uneasiness
- Tension
- Headaches or body pain
- High Blood Pressure
- Loss of sleep

## WAYS TO COPE:

- Keep a journal
- Download an app with relaxation exercises
- Exercise and eat healthy
- Get regular sleep
- Avoid excess caffeine
- Identify and challenge your negative thoughts
- Reach out to your friends or family

---

## Robotic Mowing

By: Mr. Rob Rauen

Some of you may have noticed that the North side of our building is being mowed by a Husqvarna robotic mower. We were approached by Wenger Equipment earlier this spring with the proposition of them allowing us to use a robotic mower in exchange for them placing an informational sign about where they could be purchased. After the school year started, Wenger Equipment came to our building and prepared our lawn for the mower. I'm very satisfied with the way the mower has maintained the front of our building rain or shine. I want to say "Thank You" to Wenger Equipment for the free use of the robotic mower.

---

## Backpack Donation

We would like to THANK the Women of Hope Lutheran Church for their annual donation of backpacks filled with school supplies for our students. We appreciate their generosity!



---

## Edgar Theater Company

By Emily Yeung

Fall is always a busy time of year for Edgar Theater Company! Students are hard at work to put together a fun production about a misfit family on the All-American Street. From crocodiles and spiders, to potions and mummy princes, there is never a dull moment in the family friendly show, Meet the Creeps!

Mrs. Albrecht is hard at work with the set crew, painting, and building props. While Mr. Diestelhorst is training new crew members to run lights and sound. Mrs. Yeung directs the actors helping them memorize lines and perform their best on stage! Come and join in on the fun October 29-30!

# Educating Your Student Driver

Let's face it, the driving world that our students are preparing to enter is very different than the one we entered. When I got my license way back in 1984 there were about 3.5 million vehicles registered in Wisconsin. Today there are over 6.5 million registered vehicles in the state. That's on the order of 85% more vehicles! (There are actually more registered vehicles in the state than there are people!) And those vehicles are not sitting still. From 1984 to today the vehicle miles traveled in the state has also increased by over 85%. Over the same time period the actual amount of roads in the state increased by about 7%. That means there is a lot more traffic on basically the same amount of road.

Another factor that seems to be increasing is the prevalence of aggressive driving. It's a difficult thing to quantify but studies seem to support that aggressive driving is on the rise. A study by the Insurance Information Institute found aggressive driving to be a factor in 56% of fatal crashes in the U.S. I'm sure we all have stories of aggressive driving we've witnessed. Unfortunately, this is the driving environment our students are entering.

So what do we do? How do we prepare our students? Practice, practice, practice! Recent law changes now allow students to get their learner's permit at age 15 and the permit is valid for 18 months. During this time students are required to log a minimum of 50 hours of supervised driving practice. The log can be as simple as keeping a list of dates and time driven, or you can add detail regarding the skills practiced and the driving conditions. I do not have personal experience with them, but I'm told there are some very nice phone apps to use for tracking your student's practice time.

When you are out practicing with your student driver remember that they don't have your years of experience. Things that may seem obvious to us are not always obvious to the student. Start simple and gradually increase the complexity. Talk to them about what to look for and why they are looking for it. Take the time to practice basic skills. Something as simple as pulling over to the curb to park is not so simple when you are struggling to judge the size of the vehicle. Also, keep the lessons going when you are the driver. Have your child put away their phone and pay attention to the driving environment. Talk to them about what you are doing and what you are looking for. This last part can start well before your child ever gets their learner's permit.

Let's work together to help our students become good, safe drivers. Maybe we can even bring a bit of common sense and common courtesy back to our roads.

Kevin Ruplinger, Science Teacher & Driving Instructor

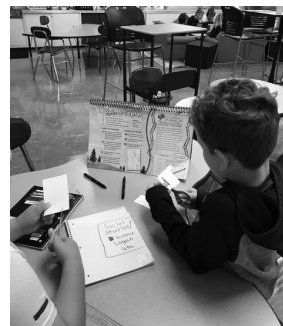
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## Inquiring Minds

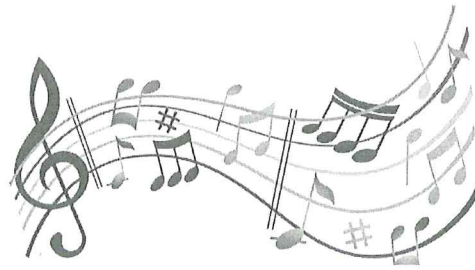
by Mrs. Bemke and Mrs. Hornung

The fourth grade learners are off to a great start in the classroom. They are learning more about themselves as a learner. Being responsible, being respectful, being safe and being a friend are things that are at the core of our "Wild-cat Way" here at Edgar Elementary School. We have looked at our strength in each of these areas and we have looked at where we need to grow in these areas. Each learner set a goal for themselves as they reflected upon where they would like to develop greater skills to be successful in school and in life.

We embraced the idea of developing a growth mindset and learning how to ask questions to help us grow and learn. Thinking like an historian was how we started our Social Studies unit. Learners took a look at first hand artifacts, asked questions about it, and read about it to discover something about Wisconsin. Continuing the idea of developing those critical thinking skills, we practiced asking questions to learn and discover more about the natural world around us during Science class. Students had some hands-on experience in working with science tools and writing their hypothesis statements as they worked through investigations to practice their inquiry skills.



**MARK YOUR CALENDARS!  
2022-2023 CONCERT SCHEDULE  
EDGAR AUDITORIUM**



Thursday, December 8	9:00am	MS Holiday Concert
	12:45pm	K-2 Holiday Concert
	1:45pm	3-5 Holiday Concert
	7:00pm	HS Holiday Concert
Friday, March 31	7:00pm	HS Concert Choir Pops Concert
Sunday, April 2	2:00pm	HS Concert Choir Pops Concert
Thursday, April 13	2:00-8:00pm	MS & HS Instrumental Large Group Festival
Thursday, April 20	2:00-8:00pm	MS & HS Choral Large Group Festival @ Auburndale
Tuesday, May 9th	12:45pm	K-2 Spring Concert
	1:45pm	3-5 Spring Concert
Wednesday, May 10	1:45pm	MS Spring Concert
	7:00pm	HS Spring Concert

**DID YOU KNOW?**

“When we sing or create music, we use all the parts of the brain: left, right, front, and back. All these parts collaborate. That is very unique! Music is complex; that is, it uses so many aspects of a person’s being.”  
Hanne Deneire, composer

“Creativity is driven from within the child, from education, from culture, from surroundings...The challenge is to help children keep the balance.”  
Hanne Deneire, composer

**Edgar Public Schools**  
**203 E. Birch Street**  
**P.O. Box 196**  
**Edgar, WI 54426**

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**(715) 352-2351 - Administrator Office**  
**(715) 352-2352 - High School Office**  
**(715) 352-2727 - Elementary Office**  
website: www.edgar.k12.wi.us  
Dr. Cari Guden, District Administrator  
Corey Mueller, School Board President  
Gary Lewis, Vice-President  
Pamela Stahel, Treasurer  
Rebecca Normington, Clerk  
Megan Wesolowski, Member  
Thomas McCarty, Middle School/  
High School Principal  
Lisa Witt, Elementary School Principal,  
Director of Curriculum



**Wisconsin Statute 118.13** No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil service, recreational or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

### **SCHOOL CENSUS INFORMATION**

#### **School District of Edgar**

Please complete and return this form to the Edgar School District Office, 112 N. 2nd Ave., P.O. Box 198, Edgar, WI 54426. In order to reach all new families in our area, as well as all newborn babies, we are asking that this form be completed by anyone who **has moved into the Edgar School District or has a new addition to their family.**

Parent's Name \_\_\_\_\_  
Last First Spouse

Address \_\_\_\_\_  
House/Fire Number Street/Road City

Telephone \_\_\_\_\_ Township or Municipality \_\_\_\_\_

LIST ALL CHILDREN **NEW TO THE DISTRICT** (LESS THAN 21 YEARS OLD).

1.	NAME	AGE	DATE OF BIRTH	SEX	SCHOOL ATTENDING
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____

Thank you-if you have any questions, please call 352-2727 and ask for Michelle Socha.